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**“AUDIO LINGUAL METHOD TO IMPROVE SPEAKING SKILLS  
IN 8TH GRADE STUDENTS AT COLEGIO DE BACHILLERATO  
UNIVERSITARIO UTN, ACADEMIC PERIOD 2022-2023”**

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As a direct witness and co-responsible for the development of this research work, I certify it meets the requirements and merits to be publicly supported.

It is all that I can certify in honor of the truth.




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## **DEDICATORY**

First of all, this research is dedicated to all students who want to learn English and teachers who need didactic strategies to teach the English language, especially to the teachers and students of the Colegio de Bachillerato Universitario UTN, who allowed me to develop this research work.

Secondly, Universidad Técnica del Norte helps to form quality students and great professionals, friends, and professors of the career, since they were a fundamental pillar in the development of my academic process, through the knowledge shared within the classroom, the same that helped me to continue growing as a professional for the completion of this thesis.

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*Nayeli Shigue*

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*Nayeli Shigue*



## **ABSTRACT**

The following research was about the use of the Audio-lingual method for the improvement of the speaking skills, for which this research was performed at Colegio Universitario UTN in the city of Ibarra in the academic period 2022-2023, where authorities, teachers, and students of the eighth grade participated. The purpose of this research was to analyze the methodological strategies and the application of activities to improve the speaking skills. Likewise, the methodology chapter helped to determine the ideal methods to improve this skill, therefore it was necessary to know the methodology and strategies focused on the development of their skills during the application of a mixed methodology through surveys and interviews with both teachers and students to determine the knowledge they have in the English language. This was also useful to develop the pedagogical proposal and provide a solution to this problem, with the help of an innovative didactic guide for the English teachers based on activities of the Audio-Lingual method, and to respond to the need for learning how to develop the English language speaking skills in the students of this institution. In conclusion, according to the obtained results, it was observed that students have problems in speaking such as the words pronunciation and the class methodology. Finally, the use of this pedagogical guide focused on the audio-lingual method was of great benefit to the whole educational community.

**Keywords:** innovative didactic, methodology, strategies, speaking.

## **RESUMEN**

La siguiente investigación fue sobre el uso del método Audio-lingual para el mejoramiento de las habilidades de expresión oral, para lo cual se realizó esta investigación en el Colegio Universitario UTN de la ciudad de Ibarra en el periodo académico 2022-2023, donde participaron autoridades, docentes y estudiantes del octavo grado. El propósito de esta investigación fue analizar las estrategias metodológicas y la aplicación de actividades para mejorar la expresión oral. Asimismo, el capítulo de metodología ayudó a determinar los métodos idóneos para mejorar esta habilidad, por lo que fue necesario conocer la metodología y estrategias enfocadas al desarrollo de sus habilidades durante la aplicación de una metodología mixta a través de encuestas y entrevistas tanto a docentes como a estudiantes para determinar los conocimientos que poseen en el idioma inglés. Esto también fue útil para elaborar la propuesta pedagógica y dar solución al problema, con la ayuda de una guía didáctica innovadora para docentes de inglés basada en actividades del método Audio-Lingual, para dar respuesta a la necesidad de aprendizaje en el desarrollo de las habilidades orales del idioma inglés en los estudiantes de esta institución. En conclusión, de acuerdo a los resultados obtenidos se observó que los estudiantes presentan problemas en el habla como la pronunciación de las palabras y la metodología de la clase. Finalmente, el uso de esta guía pedagógica se enfocó en el método audio-lingual el cual fue de gran beneficio para toda la comunidad educativa.

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**Palabras claves:** didáctica innovativa, metodología, estrategias, speaking.

## CONTENT TABLE

<b>IDENTIFICACIÓN DE LA OBRA</b> .....	<b>i</b>
<b>CONSTANCIAS</b> .....	<b>ii</b>
<b>DIRECTOR'S CERTIFICATION</b> .....	<b>iii</b>
<b>DIRECTOR DEL TRABAJO DE TITULACIÓN</b> .....	<b>iv</b>
<b>COURT APPROVAL</b> .....	<b>v</b>
<b>DEDICATORY</b> .....	<b>vi</b>
<b>ACKNOWLEDGMENT</b> .....	<b>vii</b>
<b>ABSTRACT</b> .....	<b>viii</b>
<b>RESUMEN</b> .....	<b>ix</b>
<b>CONTENT TABLE</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xiv</b>
<b>LIST OF FIGURES</b> .....	<b>xiv</b>
<b>ACRONYMS</b> .....	<b>xv</b>
<b>INTRODUCTION</b> .....	<b>1</b>
<b>MOTIVATIONS FOR THE INVESTIGATION</b> .....	<b>1</b>
<b>BACKGROUND</b> .....	<b>2</b>
<b>PROBLEM DESCRIPTION</b> .....	<b>3</b>
Delimitation of the Problem.....	5
Formulation of the Problem .....	5
<b>JUSTIFICATION</b> .....	<b>5</b>
<b>SIGNIFICANCE OF STUDY</b> .....	<b>7</b>
Linguistic Impact .....	7
Academic Impact .....	7
Affective Impact .....	7
<b>OBJECTIVES</b> .....	<b>8</b>
General Objective .....	8
Specific Objectives .....	8
<b>CHAPTER I: THEORETICAL FRAMEWORK</b> .....	<b>9</b>
1.1 English as a Foreign Language (EFL).....	9
1.2 The Common European Framework of Reference (CEFR).....	9
1.3 English as a Foreign Language in Ecuador .....	11

1.4	Teaching and Learning English as a Foreign Langue in Ecuador.....	12
1.5	Concept of Method .....	13
1.6	Audio Lingual Method to teach English as a Foreign Language .....	13
1.7	Audio Lingual Method .....	14
1.8	The objective of the Audio-Lingual Method.....	15
1.8.1	Short-range objectives.....	15
1.8.2	Long-range objectives .....	15
1.9	The principle of the Audio-Lingual Method .....	16
1.10	Characteristics of the Audio-Lingual Method .....	17
1.11	Teacher´s role .....	17
1.12	The student´s role.....	18
1.13	Procedures of the Audi-lingual Method.....	18
1.14	Techniques of the Audio-Lingual Method.....	19
1.14.1	Dialogue memorization .....	19
1.14.2	Repetition exercise .....	20
1.14.3	Transformation exercise .....	20
1.14.4	Using minimal pairs: .....	20
1.15	Advantages and Disadvantages of the Audio-Lingual Method .....	20
1.15.1	The advantage of the Audio-lingual Method.....	20
1.15.2	The disadvantages of the Audio-Lingual Method.....	21
1.16	English four skills .....	21
1.16.1	Receptive skills (Reading and Listening).....	21
1.16.2	Productive skills (Speaking and Writing).....	22
1.17	Speaking Skills Definition .....	22
1.18	Speaking As a Skill.....	23
1.19	Speaking sub-skills .....	23
1.20	The functions of Speaking Skill.....	26
1.20.1	Pronunciation.....	26
1.20.2	Talks as Interaction.....	26
1.20.3	Talks as Performance .....	27
1.20.4	Speaking as transaction .....	27
1.20.5	Students speaking Achievement.....	27
1.21	Teaching Speaking.....	27

<b>CHAPTER II. METHODOLOGY .....</b>	<b>29</b>
2.1 Type of Research.....	29
2.2 Research Method Used.....	30
2.3 Data Collection Techniques and Instruments.....	32
2.4 Research Questions .....	33
2.5 Study Site.....	33
2.6 Population.....	33
2.7 Sample .....	34
2.8 Procedure.....	34
<b>CHAPTER III: DATA ANALYSIS AND DISCUSSION .....</b>	<b>36</b>
3.1 Vice-principal interview translated into English.....	36
3.1.1 Results of the interview with the Vice-principal.....	36
3.2 Analysis of the vice principal's interview.....	38
3.3 Vice-principal interview summary .....	38
3.4 English Coordinator teacher interview.....	39
3.4.1 Results of the interview with the Teacher Coordinator .....	39
3.5 Analysis of the coordinator teacher interview.....	41
3.6 Coordinator teacher interview summary .....	42
3.7 English teachers interview.....	42
3.7.1 Results of the interview of English teachers .....	42
3.8 Analysis of the interview with English teachers .....	44
3.9 English teachers interview summary.....	45
3.10 Students' survey.....	45
3.10.1 Results of the interview of students' survey.....	45
3.11 Analysis of the students' survey .....	51
3.12 Students survey summary .....	52
3.13 Discussion.....	52
<b>CHAPTER IV: PROPOSAL.....</b>	<b>54</b>
4.1 Title.....	54
4.2 Introduction .....	54
4.3 Justification.....	55
4.4 Presentation of the guide .....	55
4.5 Objectives .....	55

4.6	Location.....	56
4.7	Beneficiaries .....	56
4.8	Guide .....	56
<b>CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS .....</b>		<b>174</b>
5.1	Conclusions .....	174
5.2	Recommendations .....	175
<b>GLOSSARY.....</b>		<b>176</b>
<b>REFERENCES.....</b>		<b>177</b>
<b>ANNEXES.....</b>		<b>182</b>

## LIST OF TABLES

<b>Table 1</b> Common Reference Levels: global scale .....	9
<b>Table 2</b> Audio Lingual Method to teach English as a Foreign Language .....	13
<b>Table 3</b> Speaking Sub-skills .....	24
<b>Table 4</b> Population Information .....	34

## LIST OF FIGURES

<b>Figure 1</b> English levels that both EGB and BGU students are expected .....	12
<b>Figure 2</b> Important of English for your future studies?.....	46
<b>Figure 3</b> The most difficult skill to develop for elementary school students.....	46
<b>Figure 4</b> Difficult to develop speaking skills in English class .....	47
<b>Figure 5</b> Difficult to develop speaking skills .....	48
<b>Figure 6</b> Ways of taking tests on speaking skills .....	49
<b>Figure 7</b> Implement of innovative activities in classroom .....	49
<b>Figure 8</b> The interaction between classmates will help to improve speaking skills .....	50
<b>Figure 9</b> Activities based on the audio-lingual method for developing speaking skills .....	51

## **ACRONYMS**

**ALM:** Audio-Lingual Method

**CEFR:** Common European Framework of References for Languages

**EFL:** English as a Foreign Language

**EGB:** Educación General Básica

**ELT:** English Language Teaching

**FL:** Foreign Language

**L2:** Second Language

**UTN:** Universidad Técnica del Norte



## **INTRODUCTION**

English is the major window of the modern world because this language gives good opportunities for life. According to Nishanthi (2018) points out that English is a vital language for the development of society and for all kinds of professionals who wish to achieve their own goals in life. Since this language gives a variety of opportunities if people know how to master it, therefore that students are required to acquire knowledge and enrich themselves with this language, after all, the language is an intermediary tool for people to communicate with society, share their ideas and know the world (Congo Maldonado et al., 2018). On the other hand, education has been changing over the years and one of these has been the use of teaching materials, as some can be difficult to implement in English classes due to the time set aside for each subject or the number of students, especially when developing the speaking skills and needs of the students.

The following research is about the use of an audio-lingual method to improve the English language speaking skills of the eighth-grade students of the institution "Colegio de Bachillerato Universitario UTN" during the academic period 2022-2023. According to the national regulations, in Ecuador eighth-grade E, G, B students must have an A1 level of English as a foreign language by the end of ninth grade, based on the Common European Framework of Reference for Languages (CEFR). The speaking proficiency for this level requires that students participate effectively in basic interpersonal relationships in everyday situations, where the interlocutor speaks slowly and clearly through requests, introductions, and responses (Ministerio de Educación, 2016).

Therefore, this work reflects on some aspects such as methodology and teaching materials used by English teachers to teach English which need to be improved, to create new learning environments that promotes students' participation along with the development of speaking skills and offer them more opportunities to speak confidently in the world around them.

## **MOTIVATIONS FOR THE INVESTIGATION**

The main reason for this project is to improve one of the most imperative skills in communicating with society and learning a second foreign language, through the application of new strategies and methodologies for English teachers, since it has been observed during the professional practices that some students have complications to participate in the classroom since teachers are still working with traditional methods. Therefore, teaching and learning pronunciation has become a current problem for teachers, due to the level of students, it has emphasized below in this research some learning methods, and even they have been applied in the classroom, with the purpose that students become more interested and familiar with the foreign language. Consequently, this problem provides so much

motivation to continue with this degree work, through which this audio-lingual method of teaching can be implemented for the benefit of their oral competitive ability, through very didactic and innovative classes so that there is learning according to their level and provide them with a greater motivation to continue with the study of the English language.

## **BACKGROUND**

The teaching of speaking has experienced an enormous development throughout the history of English language teaching and learning. Hence, in its beginnings, speaking was one of the most neglected skills in language learning until the second half of the 20th century, when the audio-lingual method began to predominate, whose exponents believed that spoken words were the main mode of expression, leaving aside the grammatical translation method and giving way to the Audio-lingual method. Nowadays, English is taught as a second language in several countries, and students are required to master the four skills of speaking, writing, listening, and reading, not just one. Due to several factors, oral production is the most difficult skill to be proficient in. On the other hand, English is taught as a second language in many nations, and students are required to master the four skills of speaking, writing, listening, and reading, but some language learners fail to master all the four skills because English contains such a great variety of phonetic sounds turning that oral production into the most difficult skill to master in the English language. But learning a new language is crucial because it allows people to interact with others and communicate their ideas to the rest of the world. Therefore, speaking is the most important skill to learn when learning a second or foreign language, and success is determined by one's conversational ability.

Therefore, most students have difficulty in speaking, this is because spoken English and written English are different. An example of this is when doing oral activities students feel tense, because even teachers assertively teach English, resulting in students not being able to express their ideas due to unfamiliarity with the language.

For many students, a language class is a particular context that induces anxious feelings. This is because language learning can put them in situations where their 'language-ego' is threatened. This threat can manifest in many ways such as when they feel they compete with other learners. ("Problems Learning English", n.d, par.2)

Due to this, students always just memorize the vocabulary instead of using it in a sentence. This makes them forget the vocabulary easily. For this reason, students always think that English is a difficult subject and as a result, students are not confident to speak English because they are afraid of making mistakes in front of their friends or other people. For this reason, when teaching English, teachers need to use an attractive method using didactic material that also helps them to make the class more fun than before. Therefore, the Audio-lingual method is one of them because it is based on the behaviorist theory, through

the implementation of rejoinder exercises, in which students can give an appropriate answer to a given statement.

However, within the audio-lingual method of learning, it must also be recognized that children and teens have different learning perceptions, thus Sugiharto (2007, as cited in Rustomi, 2021) stated that each person has different perspectives on what something means and what is good or bad, positive, or negative, and what points of view will influence the behaviors of their actions within learning. Therefore, students' perception of learning in class is very important because it will determine whether the learning is successful or not when a new strategy is implemented.

The Audio-Lingual Method is a method of teaching a second or foreign language that emphasizes the teaching of speaking and listening before reading and writing. Therefore, learning a foreign language is a mechanical process of habit formation. In fact, good habits are formed by giving correct answers instead of making mistakes, these can be minimized with the implementation of this method which works with short dialogue exercises depending on the level of the student and memorizes dialogues to reduce the possibility of making mistakes in the English language. Due to this learning method, a language is an act of speech through automatic speech production and comprehension, in which the teacher's role is to ask students to repeat the same thing and students can become familiar with the foreign language (Richards & Rodgers, 2001).

Finally, educators need to demonstrate the students' knowledge of the Ecuadorian education system to promote students to the next level of the English language, also students should demonstrate the things learned according to the curriculum of the education system, which is why they should implement in the classroom the use of dialogues as the main form of presentation of the language and exercises, as well as the main training techniques and the mother tongue in the use of everyday life. But teachers should be aware of the perception that each learner has of learning in class. Thus, the teacher can conclude what is the best method to use in class to capture the attention or understanding of learners in learning English. Based on the above-mentioned background, this research is based on the students' perceptions of the English language and the application of the Audio-lingual Method in English language learning specifically in the eighth grade of the Colegio de Bachillerato Universitario UTN.

## **PROBLEM DESCRIPTION**

Nowadays, English has become a universal language since learning a second language provides many opportunities such as work, study culture, and professionally. According to Sprachcaffe (2017) mentions the basic reason why learning English is so important when looking for a job. Hence, English allows access to a better education and therefore a better

chance of getting a job whereby job opportunities will multiply in terms of language proficiency whether in governmental areas or multinational companies.

According to Crystal (2003) in his English book as a global language:

Considers English a global language; it is used internationally not only by many native speakers but also by many people who learn English as a second or foreign language. He claims that a quarter of the world's population, approximately 1.5 billion people, can speak English fluently, i.e., they possess satisfactory language proficiency. (p. 6)

In addition, powerful countries such as the USA and Great Britain have English as their official language, and in a globalized world where powerful countries are the dominant commercial and cultural players, it has become vital to learn English and to be able to use it in everyday circumstances. On the other side, according to a study (Yesy, 2016) show that 44 Latin American countries compared the level of English among nations, with Argentina among the best countries in Latin America in the mastery of the so-called "universal language", followed by Mexico, and Chile, Venezuela, Colombia, and Ecuador in the last places. Therefore, Ecuador is rated as a country with a low level of English proficiency, as the educational system fails to train students with sufficient fluency in the language. As a result, the teachers are often incapable of teaching the necessary English classes, and those who do are often teaching classes of low quality.

Consequently, it is still not possible to generalize the level of communicative competences in English language skills, as teachers do not go into researching new teaching methods for both speaking and writing, reading, and listening comprehension. For this reason, Ricoy & Alvarez (2016), states that the problem of the rate of erroneous concepts in the teaching of the English language affects the ineffective learning of the English language in the learners, due to the beliefs the teachers have when not having students with a level of English appropriate to their level, decreases the possibilities of applying new didactic strategies or adapting them to their teaching-learning, which is why most teachers continue to work with traditional strategies and methodologies, resulting in students not correctly developing their English language skills.

However, this was evidenced in more depth in a free standardized test by English First-English Proficiency Index, conducted in 100 countries and regions, in point of fact Verbrachte (2019), shows that "Ecuador ranked 81 out of a total of 100 countries evaluated, considered as a "Very Low" level of English, obtaining a score of 46 which is equivalent to an A1 level according to the Common European Framework"(par.3). Therefore, it can be observed that in our country, within secondary educational institutions, a series of difficulties have been evidenced in the students' learning of the different linguistic skills of the English language, since they still consider that learning English is boring and uninteresting (Andrade et al., 2018). However, in the province of Imbabura Hernández (2014), mentions that there

are English schools that offer optional special education that allows you to know a chosen language, but not a quality education in public institutions.

Finally, in this educational institution the problem of the four skills and the use of didactic material by teachers for the teaching of the English language, as well as the limitation of methodological strategies in the English language, to promote the audiolingual method by helping with tools that are guided or directed, whose order responds to the explicit purposes of each moment of the process and to the final goals or objectives that are intended to obtain the research.

### **Delimitation of the Problem**

In this research it is necessary to know the factors in face of this problem, for the improvement of the speaking skills, focusing on the analysis of the methods used by the teachers of English for the teaching-learning of the English language, which will allow the concrete development of speaking skills in the English language, within the "Colegio de Bachillerato Universitario UTN" located in the province of Imbabura, Ibarra canton with 8th Grade students, during the period 2022-2023.

### **Formulation of the Problem**

- How does the Audio-lingual method relate to the development of speaking skills?
- What are the advantages of using the audiolingual method in the development of speaking skills in the English Language?
- What characteristics should the audiolingual method have in the improvement of the English language vocabulary?
- Can the Audio-lingual method improve students speaking ability?

### **JUSTIFICATION**

The purpose of this project is essential to discover the causes or reasons that lead students to have a series of problems speaking the English language, the speech ability is one of the main problems for communication in virtual platforms and face-to-face classes, at the same time eighth-grade students of the Colegio de Bachillerato Universitario UTN will participate. This project aims to know the reality and be able to help in improving their skills, especially in speech through the correct use of activities such as the audio-lingual method. Because speaking plays a major role in communication, people try to learn these skills to communicate well with the whole community all over the world (Rao, 2019). On the other hand, teaching English in schools should focus on students to expand their minds by developing their emotional skills and thus improve their quality of life and opportunities, starting from supporting students to develop natural and fluent communication.

For example, the application of this method focuses on the repetition of words, where students listen to their teacher and then repeat, thus teaching the English language indirectly within the classroom. According to Lestari (2011, as cited in Herawati, n.d), said that the audio-lingual method is to improve students' speaking skills, the teacher presents the material to the students through a dialogue. Therefore, the dialogue is learned through reflective exercises such as repetition, substitution, and questions and answers. In this way, this method is based on language acquisition through repetition, mainly in the development of oral expression and pronunciation. That is, the teacher is in charge of speaking in English, and the students, as direct beneficiaries, oversee receiving the information and then repeating it, as the stimulus-response study method to obtain better pronunciation, greater participation, and helping to develop vocabulary. Above all, this research aims to observe the activities that the teacher uses for teaching English and increasing their oral proficiency. In addition, Nunan (2000, as cited in Mart, 2013, p. 64) believes that the ALM probably has a greater impact on the teaching of second and foreign languages than any other. It is the first method that can be said to have developed a 'technological' teaching method based on scientific principles.

This research might be a good resource for students who are interested in teaching a foreign language through the application of the Audio-lingual method because some suggestions and focuses are going to be presented for university graduates majoring in English Language Teaching, so they could find a good option to teach English and develop the oral expression among themselves and their students in their professional practice. Also, they can find useful definitions of Audio-linguistics and its different strategies and techniques.

Finally, it will present some suggestions for didactic activities for university graduates who specialize in English Language Teaching as well as teachers of the “Colegio de Bachillerato Universitario UTN” so that they can find a good option to teach English and develop oral expression between them and their students. Therefore, the audio-linguistic method aims to develop learners' communicative competence through dialogues that allow them to develop quick and automatic responses. Since exercises are useful in foreign language teaching because they allow learners to put into practice what they have learned.

## **SIGNIFICANCE OF STUDY**

The realization of this research project has aspects and information which can be helpful for English teachers and students. Besides, it is focused on speaking skills and the use of the audio-lingual method to improve their teaching and learning. The importance of this research is divided into linguistic, academic, and affective impacts.

### **Linguistic Impact**

This will be done through didactic activities for eighth-grade students of the Colegio de Bachillerato Universitario UTN, which will improve their English pronunciation, which will enable them to communicate in the target language and help to improve students' pronunciation in the English classroom, and develop oral activities in the foreign language successfully by applying the audiolingual method.

### **Academic Impact**

This present research contributed to students of the “Colegio de Bachillerato Universitario UTN, from Ibarra Canton, promoting the use of the audiolingual method to enhance the language learning process, and help to improve students' speaking skills in the English classroom, developing oral activities in the foreign language successfully by applying current didactics activities.

### **Affective Impact**

The affective impact this research has is the way learners will feel when using the target language because by applying activities that develop their speaking skills through memorization and repetition of short dialogues, students will be more motivated to speak and be able to pronounce new words. Therefore, the affective factors that can interfere with students' development and learning of this foreign language will be reduced. As a result, learning will be heightened.

## **OBJECTIVES**

### **General Objective**

Establish innovative activities based on the Audio-Lingual Method to Improve Speaking Skills in 8th-Grade Students at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023.

### **Specific Objectives**

- Determine the theoretical basis regarding the audio-lingual method to improve speaking performance, in 8th-Grade students.
- Diagnose the learning strategies used by the teachers of 8th-Grade students at Colegio de Bachillerato Universitario UTN for the development of English-speaking skills according to the required standard.
- Design a didactic guide with activities focused on an audio-lingual method to improve speaking skills in 8th-Grade students at Colegio de Bachillerato Universitario UTN.

Finally, this research tried to provide information on the use of the Audio-lingual method in eighth-grade students to improve speaking skills, since this method is known as a teaching methodology that is used individually or combined to make the class more interactive and easier to understand the learning. However, in the following pages, this research work consists of three chapters in which the theoretical bases of the subject are detailed. In the first chapter, there is the problem that was investigated and the objectives that the researcher set out to accomplish. The second chapter contains the theoretical bases of the Audio-Lingual method, which was the basis of this degree report. The third chapter contains the surveys and interviews that were applied to the vice principal, the English area teacher, teachers, and students, to obtain results about the students with problems in the development of speaking skills and their respective analysis, to later create a pedagogical guide of activities based on the ALM.



## CHAPTER I: THEORETICAL FRAMEWORK

In this chapter, I would like to present some subjects that are related to a theoretical framework. Therefore, the theoretical framework consists of the general concept of basic knowledge of this study, such as the audio-lingual method, the principles of audio-lingual, roles, procedures, techniques, and aspects of speech ability like its functions and technique, which can be seen as follows.

### 1.1 English as a Foreign Language (EFL)

Nowadays, the field of Foreign Language (FL) has the purpose of connecting multiple aspects that represent each country. Because learning a new language is to connect the cultural aspects that complement foreign languages, in this sense learning this language at an early age is of great importance to achieve your goals, so the English language offers many opportunities. According to Ortega & Fernández (2017), show that four hundred million people speak English as their mother tongue, as it is currently used by more than one billion people in the world more than one billion non-native speakers now use it. In this way the English language has become a very important subject in education, resulting in students achieving knowledge of this language and its application in real contexts.

### 1.2 The Common European Framework of Reference (CEFR)

The Council of Europe (2001), explains that the Common European Framework of Reference (CEFR), is a comprehensive description of what learners need to learn to use a language to communicate and what knowledge and skills they need to develop to be able to act effectively. This document contains the standards to be achieved according to the (CEFR), which is a guide for teachers and students to reach the target language according to the level of English language learning.

**Table 1**

*Common Reference Levels: global scale*

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C2	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments, and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations.
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<b>Proficient User</b>	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
<b>Independent User</b>	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on familiar topics or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.
	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
<b>Basic User</b>		

Note: Taken from: Council of Europe (2001). (CEFR)

### 1.3 English as a Foreign Language in Ecuador

In Ecuador, the teaching-learning process is fundamental to the Ecuadorian curriculum, so this document helps institutions to be evaluated on their English language learning levels and to meet their educational standards. According to these evaluations, Ecuador ranks 82nd in the EF, which ranks those who take the exam, and ranks 18th out of 20 in the Latin American edition (EF English Proficiency Index, 2022) . Although English proficiency in Ecuador is low, this is due to two key factors: the first is the number of students present in a classroom; as a result, there is not enough room for teachers to implement new motivational strategies for English, and the second is the teacher's level of education. Another factor is the lack of teachers in the public sector, especially in rural areas, which prevents children in these areas from continuing to learn the foreign language and not continuing with their curricular objectives.

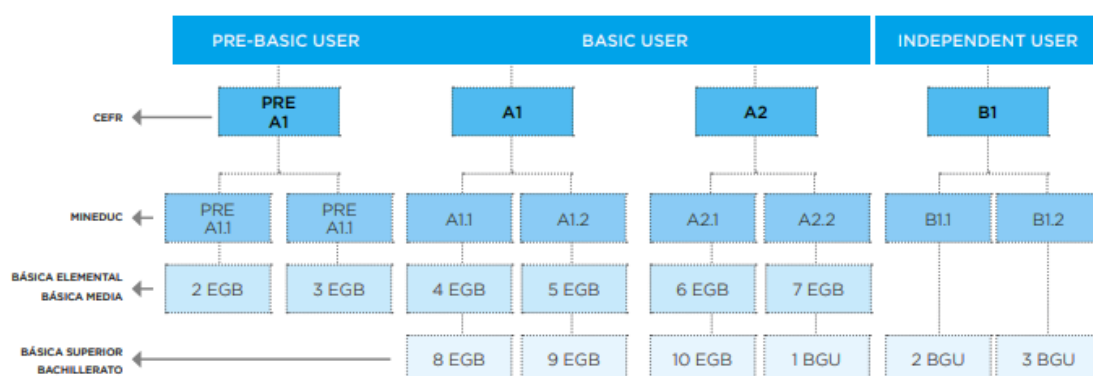
Currently, several changes have been made in Ecuadorian education, especially in the subject of English, because institutions must follow the objectives set out in the national curriculum. According to Ministry of Education (2019), mention that the curriculum is developed to stimulate linguistic intelligence through the analysis of language and the comprehension of oral and written texts, in which critical thinking skills such as inference, analysis, and synthesis are required.

Therefore, foreign language recognizes the multiple uses of their skills such as oral communication with the people around them, oral comprehension for better communication, as well as the expression of meaning through writing within a series of activities that have been implemented each school year. Besides, through the Acuerdo 210-11, established by the Ministry of Education, all students who achieve the highest level of English language proficiency in the public and private sectors will be awarded a certificate of merit. will receive a certificate as a merit for their efforts. Also, the Acuerdo 0052-14 was created where it emphasized that the teaching of English would be mandatory from the basic level to high school without exceptions (Perugachi, 2022, p. 6). Moreover, the Ministerio de Educación (2016), expressed that Level A1.1 learners are expected to develop both the skills listening, speaking, reading, and writing and sub-skills not only to cope with the communicative challenges of their immediate school and community environment but also in the tasks and activities that a basic English language user carries out daily in their social and academic life under different conditions and constraints.

The following table, Proficiency Levels: Branched Approach, shows the proficiency level expectations set by the Ministry of Education for the levels of English language proficiency set by the Ministry of Education:

**Figure 1**

*English levels that both EGB and BGU students are expected*



Note: Levels of Proficiency. Taken from: Ministry of Education (2019).

#### 1.4 Teaching and Learning English as a Foreign Language in Ecuador

In Ecuador, national English language proficiency has dropped from 91st in 2021 to 80th in 2022 (EF English Proficiency Index, 2022). These figures caught the attention of the evaluators because it can be identified that there are factors that are affecting the education of English as a foreign language in Ecuador, one of the factors being the application of teaching-learning methods to large numbers of students as the classroom is limited and cannot be applied to all students.

Therefore, teaching and learning of English as a foreign language is not an easy task for the teachers who teach this subject. Due to, within this subject, there are many challenges for the educator, one of the situations is the lack of practice of English outside the classroom since students only practice it within the hours of English, for this reason, a low level in the foreign language can be evidenced by the students. The responsibility for education also lies with the teachers because they must know how to deal with the difficulties of the whole classroom, know their needs and apply teaching methods to improve learning to achieve the educational objectives (Pérez, 2021).

According to Carabajo (2021) mentions that teaching English as a foreign language can be fun and meaningful when teachers apply communicative activities in their classrooms. Finally, the application of new learning methods in the classroom can gradually improve students' skills and abilities, but for them to reach a target language they must continue their practice inside and outside the institutions to improve and implement it in their daily routine.

## 1.5 Concept of Method

The teacher's method of imparting practical theories in the classroom, particularly while studying a second language, is to use educational materials, tools, and equipment. Moreover, Contribuidor (n.d) claims that this method is a scripted procedure that is a component of a class and is present in every object that belongs to that class. Another thing to keep in mind is that a class might use many methods, creating a mixed method. Hence, the audio-lingual approach, which is based on verbal prediction and communication, as well as the manner a method is used in a class, gives the class a goal to attain and the teachers a direction.

## 1.6 Audio Lingual Method to teach English as a Foreign Language

It is important to analyze the different strategies and roles related to foreign language acquisition. In addition, this method increases the prospect of improving the activities in English classes. Therefore, it is necessary to know the theory of this method and the process involved in L2 teaching-learning especially in the development of speaking skills, for this reason, it is necessary to analyze in the detail part of this method. The following table presents the orientation process for the application of the audio-lingual method in foreign language classes, contributing to speaking skills.

**Table 2**

*Audio Lingual Method to teach English as a Foreign Language*

<b>AUDIO LINGUAL METHOD</b>	
<b>CHARACTERISTICS</b>	<ul style="list-style-type: none"> <li>• Elements in a language were thought of as being linearly produced in a rule-governed(structured) way.</li> <li>• Language samples could be exhaustively described at any structural level of description (phonetic, phonemic, morphological, etc.)</li> <li>• Linguistic levels were thought of as systems within systems - that is, as being pyramidally structured; phonemic systems led to morphemic systems, and these in turn led to the higher-level systems of phrases, clauses, and sentences.</li> </ul>
<b>OBJECTIVE</b>	<ul style="list-style-type: none"> <li>• Help students to know and acquire language as a communication process.</li> <li>• Encourage students' participation through conversation exercises in real contexts.</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate that students can use the language to</li> <li>• complete ideas and autonomously express them.</li> </ul>
<b>FOCUS</b>	<ul style="list-style-type: none"> <li>• Phrases and sound patterns focus on the pronunciation of words.</li> </ul>
<b>STUDENT'S ROLE</b>	<ul style="list-style-type: none"> <li>• Active function through explanation by techniques.</li> <li>• Responds to his/her stimuli with little control over the pace or style of learning.</li> <li>• Performs tasks controlled through verbal behavior.</li> </ul>
<b>TEACHER'S ROLE</b>	<ul style="list-style-type: none"> <li>• It is central and active; it is a method dominated by the teacher.</li> <li>• It models the target language and controls the rhythm of learning.</li> <li>• Monitors the drills and corrects the performance of the learners.</li> <li>• Guides the group's responses.</li> <li>• Show how words relate to meaning in the target language.</li> </ul>
<b>STRATEGIES FOR TECHNIQUES</b>	<ul style="list-style-type: none"> <li>• Repetition drill.</li> <li>• Substitution drill.</li> <li>• Questions and Answers drill.</li> <li>• Follow-up fluency drills</li> <li>• Self-correction.</li> <li>• Repeat statements.</li> </ul>

Note: This table shows Audio Lingual Method to teach English as a Foreign Language in detail. Taken from: Richards & Rodgers (2001). Adapted by Nayeli Shigue.

## 1.7 Audio Lingual Method

Audio Lingual method is one of the most used nowadays, as it is related to the direct method for language teaching, based on the behaviorist theory, which is considered that learning a new language can be done based on the repetition of what the student hears and memorization, that is to say, that the student repeats after the teacher to memorize the grammatical structure and relate it to the social context, without having to use the mother tongue, since to learn a new language students should start from basic instructions.

According to Brown (2002), which mentions that the "Audio Lingual method was widely used in the mid-twentieth century in the United States, but was more popular in Europe, as it is also based on the principles of behavioral psychology" (p. 37). Furthermore, Barnabas (2017), mentions that its method gained popularity when behavioral psychologists like Skinner postulated that repetition and reinforcement were the primary mechanisms by which behaviors, including language, were learned. Because it is a method of repeating what the learner hears, within learning a new language, this method helps to develop the learner's

logical part and improve information retention. Besides, this is because the learner can recognize the difference in vowel sounds and conjugations in small text-cut sentences that the learner has already created.

However, Lestari (2011, as cited in Netty, n.d) mentions that the goal of the audio-lingual method is to strengthen students' speaking abilities. Hence, teachers provide students with tasks that directly develop students' communicative abilities, such as dialogues, repetition, substitution, and question-and-answer drills. Also, the best way to accomplish this is for students to practice and repeat the language with their classmates with the purpose instill the language in their thoughts naturally and frequently. Therefore, this new method is related to the direct method, but the discipline that has been added for teaching is linguistics through habits in the classroom, by acquiring sentence patterns in the target language, whereby it is considered a condition that helps learners to respond correctly to stimuli through training and reinforcement. In Audio lingual activities, activities are presented not only in the form of abbreviated sentence patterns but also in various forms of dialogue that learners must listen to, repeat, and memorize, which is conducive to the development of speaking skills.

## **1.8 The objective of the Audio-Lingual Method**

The Audio-Lingual method helps teachers to encourage learners to be able to use the target language communicatively. To do this, students must learn a lot of the target language and learn to use that language automatically without stopping to think. As a result, your students can form new habits in the target language and overcome old habits in their mother tongue. Therefore, there are two types of objectives with the use of the audiolingual method:

### **1.8.1 Short-range objectives**

This includes instructions for speaking clearly, pronouncing words correctly, identifying speech symbols as visual symbols on written pages, and helping to achieve proficiency in writing these symbols. Brooks (1964, p. 111 as cited in Richards & Rodgers, 2001, p. 52).

### **1.8.2 Long-range objectives**

Language must be used as a native speaker would. As a true bilingualist speaks two languages, there must be some understanding of a second language. Brooks (1964, p.107, as cited in Richards & Rodgers, 2001, p. 52). This suggests that using the auditory linguistic approach over an extended period is necessary to develop the ability to speak spoken language as your mother tongue. Speaking skills are the primary focus at the practice level in the early learning phases, with gradual linkages to other abilities as

learning advances. On the other hand, developing fluency entails imparting knowledge of vocabulary, grammar, pronunciation, and listening comprehension.

On the other hand, the objectives of auditory language style teachers are correct pronunciation and grammar, the ability to respond quickly and accurately to speech situations, and sufficient knowledge of vocabulary to use with grammatical patterns. Special emphasis is placed on mastering the basic components of a language and learning the rules for combining them, where the learning structure or grammar is the starting point for the learner. These are some of the characteristics of the method: Language learning happens by habit, by mistake, and should be avoided because not pronouncing the words you see in class correctly is a bad thing. Language skills are learned most effectively if they are first spoken orally and then in writing (Rhalmi, 2009).

Moreover, word meanings can only be learned in linguistic and cultural contexts. Therefore, the main activities of this method include reading conversations aloud and repeating sample sentences and exercises, where the main dialogue structures form the basis of various types of modeling exercises. Besides, classroom lessons focus on students imitating the appropriate teacher, students are not only expected to produce correct results but also to pay attention to correct pronunciation. Although proper grammar is expected, no explicit grammatical instructions are given, and it is taught inductively. Finally, the target language is the only language to be used in the class.

## **1.9 The principle of the Audio-Lingual Method**

The principles of the Audio-lingual method are as follows:

- 1) Linguistic forms occur naturally in context.
- 2) The mother tongue should be separated to avoid overlap with the target language.
- 3) The main role of the teacher is to model the native language. Teachers should provide students with a model like that of native speakers, so students should imitate their model.
- 4) It is important to prevent learners from making mistakes to avoid bad habits.
- 5) Modeling the native tongue is the teacher's primary responsibility. Students should copy native speakers' models, which should be presented to them by teachers.
- 6) To avoid developing undesirable habits, it's critical to stop students from making mistakes.
- 7) Learning a language is done to improve one's communication skills.
- 8) Encouragement from others helps pupils develop healthy behaviors.
- 9) Students must develop their ability to react to both verbal and nonverbal cues.
- 10) Each language has a set amount of schemas that help learners develop their habits.
- 11) The teacher must act as a mentor, directing and supervising the student's behavior in the target language.



- 12) The learner and the acquisition of structural models should be the primary concerns in language instruction. These words will be taught to the students.
- 13) The teacher can identify students' challenges by comparing their native tongue with the target language (Saricoban, n.d; Erdila, 2019).

### **1.10 Characteristics of the Audio-Lingual Method**

- It suggests the improvement of speaking and listening skills through drills and English-language patterns.
- Following behaviorist psychology, new vocabulary, and structural patterns are introduced through dialogue through imitation and repetition.
- Depending on the language pattern in use, exercises including repetition, ordering, replacement, transformation, questions, and replies are used.
- The learners' favorable responses are positively boosted.
- Grammar is explained using the offered example, but no explicit grammatical rules are given; instead, the learner must evaluate and determine the English language's structural shape.
- The teacher or discussion contextualizes cultural material, and the student's writing and reading work builds on earlier verbal work (“THE AUDIO-LINGUAL METHOD”, 2014).

### **1.11 Teacher's role**

For years, behavioral education has been related to the way teachers act in the classroom, as they are seen as the only person who can provide students with relevant information. Lee and VanPatten (2003), mentions that behavioral teaching of the teacher is in charge of the class at all times, acting as a leader of exercises. It also explains that in this method, the content being taught, and the procedures are guided by the teacher, excluding the intervention of the students. Moreover, it is thought that at the age of 11 and 12 years, it is good to use this method because students are likely to receive interesting information every day, which greatly benefits the teacher (Ochoa , 2011).

However, the type of wooden box where the instructor stands to help his students understand something or its statement should not be overlooked. It is only essential, such as repeating a rule or completing an exercise. Their position has been transformed into that of facilitators, often serving as mothers and mentors to their students (Ochoa , 2011).

### **1.12 The student's role**

For many years, students were not considered part of the teaching and learning process. This means that students are considered imperfect and naked individuals and must be full of knowledge. Lee et al. (2003, p.21 as cited in Ochoa, 2011) the following about the role of the student: the role of the learner is associated with that of a parrot, as his or her task is to make substitutions or transformations quickly, and accurately.

The audio-lingual method is considered to be a methodology that takes a pessimistic view of the learners, or sound receptors, through the use of numerous repetitions, substitutions, and techniques. Therefore, learners' complete tasks with the audio-lingual method without help or suggestions. Because of this, learners imitate their teachers being a key indicator of their academic performance. As nowadays, the student is the center of the teaching and learning process thanks to new approaches such as epistemology which it mentions that if the student is not present, the teacher will not be either, because teachers can train him intellectually and personally to provide him with a complete education.

In this case, Teachers must make plans that will assist their students, comprehend that they are instructing individuals who are learning a new language; in other words, the transition from the mother tongue to the ability to decipher, then communicate in Spanish, poses a significant obstacle to the students. Because of this, educators need to equip students with the skills necessary to meet all the issues they will encounter as global citizens. There are already some activities available in the audio-lingual method that can be utilized to teach English as a foreign language, whereby these exercises must be adaptable and flexible to any circumstance (Ochoa , 2011).

### **1.13 Procedures of the Audi-lingual Method**

Audio lingual is one of the main approaches to the development of the oral part, by providing the use of grammar through listening and repeating, following a series of steps.

Certain procedures should be applied in the audio-lingual method as follows:

- As a starting point, students listen to a sample dialogue that should have important structural components and be simple to comprehend.
- The teacher's role is to assess the students' pronunciation, intonation, and fluency before correcting them in English by repeating the proper form.
- As a result, students should repeat each line of dialogue while noting the tense and grammatical structure.

- The conversation given by the teacher, which should be customized to the student's interests and needs, is eventually memorized by the student.
- According to their level of English, the dialogue must have specific structural words, to promote independent learning by identifying a new language (Imah, 2018).

In this way, teachers can have their teaching process so that English language learners do not have any difficulties and can understand what the teacher explains in class.

### **1.14 Techniques of the Audio-Lingual Method**

There have been a lot of methods to improve the direct method of teaching a new language, but the audio-lingual it is mainly applied in speech only in the language that requires learning, leaving aside the mother tongue:

#### **1.14.1 Dialogue memorization**

It is used for the student to follow an order, usually, it is done between classmates and the teacher, to listen and repeat the line, after the student memorizes, a change of roles should be done, to improve pronunciation and recognize which grammatical structure is used.

According to Farnen (2021) considers using Dialogue as a Basic: The audio-lingual method defines grammar and vocabulary through dialogues to emphasize the importance of spoken language naturally, each interaction also includes a cultural background, such as shopping for clothes, then each line of dialogue is read first by the teacher or presented with a recording. The students then act out the dialogue in chorus, repeating each line as it is spoken until they have memorized it. Then, the class performs one part and the teacher the other, and the roles are exchanged. To finish this exercise, a small group of students or a single student can act out the conversation with the teacher as a complementary exercise. As an evaluation of the activity, the students should present the conversation in pairs to the whole class after having practiced it together.

### **1.14.2 Repetition exercise**

To sound like a native English speaker, students should repeat what the teacher says. Also, using the question structure, the questions, and answer activity is completed at the end of class.

### **1.14.3 Transformation exercise**

The teacher should provide dialogue or sentences in one grammatical tense and the student will have to replicate them but in another grammatical tense.

Therefore, Farnen (2021), mentions that transformation activities require a deeper understanding of the sentence because students must produce different grammatical forms. For example, the teacher models a transformation to a negative verb -- "I eat apples" and "I don't eat apples" -- and students repeat. The teacher then drills students through the same change for other subjects, such as "They eat apples." The students respond, "They don't eat apples." Additional transformations could practice questions or the past tense: "Do they eat apples?" "They ate apples." When students make mistakes in grammar or pronunciation, audio-lingual teachers typically correct them at once -- for example, by modeling the right answer. (par.3)

### **1.14.4 Using minimal pairs:**

The teacher selects words that are pronounced the same so that the students recognized the differences in their meaning to the change of intonation. (UKEssays, 2018, par.5; Abdul, 2016, p. 4)

## **1.15 Advantages and Disadvantages of the Audio-Lingual Method**

### **1.15.1 The advantage of the Audio-lingual Method**

There are certain the advantage of audio-lingual methods:

- As the focus is on speaking and listening, it can help children with their articulation and cognitive thinking.
- As the teacher sets the guidelines for each activity, this approach is teacher-directed.

- This approach allows students to learn and develop through practice, which is very advantageous for learning a new language through practice, dialogues, discussion, and presentations in addition to theory.
- It uses visual materials to help learners relate new terminology to everyday objects (AintickFound, 2020).

### 1.15.2 The disadvantages of the Audio-Lingual Method

- The teacher controls the language
- Dialogue between American English and British English sometimes gets mixed up.
- Practice and repetition are key mechanical techniques used in this approach.
- This approach is advantageous for students who are more responsible for learning a second language (AintickFound, 2020).

## 1.16 English four skills

Language is useful for many purposes because it is the basis for communication and understanding information, which is why the use of all its skills is essential. Manaj (2015) points out that these four skills never stand out as individual areas, but they form a chain cycle, where you break one ring of the chain and the whole chain would collapse. She explains in her article the importance of each of these skills such as reading, writing, listening, and speaking.

### 1.16.1 Receptive skills (Reading and Listening)

Receptive skills are the way by which people acquire the meaning of the information being received in their mind through reading or listening to increase their knowledge and practice of these two skills such as reading and listening.

- **Reading:** It is the word that in the English language defines the action of reading by identifying information in different types of texts, which the reader acquires during the processing fluency, reflection, and reading strategies, to lead to true definitions.
- **Listening:** This is an essential skill because it involves identifying sounds and understanding the sender's message. Márquez (2021) mentions that it is also an active and deliberate process of making sense of what is being heard.

### 1.16.2 Productive skills (Speaking and Writing)

Productive skills are forms of language production in which feelings and emotions are expressed as part of the learning process and must be produced by different means of production.

- **Writing:** It is a mental process that involves creating and processing ideas and thinking about how to organize and express them in sentences and paragraphs, to make them understandable to the reader (Márquez, 2021). In addition, mastery of this skill is to be able to analyze and express written feelings in different types of texts by applying appropriate grammar to the text.
- **Speaking:** This skill refers to oral communication through language. Manaj (2015) mentions that language learners, to develop speaking skills, need to actively participate in oral activities that favor the practice of the language. Since the ability to speak fluently is the process of practicing and processing instantaneous information about what is said in dialogue.

### 1.17 Speaking Skills Definition

Speaking is a productive skill for communication with people around us, which has several functions to produce speech from the coordination of organs to the point of transmitting information through a non-native language but studied over a student's time. Erdila (2019) gives us to know that:

Speaking is probably a priority for most learners of English. Speaking instruction is important because it helps students acquire EFL speaking skills and thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be. (p. 32)

Furthermore, speaking can sometimes make oral performance simple or challenging. Nonetheless, children must acquire this ability because it calls for the capacity to speak, discuss, and communicate ideas clearly while adhering to context-appropriate terminology. A person who knows a language is typically described as having the ability to speak that language, or as being able to construct meaningful sentences in that language. Teaching how to communicate in one way or another is a necessary component of teaching a second or foreign language. It is safe to assume that the majority of students who are starting to learn a foreign language want to get better.

Particularly, proficiency in their productive skills, which include speaking and writing. Depending on how well they can develop communication, these students differentiate their level of proficiency in the target language, since speaking involves more than just constructing grammatically correct sentences and reciting them.

### **1.18 Speaking As a Skill**

Speaking is the process of constructing and sharing meaning using verbal and non-verbal signals with society. According to Bertelson et al. (1994) that “speaking at least comprises a level of intentions and ideas, a level of words and sentences, and a level of sound production or articulation” (p.90). For this reason, students learning a foreign language need to know a certain amount of grammar, vocabulary, and speech production, to prepare students for the use of grammar and vocabulary when developing speaking skills because the brain is forced to produce correct grammar and vocabulary faster than when writing. Furthermore, Harmer (2007) mentions that students speaking in class is encouraged for three key reasons. First of all, speaking exercises give students the chance to practice speaking in public while being safe in the classroom. Second, speaking exercises in which students attempt to use all or a portion of the language they are familiar with are instructive for both teachers and students. Finally, this method allows people to see how well learners are progressing, how effective they are, and what language issues they are experiencing.

For this reason, various activities in and out of the classroom should be considered, such as enhancing speaking skills by stimulating group and individual dynamics at the beginning of each lesson. In addition, children have more opportunities to practice the many language skills stored in their brains. Students gradually become autonomous language users after developing their English language skills. They will be able to speak fluently and without thinking. Hence, their ability to learn English as a foreign or second language is based on the oral activities in the classroom.

### **1.19 Speaking sub-skills**

Several people think that informal conversations are not random. Unfortunately, most ELT books do not only focus on conversations because learning a foreign language is divided into English language micro-skills, which help to make learners fluent in all communication skills (Sayer, 2005, p. 14) . Next, the different sub-skills of speech are listed, which help learners to understand the foreign language, which can be achieved naturally through practice. It is possible to discern the characteristics of speech through the development of these skills to recognize what can be achieved by working with learners.

**Table 3***Speaking Sub-skills*

<b>Sub-skills</b>	<b>Description</b>	<b>Application</b>
<b>Fluency</b>	Students practice speaking with a logical flow without planning or rehearsing	Activities that require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterward)
<b>Accuracy with words &amp; pronunciation</b>	Students practice using words, structures, and pronunciation accurately	Students need to be able to use and pronounce words and structures correctly to be understood. Controlled practice activities are the most common way of working on spoken accuracy.
<b>Appropriacy</b>	Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary	Activities that stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and other aspects of communication like intonation and length of the turn. For example, “What’s the damage?” is inappropriate in a four-star restaurant
<b>Relevant length</b>	Students practice speaking at a length appropriate to a situation	Activities that demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be sufficient in a job interview. Activities which require students to elaborate or be concise are useful.
<b>Responding and initiating</b>	Students practice managing a conversation by making responses, asking for a response, or introducing a new topic or idea	Activities that get students to practice managing a conversation appropriately with specific words and phrases such as, “What do you think about...”, “Speaking of...”, “Really?”, etc. Gestures and other paralinguistic tools are also used in conversation management



<b>Repair and Repetition</b>	Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood	The spontaneous nature of conversation requires that participants constantly must make sure that what's being said is understood. When a misunderstanding is suspected, a participant will 'repair' parts of the conversation. The most common form of repair is repetition and individual words, or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven't been understood or as listeners, they can repeat to seek clarification or correction from the speaker.
<b>Range of Words and Grammar</b>	Students practice using grammar and/or vocabulary for speaking on a specific topic or for doing a specific task	Students need to know a range of words and grammar and could choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately

Note: This table shows the different sub-skills of speech, for the improvement of communication in students, as well as the activities that can be developed according to the sub-skills. This table is taken from "Teaching Speaking Sub-skills" by Ken Lackman & Associates. Lanckman, K,2010, En *Ken Lanckman & Associates*(p.4). Retrieved from [http://www.kenlackman.com/files/speakingsubskillshandout13poland\\_2\\_.pdf](http://www.kenlackman.com/files/speakingsubskillshandout13poland_2_.pdf). Copyright 2022 by Nayeli Shigue as quoted in (Lanckman, 2010)

However, teachers should allow students to practice speaking fluently and accurately after covering the sub-skills. Since fluency and accuracy are crucial for communicating in the target language, teachers should let learners practice these skills. At the same time, teachers should not constantly interrupt learners to correct their mistakes, as this could hinder their learning. Despite this, teachers should advise learners to do exercises to improve their accuracy and fluency and recognize that it is common to make mistakes when learning a new language.

## **1.20 The functions of Speaking Skill**

Many second language learners and foreign students place great value on being able to speak English fluently. Therefore, various linguists have endeavored to classify the functions that speech plays in interpersonal communication, of which the function of speech has three functions and various learning strategies because it is totally different in both form and function.

### **1.20.1 Pronunciation**

Pronunciation refers to the production of sounds used to convey meaning. Pay attention to unique sounds that go beyond the language's basic sounds. The way a person talks is heavily influenced by their intonation, phrasing, rhythmic timing, articulatory aspect, vocalization, and facial emotions and gestures (Centre, n.d). Another way to think about pronunciation is as a crucial element of oral skills. When you have good oral skills, you can speak effectively by accurately pronouncing words and paying attention to accent and intonation. Ibid (n.d, p. 3, as cited in Jayapalan & Pillari, 2011, p.66). For this reason, in oral communication, having a clear grasp of the FL pronunciation is essential. Also, it's crucial to understand that while students of foreign languages must strive to improve their pronunciation, this does not need them to sound exactly like native speakers. (Tlazalo & Basurto, 2014)

On the other hand, phrase intonation complements the unique pronunciation of each word and can produce drastic differences in some languages. Considering this, it can be even more difficult to understand people from other cultures, age, socioeconomic class, place of residence, and level of education are some of the variables that affect pronunciation, the way of pronunciation is referred to as an accent in everyday conversation. As a result, people often assume that someone with a strange accent is a foreigner. Similarly, intonation in a school would differ as students come from diverse urban neighborhoods, which develop formal and informal intonations to communicate with young people.

### **1.20.2 Talks as Interaction**

The language used in the conversation has a role in social interactions. When people meet, they want to introduce themselves, have a conversation, share recent experiences, and establish a cozy environment where they may be together and engage in social interaction. The interlocutor and how they wish to display themselves to others are more the center of the conversation than anything else. (Indah, 2019)

### **1.20.3 Talks as Performance**

Speaking as performance includes public speaking, which includes speeches and announcements that are delivered in front of an audience. Speaking generally follows a recognizable structure and is more similar to written language than spoken language when it is performed as a monologue as opposed to a conversation. (Indah, 2019)

### **1.20.4 Speaking as transaction**

Speaking is a transaction that occurs when the message is prioritized over how well someone is hearing or understanding what is being said. (Indah, 2019)

### **1.20.5 Students speaking Achievement.**

Consequently, students use communication when they want to express themselves or share ideas but have difficulty due to a lack of knowledge of the linguistic elements to communicate. This can be visualized in students trying to overcome this lack of knowledge by finding ways to solve problems. Therefore, Speaking achievement has been implemented in communication here means the ability to apply knowledge of grammar and expression to communicate effectively in specific contexts for Conversational achievement in these objectives: the ability to understand English covering all topics and speak normally, quickly, answering questions requiring short and long answers, through using verbally the content of an English passage by listening and reading it over and over again, conversing simply on all topics and making a short speech, etc. To conclude that speaking is the achievement of language adaptation in society. The variety of interactions here means not only verbal communication but also linguistic elements of speech such as pronunciation, vocabulary, accuracy, and fluency for secondary school students. (Erdila, 2019)

## **1.21 Teaching Speaking**

Teaching guides and facilitates learning by enabling students to learn by creating an environment in which learning a second language is important for many factors today. The success of productive skills tasks writing and speaking depends on how teachers organize activities and how they respond to students' work. Harmer (2007) offers a basic methodological model for teaching productive skills through integration into the teaching and learning process. As a first step, the teacher should monitor processes and provide feedback on the topics seen in class. At this stage, the teacher can ask the children some questions related to the topic to activate their existing knowledge. The next step is to set the task. After the students are engaged in the topic, the teacher explains what the students will do. Teachers should be active and provide everything about the English language.

In addition, the teacher can walk around the class, listen to the student's work, and help them when they have problems. At the end of the work, the teacher gives feedback to the students. When giving feedback, it focuses not only on the learner's language but also on the content of the task, since learners can be better understood when their difficulties and mistakes are associated only with a necessary stage of a learning-teaching process (Guevara & Flores, 2020). In addition, it is necessary to point out the positive aspects of the children's achievements in doing the exercises so that the teacher does not only focus on their mistakes, but on the way, they understood the topic. However, the art of speaking is very complex, requiring the simultaneous use of several skills which often develop at different rates. Generally, there are at least five components of the skill of speaking related to comprehension, grammar, vocabulary, pronunciation, and fluency such as:

- **Comprehension:** Clearly, oral communication requires the subject to respond to speech, in addition to initiating it, to have an understanding of the meaning.
- **Grammar:** This is consistent with the learner's ability to manipulate explanations and structures and to distinguish appropriate grammatical forms. Also, the usefulness of grammar is to learn the correct way of acquiring experience in verbal and written language.
- **Vocabulary:** It is important to acquire new vocabulary for clear communication and to express yourself both orally and in writing. Because in communication, language serves as an adequate expression for interaction with other people.

Therefore, ALM uses grammar exercises to help learners communicate more effectively in the target language and apply it to everyday situations. In this case, using English as a foreign language requires an effort on the part of both teachers and learners. Moreover, the more spoken English learners use, the more effectively they will be able to communicate verbally and share knowledge with others. As a result, most English classes teach grammar as a basis for spoken English, so this method might be appropriate, given that mastering a foreign language depends on knowing its fundamental grammatical principles and that the aim of learning a language is to communicate with others directly.

## **CHAPTER II. METHODOLOGY**

This chapter presents the methodology of the following research. Therefore, it describes the different research methods that were used to respond to the problem of this research, according to the project "Audio linguistic method to improve speaking skills in the eighth grade of the "Colegio de Bachillerato Universitario UTN" in the academic period 2022-2023. In the same way, it describes the techniques used for data collection, the research instruments, the area of study, and the number of participants. Moreover, it identifies the sources of information used to analyze the results in the area of improving the speaking skills of eighth-grade students and the didactic material used by teachers in English classes.

### **2.1 Type of Research**

The present study focused on mixed research, according to which this mixed method research, or methodology, uses two very important methods for its development such as quantitative and qualitative. According to Hernández (2014), the purpose of mixed research is to leverage the strengths of quantitative and qualitative research rather than to replace any of them. It does this by integrating the two methods of inquiry, utilizing their strengths, and attempting to reduce any potential flaws. Therefore, the use of this method was of great support to the research as the collection of information on teachers' experiences and methodological activities that students require for their foreign language teaching-learning.

#### **2.1.1. Qualitative research**

For this research, the qualitative method was useful for collecting information about teachers' opinions and experiences of the audio-lingual method for improving speaking skills. For this reason, the qualitative method helped to recognize the research is commonly conducted based on the "quality" or opinion of people to derive research conclusions. This type of research is often conversational and in comparison, to the quantitative research method, the data from this type of research is not quantifiable (Ortega, 2020). On the other hand, "qualitative research searches to discover the new and to develop theories empirically, and it is its relationship to theory, with its creation, modification or extension that makes it relevant" (Branda & Pereyra, n.d, p. 5). Also, qualitative research is to explore the meaning of the people's experiences, the meaning of people's culture, and how the people view a particular issue or case. For this type of research was essential to apply it through the interview that was conducted with the authorities of the institution and teachers, to understand and expand the information on the use of resources, and teaching methodologies in contribution to the teaching of a foreign language, specifically in the eighth-grade students of the Colegio de Bachillerato Universitario UTN of Ibarra.

### **2.1.2. Quantitative Research**

Quantitative research was also applied for this research because it focused on data collection and analysis of the sample presented below in the statistical graphs. Whereby, this is "a research methodology that uses questions and surveys to collect quantifiable data and based on these to carry out statistical analysis to derive research conclusions" (Ortega, 2020, par.2). Besides, for this reason, an 8-question survey of 77 students was used to determine their English teacher's teaching style and participation during English classes. Finally, the combination of these two methods facilitated follow-up data collection, which is integrated into one or more phases of the research process, helping to reduce the complexity of obtaining more insight into the results of numerical data or interviews. Above all, the quantitative variables will be used to obtain more precise statistical results of the use of strategies to learn the skill of listening and the qualitative variable will be used to solve the problem or improve the pedagogical strategies.

## **2.2 Research Method Used**

### **2.2.1. Deductive**

The deductive method is based on working in an investigation from the most general to the most specific. Therefore, this method was used to obtain information on the use of didactic strategies and methods for the teaching-learning of the English language, because a deductive approach takes the steps described earlier for inductive research and reverses their order. They start with a social theory that they find compelling and then test its implications with data. That is, they move from a more general level to a more specific one ("Inductive or Deductive? Two Different Approaches", n.d.). Moreover, this method helped to determine the ability to speak explicitly, within the learning process between the student and the teacher, beginning from the analysis of the most traditional grammatical methods in the teaching of the foreign language, to identifying the use of didactic methodologies for the development of the expression of speaking in the students of the 8th year of high school.

### **2.2.2. Inductive**

Inductive research begins with the collection of data relevant to the topic of interest. Once a substantial amount of data has been collected, the researcher takes a break from data collection, stepping back to get a bird's eye view of the data. At this stage, the researcher looks for patterns in the data, working to develop a theory that can explain those patterns (Sheppard, 2020). Therefore, this research was applied to the 8th Grade students of the Colegio de Bachillerato Universitario UTN, through an inductive method starting from the observation, pattern, hypothesis, and theory of the teachers of the English area, in which the generalizations of the students about the rules of the English language were verified in the function of improving the ability to speak, to internalize its

correct functioning. However, there are other ways of sequencing the activities to develop an inductive methodology, based on the analysis of singular facts of the audio-lingual method. That is, it was part of the analysis of the interviews conducted with authorities and teachers and the use of didactic material in classes of English.

### **2.2 .3. Exploratory**

As regards application, it was also carried out in an exploratory way, this is the researcher's first approach to an object of study. This gives access to general information on appearance, properties, and behavior. Therefore, this study is classified as an approximate study based on the observations and extrapolations of the researchers (Palimino, 2019). Therefore, it was started to explore, inquire, and analyze the information comprehensively, through data collection where the problems were explained or determined.

### **2.2 .4. Explanatory**

Explanatory research was also applied in this research to find the problem and provide solutions to the problem since explanatory research is a research method to find out why something happens when there is limited information. It helps us to better understand certain issues, determine how or why certain phenomena occur, and predict future events (George & Merkus, 2021). Therefore, it helped to determine the causes and problems of the use of this didactic method in the development of speaking skills and the problems that caused the level of students not to be following the Common European Framework as a Foreign Language.

### **2.2 .5. Descriptive**

Also, descriptive research was applied, which “is a type of research used to describe the characteristics of a population. It collects data that is used to answer a wide range of questions about what, when, and how of a particular population or group (Descriptive Research Studies, n.d.). The same facilitated the description of the analysis of the data collection and to be able to observe with more detail the use of methodologies and didactic material in the students, the acquisition of the English language within the classroom, and how to improve or encourage the use of other methods to develop the teaching of the English language between teacher and student.

### **2.2 .6. Scientific**

This research process also applied a scientific method such as inquiry on the research topic and view towards the problem of this study aimed at eighth-grade students with several 39 in two parallel "A" and "B", through data collection, to determine the factors affecting the development of the speech skill, finally helped to determine the hypothesis

of the work to give solution to the problematic of the Colegio de Bachillerato Universitario UTN.

## **2.3 Data Collection Techniques and Instruments**

### **2.3.1. Survey**

Even though surveys are research methods used to collect data from a predefined group of respondents, the structured survey methodology was utilized to obtain quantitative data in the production of this study ("Surveys: What They Are, Characteristics & Examples", n.d.). The survey focused on the eighth-year students of the UTN Colegio de Bachillerato Universitario, with the collaboration of 39 students in parallel "A" and 38 in parallel "B", through the use of a structured questionnaire with eight multiple choice questions, the same as was used the mother tongue by the researcher and function of a translator of the questions and that the students select the answer according to each question, to inquire about the ability of speech, learning method, teaching resources and factors that affect their development of the foreign language. Finally, the information collected was statistical, to obtain the results and design the proposal for the benefit of the educational community.

### **2.3.2. Interview**

This research method as a structured interview helped to determine the different perceptions of English language teaching of the participants. The research interview involves an interviewer who coordinates the questioning process and the interviewee who responds to his or her own opinion (Easwaramoorthy & Zarinpoush, 2006). Therefore, the researcher applied the interviews, the first one directed to the director of the Colegio de Bachillerato Universitario UTN, with a total of 4 questions to obtain information about the education curriculum, the fulfillment of its objectives, resources, and didactic methodology used by the teachers of the English area, especially in the eighth-grade students and the factors that affect the development of the adequate level in the English language that is established in the CEFR. Therefore, the coordinator of the English area and two teachers who teach in the eighth grade were interviewed with a total of 8 questions to obtain information about the teaching methodology they have in English if they comply with the objectives of the CEFR and the perspective of the level that the students have when they enter this institution. In addition, this research was conducted physically, with a duration of 15 minutes for each interview.



## **2.4 Research Questions**

- How does the Audio-lingual method relate to the development of speaking skills?
- What are the advantages of using the audiolingual method in the development of speaking skills in the English Language?
- What characteristics should the audiolingual method have in the improvement of the English language vocabulary?
- Can the Audio-lingual method improve students speaking ability?

## **2.5 Study Site**

For the present research study, a public institution was selected, belonging to the Universidad Técnica del Norte and known as the Colegio de Bachillerato Universitario UTN in the city of Ibarra, located in the El Obrero sector, with an address on Ulpiano de la Torre and Obispo Jesús Yerovi streets, specifically 10 minutes from the UTN, in the province of Imbabura in Ecuador. Therefore, this institution was founded 34 years ago with the purpose of being the laboratory for university students and promoting quality education. It also offers education in two sections: Basic General Education and Bachillerato.

## **2.6 Population**

This research was carried out on students in the 8th Grade at students “Colegio de Bachillerato Universitario UTN” high school, located in the city of Ibarra, canton Imbabura, Ecuador. The participation of the students of classroom "A", which is composed of 18 women and 21 men, giving a total of 39 students, and the students of parallel “B” with a total of 38 have 21 men and 17 women, which does not exceed the number of 100 students.

For this reason, this research was to work with a sample, only with a specific population, these participants comprise aged between 11 and 12 years. In this way, we will consider the level that belongs to the academic level, proposed by the standards of the curricular plan. In addition, the teaching body of the English area will be investigated, which approximately has a staff of 2 teachers.

**Table 4**

*Population Information*

<b>Sector</b>	<b>High School</b>	<b>Students</b>	<b>Teachers</b>	<b>Teachers Coordinator</b>	<b>Vice- principal</b>	<b>Total number</b>
<b>El Obrero</b>	“Colegio de Bachillerato	8th “A” 39	2	1	1	81
	Universitario UTN”	8th “B” 38				

Note: Research elaboration

## 2.7 Sample

The sample was not applied in this research because the population was less than 100 participants.

## 2.8 Procedure

This research was focused on a series of steps, in the first instance the theoretical foundation of the topics was broken down from the variables of the research topic basis. Then, the data collection instruments were created, such as the interview with questions to the director of the institution, the English teacher, and teachers of the eighth grade, which had a list of open questions that were designed according to the objectives set, especially that the data collection contributes to the final proposal of this research. In addition, the questions were guided by the English curriculum to identify the methodologies used by teachers to develop the English language, and a survey of nine questions was created for eighth-grade students, using closed questions, that is, multiple choice questions. Secondly, the process of approval of the instruments by experts in the English language was carried out (Annexes 4-5) and then a request for a letter of authorization was made to the Universidad Técnica del Norte to contact the principal of the Colegio de Bachillerato Universitario UTN, and thus be able to apply the research instruments in the institution (See Annex 1).

Subsequently, the director accepted the request, and after a week the instruments were approved (See Annex 6), for which the researcher had to coordinate with the director and teachers a specific day for the collection of information and statistical data. Consequently, the researcher went to the institution Colegio de Bachillerato Universitario UTN, to apply the interview face to face with the Vice-principal, because the director of the institution was not in the establishment, a letter of consent was given in which shows information about the purpose of the research (Annexes 7-8). Therefore, the interview was applied to the vice

principal with a duration of fifteen minutes (Annexes 7-8). Similarly, the letter of consent (Annexes 7-8) was given to the English teacher and eighth-grade teachers, for whom the interview was conducted in 15 minutes (Annexes 7-8).

Afterward, the surveys were applied to the eighth-grade students to obtain information data on their learning of the English language, specifically in the development of speaking skills, which is why in this part before giving the students the surveys, the letter of consent was given to the president of each parallel, so that they could review the objective of this research. In addition, the researcher used the native language to explain to the students the questions of the survey and any doubts they may have regarding this research (Annexes 3-9). Finally, with the collection of data in two ways from different populations, the respective analysis and discussion were carried out, which is developed in the following chapter.

## **CHAPTER III: DATA ANALYSIS AND DISCUSSION**

This chapter shows the data analyzed after applying the research instruments, for which two types of instruments were used: 3 interviews and a survey. The first interview was applied to the Vice-principal of the institution, who provided vital information about the English curriculum of the eighth-grade students and the English language teaching resources to identify if the students reach level A.1.1 established by the Ministry of Education according to the CEFR and five questions were applied. The other interview was applied to the English teachers of eighth grade E, G, B parallel A and B students. In addition, an interview was conducted with the English coordinator teacher and the surveys and interviews were applied with the same objective of triangulating the information to be known about the resources and teaching methodologies they use to develop the speaking skill, and the perspectives they have about the students of the English level.

Finally, the survey was conducted with the eighth-grade students of the Colegio de Bachillerato Universitario UTN, which provided information about the problems they have in developing their English-speaking skills and some innovative activities they would like to implement in the English classes to improve this skill. In addition, the results of the survey can be visualized in the presentation of statistical graphs with their respective analysis. In summary, this information was necessary for the elaboration of the pedagogical guide as part of the proposal of this research work. Finally, the discussion and interpretation of the results describe the main conclusions of this research.

### **3.1 Vice-principal interview translated into English.**

The interview questions allowed the Vice-principal to provide information based on the reality of the institution, mainly of the students and teachers of the eighth grade of E, G, and B. The interview was to know the reality of the institution in the English area. For this reason, the interview questionnaire was developed in Spanish with a range of five questions because the Vice Principal does not speak English. However, the questions and answers have been translated into English (Annexe2).

#### **3.1.1 Results of the interview with the Vice-principal**

**1. According to the Ministry of Education (2017), students in the eighth year of General Basic Education must reach level A1 according to the CEFL in the English language, proposed in the curriculum in order to meet its curricular standards.**

**Therefore, do you consider that the curricular objectives are met, in terms of the development of English language speaking skills set by the Ministry of Education, in that eighth-grade students at the end of the academic period should have a level of A1**

**according to the CEFR, thus implying that they will develop communication with a certain confidence, reason, and fluency?**

The response to this question was related to the academic curriculum for English language learners, the authority responded based on the reality of the institution, focusing mainly on eighth-grade students.

According to the Vice-Principal of the institution, obtaining an A1 level in the English language is a great challenge for this academic level. The authority mentioned that the eighth-grade students present some deficiencies in the English language, mainly in this skill, because the students come from different institutions with the deficiency in the English language, in which the teacher must adapt to their level and look for other ways to teach the English language, and in some cases, there are no necessary resources to develop the speaking skills or the cooperation of the students, therefore the teacher focuses on grammar and vocabulary. Therefore, 90% of the objectives mentioned by the Ministry of Education were achieved. Finally, these were some of the most relevant reasons why the achievement of this objective may not be possible.

**2. Do you consider it important and necessary for the future of the eighth-grade E, G, B students of this institution to achieve the English language learning objectives proposed by the Ministry of Education?**

The second question referred to the importance of the English language for eighth-grade students who must achieve curricular objectives. The authority responded based on the experience and reality of the institution during the 2022 - 2023 academic year.

The Vice-principal stated that it is very important the study and development of this universal language, as they must meet a study profile at the end of the period of Education, General, Basic, and a graduation profile of the high school. Therefore, teachers are responsible for doing their best to achieve the objectives but as previously mentioned the lack of resources is not achieved 100% the same. Finally, the authority suggested that language teaching should be more practical than grammatical, to improve the vision of a student learning the English language in this institution.

**3. In your opinion, does the institution have the necessary resources and materials to implement English language learning, especially in the development of speaking skills in the students of the eighth year of General Basic Education established by the Ministry of Education?**

In the third question, the Vice-principal mentions that resources and materials do exist, but they are not applied in their totality, since teachers analyze the way students learn and they must adapt to them and they do not respond to the needs of the students, so they are not applied during class hours. Moreover, some of the resources are not only focused on

speaking skills. Therefore, the lack of material doesn't help eighth-grade students to develop speaking skills.

**4. Do you know if research studies related to the development of English language speaking skills based on the audio-lingual method have been conducted previously at Colegio de Bachillerato Universitario UTN?**

The fourth question referred to research already conducted at the institution related to the development of speaking skills. The response indicated that the institution had applied other research on the methodology and techniques used in the teaching of the four English language skills, but not based on the implementation of the Audio-Lingual Method for the improvement of speaking skills.

**5. Would you consider it useful to have an academic guide that includes didactic activities based on the Audio-Lingual Method for teachers to apply in English classes, with the purpose of improving the speaking skills of eighth-grade students of General Basic Education at Colegio de Bachillerato Universitario UTN?**

The last question referred to the implementation of a didactic guide of innovative activities based on the audio-lingual method for this institution. The answer presented the importance of using the aforementioned guide because the main beneficiaries of this document were the teachers of the Eighth Grade of Basic Education as a guide to their English classes and on the other hand it is a fundamental basis for creating innovative and dynamic activities for the students of this level, always looking for the benefit of the entire educational community.

### **3.2 Analysis of the vice principal's interview.**

Based on the results of the interview with the Vice-principal, a general analysis was made of the different points discussed. Therefore, this information allowed us to know the causes and reasons that eighth-grade students present when entering a new institution, as well as the different ways of acquiring knowledge and the teacher's methodology, which is why it is deduced that there is a deficiency in the development of speaking skills. In addition, the interview allowed us to know the didactic material that the teachers work on with the purpose of fulfilling the objectives set by the Ministry of Education focused on the CEFR, which do not reach 100%, but only 90% of the teaching of this language.

### **3.3 Vice-principal interview summary**

This interview indicated that the achievement of the students is to reach the A1.1 level by the end of the eighth grade and in the General Basic Education with an A1 level proposed in the CEFR. Therefore, only 90% of their objectives are reached, this is due to many reasons, such as the lack of resources and materials to help improve speaking skills. Therefore, the students needed more interactive activities with their partners through group and individual dialogues to achieve the objectives required by the Ministry of Education. On the other hand,

the most difficult skills for students to achieve were the productive ones like Speaking and pronunciation. In addition, some research had been previously developed in the institution, but none of it was based on the audio-lingual method. On the other hand, the implementation of the development of innovative activities based on the audio-lingual method is a teaching and learning process that facilitates students to stimulate pronunciation among peers and teachers, for the improvement of speaking skills.

### **3.4 English Coordinator teacher interview**

In the following interview participated the coordinator of the English area. The main objective was to know the difficulties that the students of the eighth grade of E, G, B have, with emphasis on the development of speaking skills. Moreover, it focused on the resources and strategies applied by teachers to develop this skill. Besides, it is necessary to mention that this interview was conducted face-to-face with a total of nine questions and a duration of 15 minutes.

#### **3.4.1 Results of the interview with the Teacher Coordinator**

**1. The Ministry of Education of Ecuador (2017) establishes that eighth-grade students must have an A1 CEFR by the end of the ninth grade. In your experience ¿Do you consider that this objective can be achieved? Explain your answer.**

The answer to this question was related to the objectives of providing an A1 level focused on eighth-grade students. The teacher coordinator of the area mentioned that all teachers make the best effort to achieve the objectives proposed by the Ministry of Education, but there are some factors to improve speaking skills, especially in the eighth grade because the students come from different institutions. Besides, the coordinator teacher mentioned in her experience that teaching eighth graders was difficult because the teacher had to adapt to the level and see the needs of the students, leaving aside innovative materials and following a traditional education, behaviorally.

**2. In your opinion, does the institution have the necessary resources for the adequate development of speaking skills in English classes?**

In the second answer, it was tried to know whether the institution has the necessary resources to develop speaking skills. The teacher who is the coordinator of the area mentioned that the resources and materials teachers bring from home do not exist in their entirety because there is a shortage of technical resources due to lack of space and the economy. For this reason, all the reinforcement work that is sent to the students is done by hand, based on basic exercises that are not following their level to develop speaking skills, and the resources they have are very behavioral and not innovative activities, which does not allow them to advance further with the development of this skill.

**3. In your opinion, which of the four language skills (listening, speaking, reading, or writing) do you consider is the most difficult for students to learn the English Foreign Language? Explain it:**

In the third question, the area coordinator teacher mentioned that the most difficult skill to develop in the students is speaking, due to many factors such as: sharing their ideas with the public, making mistakes when pronouncing new words, not knowing the vocabulary, and not having confidence in themselves when participating in the English class. Therefore, public speaking in English is a very important role nowadays, and according to the students, it is the fear of speaking among their peers and the teacher.

**4. From your point of view, how important is it for students to develop speaking skills in the established standards in the curriculum by the Ministry of Education? Explain.**

The fourth question refers to the importance of the English language in the curriculum for students. Therefore, the coordinator teacher mentioned that it is important to develop speaking skills in the social context, especially nowadays, since English is a universal language and students can communicate in real situations or solve problems using this language.

**5. According to your experience do you know if teachers use the audio-lingual method to improve their students' speaking skills in class?**

The fifth question mentioned if English teachers use the audio-lingual method in their classes, therefore the coordinator teacher mentioned that they do use them, but sometimes in combination with other methods, on the other hand, teachers try to look for dynamic activities that attract the attention of the students, to continue to learn the English language.

**6. Have you used the audio-linguistic method in your class to develop the speaking skills of eighth-grade students in General Basic Education?**

The coordinator teacher mentioned that she did use this method when she was teaching eighth grade, but she always applied it by searching for new strategies to motivate the students to learn English, or sometimes she combined the methods and strategies, looking for the benefit of the learners.

**7. What are the didactic activities you use to develop speaking skills in eighth-grade students of General Basic Education?**

- Reading Comprehension \_\_\_\_
- Group work   x
- Dialogue Repetition   x
- Memorizing exercises   x



- Asking and responding to questions \_\_\_
- Forums and Debates \_\_\_\_
- Drills \_\_x\_
- Set phrases\_\_x\_
- Audiovisual aids
- Focus on Practical Pronunciation

In this question, some of the didactic activities were mentioned to be used to develop speaking skills, for which the coordinator teacher of the English area mentioned that the most used activities for that level with the working groups to develop collaborative work were the repetition of dialogues created according to their level, memorization exercises such as learning a new word or the conjugation of the verb to be, dialogues in pairs to improve pronunciation and set phrases to develop their own opinion where students are very afraid to participate, resulting in a deficiency of participation in the development of speaking skills.

**8. According to your experience, do you consider that the use of didactic activities is beneficial to the learning of English?**

According to this question, the teacher mentioned that the use of didactic activities is of great benefit for teaching and learning the English language because each activity has an objective in the class, which is of great help for English teachers.

**9. Would you consider using a didactic guide for the English language teachers' area based on the audio-lingual method to improve the speaking skills of their students?**

The last question referred to the use of a didactic guide based on the audio-lingual method, for which there was a positive response from the teachers from their point of view it is very useful to have a document containing innovative activities for the development of speaking skills, especially for new students such as those in the eighth grade.

**3.5 Analysis of the coordinator teacher interview.**

Based on the interview conducted with the area coordinator, it was possible to analyze that teachers do not meet the educational objectives indicated by the Ministry of Education, due to several factors the lack of technological resources, which does not allow them to create new learning spaces for students and foster a motivating environment to continue studying this language, because motivation plays an important role in learning, especially in English language learning, being an essential element to help students to improve their language skills (Obando et al., 2017). In addition, English teachers apply combined strategies but continue to carry out a traditional class.

### **3.6 Coordinator teacher interview summary**

This interview indicated that the curricular objectives of the Ministry of Education are not completely fulfilled due to some factors such as the scarcity of technological resources in the institution, so most activities become traditional in the classroom and students feel unmotivated to continue learning English, also the resources they have do not have innovative activities because these teachers have to combine activities to solve the learning problems each new student has when entering the eighth grade.

### **3.7 English teachers interview**

The English teachers interviewed were eighth-grade teachers (E, G, B), from the A and B parallel classes. The objective of this interview was to know, based on their teaching experience, the reasons why eighth-grade students have problems in English speaking skills and the methodology used by the teachers to develop English speaking skills.

#### **3.7.1 Results of the interview of English teachers**

**1. In your opinion, which of the four language skills (listening, speaking, reading, or writing) do you consider is the most difficult for students to learn the English Foreign Language? Explain your answer:**

This question was related to teachers' difficulties in teaching listening, speaking, reading, and writing.

Teachers stated that listening and speaking are the most difficult skills for students to develop. The first reason was that listening and speaking in English were not taught independently but integrated into the students' learning. The second reason was that learners had difficulties in speaking, due to making mistakes in their pronunciation, which caused them to be afraid to express their ideas in class. The third reason was that the students did not use English enough, they only use it during English class hours and not outside, as a result, there is a deficiency in the development of speaking skills. The teachers' responses showed that if students do not attend classes regularly, they have little hope of speaking English production.

The main conclusion from this question is that there is not one skill that is the most difficult to teach, but there are two: Listening and Speaking English, because they are skills that need a lot of practice all the time, and they go together.

**2. In your experience, does the institution have the necessary resources for the adequate development of English classes?**

This question was focused on whether the institution has the necessary resources and materials to develop the English classes, in which the teachers mentioned that the institution does not have the necessary resources such as visual aids, teaching materials, and others. As

a result, the teachers do not have support material for their classes, which is an obstacle to the teaching and learning of English in the eighth grade.

**3. What is the most common problem you find when your students are speaking English in class?**

- Students are afraid of making mistakes \_\_\_\_
- Students do not recognize phonetic sounds \_\_\_\_
- Students do not like to participate \_\_\_\_

The question is about the main problem of developing speaking skills, in which teachers mentioned that students are afraid of making mistakes for reasons of being teased by their classmates, causing difficulty in their English language learning, mainly to be close to developing or improving speaking skills.

**4. Do you consider the students speaking skills appropriate for their level A1 according to CEFR? Explain your answer:**

This question was about if the students in the eighth grade are at an A1 level according to the CEFR. The teachers answered based on their experience and the reality of the students are not, nor at the end of the academic period at an A1 level, due to the differences of the students in the development of their abilities as they come from different institutions, which difficult their learning. Furthermore, the lack of resources and strategies used do not provide the necessary information to the students, losing their interest in this subject. Moreover, the commitment and awareness of learners to the importance of learning English are not desired. Finally, their participation in English classes is minimal.

**5. Have you used the audio-linguistic method in your class to develop the speaking skills of eighth-grade students in General Basic Education?**

The question was about whether in English classes, mainly for speech development, they have used the audio-lingual method. The teachers answered that they do not use it currently, because they do not know much about it and focus more on teaching grammar. It means that this research could be beneficial for English teachers.

**6. What kind of didactic activities do you apply in your classroom to improve your students' speaking skills?**

- Reading Comprehension \_\_\_\_
- Group work x\_\_
- Dialogue Repetition x\_
- Memorizing exercises\_\_
- Asking and responding to questions x\_

- Forums and Debates \_\_\_\_
- Drills
- Set phrases \_\_\_\_
- Grammatical explanations \_\_\_\_
- Audiovisual aids \_\_\_\_
- Focus on Practical Pronunciation \_\_\_\_

This question was focused on didactic activities that teachers apply to improve eighth-grade students' speaking. The answer to this question showed that teachers work more in English classes using group work, answering question-answers, and repeating dialogues. However, the teachers mentioned that the lack of resources makes it difficult for them to do many activities to improve their speaking, so they focus on other skills. Despite doing activities with a large group of students because of the noise when developing speaking skills.

**7. Do you consider the audiolingual method can help to improve your students speaking skills?**

According to this question, the teachers mentioned that the implementation of this method would be of great help to eighth graders and is necessary to improve speaking skills and that students would acquire more vocabulary to use in real conversations. Furthermore, this method fits their needs and interests in learning the English language.

**8. Do you think that the use of dialogues contributes to developing speaking?**

This question was related to the application of dialogues in English classes. Therefore, teachers mentioned that the use of dialogues does contribute to the development of speech, and it is of great benefit to students as they learn new expressions, dialects, vocabulary, and grammar. To improve and enrich the English language.

**9. Would you consider it useful to have an academic guide based on the Audio-Lingual Method to improve your students' speaking skills?**

The last question was about the use of an academic guide based on the audio-lingual method to improve speaking skills. The teachers responded that they would like to have and use an academic guide with innovative activities. In addition, the teachers mentioned that they need material to help them to have more organized teaching and practical material to improve speaking skills because it is a productive skill. To make the students feel confident with the English language.

**3.8 Analysis of the interview with English teachers**

Based on the results obtained in the interview with the eighth-grade teacher and the experience of a teacher who taught at this level in the previous academic period. It was possible to analyze that the teacher does not achieve the objectives as mentioned in the CEFR

emphasized by the Ministry of Education in a single academic period because the students come from other institutions with different ways of learning and the number of students in each parallel does not allow them to apply new activities to avoid the lack of control of the class. In addition, they have tried the application of new strategies, but the students are afraid of speaking in public, mispronouncing words, and, above all, being teased. On the other hand, teachers have not applied this teaching method due to their lack of knowledge in teaching.

### **3.9 English teachers interview summary**

The results of the interview with the English teachers indicated that the objective of the curriculum is more difficult to achieve during one academic period and level of study, as it was mentioned that the eighth grade has difficulty completing at the end of the academic period with a level of A.1.1 since the students come from different institutions and with different ways of learning the English language. In addition, the number of students is another problem to develop interaction activities with the whole course. In the question about skills, the main finding was that the teacher's challenge was to teach listening and speaking. The reasons why students have problems with speaking were: First, being afraid of making mistakes in front of their classmates. Second, was the shame of mispronouncing words and being laughed at by their classmates.

On the other hand, the teachers mentioned that they did not use this specific method to develop speech skills. They were limited by a lack of knowledge and lack of didactic material to practice speaking. Finally, the teachers agreed on the need to have an academic guide with innovative activities based on the audiolingual method to improve the student's skills, to obtain more productive results at the end of eighth grade.

### **3.10 Students' survey**

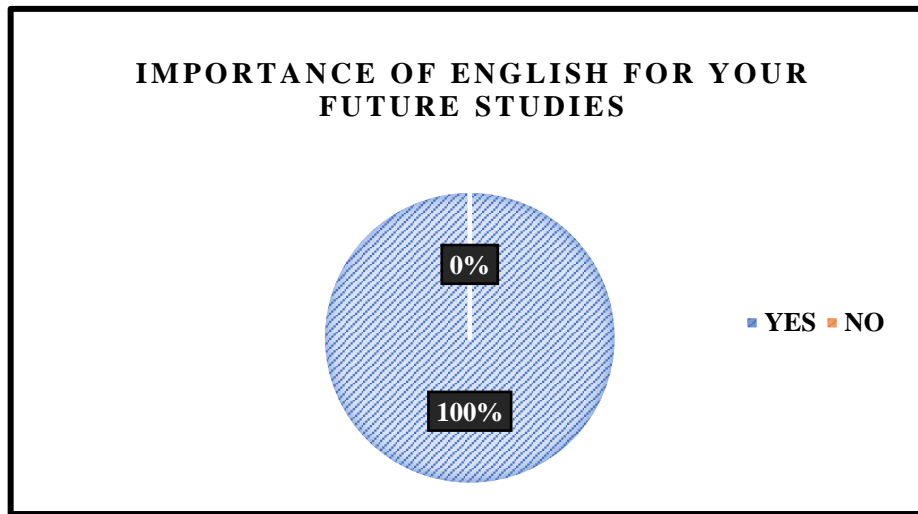
The students' survey was applied during their English classes through a document that consisted of closed questions to 77 students from E, G, B parallel A and B. Students' results showed the importance of English in their future life. The objective of this survey was to collect information and delimit the reasons why eighth-grade students have problems with speaking skills in English classes and the activities based on the audio-lingual method are adequate to develop English speaking. The results were as shown with the figures and corresponding analysis.

#### **3.10.1 Results of the interview of students' survey**

##### **1. Interpretation of English importance for eighth-grade students and their future life.**

**Figure 2**

*Do you think English is important for your future studies?*



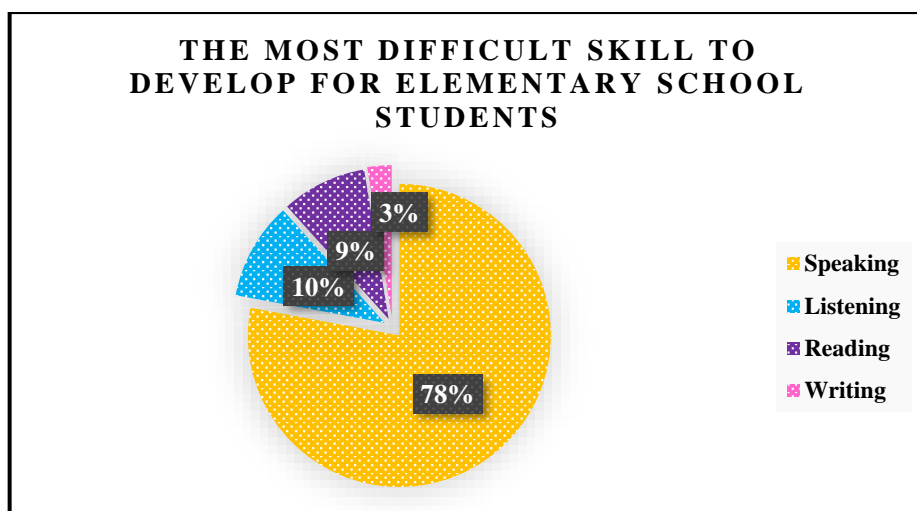
Note: researcher elaboration. Source: students' survey 2022

The figure shows the responses to the first question of the survey applied to eighth-grade students about the importance of English in the student's future life. Therefore, all students responded that English is very important for them and their future life. The results were positive according to the question presented.

## **2. Interpretation of the most difficult skill to develop for eighth-grade students.**

**Figure 3**

*Which of the following skills mentioned below is the most difficult for you to develop?*



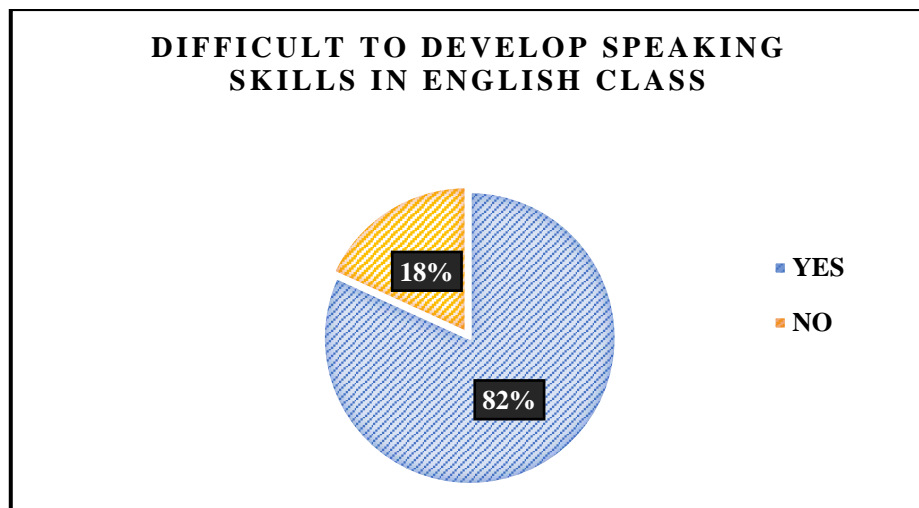
Note: researcher elaboration. Source: students' survey 2022

The English language has four skills such as speaking, listening, reading, and writing. This question was about the most difficult skills to achieve in English classes. Students had to choose according to their reality. The graph shows that speaking skills are the most difficult skill to learn for eighth-grade students, obtaining 78%, followed by listening at 10%, reading at 9%, and finally 3% equivalent to writing. In conclusion, the majority of the students consider that the most difficult skill is speaking. For this reason, teachers must apply methodologies to help students develop this difficult skill in an easy, fun, and attractive way for the whole group of students.

### 3. Interpretation if students find it difficult to develop speaking skills.

**Figure 4**

*In your experience, do you find it difficult to develop speaking skills in English class?*



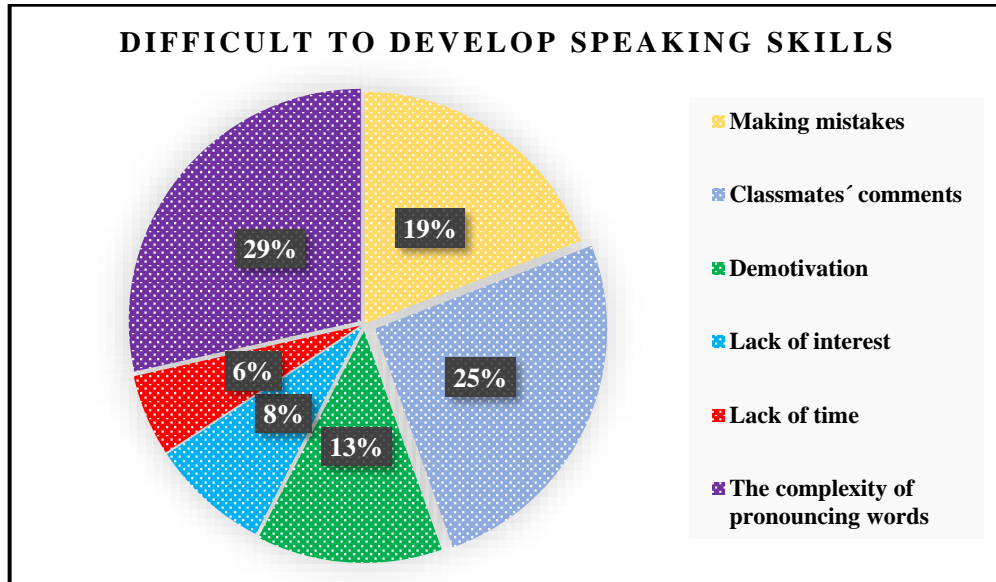
Note: researcher elaboration. Source: students' survey 2022

This pie chart shows if students have difficulty developing speaking skills in English classes. It can be seen that 82% of the students do have difficulty developing speaking skills in class. However, 18% of the participants have no difficulty with this skill. In conclusion, most of the students have difficulty developing speaking skills. This means that in an English class, the students present factors to have difficulty in this skill.

### 4. Interpretation about reasons why speaking skills are considered to be difficult to develop in the classroom.

**Figure 5**

*Regarding question 3, why do you consider that you find it difficult to develop speaking skills?*



Note: researcher elaboration. Source: students' survey 2022

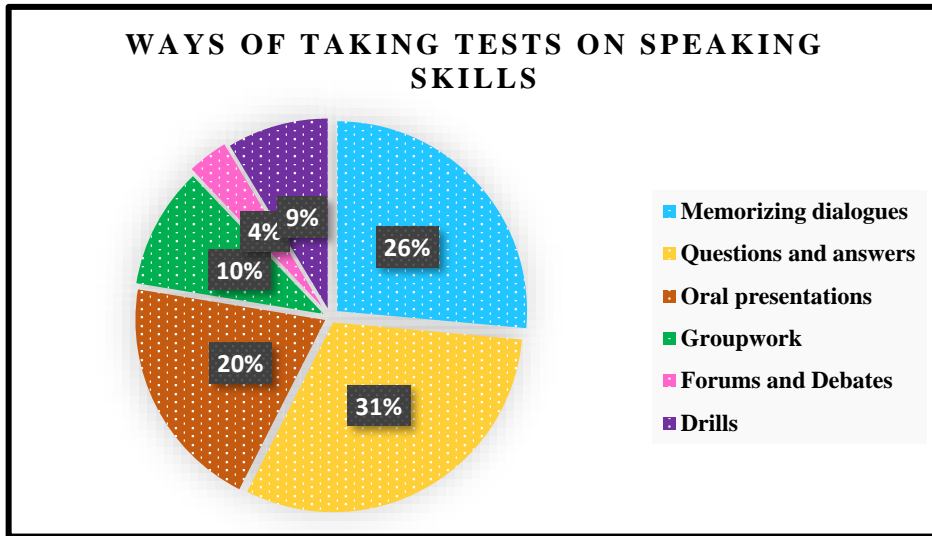
This question referred to some reasons why eighth-grade students find it difficult to develop speaking skills, obtaining as the highest result 29% for the complexity of pronouncing words for speaking skills, followed by 25% for receiving classmates' comments, 19% for making mistakes, 13% for lack of motivation to develop speaking skills, 8% for lack of interest in learning more about speaking skills, and 6% as a lack of time. In conclusion, the most difficulty in developing speaking skills was the complexity of pronouncing the words and then receiving comments from their classmates, resulting in the fear of making mistakes in English classes and being made fun of by their classmates for their incorrect pronunciation.

**5. Interpretation of the ways in which speaking tests are given by their teacher.**



**Figure 6**

*Usually, your tests are given through:*



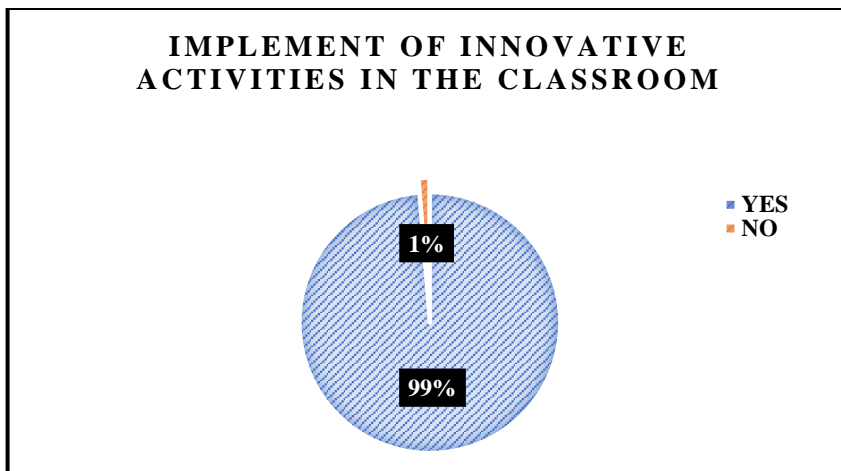
Note: researcher elaboration. Source: students' survey 2022

The graph shows that 31% of students are tested on oral questions and answers, 26% on memorization dialogues, 20% on oral presentations, 10% on group work, 4% on forums and debates, followed by 9% on drills. In conclusion, the use of dialogues is very limited for the improvement of this skill and most often consists of open or closed questions and answers about the topics studied in class, which hinders the student from expressing their own ideas to develop their speaking skills.

## 6. Interpretation of the implementation of innovative activities in English classes.

**Figure 7**

*Would you like your English teacher to implement innovative activities in the classroom?*



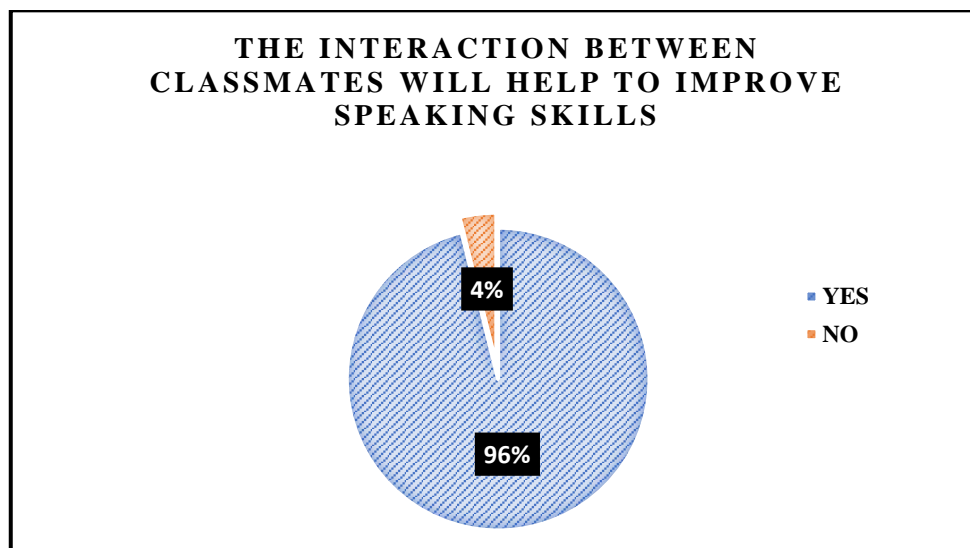
Note: researcher elaboration. Source: students' survey 2022.

According to the graph, a significant number of the students would like to implement innovative activities in the English class with 99% of the students responding positively to the proposal presented. Whereas only 1% of student does not consider that implementing innovative activities will improve speaking skills. In a conclusion, the students feel very interested in having good levels of speaking in English. This means that they are motivated enough to actively participate in the new activities implemented by the teacher based on the audio-lingual method, and they will feel better if they see progress in their speaking skills. In addition, the use of new academic resources could contribute to improving the learning environment.

### **7. Interpretation of the application of the exercise of interaction with classmates can improve the students' speaking skills.**

**Figure 8**

*Do you believe including interaction with the partners in English classrooms would help you develop your speaking skills and confidence in English classes?*



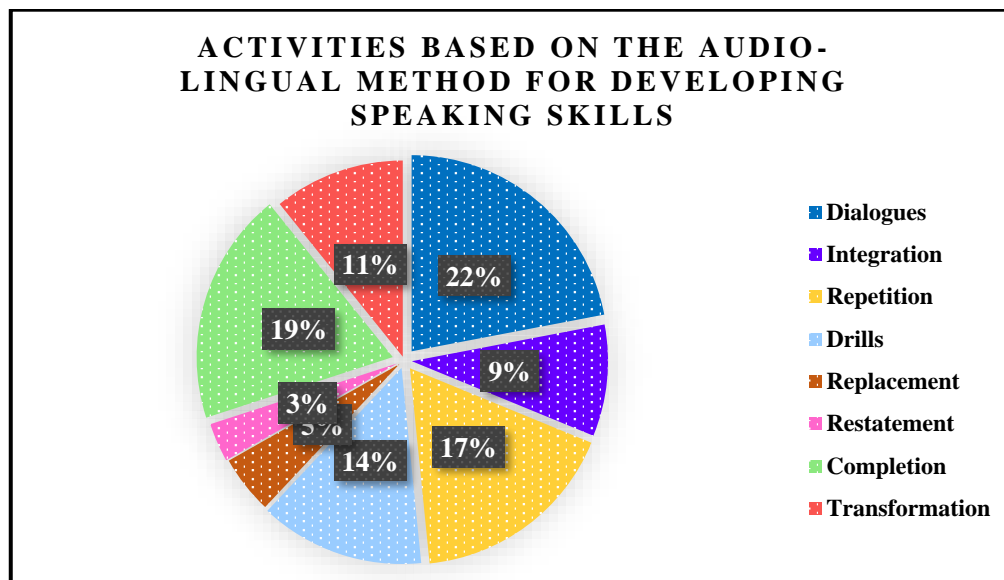
Note: researcher elaboration. Source: students' survey 2022.

The figure shows that the majority of the students with 96% by implementing dialogues as interaction through the use of speech to improve their pronunciation and this skill. Whereas 4% of the students do not think that the implementation of interaction with their classmates will improve their skills. Therefore, students feel motivated to implement the new teaching-learning methodology in the English language.

### **8. interpretation of some of the activities based on the audio-lingual method to improve this skill.**

**Figure 9**

*Choose below the list of activities you would most like to improve your English spoken language skills:*



Note: researcher elaboration. Source: students' survey 2022.

The graph above shows the results of the last question of the survey. The question was about the activities they would like to apply in the classroom to improve speaking skills. The participants chose some of the activities based on the audio-lingual method in which they had different levels of acceptance. The highest percentage of acceptance was the application of dialogues, followed by 19% in completion activities, i.e. sentence completion exercises to form dialogues, with 17% the activity of repetition of dialogues, 14% exercise of dialogues, and 11% transformation of a dialogue or short sentences. Finally, the least preferred options were integration, replacement, and reformulation. In conclusion, the activities that most attracted students' attention were dialogues and sentence completion to create dialogues on their own and to be able to practice speaking with their classmates and increase their vocabulary.

### **3.11 Analysis of the students' survey**

Regarding the questions that were asked to the eighth-grade students, it was analyzed that many show interest in learning the English language, especially to be able to communicate in the target language. On the other hand, the results show the factors of their deficiency in the development of speaking skills, which is why they do not reach the level of English required for this level. Faced with this situation, during the survey the students were able to select the activities they would like to implement in English classes, and finally lose the fear of expressing their ideas, sharing short conversations, and reaching the level of English required according to the CEFR.

### **3.12 Students survey summary**

The results of the survey showed the reality experienced by the students in their classes. Most of the participants (99%) thought that English was essential for their future life. In addition, English has four skills: listening, speaking, reading, and writing. The most difficult skill for students to learn in English classes is speaking and they have difficulty developing this skill. This is due to several factors such as 29% of the students having difficulty pronouncing words in English, avoiding participation in English class because they are afraid of making mistakes, and having comments from their classmates. Another factor is that 31% of the speech evaluation is only through question-answers, leaving aside the practice of dialogues more used in a social context.

In addition, eighth-grade students would like to use innovative activities during English classes to improve their pronunciation, which had very positive responses, in which 96% of the students would like to implement the audiolingual method as interaction in their classes, especially choosing activities that they believe would help them improve their speaking skills such as the application of dialogues, completion activities, sentence completion exercises, repetition of dialogues to improve their pronunciation and dialogue transformation. These were the activities with the highest acceptance. In conclusion, interaction activities to improve students' English speaking will be useful for the research population and future English teachers and students to improve their pronunciation as well as their speaking skills.

### **3.13 Discussion**

Based on the interviews and survey responses, it is possible to affirm that the reality of the eighth grade EGB students at the Colegio de Bachillerato UTN has become more difficult during the last few years. Due to the lack of adequate resources and materials for the development of speaking skills, causes disinterest in learning the English language. The results of the interview about the most difficult skills to teach and achieve during English classes were listening and speaking. Students responded that speaking is the most difficult skill to learn.

In a similar situation, research by Pérez (2021), stated that Speaking is perceived by learners to be the most challenging skill, so teachers should use techniques to help pupils master it in a simple, enjoyable, and interesting way. This research was conducted in a public high school which is the target of this study. In addition, the research highlights the importance of developing students' oral skills in different ways. After analyzing the didactic resources, it can be stated that students and teachers would like to implement innovative activities such as interaction to develop and improve their speaking in English. The creation and repetition of dialogues have been studied nowadays. Moreover, dialogues are significant

because they frequently mimic interactions with the outside world, which is crucial for language learning. Thornbury (1995, as cited in Pauliková, 2018)

Besides, these types of teaching resources provide a variety of knowledge that helps the English learning process. Teachers and students recognize the need and benefits of using a pedagogical guide containing activities based on the audio-lingual method for eighth-grade students for implementation in English classes to best suit the linguistic needs of the students. The discussion leads to the following question: what is the best oral activity to follow? The students felt that five different oral activities were the most useful for them: dialogues, dialogue repetition, dialogue drills, sentence completion drills, and dialogue or sentence replacement drills among classmates.

## CHAPTER IV: PROPOSAL

### 4.1 Title

English didactic guide with innovative activities to improve Speaking Skills based on the Audio-Lingual Method.

### 4.2 Introduction

Speaking skills is an important skill for people, especially in the development of this language, but for some students, there is little motivation to develop this skill, due to students' fear of public speaking, frustration with mispronouncing words in conversation, and nervousness about participating in English classes. Besides, the development of this skill promotes the expression of emotions and feelings, sharing of information and opinions with other individuals.

Therefore, after an analysis of information through data collection in this research, it is perceptible that the skill of speaking is more difficult to develop in eighth-grade students. For this reason, to improve the speaking skills of these students they must be considered to follow the objectives set by the Ministry of Education and take into account the Common European Framework for foreign languages according to the level of the eighth-grade students. As a consequence of the results, teachers require the acquisition of resources that are useful for the level in terms of educational methods or approaches that promote a practical education.

For that reason, the present proposal was developed to improve the English language speaking skills of eighth-grade students and to contribute to the teaching process of the English teachers at the Colegio de Bachillerato Universitario UTN. Moreover, this proposal has as a primary objective to enhance the Students' English-speaking skills through updated activities based on the Audio-Lingual method. It benefits various activities for students and teachers to be used during their English classes to have a more innovative and motivating way to increase oral skills. These activities and exercises contribute to the process of learning and teaching English, making it more interactive and interesting. Teachers and students can use them as a guide or extra source in the process of learning English.

Finally, the process, pronunciation, and speech of English learners will be improved a lot. They will be able to have better and more understandable communication. The selected teaching activities focus on improving speaking, but teachers and learners can also use them in the process of assessing it, too. The innovative activities used to develop this guide are the ones that eighth-grade students selected during the data collection of this research.

### **4.3 Justification**

Nowadays English is one of the most demanded languages in the world. Because it is very important to use it in different areas of study and especially in communication with the social context. Therefore, educational institutions should look for and implement methods or strategies for the benefit of students, to obtain good levels of the foreign language as proposed by the Ministry of Education and the Common European Framework as a foreign language, likewise helping students to face the reality and challenges in the future as it is evident a trial for students in English classes is the presentation to their classmates using the English language, some have problems due to several factors in their learning. Therefore, the purpose of this research project presents a didactic guide to improve speaking skills based on the Audio-Lingual method in which creative activities can be observed and be of benefit to students for improving their oral skills by increasing their participation and support among classmates. In addition, this goal will be achieved thanks to the careful research that was carried out with teachers, eighth-grade students, and authorities of the Colegio de Bachillerato Universitario UTN. In this way, they will get benefit from the help of a didactic guide to develop activities for a large number of students, such as eighth graders. Moreover, learning, producing, and speaking the English language will be easy for them to increase their participation in English classes and improve the way how teachers teach and learn a foreign language.

### **4.4 Presentation of the guide**

In this guide, each unit will present different activities and innovative exercises to develop and improve speaking skills.

### **4.5 Objectives**

#### **4.5.1. General Objective**

- Design a didactic guide with activities focused on an audio-lingual method to improve speaking skills in 8<sup>th</sup> Grade students at Colegio de Bachillerato Universitario UTN during the academic period 2022-2023.

#### **4.5.2. Specific Objective**

- Identify useful didactic activities to improve the speaking skills of eighth-grade students.
- Create innovative activities based on the audio-lingual method to improve the speaking skills of eighth-grade students.
- Implement didactic activities to improve the speaking skills of eighth-grade students.

#### **4.6 Location**

The “Colegio de Bachillerato Universitario UTN” is located in the El Obrero sector, in the canton of Ibarra, in the province of Imbabura in Ecuador, with the address Luis Ulpiano de la Torre Yerovi Ibarra. This is a public institution belonging to the El Obrero sector. This school was founded in 1988 to include new innovative ideas of training with quality professionals and to contribute to the teaching practice of university students.

#### **4.7 Beneficiaries**

In this proposal, the direct beneficiaries are the eighth-grade students and teachers at “Colegio de Bachillerato Universitario UTN”. Teachers will be able to use this method as a strategy to improve oral expression. Moreover, the students will have the opportunity to acquire the second language in an attractive way and will be stimulated when the teacher uses the new resources and strategies in the classes. On the other hand, it is essential to mention that the indirect beneficiaries of this project are all the students of the high school. Likewise, teachers and students from other institutions could use the didactic guide and strategies of the audio-lingual method to improve oral production and academic performance.

#### **4.8 Guide**

The guide was developed in an inline source called Canvas, which helps to have an interactive handout. The link to the guide is:

[https://www.canva.com/design/DAFbl\\_1k0VI/qPoN2ipy2Z63quXzFAB40w/view?utm\\_content=DAFbl\\_1k0VI&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFbl_1k0VI/qPoN2ipy2Z63quXzFAB40w/view?utm_content=DAFbl_1k0VI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

It is also available in the Canvas editor application in A4 format as a document, which can be used on different devices like computers, smartphones, tablets, and so on. As an interactive way to view embedded videos, listen to audios, and more. The link is: [https://www.canva.com/design/DAFbl\\_1k0VI/qPoN2ipy2Z63quXzFAB40w/view?utm\\_content=DAFbl\\_1k0VI&utm\\_campaign=designshare&utm\\_medium=link2&utm\\_source=sharebutton](https://www.canva.com/design/DAFbl_1k0VI/qPoN2ipy2Z63quXzFAB40w/view?utm_content=DAFbl_1k0VI&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton)

This format can also be downloaded to be used without an Internet connection. A cd with a sample file is attached to facilitate teachers and students about their usage.

However, a printable Pdf version will be available to facilitate its use for people who do not have an Internet connection or access to different technological devices. The link is: <file:///C:/Users/Nayeli/Downloads/GUIDE%20DID%C3%81CTIC%20-TEISIS.pdf>



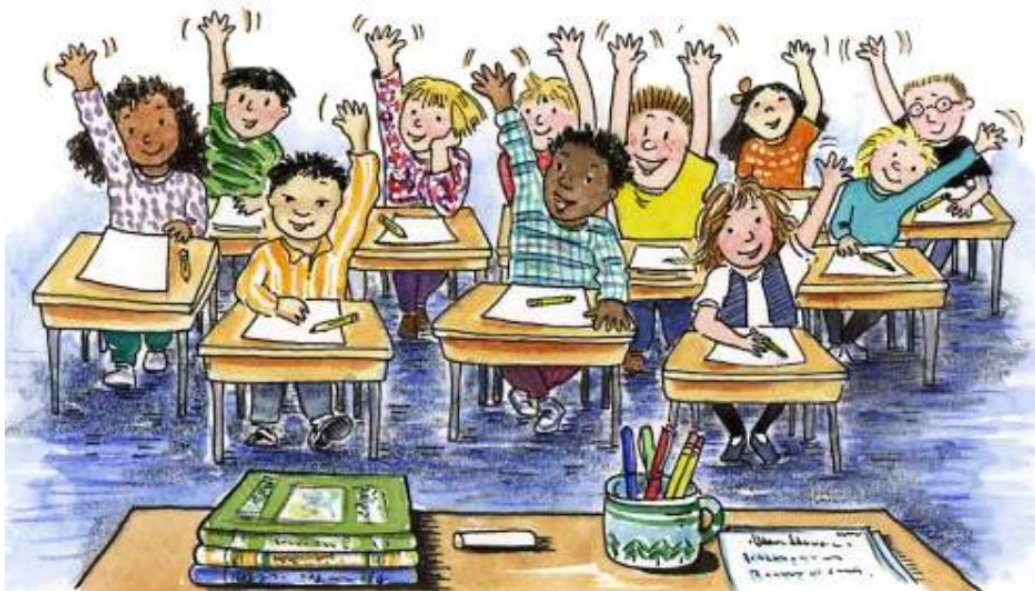


# ENGLISH DIDACTIC GUIDE

## AUDIO-LINGUAL METHOD



**AUTHOR: NAYELI NICOLE SHIGUE TABANGO**



Taken from : <https://oupeltglobalblog.com/2012/10/18/can-informal-testing-methods-be-as-beneficial-as-formal-ones/enthusiastic-classroom-2/ar texto>

**COLEGIO UNIVERSITARIO UTN**

**AÑO LECTIVO  
2022-2023**

<b>Content.....</b>	<b>1-5</b>
<b>Introduction.....</b>	<b>6</b>
<b>Proposal Objectives.....</b>	<b>7</b>
<b>Presentation of the Guide.....</b>	<b>8-9</b>

**UNIT 1: REPETITION DRILLS.....10**

Activity 1:Free (Leisure) Time.....	11-15
Activity 2:Family members.....	16-21
Activity 3:Calendar game.....	22-33

**UNIT 2: COMPLETION DRILLS.....34**

Activity 1:Food.....	35-43
Activity 2: Types of Transportation ...	44-52
Activity 3:Famous People .....	53-62

**UNIT 3: DIALOGUE DRILLS.....63**

Activity 1:We are all different.....	64-73
Activity 2:Travel around the world.....	74-80
Activity 3:What do you want to eat?.....	81-88

**UNIT 4: COMPLETION DRILLS.....89**

Activity 1:Physical description.....	90-95
Activity 2:Clasroom stationery.....	96-101
Activity 3:Sea Animals.....	102-115

<b>Proposal Conclusion.....</b>	<b>116</b>
---------------------------------	------------




**CONTENT**



# CONTENT

## UNIT 1




### REPETITION DRILLS

ACTIVITY	TOPIC	GRAMMAR	VOCABULARY	SPEAKING /STRATEGY	PROJECT
1	Free(Leisure) Time 	Auxiliary Verb Do/Does	Daily Activities	Using questions and answers from daily activities.	Create a dialogue as a pair based on questions and answers, such as : Do you like....?
2	Family Members 	Wh question such as: Who is ...? Where do.... ? How are..?	Family and Greetings	Using greeting expressions through repetition and replacement of vocabulary.	Practicing dialogues with finger puppets.
3	Calendar Game 	Wh question such as: What..? When...?	Months Days of the week Ordinal numbers	Using the correct pronunciation of the vocabulary of the day.	Work in pairs on the basis of repeating questions about important dates and their respective answers.

# CONTENT

## UNIT 2




### COMPLETION DRILLS

ACTIVITY	TOPIC	GRAMMAR	VOCABULARY	SPEAKING /STRATEGY	PROJECT
<b>1</b>	Foods 	Auxiliary Verb Do	Food vocabulary for a picnic	Using memorization of a poem and repetition of vocabulary.	Imagine and draw a picnic place and use the vocabulary learnt in class.
<b>2</b>	Transportation 	Simple present with “I go...” & “She goes...”	Means of transport	Repetition of phrases	Complete the worksheet according to the vocabulary.
<b>3</b>	Famous People 	Present Simple with verb to be in 3rd person.	Occupations	Write and complete with information about famous people.	Introduce your favourite famous person and complete the worksheet.

# CONTENT

## UNIT 3




### DIALOGUE DRILLS

ACTIVITY	TOPIC	GRAMMAR	VOCABULARY	SPEAKING /STRATEGY	PROJECT
1	We are all Different 	Simple Present Verb to Be (Affirmative) Subject Pronoun	Sports Adjectives Group Jobs	Description, memorization, intonation and repetition of dialogues.	In groups, perform a dramatization of the dialogues developed in class.
2	Travel around the world 	Demonstrative Adjectives with This is...	Famous places around the world	Repetition and memorization of dialogues.	Create in groups a new dialogue and then make a performance.
3	What do you want to eat? 	Modal verb (Would)	Fast food Fruit	Vocabulary replacement in dialogues.	Draw their favorite food and implement it in the new dialogue to be spoken.

# CONTENT

## UNIT 4

### REPLACEMENT DRILLS

ACTIVITY	TOPIC	GRAMMAR	VOCABULARY	SPEAKING /STRATEGY	PROJECT
1	Physical Description 	Simple Present Subject Pronoun Verb To be	Demonstrative Adjectives	Using a dynamic dialogue.	Oral presentation about their famous person. Replace the information developed in class.
2	Classroom stationery 	Auxiliary Do Wh questions Present Perfect with have/has	School equipment	listening comprehensi on and repetition of vocabulary and phrases.	Work in pairs on repetitions and replacements of vocabulary in the dialogues.
3	Sea Animals 	Demonstrative Pronouns "This" & "That".	Sea animals	Recognizing new vocabulary with the use of demonstrativ e pronouns.	Practice pronunciation according to the worksheet.

# INTRODUCTION

The present proposal was developed to improve the English language speaking skills of eighth-grade students and to contribute to the teaching process of the English teachers at the Colegio de Bachillerato Universitario UTN. Moreover, this proposal has as a primary objective to enhance the Students' English-speaking skills through updated activities based on the Audio-Lingual method.

It benefits various activities for students and teachers to be used during their English classes to have a more innovative and motivating way to increase oral skills. These activities and exercises contribute to the process of learning and teaching English, making it more interactive and interesting. Teachers and students can use them as a guide or extra source in the process of learning English.

Finally, the process, pronunciation, and speech of English learners will be improved a lot. They will be able to have better and more understandable communication. The selected teaching activities focus on improving speaking, but teachers and learners can also use them in the process of assessing it, too. The innovative activities used to develop this guide are the ones that eighth-grade students selected during the data collection of this research.



# Proposal General Objective

- Design a didactic guide with activities focused on an audio-lingual method to improve speaking skills in 8th Grade students at Colegio de Bachillerato Universitario UTN during the academic period 2022-2023.

# Proposal Specific Objective

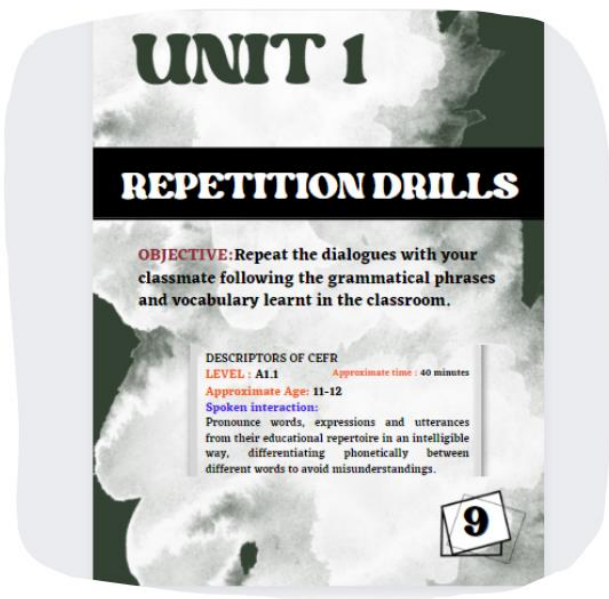
- Identify useful didactic activities to improve the speaking skills of eighth-grade students.
- Create innovative activities based on the audio-lingual method to improve the speaking skills of eighth-grade students.
- Implement didactics activities to improve the speaking skills of eighth-grade students.





# PRESENTATION OF THE GUIDE

In this guide, each unit will present different activities and innovative exercises to develop and improve pronunciation. Which were the most chosen by the target of the research. The unit has different topics with new activities divided by the strategies chosen by the students.

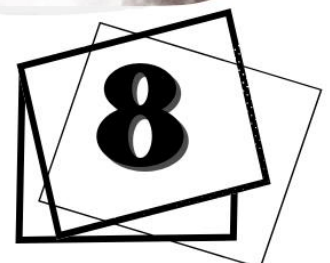
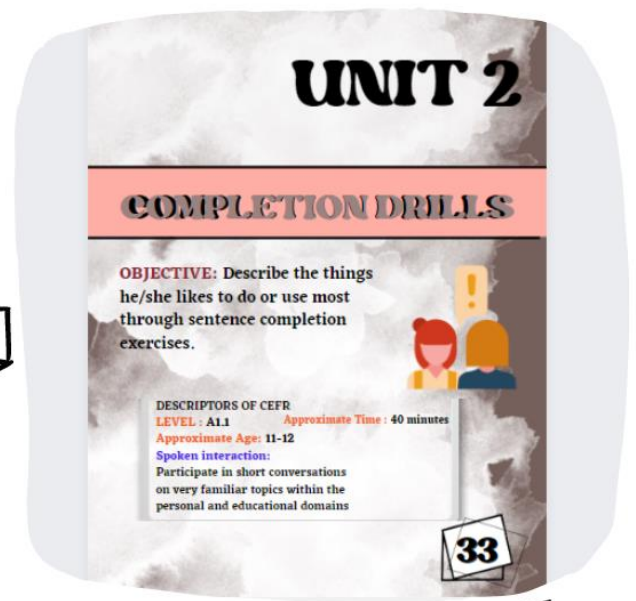


## ***Definition***

It is a strategy where the students should repeat what the teacher says. Also, using the question structure, the questions, and answers activity is done at the end of class.

## ***Definition***


This strategy is where the student is tasked with listening to a statement that is complete except for one word, then repeats the full statement.



**UNIT 3**

**DIALOGUE DRILLS**

**OBJECTIVE:** Speak aloud the dialogue correctly using verb to-be, demonstrative adjectives and vocabulary.



DESCRIPTORS OF CEFR  
**LEVEL :** A1.1    *Approximate Time :* 40 minutes  
*Average Ages:* 11-12  
**Spoken interaction:**  
 Place stress on the correct syllables of repertoire words and phrases with clear and strong pronunciation.

**63**



**Definition**

This strategy is used for the student to follow an order, usually, it is done between classmates and the teacher, listening and repeating the line, after the student memorizes, a change of roles should be done, to improve pronunciation and recognize which grammatical structure is used.

**Definition**

A replacement drill is a classroom technique used to practice a new language. It involves the teacher first modelling a word or a sentence and the learners repeat it. The teacher then replaces one or more key words, or changes the prompt, and the learners say the new structure.



**UNIT 4**

**REPLACEMENT DRILLS**

**OBJECTIVE:** Replace sentences, questions and answers with the vocabulary learnt in class, and then present their final product.

DESCRIPTORS OF CEFR  
**LEVEL :** A1.1    *Approximate Time :* 40 - 50 minutes  
*Approximate Ages:* 11-12  
**Spoken interaction:**  
 Ask and answer simple display questions delivered directly to them in clear, slow non-idiomatic speech and in areas of immediate need.

**88**

# UNIT 1

## REPETITION DRILLS

**OBJECTIVE:** Repeat the dialogues with your classmate following the grammatical phrases and vocabulary learnt in the classroom.

DESCRIPTORS OF CEFR

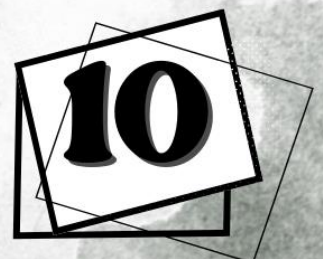
**LEVEL :** A1.1

**Approximate time :** 40 minutes

**Average Age:** 11-12

**Spoken interaction:**

Pronounce words, expressions and utterances from their educational repertoire in an intelligible way, differentiating phonetically between different words to avoid misunderstandings.



# Activity 1: Repetition Drills

## FREE(LEISURE)TIME

**Topic:** Ask and answer about likes **Time:** 40 minutes

**Objective:** Asking " Do you like ....?" questions and get the "Yes, I like" or "No, I don't like." answers.

**Key expressions:** Do you like.....?

Yes, I like..... Or No, I don't like.....

### Desirable Results

Students will be able to:

1. Produce affirmative, negative and interrogative sentences.
2. Ask questions using "Do you like" and answer the questions by using "Yes, I like" or "No, I don't".
3. Develop skills such as speaking and increasing vocabulary.

### Tips for managing the large classroom

- Using collaborative language learning and communicative parts to help learners develop their speaking skills. Therefore, these approaches emphasize the communicative use of English to learn together.
- It is important to always motivate learners before starting the strategy, explaining them the importance of working responsibly in order to achieve the desired results with the class objective.
- Promote a comfortable environment like finding good places. This means that they should be in places where they can talk comfortably and without interruptions.
- Be effective in giving instructions. This will help students understand the activity and avoid misunderstandings. In some cases you should use the mother tongue but work more with the target language.
- Monitor the whole class while the learners are doing the activity to detect problems and help students if necessary.

### Resources:

- Markers
- Sheet of paper
- Pencils
- Notebook
- 10 stickers with some activity photos on them.  
(Swimming, playing football, reading etc.)



# Activity 3: Repetition Drills

## BEFORE



### WHAT TEACHER DOES

Firstly:

- Hello, everyone.
- How are you?
- I'm great, thank you all.

Then:

You had a long holiday.

Did you enjoy it?

Next:

Can you guess what we are going to study today?



### WHAT STUDENTS DO

Students:

- Hello, teacher.
- I'm fine, thanks. And you?

Students :

It was great

I like holidays

Yes, it was wonderful.

## DURING



### WHAT TEACHER DOES & STUDENTS DO

- Students should talk about the holiday using "I like swimming (swinging my arms as if I'm swimming) so I went to Montañita."
- Time to overlearn "swimming"
- The teacher says the word "Swimming" and students repeat that word for a few times and hold their stickers onto the blackboard.
- "Do you like swimming?" (Teacher doesn't say anything just mimes the word. Students guess what is the word according to the mime. "Yes, I like swimming.")
- Afterwards, repeat that question and answer it for a few times. And direct the question to a student or a group of students.
- Do you like swimming?
- Yes, I like swimming.
- No, I don't like swimming.

Correction is very important. Teacher will correct every single pronunciation error.

# Activity 3: Repetition Drills

## **DURING**



### **WHAT TEACHER DOES & STUDENTS DO**

APPLY THAT COURSE  
ALSO TO:

1. Shopping
2. Dancing
3. Playing football
4. Reading
5. Doing puzzles
6. Listening to music
7. Taking photos
8. Riding a bike
9. Jumping rope



- Hold the stickers you had brought with you and repeat that activities with students.
- Make sure the students have learnt to ask "Do you like.....?" and answer that questions.



## **AFTER**

- The teacher should ask students to make pairs and perform a dialogue in front of the board to find out each others favorite activities.
- Then, the teacher should ask this question: Did you enjoy today's lesson?
- Finally, the teacher should say: Bye everyone and see you next week!

# Activity 1: Repetition Drills

## FREE(LEISURE)TIME

### Evaluation

Criteria	Advanced	Proficient	Basic
Can tell the activities they learned.	They can say all the activities they have learned	They can say about 5-6 activities they have learned	They can say about 1-3 activities they have learned
Ask questions by using "Do you like..? and answer by "Yes, I like/ No, I don't like.."	They can ask and answer each other	They can ask but can't answer or they can't ask	They can't ask and answer
Participate in activities actively	They participate in activities actively	They participate in an ordinary attitude	They participate in a passive attitude

## Resources



Taken from: <https://ar.pinterest.com/>

# Activity 1: Repetition Drills

## Resources





# Activity 2: Repetition Drills

## FAMILY MEMBERS

**Topic:** Greetings

**Time:** 40 minutes

**Objective:** Students will be able to talk about different members of the family.

**Structures:** "Who is this?"

"How are you?"

"I'm fine, thank you"

"See you soon".

**Vocabulary**

Father	Brother	Baby
Mother	Grandfather	
Sister	Grandmother	

**Desirable Results**

- Students will be able to:
- Recognise greetings through family members.
- Use formal expressions to speak in real situations.
- Develop skills such as formal communication and vocabulary extension.

**Tips for managing the large classroom**

- Using collaborative language learning and communicative parts to help learners develop their speaking skills. Therefore, these approaches emphasize the communicative use of English to learn together.
- It is important to always motivate learners before starting the strategy, explaining them the importance of working responsibly in order to achieve the desired results with the class objective.
- Promote a comfortable environment like finding good places. This means that they should be in places where they can talk comfortably and without interruptions.
- Be effective in giving instructions. This will help students understand the activity and avoid misunderstandings. In some cases you should use the mother tongue but work more with the target language.
- Monitor the whole class while the learners are doing the activity to detect problems and help students if necessary.

**Resources:**

- Photos of you and their family
- glue and scissors
- Board
- Markers
- Dialogue.



# Activity 3: Repetition Drills

## BEFORE



### WHAT TEACHER DOES

Teacher:

- Hello, everyone.
- How are you?
- I'm great, thank you all.

Teacher:

In the last English class, the teacher asked the students to bring to class 4 x 4 cm photos of their family.

-Now, ask the students to take out their family photographs.



### WHAT STUDENTS DO

Students:

- Hello, teacher.
- I'm fine, thanks. And you?

Students:

Will remember the photo homework and bring it to the next English class.

## DURING



### WHAT TEACHER DOES & STUDENTS DO

- Give a short introduction of the vocabulary to be taught.
- Then, the teacher should ask the students to stick their picture on each finger of both hands, until they get a puppet of their family on each finger.
- Next, the teacher should check everyone understands which puppet is which - Say: "Everybody wiggle grandfather"
- Make sure you are wearing your finger puppets so you can demonstrate it to them. Go through each puppet, wiggling fingers.
- Then play a quick game: say "Wiggle the sister" and everyone has to quickly wiggle the right one.
- Do it for a few rounds until everyone has got their turn.
- Write the presentation dialogue on the board for each family member as an example to follow.
- the students should repeat the dialogue on the board according to each member of the family based on the substitution of names.

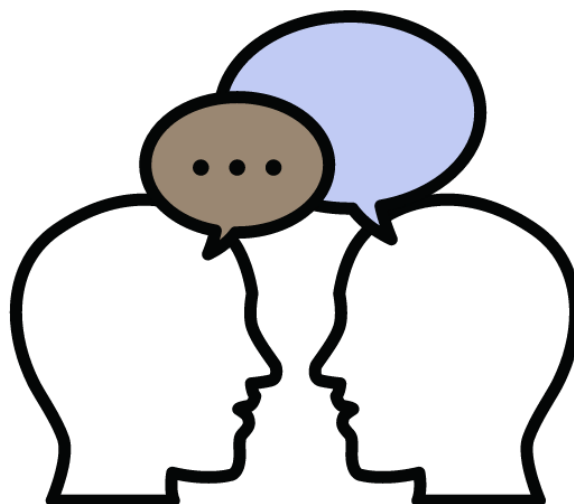
# Activity 3: Repetition Drills

## **DURING**



## **WHAT TEACHER DOES & STUDENTS DO**

- The students should repeat the dialogue on the board according to each member of the family based on the substitution of names.
- Role-play a fun conversation, for example:
  - T: Hello grandfather.
  - S: Hello mother.
  - T: How are you?
  - S: I'm fine, thank you. How are you?
  - T: I'm fine, thank you. See you soon.
  - S: See you soon.



## **AFTER**

- Then, the students can exchange finger puppets and do the conversation again. Depending on level, you can also throw in a few more questions, such as, "What's your name?", "How old are you?", "Where do you live?", etc.
- Now the class can role-play. Put everyone into pairs and set a timer to one minute.
- Shout "Start!" and the pairs should role-play with different puppets until the timer goes off.
- Then shout "Change partners" and everyone finds a new partner for another one-minute conversation. Keep going for a few rounds.
- Did you enjoy today's lesson?
- Tell students to practice the student dialogue at home in English class.

# Activity 2: Repetition Drills

## FAMILY MEMBERS

### Evaluation

Detail	Excellent	Proficient	Needs Improvement
Material/Pictures		X	
Pronunciation			
Interaction			
Intonation in the questions			
Creativity			



# Activity 2: Repetition Drills

## DIALOGUE

### Dialogue 1:

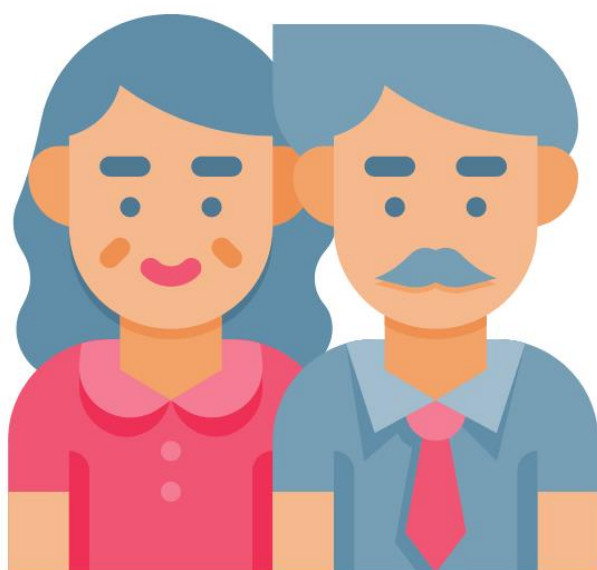
Hello father, "Hello father,"  
How are you? "How are you?"  
I'm fine thank you. "I'm fine thank you",  
See you soon, "See you soon".

### Dialogue 2:

Hello mother, "Hello mother",  
How are you? "How are you?"  
I'm fine thank you, "I'm fine thank you",  
See you soon, "See you soon".

### Dialogue 3:

Hello brother, "Hello brother,"  
How are you? "How are you?"  
I'm fine thank you, "I'm fine thank you,"  
See you soon, "See you soon."



### Dialogue 4:

Hello sister, "Hello sister,"  
How are you? "How are you?"  
I'm fine thank you, "I'm fine thank you,"  
See you soon, "See you soon."

### Dialogue 5:

Hello grandfather, "Hello grandfather,"  
How are you? "How are you?"  
I'm fine thank you, "I'm fine thank you,"  
See you soon, "See you soon."

### Dialogue 6:

Hello grandmother, "Hello grandmother,"  
How are you? "How are you?"  
I'm fine thank you, "I'm fine thank you,"  
See you soon, "See you soon."

# Activity 2: Repetition Drills

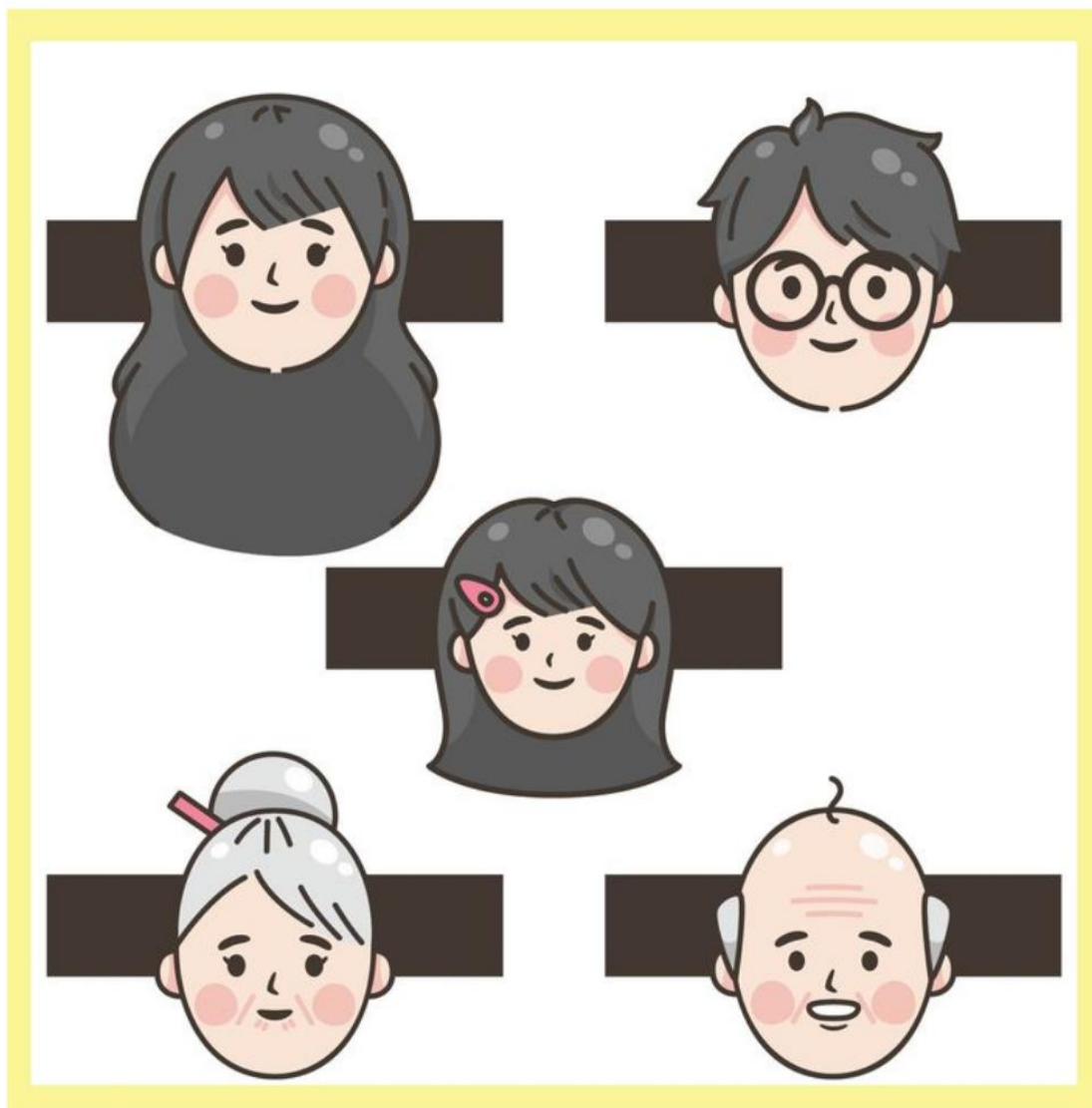
## DIALOGUE

### Dialogue 7:

Hello family, "Hello family",  
How are you? "How are you?"  
I'm fine, thank you, "I'm fine, thank you,"  
See you soon, "See you soon".



## Resources



# Activity 3: Repetition Drills

## CALENDAR GAME

**Topic: Important Dates**

**Time: 40 minutes**

**Objective:** The students will be able to learn how to say their birthday.

**Structures:** "What's the date today?"

"Can you find the 7th of December?"

"10th March is on Wednesday. Yes or No?"

**Vocabulary**

January-February-March-April-May-June-July-

August-September-October-November-

December (1st-2nd-3rd-4th; 30th)

**Desirable Results**

The students will be able to:

- Review the vocabulary of months and days of the week.
- To teach ordinal numbers according to the date.
- Practice pronunciation and listening comprehension of days and dates of the year.

**Tips for managing the large classroom**

- Using collaborative language learning and communicative parts to help learners develop their speaking skills. Therefore, these approaches emphasize the communicative use of English to learn together.
- It is important to always motivate learners before starting the strategy, explaining them the importance of working responsibly in order to achieve the desired results with the class objective.
- Promote a comfortable environment like finding good places. This means that they should be in places where they can talk comfortably and without interruptions.
- Be effective in giving instructions. This will help students understand the activity and avoid misunderstandings. In some cases you should use the mother tongue but work more with the target language.
- Monitor the whole class while the learners are doing the activity to detect problems and help students if necessary.

**Resources:**

- Flashcards
- Board
- Markers
- Calendar
- Vocabulary
- Notebook
- Pen or pencil
- Masking tape



# Activity 3: Repetition Drills

## BEFORE



### WHAT TEACHER DOES

- The teacher should show the birthday card and ask a student: When is your birthday?
- Then stick the cards of the months of the year in disorder on the board and ask for volunteers to put them in order.
- Ask students about the topic of the class.
- Then, the teacher should show the calendar to the students.



### WHAT STUDENTS DO

- The students should be attentive to the questions and can answer with the name of the month, you can use the phrase: My birthday is in April.
- Then, they will have to identify the order of the months of the year.
- The students will have to identify the class topic.
- They should analyse the dates of the year.



- *What's the date today?*
- *Can you find the 7th of December*
- *10th March is on Wednesday.*  
*¿Yes or No?*
- *What month is this?*



23



# Activity 3: Repetition Drills

## JANUARY

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## FEBRUARY

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

## MARCH

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

## APRIL

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## MAY

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

## JUNE

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

## JULY

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

## AUGUST

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

## SEPTEMBER

Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

## OCTOBER

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

## NOVEMBER

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

## DECEMBER

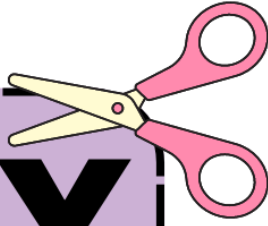
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

## RESOURCES

# Activity 3: Repetition Drills

## RESOURCES

**JANUARY**



**FEBRUARY**

**MARCH**

**MAY**

**APRIL**

**JULY**

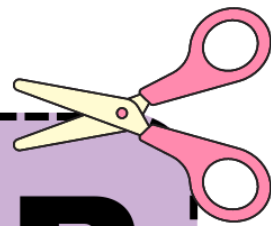
**JUNE**



# Activity 3: Repetition Drills

## RESOURCES

**DECEMBER**



**AUGUST**

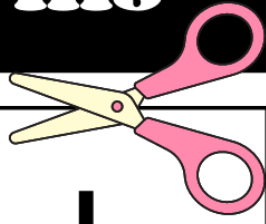
**SEPTEMBER**

**OCTOBER**

**NOVEMBER**

**26**

# Activity 3: Repetition Drills



**1st**

**2nd**

**3rd**

**4th**

**5th**

**6th**

**7th**

**8th**

**9th**

**10th**

**11th**

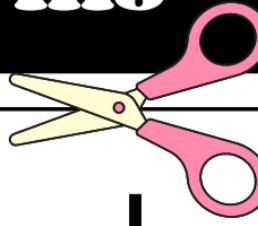
**12th**

**13th**

**14th**

**19th**

# Activity 3: Repetition Drills



**20th**

**21st**

**22nd**

**23rd**

**24th**

**25th**

**26th**

**28th**

**29th**

**30th**

**31st**



# Activity 3: Repetition Drills

## DURING



### WHAT TEACHER DOES

- The teacher should present the ordinal numbers using the flashcards, at the same time pronounce the individual repetition of the numbers.
- Then should say the first month of the year and ask the students to put the correct number.
- The teacher should divide the class in halves and hand out the month cards on one side and the ordinal number cards on the other side.
- Then, ask one member of the group to show the card of the month and on the other side say the correct number.



### WHAT STUDENTS DO

- The students pay attention
- Repeat the ordinal numbers in order.
- They should identify the order of the months of the year with the ordinal number cards.
- The students should participate in the activity to remember the order of the months of the year.

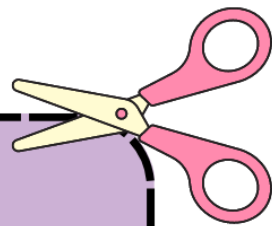
## Production

- The teacher makes with them an agreement on the seven days of the week.
- Hand out photocopies of the calendar for the whole year and ask the question: Can you find the 9th of January? all students have to point to the correct box. Then do the True/False activity: Ask the question: Is September 17th Thursday? ¿yes or no?, encourage students to look at their calendar and say the correct answer.
- The teacher should ask the students to work in pairs in which they should do a question like: When is your birthday? and answer: My birthday is on 7th January.

# Activity 3: Repetition Drills

## RESOURCES

**MONDAY**



**TUESDAY**

**WEDNESDAY**

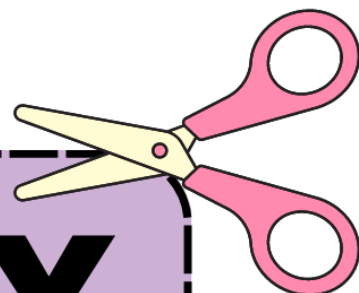
**THURSDAY**

**30**

# Activity 3: Repetition Drills

## RESOURCES

**SATURDAY**



**SUNDAY**

**FRIDAY**



# Activity 3: Repetition Drills

## AFTER



### WHAT TEACHER DOES

- The teacher should remind them the ordinal numbers by asking examples of birthdays.
- Then ask the students to do the following questions and answer them.
- Finally, the teacher should grade each group's questions and answers.



### WHAT STUDENTS DO

- The students should pay attention and copy on their notebook.
- Practice with their partner the questions and answers based on the previous topic given in class
- Come in front to give the lesson in pairs on the months of the year, ordinal numbers and days of the week, using them, answer their partner's questions.

### Example:

**A: What day is it today?**

**A: When is your birthday?**

**A; What month of the year is it?**

**A: In what month and on what day Carnival is celebrated.**



**B: Today is Wednesday**

**B: My birthday is on Thursday 05 August, 2023.**

**B: This is the month of May.**

**It's celebrated on 28 February, 2023.**

# Activity 3: Repetition Drills

## Calendar Game

### Evaluation

Detail	Excellent	Proficient	Needs Improvement
Pronunciation			
Use of language			
Interaction			
Intonation in the questions			
Answers		X	



# UNIT 2

## COMPLETION DRILLS

**OBJECTIVE:** Describe the things he/she likes to do or use most through sentence completion exercises.



### DESCRIPTORS OF CEFR

**LEVEL :** A1.1

**Approximate Time :** 40 minutes

**Average Age:** 11-12

**Spoken interaction:**

Participate in short conversations on very familiar topics within the personal and educational domains

# Activity 1: Completion Drills

## FOOD-POEM

**Topic:** Picnic

**Time:** 40 minutes

**Objective:** The students will be able to recognize the foods that can be used on a picnic day.

**Structures:** "Do you like to picnic?"

"Let's go "

"What/Where/Who will ?"

### Vocabulary

picnic            fruit    crisps            sandwich            cheese  
playground      dark    Granny          Grandad            ant  
Sneeze          basket

### Desirable Results

The students will be able to:

- Talk about food through the use of a poem.
- Develop skills such as formal communication and vocabulary extension.

### Tips for managing the large classroom

- Using collaborative language learning and communicative parts to help learners develop their speaking skills. Therefore, these approaches emphasize the communicative use of English to learn together.
- It is important to always motivate learners before starting the strategy, explaining them the importance of working responsibly in order to achieve the desired results with the class objective.
- Promote a comfortable environment like finding good places. This means that they should be in places where they can talk comfortably and without interruptions.
- Be effective in giving instructions. This will help students understand the activity and avoid misunderstandings. In some cases you should use the mother tongue but work more with the target language.
- Monitor the whole class while the learners are doing the activity to detect problems and help students if necessary.

### Resources:

- Notebook
- Board
- Markers
- Worksheets
- Pencil case
- Poem



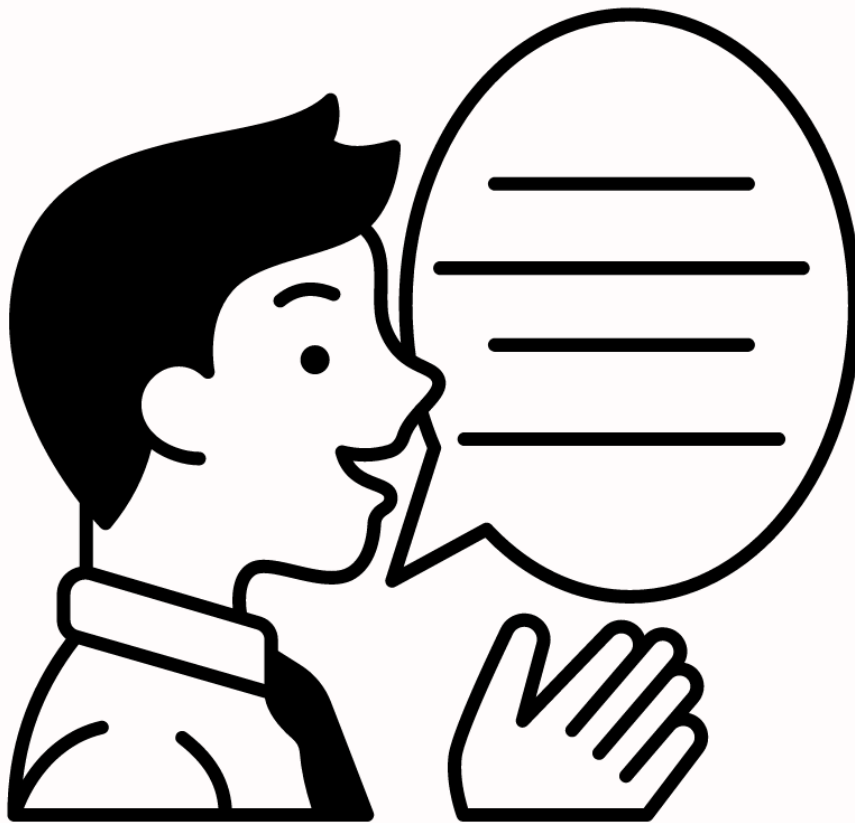
# Activity 1: Completion Drills

WHAT TEACHER DOES	WHAT STUDENTS DO
<p><b>BEFORE</b></p> <p>Teacher:</p> <ul style="list-style-type: none"><li>• Hello, everyone.</li><li>• How are you?</li><li>• I'm great, thank you all.</li></ul> <p>Teacher:</p> <p>Before the beginning of the class the teacher should share the poem with the students by copying it or having them write it on their notebook.</p>	<p>Students:</p> <ul style="list-style-type: none"><li>• Hello, teacher.</li><li>• I'm fine, thanks.</li></ul> <p>Students :</p> <p>Check the copy or transcribe the poem on the notebook</p>
<p><b>DURING</b></p> <ul style="list-style-type: none"><li>• The teacher should ask her students: Do you like to go to the park? Do you like to have picnics? Who with have you gone to the park?</li><li>• .Read the poem with all your students.</li><li>• Underline the rhyming words in each verse.</li><li>• Then, circle the words they don't know and find the meaning in the dictionary.</li><li>• The teacher should express the poem with intonation, and ask the students to pronounce and repeat after each verse.</li><li>• Ask the students to practice the intonation of the poem.</li><li>• Recognize fruit vocabulary.</li><li>• Students should practice their pronunciation and body language in pairs.</li></ul>	

# Activity 1: Completion Drills

## AFTER

- The teacher should be monitoring the work of their students..
- Now, the teacher should ask them to replace the food vocabulary with the food they would like to take on a picnic day.
- Then, share their own poem with their classmates.
- The worksheet activity should be carried out for the evaluation.
- At the end of the activity, the teacher should ask students: Did you enjoy today's lesson?
- Tell students to practice at home the students poem learned in class.





What will we pack for our picnic?  
Let's have some fruit and sweets  
Let's have some crisps and sandwiches  
Let's have some cheese and meats!

Where will we have our picnic?  
Let's go to the park  
Let's go to the playground  
Let's have it in the dark!

Who will come to our picnic?  
Let's go with someone fun  
Let's go with Granny and Grandad  
Let's go with everyone!

Oh no! Look at our picnic!  
We packed it upside down  
The ants ate all the biscuits  
The fruit has all gone brown!



Oh no! Look at our picnic!  
The park is closed today  
Now Granny Sally's sneezing  
And the sun has gone away!

But oh, we love a picnic!  
And when we see the sun  
We'll pack our picnic basket  
And try another one!

By: Gillian Craig

# Activity 1: Completion Drills

**AFTER**

**WORKSHEET**

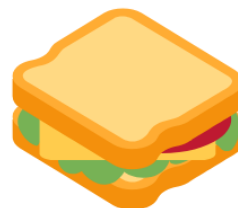
## 1. What's the word?

Write the word under the pictures.

~~picnic~~ fruit crisps sandwich  
cheese playground dark Granny  
Grandad ant sneeze basket



picnic





# Activity 1: Completion Drills

## WORKSHEET



## 2. Where do you go?

Read to the poem. Write the ideas in the correct group.

at the park

~~fruit~~

at the playground

Granny

everyone

crisps

What to eat at a picnic	Where to have a picnic	Who to have a picnic with
fruit		

# Activity 1: Completion Drills

## WORKSHEET

### 3. Fill it in!

Think about the poem. Write the missing words in the sentences.

fun	<del>eat</del>	wrong	places	picnic	weather
-----	----------------	-------	--------	--------	---------

- You can take lots of different things to *eat* on a picnic.
- You can have the picnic in lots of different\_\_\_\_\_.
- It's \_\_\_\_\_to have the picnic with other people.
- Sometimes things can go \_\_\_\_\_with picnics.
- Sometimes the\_\_\_\_\_ can change.
- You can go for a \_\_\_\_\_again another day.

### 4. Choose the answer!

Listen to the poem. Circle the word that doesn't rhyme.

For example, *cheese* doesn't rhyme with *sweets* and *meats*

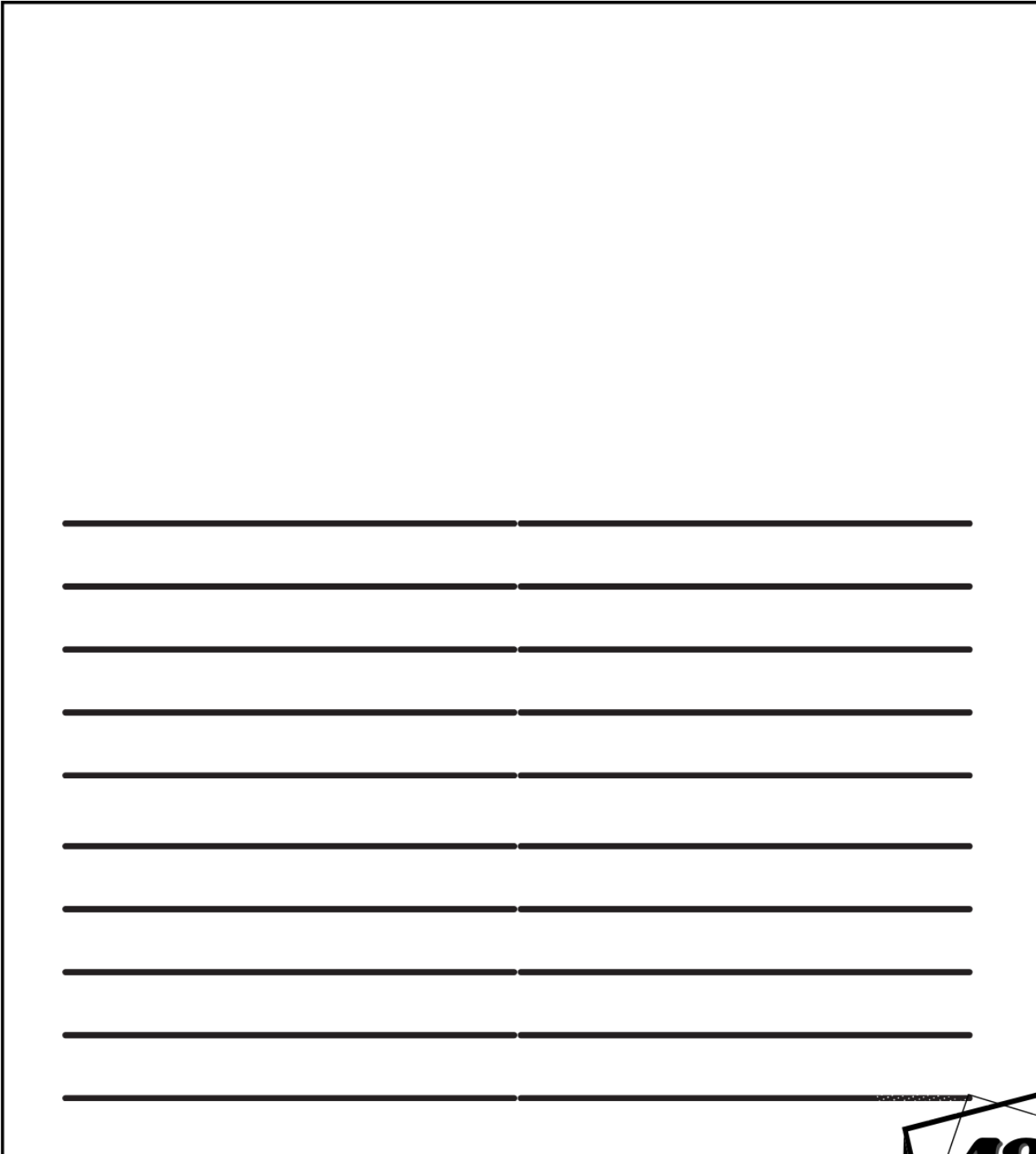
- |    |                            |    |                         |
|----|----------------------------|----|-------------------------|
| a. | park<br>dark<br>have       | d. | Granny<br>today<br>away |
| b. | fun<br>Grandad<br>everyone | e. | sun<br>love<br>one      |
| c. | down<br>brown<br>biscuits  |    |                         |

# Activity 1: Completion Drills

## WORKSHEET

### 5. Write and draw!

Imagine you have a picnic. What food do you take? Where do you have the picnic? Who do you have it with? Draw a picture and write about it!



A large rectangular box with a black border, intended for drawing and writing. It contains ten horizontal lines for writing, spaced evenly down the page.

# Activity 1: Completion Drills

## AFTER

## Answers

1. What's the word?

Granny  
picnic  
playground  
fruit  
basket  
dark  
Grandad  
sneeze  
sandwich  
cheese  
crips  
ant

3. Fill it in!

eat  
places  
fun  
wrong  
weather  
picnic

2. Where do you go?

fruit-crips  
  
at the park -at the  
playground  
  
Granny-everyone

4. Choose the answer!

have  
Grandad  
biscuits  
Granny  
love

# Activity 2: Completion Drills

## TYPES OF TRANSPORTATIONS

**Topic:** Expression "I go on....."

*Time: 40 minutes*

**Objective:** The students will be able to talk about the different types of transportation in rural and urban areas.

**Structures:** " I go by ....."

"You go by ....."

"She/he goes by ....."

### Vocabulary

car      bicycle      ambulance      taxi      ship      train  
bus      helicopter      motorbike      plane      van      truck

### Desirable Results

Students will be able to:

- talk about the different types of transport in rural and urban areas.
- Present an information card on the meaning of the means of transport.

### Tips for managing the large classroom

- Using collaborative language learning and communicative parts to help learners develop their speaking skills. Therefore, these approaches emphasize the communicative use of English to learn together.
- It is important to always motivate learners before starting the strategy, explaining them the importance of working responsibly in order to achieve the desired results with the class objective.
- Promote a comfortable environment like finding good places. This means that they should be in places where they can talk comfortably and without interruptions.
- Be effective in giving instructions. This will help students understand the activity and avoid misunderstandings. In some cases you should use the mother tongue but work more with the target language.
- Monitor the whole class while the learners are doing the activity to detect problems and help students if necessary.

### Resources:

- Notebook
- Board
- Markers
- Worksheets
- Pencil case
- Colors
- cardboard
- Scissors
- Pen
- Ruler
- Eraser
- Pictures



# Activity 2: Completion Drills

## BEFORE



### WHAT TEACHER DOES

- The teacher will provide 3 questions to students about the types of transportation.
- The teacher will give a new vocabulary.
- Then, teacher explains each word using the pictures.
- The teacher will create a friendly atmosphere.



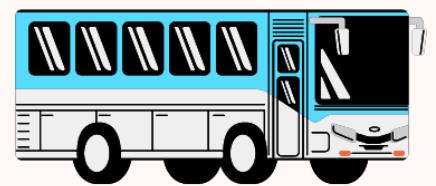
### WHAT STUDENTS DO

- The student will pay attention to the introduction of the teacher.
- The students will answer the questions.
- The students will participate in the activities to learn the new topic.



### It's your Turn!

- *What type of transportation do you know?*
- *What type of transportation do people use in the urban area?*
- *What type of transportation do people use in the rural area?*



# Activity 2: Completion Drills

**BEFORE**

## Types of transportation

Train

Car

Taxi

Motorcycle

Bus

Bike

Truck

Railway

Submarine

Boat

Canoe

Ship

Plane

Airplane

Glider

Helicopter

# Activity 2: Completion Drills

## DURING



### WHAT TEACHER DOES

- The teacher will explain how to use the Expression "I go by...."
- The teacher should ask the students to repeat this expression .
  - I go by bus.
  - You go by taxi.
  - She goes by airplane.



### WHAT STUDENTS DO

- The student will pay attention to the explanation.
- The students write the vocabulary on their notebooks.
- The students will repeat the expression using the word in the vocabulary.

## Production

- The teacher should ask the student to take out a piece of cardboard, on which they should cut in half vertically and make a 4-sided accordion.
- In each side the student must write a sentence using the expression "I go by---" plus the vocabulary learned in class with its respective drawing.





# Activity 2: Completion Drills

## ***AFTER***



### ***WHAT TEACHER DOES***

- The teacher should ask students to present the work done in class by means of an oral lesson using the expression I go by taxi.
- The teacher should hand out the "alphabet soup" worksheet.



### ***WHAT STUDENTS DO***

- The student should talk about the means of transportation he/she talks about the most used information card.
- The students should complete the worksheet as an evaluation of the whole class.



# Activity 2: Completion Drills

**AFTER**

## WORKSHEET

### Types of Transportation



### Crosswords soup



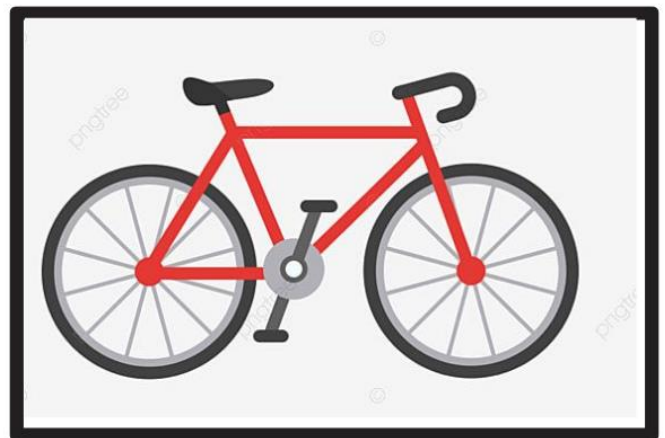
A	W	B	R	T	Y	T	U	I	H	M	S	P	L
Z	T	E	I	Y	R	A	I	U	E	O	H	Y	Ñ
X	V	R	I	C	I	X	L	Y	L	T	I	U	T
C	A	Y	A	L	Y	I	R	R	I	O	P	C	R
V	N	R	E	I	E	C	Y	R	C	R	S	N	U
P	L	A	N	E	N	K	L	A	O	B	U	S	C
Q	W	R	D	T	B	G	Y	E	P	I	T	J	K
A	M	B	U	L	A	N	C	E	T	K	Ñ	K	L
N	B	B	U	I	Y	T	A	G	E	E	S	D	N
R	T	Y	I	Q	R	H	R	Y	R	R	T	I	O



# Activity 2: Completion Drills

**BEFORE**

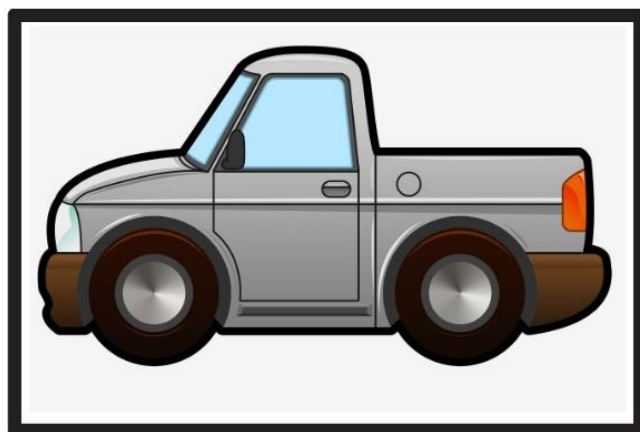
**Resources**



Taken from: <https://ar.pinterest.com/>

# Activity 2: Completion Drills

## Resources



# Activity 2: Completion Drills

## SOLUTION

### Types of Transportation



### Crosswords soup



A	W	B	R	T	Y	T	U	I	H	M	S	P	L
Z	T	E	I	Y	R	A	I	U	E	O	H	Y	Ñ
X	V	R	I	C	I	X	L	Y	L	T	I	U	T
C	A	Y	A	L	Y	I	R	R	I	O	P	C	R
V	N	R	E	I	E	C	Y	R	C	R	S	N	U
P	L	A	N	E	N	K	L	A	O	B	U	S	C
Q	W	R	D	T	B	G	Y	E	P	I	T	J	K
A	M	B	U	L	A	N	C	E	T	K	Ñ	K	L
N	B	B	U	I	Y	T	A	G	E	E	S	D	N
R	T	Y	I	Q	R	H	R	Y	R	R	T	I	O



# Activity 3: Completion Drills

## FAMOUS PEOPLE

Topic: Profiles of famous people

Time: 80 minutes

**Objective:** Students will be able to talk about the different profiles of famous people.

**Structures:** " This is \_\_\_\_"

"She is \_\_\_\_"

"He is \_\_\_\_"

### Vocabulary

actress    creator    player    athletic    sociable  
scientist    computer    google    VIP(very important person)

### Desirable Results

Students will be able to:

- Identify the specific information from a text.
- Write personal profiles of famous people.
- Complete the activity according to essential information.

### Tips for managing the large classroom

- Using collaborative language learning and communicative parts to help learners develop their speaking skills. Therefore, these approaches emphasize the communicative use of English to learn together.
- It is important to always motivate learners before starting the strategy, explaining them the importance of working responsibly in order to achieve the desired results with the class objective.
- Promote a comfortable environment like finding good places. This means that they should be in places where they can talk comfortably and without interruptions.
- Be effective in giving instructions. This will help students understand the activity and avoid misunderstandings. In some cases you should use the mother tongue but work more with the target language.
- Monitor the whole class while the learners are doing the activity to detect problems and help students if necessary.

### Resources:

- Notebook
- Board
- Markers
- Worksheets
- Pencil case
- Colors
- Pen
- Eraser
- Pictures
- Scissors



# Activity 3: Completion Drills

## BEFORE



### WHAT TEACHER DOES

- The teacher should present three photos of famous people to the whole class.
- Then, the teacher should ask information questions about these people.
- After that, the teacher should ask the students to name their favorite famous person.



### WHAT STUDENTS DO

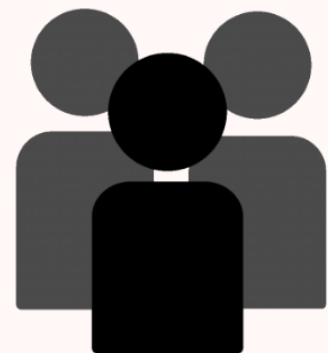
- The student must identify the names of the three celebrities.
- Give relevant information about the characters in the picture.
- Answer the question of your favorite person.



*It's your Turn!*

- *Who are they?*
- *What is their name?*
- *What do they do for a living?*
- *Who is their favorite famous person?*
- *What is today's topic?*

**FAMOUS**



# Activity 3: Completion Drills

## **DURING**



### **WHAT TEACHER DOES**

- The teacher should give students a worksheet.
- Then ask students to fill in the missing words according to the audio.
- Play the audio and explain the use of these expressions: "This is -..." , "He is....." and "She is...".



### **WHAT STUDENTS DO**

- The students should complete the worksheet.
- Listen to the audio carefully.
- Then, they should pay attention to the class and copy the example on their notebook.

## **Practice**

- The teacher should tell the students to share the information with their classmates.
- Afterwards, the teacher should allow time for each student to go through the dialogue for 10 minutes in order to present their character to their classmates.
- After the 10 minutes, hold a character presentation contest with the dialogue on the worksheet.



# Activity 2: Completion Drills

## AFTER



### WHAT TEACHER DOES

- The teacher should ask the students to write down on their notebooks about their favourite person with the information learned in class, which they can use information from the Internet to complete the information.
- Then, ask the students to present it to the whole class.



### WHAT STUDENTS DO

- The students should look up information about their favorite character and write on their notebook.
- Then, they should share the information following the format such as using the: *This is* and *he is* or *she is* with the simple present form.

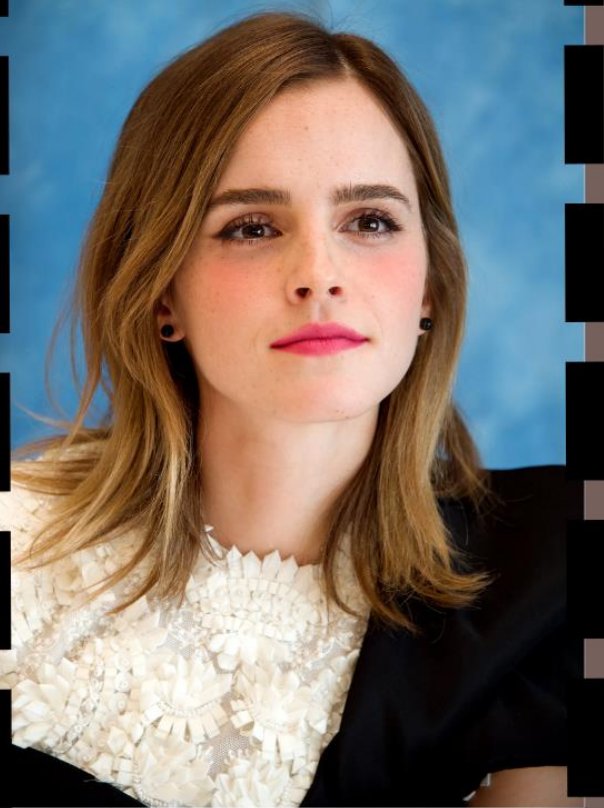
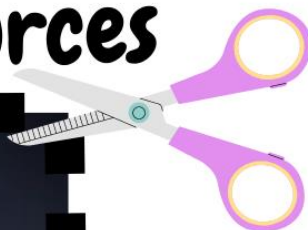
## Evaluation

- The teacher should give the students the evaluation sheet, about what they have learned in class, the students should complete the worksheet according to the reading.
- At the same time, the teacher should monitor the work and answer questions or doubts such as the new vocabulary found on the worksheet.
- Finally, collect the worksheets to be graded.

# Activity 3: Completion Drills

**BEFORE**

**Resources**



# Activity 3: Completion Drills

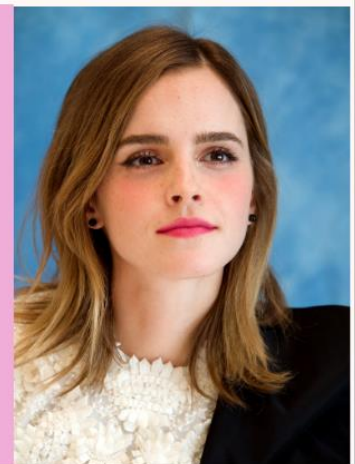
## **DURING** WORKSHEET

This is \_\_\_\_\_, the creator of  
\_\_\_\_\_. He is \_\_\_\_\_.  
He is \_\_\_\_\_ and is \_\_\_\_\_  
years old. He is \_\_\_\_\_.  
Find more information at  
[www.facebook.com/markzuckerberg](http://www.facebook.com/markzuckerberg)



This is \_\_\_\_\_. He is  
\_\_\_\_\_. He is \_\_\_\_\_.  
He is \_\_\_\_\_ - \_\_\_\_\_ and is \_\_\_\_\_ -  
years old. He is \_\_\_\_\_.  
Find more information at  
[www.leomessi.com.org](http://www.leomessi.com.org).

This is \_\_\_\_\_. She is  
\_\_\_\_\_. She is \_\_\_\_\_.  
She is \_\_\_\_\_ and is \_\_\_\_\_  
years old. She is \_\_\_\_\_.  
Find more information at  
[www.emmawatson.com](http://www.emmawatson.com)



# Activity 3: Completion Drills

## Answers

This is **Mark Zuckerberg**, the creator of **Facebook**. He is a **computer scientist**. He is from **New York** and is **28** years old. He is **creative**.

Find more information at [www.facebook.com/markzuckerberg](http://www.facebook.com/markzuckerberg)



This is **Lionel Messi**. He is a **soccer player**. He is **Argentinian**. He is from **Rosario** and is **25** years old. He is **athletic**.

Find more information at [www.leomessi.com.org](http://www.leomessi.com.org).

This is **Emma Watson**. She is an **actress**. She is French. She is from **Paris** and is **23** years old. She is **sociable**.


Find more information at [www.emmawatson.com](http://www.emmawatson.com)



# Activity 3: Completion Drills

**AFTER**

## WORKSHEET

- 1  Listen to the profiles of the famous people and write the letter A,B,C according to the order of the audio.

### My favorite VIPs

My name is Paula and I have three favorite VIPs: a soccer player, a computer scientist and an actress.



.....



.....



.....

- 2 • Write the correct letter according to the information.

-	This is David Villa. He is a soccer player in Spain. He is Spanish. He is from Asturias and is 34 years old. He is athletic.
-	This is Jack Dorsey, the creator of Twitter. He is a computer scientist. He is 39 years old. He is from Missouri in the United States. He is creative.
-	This is Keira Knightley, the actress in "Pirates of the Caribbean." She is from London in England. She is 31 years old. She is sociable.


- 3 • Read the profiles. Then, circle the correct answer according to the information

- David Villa is **Spanish / Mexican**.
- Keira Knightley is **English/ American**.
- Jack Dorsey is **American/ British**.
- David Villa is a soccer player in **Asturias / Spain**.
- Jack Dorsey is an **actor / computer scientist**.
- Keira Knightley is **sociable / computer scientist**.

**60**

# Activity 3: Completion Drills

## ANSWERS

- 1  Listen to the profiles of the famous people and write the letter A,B,C according to the order of the audio.

### My favorite VIPs

My name is Paula and I have three favorite VIPs: a soccer player, a computer scientist and an actress.



**B**  
.....



**C**  
.....



**A**  
.....

- 2 • Write the correct letter according to the information.

A	This is Keira Knightley, the actress in "Pirates of the Caribbean." She is from London in England. She is 31 years old. She is sociable.
B	This is David Villa. He is a soccer player in Spain. He is Spanish. He is from Asturias and is 34 years old. He is athletic.
C	This is Jack Dorsey, the creator of Twitter. He is a computer scientist. He is 39 years old. He is from Missouri in the United States. He is creative.

- 3 • Read the profiles. Then, circle the correct answer according to the information

- David Villa is **Spanish / Mexican**.
- Keira Knightley is **English / American**.
- Jack Dorsey is **American / British**.
- David Villa is a soccer player in **Asturias / Spain**.
- Jack Dorsey is an **actor / computer scientist**.
- Keira Knightley is **sociable / computer scientist**.

# Activity 3: Completion Drills

**AFTER**

**PODCAST**



Taken from: <https://librodelministerio.online/ingles-8/>

[https://drive.google.com/drive/folders/1O3l\\_4PKGv-8l0kkErJA14nUqU9KT7xT1](https://drive.google.com/drive/folders/1O3l_4PKGv-8l0kkErJA14nUqU9KT7xT1)

**NOTA: #AUDIO: 14\_VPI\_P14\_E3.mp3**

## ***Evaluation Rubric***

Detail	Excellent (2,5)	Proficient (2)	Needs Improvement (1,5)
Pronunciation			
use of the language			
Information	X		
vocabulary			
SCORE:	10	8	6

# UNIT 3

## DIALOGUE DRILLS

**OBJECTIVE:** Speak aloud the dialogue correctly using verb to-be, demonstrative adjectives and vocabulary.



### DESCRIPTORS OF CEFR

**LEVEL :** A1.1

**Approximate Time :** 40 minutes

**Average Ages:** 11-12

### Spoken interaction:

Place stress on the correct syllables of repertoire words and phrases with clear and strong pronunciation.

63



# Activity 1: Dialogue Drills

## WE ARE ALL DIFFERENT

**Topic:** The Verb to Be (Affirmative)

**Time:** 40 minutes

**Objective:** The students will be able to identify the verb to be by means of a dialogue.

### Resources:

- Notebook
- Board
- Markers
- Worksheets
- Pencil case
- Dialogue
- Eraser

### Vocabulary

Basket      girl              Is/am/are      boy  
tall          robot      Short legs  
ball          friend

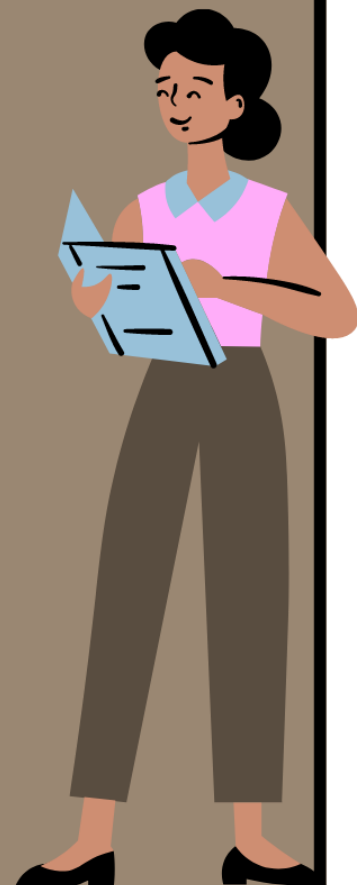
### Desirable Results

The students will be able to:

- Describe pictures using the verb to be in simple sentences.
- Draw pictures to match the verb forms is and are.
- Dramatize the dialogue of Hi, I'm David

### Tips for managing the large classroom

- Using collaborative language learning and communicative parts to help learners develop their speaking skills. Therefore, these approaches emphasize the communicative use of English to learn together.
- It is important to always motivate learners before starting the strategy, explaining them the importance of working responsibly in order to achieve the desired results with the class objective.
- Promote a comfortable environment like finding good places. This means that they should be in places where they can talk comfortably and without interruptions.
- Be effective in giving instructions. This will help students understand the activity and avoid misunderstandings. In some cases you should use the mother tongue but work more with the target language.
- Monitor the whole class while the learners are doing the activity to detect problems and help students if necessary.



# Activity 1: Dialogue Drills

WHAT TEACHER DOES	WHAT STUDENTS DO
<p><b>BEFORE</b></p> <p>Teacher:</p> <ul style="list-style-type: none"><li>• Hello, everyone.</li><li>• How are you?</li><li>• I'm great, thank you all.</li></ul> <p>Teacher:</p> <p>Before the beginning of the class the teacher should make groups of 5 people.</p>	<p>Students:</p> <ul style="list-style-type: none"><li>• Hello, teacher.</li><li>• I'm fine, thanks.</li></ul> <p>Students :</p> <p>Should make the groups.</p>
<p><b>DURING</b></p> <ul style="list-style-type: none"><li>• The teacher should show the images of the people to the students, as an introduction to the topic.</li><li>• Then, each group should have an image and be asked to make 5 descriptions and then present to the whole class.</li><li>• The teacher should share the dialogues with each group and read them to them together with the teacher.</li><li>• Practice the pronunciation of each dialogue with its respective intonation.</li><li>• The teacher should create a small example of each character with the help of the students.</li><li>• Designate each student in the group the role of each participant</li><li>• Practice dialogue as often as necessary.</li><li>• Then, ask the students to make a dialogue similar to the example, but with their own names, in which each student will play the role of David and describe his or her characters.</li></ul>	

# Activity 1: Dialogue Drills

## AFTER

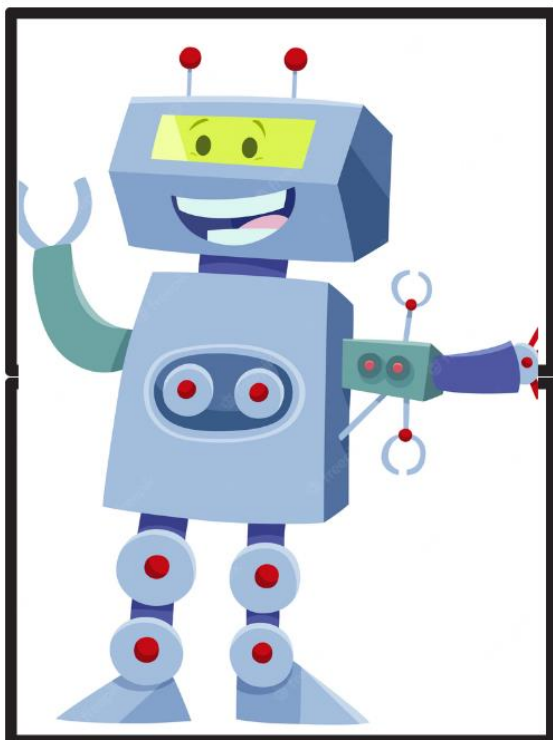
- Check the written dialogue in their English notebook.
- The teacher should correct the dialogues and ask them to perform a sketch for the next class.
- Next, the teacher should write the exercises to be done by each student on their notebook based on the dialogue they have already done over in class.

## Resources



# Activity 1: Dialogue Drills

## Resources



# Activity 1: Dialogue Drills

## Hi, I'm David

DAVID: Hello! I am David.

MOBY: Beep.

David turns to us.

DAVID: He is Moby.

DAVID: Hi Moby!

David looks up at Moby.

DAVID: You are tall! and I am short.

Moby's legs shrink until he is shorter than David.

DAVID: Now I'm tall! And you're short!

Moby's legs stretch again. He is now his normal height.

MOBY: Beep.

DAVID: Moby is a robot and I'm a boy.

A boy and a little girl walk over to David and Moby. The boy taps David on the shoulder.

DAVID: Hi Edu!

David talks to us.

DAVID: He is Edu. He's a boy, too. Edu is a friend.

DAVID: Oh! Hi Abby. She is a girl, she is a friend too and a short friend.

DAVID: Hi Nikki!

Nikki dribbles the ball. She throws the ball to Abby.

David points to Nikki and Abby. Nikki and Abby play basketball.

DAVID: They are girls. They're friends.

Nikki and Abby high five each other. Nikki throws the ball to Moby.

David, Ed, Nikki, and Abby stand together.

DAVID: We're all friends.

Moby points to himself.

MOBY: Beep?

DAVID: Yes, Moby.

Moby looks at David.

DAVID: You're a friend, too!

Moby throws the ball over his shoulder and makes a basket. He jumps up into the air. He lands with David and his friends. They all hug.

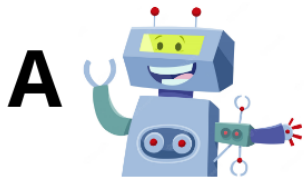
DAVID: Oh, Moby.

# Activity 1: Dialogue Drills

## WORKSHEET

A. Choose the correct answer:

1. Hello



2. She is a girl.



B. Look at the sentences and complete with the correct form of the verb to be (am, is, are).

1. He \_\_\_ a boy.

2. They \_\_\_ friends.

3. It \_\_\_ tall.

4. She \_\_\_ short.

5. Abby and Nikki \_\_\_ friends.

1. He \_\_\_ tall.

2. The boys \_\_\_ in front of the park.

3. I \_\_\_ a boy.

4. John and Mary \_\_\_ classmates.

5. Moby \_\_\_ a robot.

C. Describe your friends.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

# Activity 1: Dialogue Drills

## Answers

---

1.D

2.A

3.

is

are

is

is

are

4.

is

are

am

are

is

# DRILLS-AFFIRMATIVE

## TENSES: THE PRESENT TENSE-TO BE

Singular pronoun	Plural pronoun
<p><b>Listen and repeat:</b></p> <ul style="list-style-type: none"> <li>• I am happy... I'm happy.</li> <li>• You are happy... you're happy.</li> <li>• She is happy... she's happy.</li> <li>• He is happy... he's happy.</li> <li>• It is happy... it's happy.</li> </ul>	<ul style="list-style-type: none"> <li>• We are happy... we're happy</li> <li>• You are happy... you're happy</li> <li>• They are happy... they're happy.</li> </ul>
<p><b>Listen:</b> <b>We are happy... we're happy</b></p> <p><b>Now you:</b></p> <ul style="list-style-type: none"> <li>• I am happy</li> <li>• He is happy</li> <li>• It is happy</li> </ul>	<ul style="list-style-type: none"> <li>• They are happy</li> <li>• You are happy</li> <li>• We are happy</li> </ul>
<p><b>Listen:</b> <b>We are happy...SHE She's happy</b></p> <p><b>Now you:</b></p> <ul style="list-style-type: none"> <li>• I am happy <b>It</b></li> <li>• He is happy <b>We</b></li> <li>• It is happy <b>They</b></li> <li>• I am happy <b>Anna</b></li> <li>• It is happy <b>Charles</b></li> </ul>	<ul style="list-style-type: none"> <li>• They are happy <b>She</b></li> <li>• You are happy <b>I</b></li> <li>• We are happy <b>He</b></li> <li>• You are happy <b>Angelina and Brayan</b></li> <li>• We are happy <b>The dog</b></li> </ul>
<p><b>Listen:</b> <b>She is French. THEY... They are French</b></p> <p><b>Now you:</b></p> <ul style="list-style-type: none"> <li>• I'm Australian. <b>He.</b></li> <li>• You're intelligent. <b>We,</b></li> <li>• We are happy. <b>You.</b></li> <li>• He's worried. <b>The government.</b></li> <li>• I'm Australian. <b>He.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Brad is in love. <b>Angelina.</b></li> <li>• The president is an ecologist. <b>I.</b></li> <li>• The earth is angry. <b>The people.</b></li> <li>• He is dirty. <b>People.</b></li> <li>• Brad is in love. <b>Angelina.</b></li> </ul>



# DRILLS-NEGATIVE

## TENSES: THE PRESENT TENSE-TO BE

Singular pronoun	Plural pronoun
<p><b>Listen and repeat:</b></p> <ul style="list-style-type: none"><li>• I 'm not French.</li><li>• You aren't French.</li><li>• She isn't French.</li><li>• He isn't French.</li><li>• It isn't French.</li></ul>	<ul style="list-style-type: none"><li>• We aren't French.</li><li>• You aren't French.</li><li>• They aren't French.</li></ul>
<p><b>Listen:</b> <b>She is German... She isn't German</b></p> <p><b>Now you:</b></p> <ul style="list-style-type: none"><li>• He is German</li><li>• I am German</li><li>• It is German</li></ul>	<ul style="list-style-type: none"><li>• We are Mexican</li><li>• They are Chinese</li></ul>
<p><b>Listen:</b> <b>Bogotá is the capital of Spain... No, Bogotá isn't the capital of Spain.</b></p> <p><b>Now you:</b></p> <ul style="list-style-type: none"><li>• Manchester is the capital of England.</li><li>• Oranges are blue.</li><li>• Penelope Cruz is American.</li><li>• Elephants are small.</li><li>• Mice are big.</li><li>• English is boring.</li><li>• I am sad.</li><li>• I am a policeman.</li><li>• You are / children / adults /.</li></ul>	<ul style="list-style-type: none"><li>• We are French.</li><li>• They are Colombian</li><li>• You are Russian.</li></ul>

# DRILLS-QUESTION

## TENSES: THE PRESENT TENSE-TO BE

<b>Ask me if:-</b> <ul style="list-style-type: none"><li>• I am English.</li><li>• I am a / student/ teacher.</li><li>• Penelope Cruz is American.</li><li>• Shakira is an actor.</li><li>• Karol G is a singer</li></ul>	<ul style="list-style-type: none"><li>• The President is socialist.</li><li>• We are in the class,</li><li>• You and I are outside.</li><li>• Elephants are grey.</li><li>• Tomatoes are red.</li></ul>
<b>TO BE IN QUESTIONS</b>	
<b>Ask me:-</b> <ul style="list-style-type: none"><li>• Where I am.</li><li>• Where we are.</li><li>• Where the Taj Mahal is.</li><li>• what a pterodactyl is</li><li>• what my surname is.</li><li>• what my brother's name is.</li><li>• what my favourite film is.</li><li>• what star sign I am</li><li>• what date my birthday is.</li><li>• what colour grapes are.</li><li>• What nationality Leoni Messi is</li></ul>	<ul style="list-style-type: none"><li>• who the president of Ecuador is.</li><li>• who the king of Spain is.</li><li>• who Sebastian Yatra is.</li><li>• who the Minimoy's are.</li><li>• who Wallace and Gromit are.</li><li>• when Christmas Day is.</li><li>• when my next holidays are.</li><li>• how tall I am.</li><li>• how tall my brother is.</li><li>• how far London is from Paris</li><li>• how far my house is from here.</li><li>• what the weather is like.</li></ul>

## YES/NO QUESTIONS?

<p>Listen:- Are you Japanese?... Yes, I am OR No, I'm not.</p> <p>Now you:- Are you Spanish? OR WHATEVER Is Will Smith South Korean? Is the sky black? Are you happy?</p>	<ul style="list-style-type: none"><li>• Are we in New York?</li><li>• Are we in Spain?</li><li>• Are Brad Pitt and Angelina Jolie a couple?</li><li>• Are the Pyramids in Greece?</li><li>• Are the Pyramids in Egypt?</li><li>• Am I your teacher?</li></ul>
---	---

# Activity 2: DIALOGUE DRILLS

## TRAVEL AROUND THE WORLD

**Topic:** Demonstrative Adjectives

**Time:** 40 minutes

**Objective:** Students will be able to explore tourist attractions around the world.

### Vocabulary

Eiffel Tower

Egyptian Pyramides

The Great Wall of China

Galápagos Islands

### Desirable Results

Students will be able to:

- Identify the most famous places in the world.
- Practice speaking among classmates.
- Demonstrate the comic dialogue in a dramatization.

### Tips for managing the large classroom

- Using collaborative language learning and communicative parts to help learners develop their speaking skills. Therefore, these approaches emphasize the communicative use of English to learn together.
- It is important to always motivate learners before starting the strategy, explaining them the importance of working responsibly in order to achieve the desired results with the class objective.
- Promote a comfortable environment like finding good places. This means that they should be in places where they can talk comfortably and without interruptions.
- Be effective in giving instructions. This will help students understand the activity and avoid misunderstandings. In some cases you should use the mother tongue but work more with the target language.
- Monitor the whole class while the learners are doing the activity to detect problems and help students if necessary.

### Resources:

- Notebook
- Board
- Markers
- Worksheets
- Pencil case
- Comic strip



# Activity 2: Dialogue Drills

## BEFORE



### WHAT TEACHER DOES

- The teacher will ask questions about the most recognized places in the world.
- Then, teacher gives the comic strip to each of the students
- The teacher will give a new vocabulary.
- The teacher will create a friendly atmosphere.



### WHAT STUDENTS DO

- The student will pay attention to the questions and answer them correctly.
- The students will answer the questions.
- The students will participate in the activities to learn the new topic.



**It's your Turn!**

- Who has travelled outside the country?
- What are the seven wonders of the world?
- Would you like to get to know new places?



# Activity 2: Dialogue Drills

## BEFORE



### Taken from:

- [https://img.freepik.com/vector-premium/dibujos-animados-viaje-vacaciones\\_24640-36184.jpg](https://img.freepik.com/vector-premium/dibujos-animados-viaje-vacaciones_24640-36184.jpg)
- <https://weeblebooks.com/wp-content/uploads/2020/04/las-piramides-mejor-conservadas-del-mundo.jpg>
- <https://viajeroscnb.com/view/assets/muralla-china.png>

# Activity 2: Dialogue Drills

## DURING



### WHAT TEACHER DOES

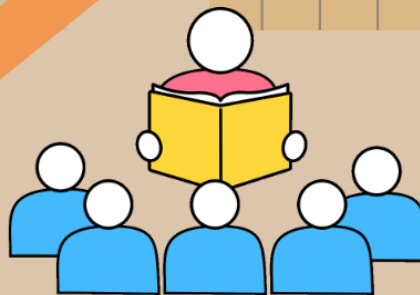
- The teacher should pronounce the dialogues of the comic strip.
- The teacher should ask students to repeat each dialogue after him/her.
- Ask to three volunteer students for a demonstration of the dialogue.



### WHAT STUDENTS DO

- The students will listen carefully to each dialogue.
- Repeat the dialogue correctly.
- Ask to three volunteer students for a demonstration of the dialogue.

## Production



- The teacher should make groups of four people.
- Then tell the students to get into teams.
- The teacher should ask each group to assign roles for the dialogues and start practicing.
- After 10 minutes of rehearsal, the teacher should go through each group listening to the comic strip dialogues and making notes of the participation.

# Activity 2: Dialogue Drills

## AFTER



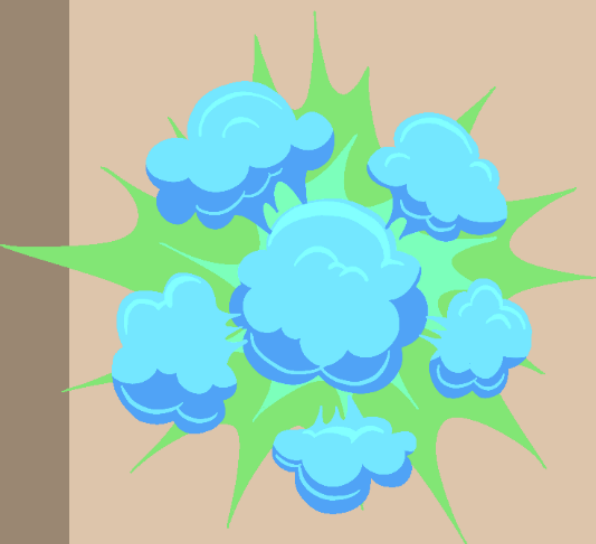
### WHAT TEACHER DOES

- The teacher will finish taking the group lesson from the comic strip.
- The teacher should remove the sheet from the comic strip.
- Then, give a worksheet to each group to complete with the dialogue work in class.



### WHAT STUDENTS DO

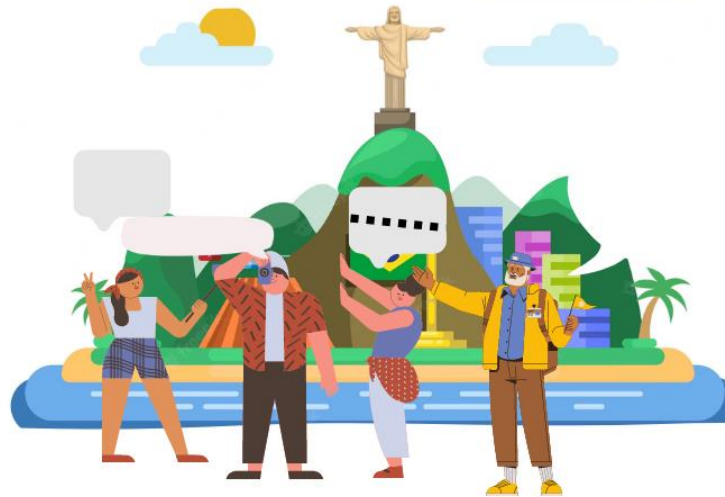
- The students should present the dialogue to the teacher.
- Then hand in the cartoon sheet.
- Finally, complete the worksheet with the help of everyone in the group.



# Activity 2: Dialogue Drills

**AFTER**

**WORKSHEET**

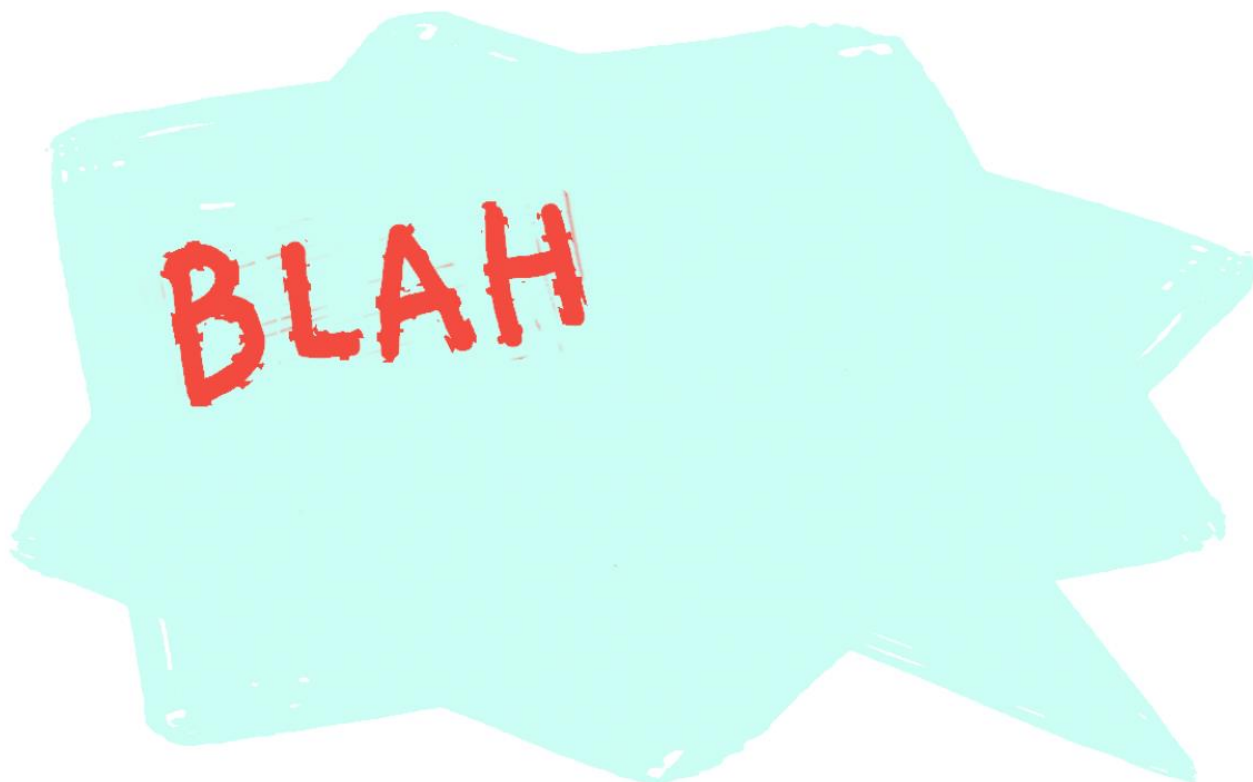




# Activity 2: Dialogue Drills

## ***AFTER***

Detail	Excellent	Proficient	Needs Improvement
Pronunciation			
Interaction			
Intonation in the questions		X	
Creativity			



# Activity 3: DIALOGUE DRILLS

## "WHAT DO YOU WANT TO EAT?"

**Topic:** Practice dialogues used in everyday life.

**Time:** 40minutes

**Objective:** Students will be able to talk about Food dialogues.

### Resources:

- Notebook
- Board
- Markers
- Sheet Paper
- Pencil case
- Phrases

### Vocabulary

sandwich hot-dog banana cake  
salad taco ice-cream

### Desirable Results

Students will be able to:

- Have an idea about Food and Drinks, Daily Life Activities.
- Know how to produce a correct pronunciation of some structures like "Can I come with you?" while speaking.
- Use them by speaking according to the content.

### Tips for managing the large classroom

- Using collaborative language learning and communicative parts to help learners develop their speaking skills. Therefore, these approaches emphasize the communicative use of English to learn together.
- It is important to always motivate learners before starting the strategy, explaining them the importance of working responsibly in order to achieve the desired results with the class objective.
- Promote a comfortable environment like finding good places. This means that they should be in places where they can talk comfortably and without interruptions.
- Be effective in giving instructions. This will help students understand the activity and avoid misunderstandings. In some cases you should use the mother tongue but work more with the target language.
- Monitor the whole class while the learners are doing the activity to detect problems and help students if necessary.



# Activity 3: Dialogue Drills

## BEFORE



### WHAT TEACHER DOES

- The teacher enters the classroom and greets the students with a positive attitude.
- Then, the teacher should ask some questions about the topic as an introduction.
- Afterwards, teacher should play the video as an introduction and ask the students to identify the topic of the study



### WHAT STUDENTS DO

- The students greet very actively and then pay attention to the teacher.
- The students will have to answer the teacher's questions.
- Then, the students will listen and watch the video carefully in order to identify the topic of the lesson.



### *It's your Turn!*

- *What is your favorite fast food?*
- *Would do you like hamburgers?*
- *What is your favorite drink?*



# Activity 3: Dialogue Drills

## DURING



### WHAT TEACHER DOES

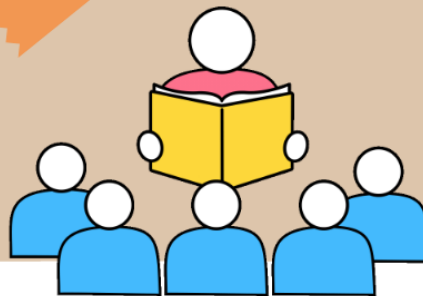
- The teacher shows a short video to the students and tells them to listen carefully.
- After listening the video twice, she asks her students to memorize the video by a choral repetition.
- The teacher should pause as many times as necessary for them to remember the dialogue and then pronounce it.



### WHAT STUDENTS DO

- The students should watch the video carefully.
- Then, they should repeat the sentences in the video.
- Afterwards, they should write each sentence and vocabulary on their notebook and repeat it for each part of the video.

## Practice



- The teacher should ask all students to write the dialogue on their notebook.
- Then the teacher should practice the dialogue with all students.
- Then, give them 10 minutes to learn the dialogue in pairs.
- Afterwards, have each pair participate in the dialogue, at the same time the teacher should observe the intonation, pronunciation and fluency of the questions and answers.

# Activity 3: Dialogue Drills

## AFTER



### WHAT TEACHER DOES

- After having listened to the students' dialogues, you should ask the students to replace with another food name and ask them to draw in their notebook.
- At the same time ask them to do this work in pairs.
- The teacher should be monitoring the activity and answering students' questions.



### WHAT STUDENTS DO

- The students should continue working in pairs, following the teacher's instructions.
- First they should write the same dialogue structure and change the food vocabulary for new ones.
- Then, they should draw the food after each answer, with the aim of remembering what they have learned in class.

## Evaluation

- ~~Afterwards, the teacher should take the lesson with the new food vocabulary.~~
- ~~The students should put on questions and answer roles to give the oral lesson to the teacher.~~
- ~~Finally, the teacher should evaluate the dialogue following the rubric proposed for that class.~~

# Activity 3: Dialogue Drills

## RESOURCES

### BEFORE



Taken from: <https://www.youtube.com/watch?v=yUw3-im44qY>

### DURING

## Dialogue

**Matt:** Hello. My name is Matt. What's your name?

It's great to see you. I'm hungry.

**Matt:** Tunes, you scared me.

**Tunes:** Matt, are you hungry?

**Matt:** Yes.

**Tunes:** Watch this. What do you want to eat?

**Matt:** I want a banana.

Magic! Cool!

# Activity 3: Dialogue Drills

## RESOURCES

### DURING

sandwich, salad, hot dog, hamburger  
banana, taco

What do you want to eat?  
Here we go!

What do you want to eat?

What do you want to eat?

I want a sandwich.

I want a sandwich.

sandwich

What do you want to eat?

What do you want to eat?

I want a salad.

I want a salad.

salad

What do you want to eat?

What do you want to eat?

I want a hot dog.

I want a hot dog.

hot dog

Do you want some broccoli cake?

No, thank you.

Let's sing some more.

A little bit faster.

Here we go!

What do you want to eat?

What do you want to eat?

I want a hamburger.

I want a hamburger.

hamburger

What do you want to eat?

What do you want to eat?

I want a banana.

I want a banana.

banana

What do you want to eat?

What do you want to eat?

I want a taco.

I want a taco.

taco

Do you want some onion ice cream?

No, thank you.

## PRACTICE

**Teacher:** Hello. My name is Matt. What's your name?

**Class:** Hello. My name is Matt. What's your name?

**Teacher:** It's great to see you. I'm hungry.

**Class:** It's great to see you. I'm hungry.

**Teacher:** Tunes, you scared me.

**Class:** Tunes, you scared me

Taken from:

[https://www.academia.edu/44452692/Audio\\_Lingual\\_Method\\_Lesson\\_Plan\\_Sample\\_for\\_Second\\_Language\\_Acquisition\\_Students](https://www.academia.edu/44452692/Audio_Lingual_Method_Lesson_Plan_Sample_for_Second_Language_Acquisition_Students)

86

# Activity 3: Dialogue Drills

## RESOURCES

### AFTER

### Dialogue

**Student A:** Hello. My name is \_\_\_\_\_. What's your name?

It's great to see you. I'm hungry.

**Student A:** Tunes, you scared me.

**Student B:** \_\_\_\_\_, are you hungry?

**Student A:** Yes.

**Student B:** Watch this.

What do you want to eat?

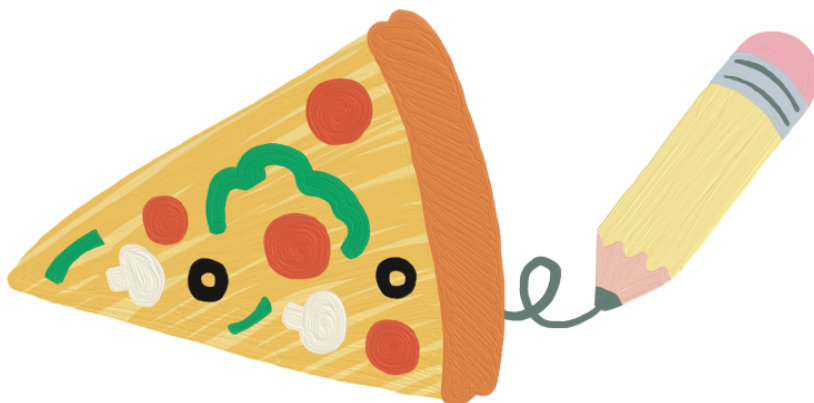
**Student A:** I want a \_\_\_\_\_.

Magic! Cool!

### Draw

**What do you want to eat?**

**I want a pizza**





# Activity 3: Dialogue Drills

## ***AFTER***

Detail	Excellent	Proficient	Needs Improvement
Pronunciation			
Intonation			
Speed			
Articulation		X	



# UNIT 4

## REPLACEMENT DRILLS

**OBJECTIVE:** Replace sentences, questions and answers with the vocabulary learned in class, and then present their final product.

### DESCRIPTORS OF CEFR

**LEVEL :** A1.1      **Approximate Time :** 40 - 80 minutes

**Average Ages:** 11-12

### Spoken interaction:

Ask and answer simple display questions delivered directly to them in clear, slow non-idiomatic speech and in areas of immediate need.

89

# Activity 1: REPLACEMENT DRILLS

## PHYSICAL DESCRIPTION

**Topic:** Demonstrative Adjectives

**Time:** 40 minutes

**Objective:** The students will be able to identify details as regards people's physical appearance using questions and answers about people's physical descriptions.

### Vocabulary

tall          chubby          short          handsome  
beautiful    ugly          nice          pretty          small

### Desirable Results

The students will be able to:

- Identify simple adjectives to describe people or things.
- Use of mime through the vocabulary learned in class.
- Describe the family using descriptive adjectives.

### Tips for managing the large classroom

- Using collaborative language learning and communicative parts to help learners develop their speaking skills. Therefore, these approaches emphasize the communicative use of English to learn together.
- It is important to always motivate learners before starting the strategy, explaining them the importance of working responsibly in order to achieve the desired results with the class objective.
- Promote a comfortable environment like finding good places. This means that they should be in places where they can talk comfortably and without interruptions.
- Be effective in giving instructions. This will help students understand the activity and avoid misunderstandings. In some cases you should use the mother tongue but work more with the target language.
- Monitor the whole class while the learners are doing the activity to detect problems and help students if necessary.

### Resources:

- Notebook
- Board
- Markers
- Worksheets
- Pencil case
- Dialogue
- Adjectives



# Activity 1: REPLACEMENT DRILLS

## BEFORE



### WHAT TEACHER DOES

- The teacher will say to the students: Good morning? How are you?
- Then, say the instruction of the following dynamic and start with the dynamic "She's tall", in which the students will stand up and pronounce the following sentence.
- The teacher should ask students about the topic of the lesson.



### WHAT STUDENTS DO

- The student will pay attention to the instructions.
- The students will participate in the activity to learn the new topic.
- They should then identify the topic of the class.



### It's your Turn!

- *Is she tall?*
- *Am I tiny?*
- *Is he short?*
- *Is Shakira beautiful?*
- *Is Sebastian handsome?*



# Activity 1: REPLACEMENT DRILLS

## **BEFORE**

### DINAMIC

Doo doo doo, doo doo doo doo

She is nice

He is handsome

Doo doo doo, doo doo doo doo

She is tall

He is thin

Oh, yes, she is

Oh, yes, he is

She is nice

He is handsome

That´s my friend

Oh Oh, She is tall

Oh Oh, He is thin



# Activity 1: REPLACEMENT DRILLS

## DURING



### WHAT TEACHER DOES

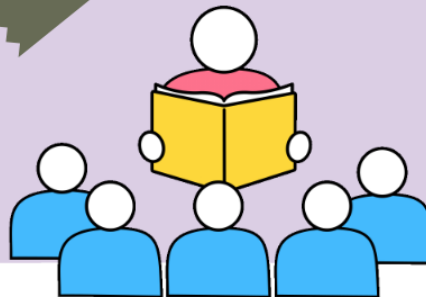
- The teacher will write some adjective groups on the board and students should use these words to make sentences in the present simple tense.
- Age: old-young
- Height: short-tall
- Weight: athletic-chubby-thin.



### WHAT STUDENTS DO

- The students should copy the classification of adjectives and write down each adjective a sentences.
- Then , hey have to pronounce each adjective with its respective dynamic.

## Production



- The teacher should do an activity in pairs, in which students should describe the members of their family with the replacement of descriptive adjectives learned in class.
- Monitor the activity in pairs and ask questions like: Is your father tall?, students answer: Yes, he is tall or No, he is short.
- The students should work with the production of answers, in which they have to replace the answer with the adjectives learned in class.

# Activity 1: REPLACEMENT DRILLS

## ***DURING***

### **DINAMIC**

**Student A:** Is your father tall?

**Student B:** Yes, he is tall.

**Student B:** No, he isn't tall.  
He is short.

**Student A:** Is your brother handsome?

**Student B:** Yes, he is handsome.

No, he isn't handsome.  
He is ugly.

**Student A:** Is your mother short?

**Student B:** Yes, she is short.

**Student B:** No, she isn't short.  
She is tall.

**Student A:** Is your grandfather chubby?

**Student B:** Yes, he is chubby.

**Student B:** No, he isn't chubby.  
He is thin.



# Activity 1: REPLACEMENT DRILLS



## AFTER



### WHAT TEACHER DOES

- The teacher should ask each group to make a presentation of their famous person using the descriptive adjectives and a dynamic, in which they should look for new adjectives with the help of the dictionary
- The teacher shall grade the group work according to the evaluation rubric.



### WHAT STUDENTS DO

- The students should choose a famous person, and student A: should describe while student B: perform the dynamic or act it out.
- After the practical, the students should present their group work to all their classmates and the teacher.

## EVALUATION RUBRIC

Detail	Excellent	Satisfactory	Unsatisfactory	Needs Improvement
Oral Expression	✘			
Intonation				
Presentation				
Use of vocabulary				



# Activity 2: REPLACEMENT DRILLS

## CLASSROOM STATIONERY

**Topic:** Questions using the auxiliary Do/Does and Wh.

**Time:** 80 minutes

**Objective:** The students will be able to talk about classroom materials and ask for things.

**Vocabulary:**

bag, crayons, pencil, tape, pen, book, glue, ruler, eraser, scissors, pencil case, stapler, pencil, sharpener.

### Desirable Results

The students will be able to:

- Find the class material according to each question.
- Recognize the use of the auxiliary do/does and wh.
- Develop the replacement of class items with each question and answer.

### Tips for managing the large classroom

- Using collaborative language learning and communicative parts to help learners develop their speaking skills. Therefore, these approaches emphasize the communicative use of English to learn together.
- It is important to always motivate learners before starting the strategy, explaining them the importance of working responsibly in order to achieve the desired results with the class objective.
- Promote a comfortable environment like finding good places. This means that they should be in places where they can talk comfortably and without interruptions.
- Be effective in giving instructions. This will help students understand the activity and avoid misunderstandings. In some cases you should use the mother tongue but work more with the target language.
- Monitor the whole class while the learners are doing the activity to detect problems and help students if necessary.

### Resources:

- Notebook
- Board
- Markers
- Worksheets
- Pencil case
- Dialogue
- Speaker
- Projector
- Bag



# Activity 2: REPLACEMENT DRILLS

## BEFORE



### WHAT TEACHER DOES

- The teacher should start with the dynamic of Simon Says?, which should ask all students to collect the class supplements at their table.
- Then, teacher should project the video and ask the students to show the materials mentioned in the video through the questions.



### WHAT STUDENTS DO

- The students should pay attention to the instructions of the game.
- Look for all the supplements that the teacher asks for.
- Then, watch the video and listen to the question to interact with the video and show each class material.

*It's your Turn!*

- *What's in your bag?*
- *It's my notebook*
- *Do you have an eraser?*



<https://www.youtube.com/watchv=aVSndZHNEQc>

# Activity 2: REPLACEMENT DRILLS

## DURING



### WHAT TEACHER DOES

- The teacher should introduce the important questions in the video and explain their use in questions.
- Then, ask the students to copy the questions and vocabulary on their notebook and tell them to write down three more examples.
- Afterwards, the teacher should write the dialogue they are going to work on in pairs.



### WHAT STUDENTS DO

- The students should pay attention to recognize the use of Do/Does and Wh in questions.
- Copy the questions on their notebook and replace the vocabulary with other vocabulary to make a question.
- Copy the example dialogue on their notebook.

## Practice

- The teacher should ask the students to work on the written dialogue on the board, which should take about 10 minutes to practice.
- In addition, tell them to show the material for each answer and question, in order to make the lesson more interactive.
- Afterwards, the teacher will monitor the work and take an oral lesson.

# Activity 2: REPLACEMENT DRILLS

## After



### WHAT TEACHER DOES

- The teacher should write the following dialogues on the board at the same time as explaining each question and its answer.
- Then, ask the students to work in pairs for this activity.
- Also, tell the students to replace the dialogue with their own information with the purpose of presenting their dialogue to the whole class.



### WHAT STUDENTS DO

- The students should pay attention to the instructions of the activity.
- Copy the new dialogue.
- Work with their classmates.
- Replacement of their information taking into account the structure.
- Present their final product with school materials.

## Evaluation

- The teacher should write the dialogue on the board and at the same time explain each question and how to do the activity.
- Also, ask the presentation to use the backpack to take out the materials while doing the activity.
- Give 10 minutes for the students to replace the vocabulary they are going to present in the dialogue.
- Then, monitor each group to solve questions and doubts.
- Finally, grade the speaking, according to the rubric.

# Activity 2: REPLACEMENT DRILLS

## RESOURCES

### BEFORE: VIDEO



Taken from: <https://youtu.be/aVSndZHNEQc>

### DURING Dialogue

1

What's in your bag?  
What's in your bag?  
What is in your bag?

Yes, I have one glue  
No, I don't have scissors.  
Yes, I have an eraser  
Yes, I have a ruler

2

It is my pencil.  
It is my eraser.  
It is my pen.

3

Do you have glue?  
Do you have scissors?  
Do you have \*an eraser?  
Do you have \*a ruler?

100

# Activity 2: REPLACEMENT DRILLS

## AFTER

## DIALOGUE

**Student A:** What's in your bag, Pedro?

**Student B:** books, pencils and crayons

**Student A:** : Ok, let's see.....Oh look! What are these?

**Student B:** books, pencils and crayons!

**Student A:** Yes, that's right!

**Student B:** What's in your bag, Margarita?

**Student A:** I have pencils and rulers.

**Student B:** Do you have a stapler?

**Student A:** No, I don't have a stapler.

**Student A:** Yes, I have a stapler.



## SPEECH RUBRIC

Detail	Excellent (2,5)	Satisfactory (2)	Unsatisfactory (1,5)	Needs Improvement (1)
Oral Expression				
Intonation			X	
Questions and answer				
Use of vocabulary				

# Activity 3: REPLACEMENT DRILLS

## SEA ANIMALS

**Topic:** Demonstrative Pronouns

**Time:** 80 minutes

**Objective:** The students will be able to learn animal names while practicing the demonstrative pronouns 'this' and 'that'. The students will learn to ask and answer 'What is this/that' and 'Is that a (starfish)'.

### Vocabulary

starfish   turtle   octopus   shrimp   seahorse   clam  
manta-ray   crab   seal   flying-fish   dolphin   whale  
shark   jellyfish

### Desirable Results

The students will be able to:

- Identify relevant information about sea animals.
- Differentiate the use of *this* and *that*.
- Use the vocabulary in relevant sentences.

### Tips for managing the large classroom

- Using collaborative language learning and communicative parts to help learners develop their speaking skills. Therefore, these approaches emphasize the communicative use of English to learn together.
- It is important to always motivate learners before starting the strategy, explaining them the importance of working responsibly in order to achieve the desired results with the class objective.
- Promote a comfortable environment like finding good places. This means that they should be in places where they can talk comfortably and without interruptions.
- Be effective in giving instructions. This will help students understand the activity and avoid misunderstandings. In some cases you should use the mother tongue but work more with the target language.
- Monitor the whole class while the learners are doing the activity to detect problems and help students if necessary.

### Resources:

- Notebook
- Board
- Markers
- Worksheets
- Pencil case
- Scissors
- Flashcards
- Vocabulary



# Activity 1: REPLACEMENT DRILLS

## BEFORE



### WHAT TEACHER DOES

- Before starting the lesson, the teacher should ask the following questions.
- The teacher should present the names of the animals and the expressions of the demonstrative pronouns with the use of the flashcards.
- Then, do the same activity but ask the students to repeat after you out loud.
- Afterwards, introduce the use of "this" and "that" and the expression "it/that is a star".



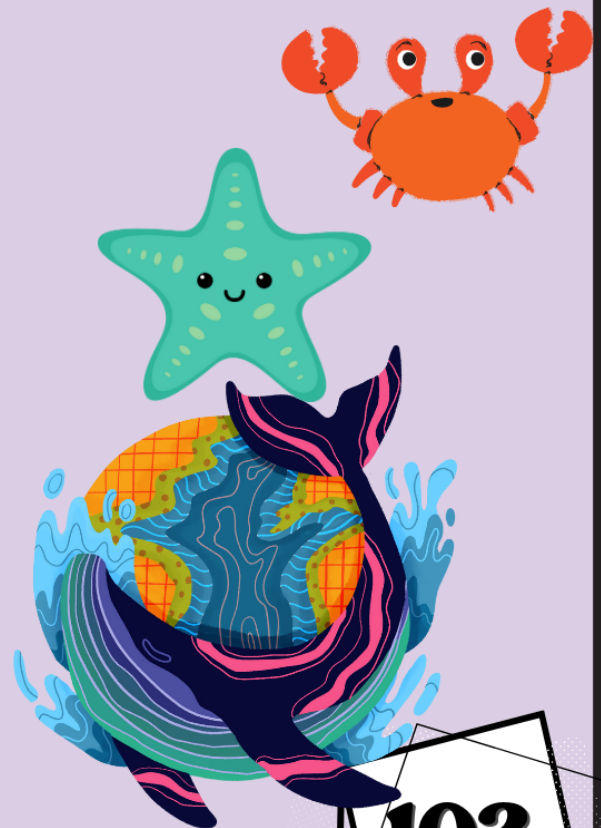
### WHAT STUDENTS DO

- The students answer the question.
- The students should pay attention to the flashcards and the names of each animal.
- Then, they should repeat the names of each animal.
- After that, they should identify the use of this and that.



**It's your Turn!**

- *Has anyone ever been to the beach?*
- *Do you know any animals from the sea?*
- *Who has visited an aquarium?*
- *Which sea animal are you afraid of?*
- *What is the topic for today?*





# Activity 2: REPLACEMENT DRILLS

## DURING



### WHAT TEACHER DOES

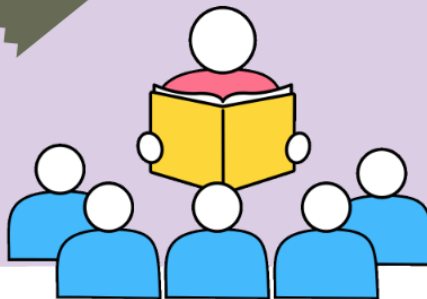
- The teacher should use the cards to explain again the demonstrative pronouns "That" and "This", move the flashcard away and say " That is a whale", and then move it closer and say " This is a seahorse".
- Then, ask students to guess the difference between This and That.
- Afterwards, ask a student to do the same exercise.



### WHAT STUDENTS DO

- The students should pay attention to the lesson and copy the animal vocabulary on their notebook.
- Then, they should understand the difference between this and that.
- After, actively participate in the class example and copy the meaning when we use this or that.

## Practice



- The teacher should ask two students to participate and divide the board, with each student drawing an animal and the other students guessing which animal it is.
- Before, practicing, teach the students how to ask a question and answer with the demonstrative pronouns:  
Is that a starfish? Is this a dolphin?  
Yes, it is or No, it isn't
- After, practicing the question, the teacher should show the flashcard and give 10 seconds for the students to guess and the other students to guess.

# Activity 2: REPLACEMENT DRILLS



## AFTER



### WHAT TEACHER DOES

- The teacher should ask the students to draw on their notebook their favourite marine animal learned in class and work with a partner on the following questions and answers.
- The teacher should monitor the work and solve doubts and questions about the activity.



### WHAT STUDENTS DO

- The students should select a sea animal and write it down using the demonstrative pronoun.  
That and This
- Then, the students should complete the activity on their notebook and share their information with their classmates.

## Production

While the students draw the sea animal picture on their notebook, the teacher should write on the board the structure of the worksheet and the students should just replace the sea animal information in each section.

For example:

**FAR** :-That is a seal  
- Is that a seal?  
- Yes, it is a seal .  
- Is that a seahorse?  
-No, it isn't a seahorse

**NEAR**: This is a whale.  
Is this a whale?  
Yes, it is a whale.  
Is this a shrimp?  
No, it isn't a shrimp.

# Activity 2: REPLACEMENT DRILLS



## AFTER



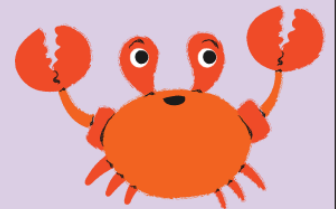
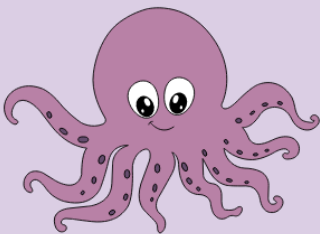
### WHAT TEACHER DOES

- After , the activity the teacher should evaluate the activity through a presentation of their sea animal.
- In addition, teacher should ask students that work with a partner a question and answer.
- Finally, teacher should hand out the worksheet and complete it, for each group with the purpose of obtaining an individual and group mark.



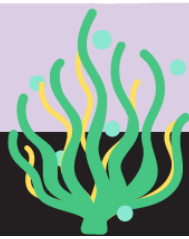
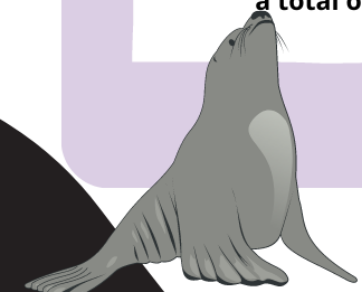
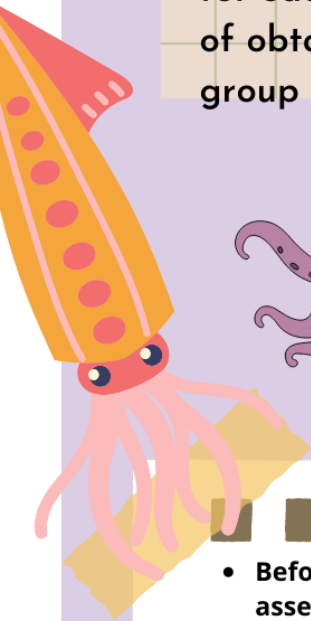
### WHAT STUDENTS DO

- Present the activity through a conversation with a partner using the demonstrative pronouns learned in class.
- After, the presentation, students will have to complete the group activity as a knowledge assessment.



## Evaluation

- Before starting the activity, tell the students that it is a paired assessment.
- Then give general indications about the activity as the first activity the students should identify the distance of the graph and then ask the corresponding question, the next one complete with the spelling of the name of the animal and finally the answer based on the question, then the second activity is completed with a name search in order to remember the vocabulary learned in class.
- The evaluation of the worksheet is worth one point for each answer with a total of 10/10.



# Activity 3: REPLACEMENT DRILLS

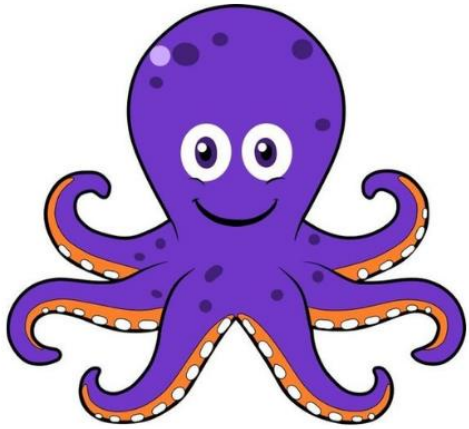
**BEFORE**



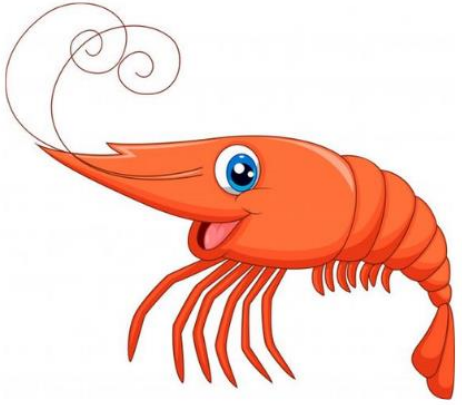
**STARFISH**



**TURTLE**



**OCTOPUS**



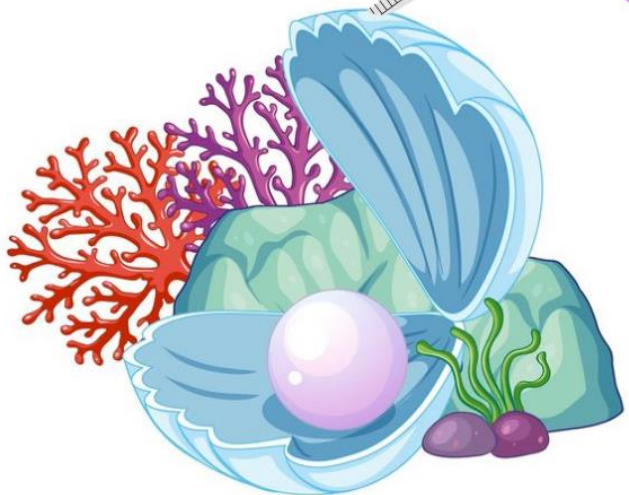
**SHRIMP**

# Activity 3: REPLACEMENT DRILLS

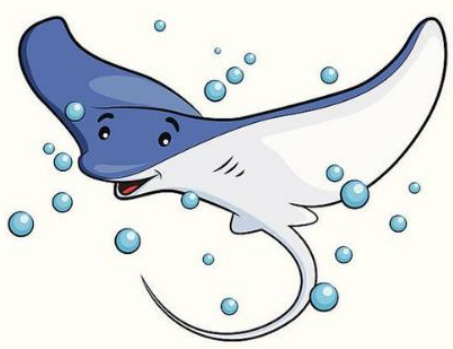
**BEFORE**



**SEAHORSE**



**CLAM**



**MANTA-RAY**



**CRAB**

# Activity 3: REPLACEMENT DRILLS

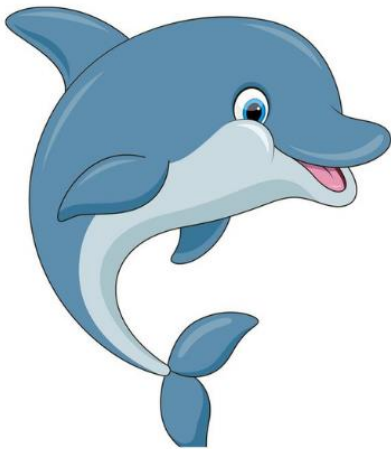
**BEFORE**



**SEAL**



**FLY-FISH**



**DOLPHIN**



**WHALE**

# Activity 3: REPLACEMENT DRILLS

**BEFORE**



**SHARK**



**JELLYFISH**













# RESOURCES

# Activity 3: REPLACEMENT DRILLS

## WORKSHEET

### Complete the table

*1. Ask your partner about the sea animal he/she is this/that a ....?*

Near /Far	Is this a ___? Is that a ___?	Name	Yes / No
  _____		-----	
  _____		-----	
  _____		-----	
  _____		-----	
  _____		-----	

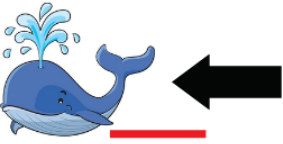
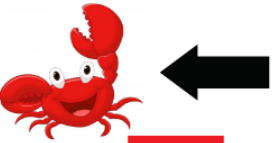

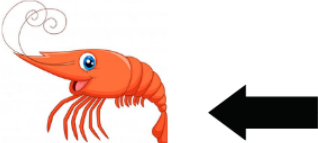



# Activity 3: REPLACEMENT DRILLS

## WORKSHEET-ANSWERS

### Complete the table

1. Ask your partner about the sea animal he/she is this/that a ....?

Near /Far	Is this a ___? Is that a ___?	Name	Yes / No
	Is this a whale?	whale	Yes, it is
	Is this a crab?	_crab_	Yes, it is
	Is this a jellyfish?	_jellyfish_	No, it isn't. That is a jellyfish.
	Is this a shrimp?	_shrimp_	Yes, it is
	Is this an octopus?	_octopus	No, it isn't That is an octopus.

# Activity 3: REPLACEMENT DRILLS

## WORKSHEET

2. Unscramble the letters below and write the correct word according to the picture.

1

rkash

.....  
Shark

2

yhsif

.....

3

esoresha

.....

4

rymaatna

.....

5

slea

.....

6

rteltu

turtle

.....



# Activity 3: REPLACEMENT DRILLS

## ANSWERS

2. Unscramble the letters below and write the correct word according the picture.

1

rkash  
.....  
Shark

2

yhslfif  
.....  
flyfish

3

esoresha  
.....  
seahorse

4

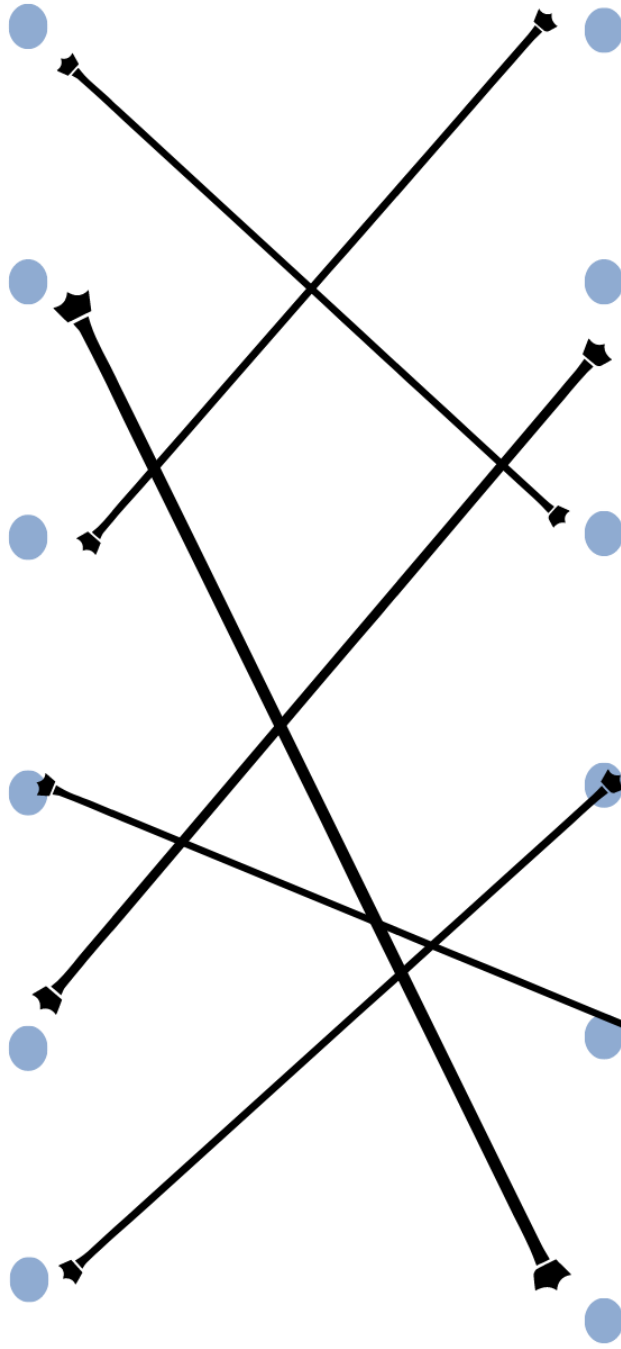
rymaatna  
.....  
manta-ray

5

slea  
.....  
seal

6

rteltu  
.....  
turtle



# Activity 3: REPLACEMENT DRILLS

## SPEECH RUBRIC

Detail	Excellent (2,5)	Satisfactory (2)	Unsatisfactory (1,5)	Needs Improvement (1)
Oral Expression				
Intonation			X	
Questions and answer				
Use of vocabulary				
SCORE	10	8	6	4



Taken from:

[https://educacion.gob.ec/wpcontent/uploads/downloads/2013/04/Curriculum\\_Guidelines-EFL-1.pdf](https://educacion.gob.ec/wpcontent/uploads/downloads/2013/04/Curriculum_Guidelines-EFL-1.pdf)

# PROPOSAL CONCLUSION

This guide contains methodological strategies based on the audio-lingual method, which will contribute to the development of oral activities of eighth grade students, especially in the English language. In addition, this guide aims to help teachers to improve the strategies and motivation of their students and, in the same way, to reduce the levels of fear of pronouncing an incorrect word. On the other hand, it is important to note that each of the activities can be modified for any topic of study that the teacher plans.



## **CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS**

Chapter V presents the conclusions and recommendations obtained from this research. The conclusions and recommendations were based on the research objectives: general and specific.

### **5.1 Conclusions**

Based on the theoretical framework, it can be concluded that the speaking skills is very important for communication and interaction with other people, but some authors as: Brooks, Erdila, Farnen and Indah, mention that following a methodology of peer interaction through the repetition of dialogue exercises the students will develop their ability to speak and much more to interact in their environment.

Education plays a very important role in various fields of human beings, but some factors affect its development. Therefore, according to the results obtained in the survey it is shown that the speaking ability of the eighth-grade students of the Colegio de Bachillerato Universitario UTN, there are difficulties in their learning of the English language, especially the speaking abilities because they come from different schools with different ways of learning. For this reason, teachers must apply teaching strategies with innovative and motivating activities, which were carefully researched and selected considering the benefit of the students and their interests for strategies, which were selected by the participants in the survey that was applied to them.

From the results obtained in the interviews with the teachers of English, particularly at the eighth-grade level, it was established to incorporate the audio-lingual method for the development of the speaking skills, so that the students have a sequence of dialogues to establish or continue a conversation among their classmates and outside of the English classes. Moreover, the teachers should generate interest and motivation to learn English by using this method and integrating other learning strategies.

In this research, an innovative activity guide based on the audio-lingual method, include activities selected for eighth-grade students to improve their speaking skills. Therefore, the elaboration of this pedagogical guide was established according to the level of A.1.1 purpose in the CEFR considering their level, the pronunciation of new words, vocabulary, and grammar to be generalized, during the group and pair work, and also individual interaction.

## 5.2 Recommendations

It is recommended that the teachers of English, especially for eighth-grade students need to adopt innovative resources and make use of pedagogical guidelines for the development of the English language skills in the teaching process. This allows to have a dynamic, interactive, and interesting environment. Moreover, this pedagogical guide presented as a research project can be used by teachers who wish to improve their speaking skills, considering their interests, expectations, and students' needs.

To solve some of the difficulties found in students' speaking skills development, it is advisable that the English teachers must continue to integrate new methodologies and teaching techniques to create a comfortable environment to motivate the student to participate in classes. To make this possible, teachers must continue to research academic innovations to solve English language acquisition problems. In this way, teachers can find new strategies to ensure the use of the foreign language in the English classes. To address some of the causes of students' oral skills development, it is recommended that English teachers continue to use this digital teaching resource guide. Besides, this guide supports teachers because it contains a variety of activities that give students more opportunities to interact in the target language.

Based on the data collected, it is recommended to take into account students' preferences in the teaching-learning process of speaking skills, so teachers should opt for a variety of communication activities so that students feel motivated and can share their learning with their peers and outside of English classes. In addition, cooperation is encouraged in creating a new vocabulary, dialogues, sentences, and a variety of activities for expressing thoughts, ideas, and emotions.

Finally, it is recommended that English teachers combine teaching and learning methods in the English language development, taking into account the pedagogical activity guide that was created, so that learners can use different ways of creating short sentences and then continue with interactive dialogues. In this way, students can improve communication in English and adapt to the use of a collaborative methodology. Furthermore, it is important to mention that this guide is available in two versions: digital and pdf.

## **GLOSSARY**

**Guide:** this is a book where you can find instructions and important information to develop a topic.

**Procedure:** It is a series of steps to be taken to achieve an objective.

**Skill:** is a concept of knowledge, abilities, and performance skills to carry out operational tasks.

**Task:** It is an activity that is sent to a person to perform within a certain time.

**Vocabulary:** a group of words to be known by looking up their meaning.

**Innovative:** introduction of new methods to implement.

**Resource:** are often sources, materials or elements that improve the quality of educational learning.

**Motivation** is the action by which an objective is reached.

**Acquire:** take on new knowledge to learn something new for your life.

**Pedagogical:** this is the relationship between teaching and learning, particularly in schools.

**Dynamic:** change attitudes and promote a learning environment.

**Expectations:** to have a vision for the future based on a belief.

**Techniques:** It is the way to carry out an activity carefully.

**Methodology:** is based on the use of methods in teaching-learning activities.

**Emotions:** It is a natural feeling that fosters a comfortable environment according to the circumstance.

**Dialogue:** It is a kind of communication in pairs or groups.

**Repetition:** It is the action of repeating what is already written or heard.

**Apply:** That's getting the project going,



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## ANNEXES

### Annexes 1. Approbation of research instruments



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

Oficio Nro. UTN-FECYT-D-2022-1621-O  
Ibarra, 07 de diciembre de 2022

Doctora  
Diana Flores  
RECTOR DEL COLEGIO UNIVERSITARIO UTN

De mi consideración:

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que se brinde las facilidades necesarias, a la Señorita NAYELI NICOLE SHIGUE TABANGO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique las herramientas de investigación para el desarrollo del trabajo de grado con el tema: "AUDIO LINGUAL METHOD TO IMPROVE SPEAKING SKILLS IN 8th GRADE STUDENTS AT COLEGIO DE BACHILLERATO UNIVERSITARIO UTN, ACADEMIC PERIOD 2022-2023".

Por su favorable atención, le agradezco.

Atentamente,  
"CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO"



Firmado digitalmente por:  
JOSE  
LUCIANO

MSc. José Revelo  
DECANO DE LA FECYT

COLEGIO UNIVERSITARIO UTN  
Fecha: 07/12/2022  
Hora: 12:30  
Recibido por: [Signature]

**Annexe 2: Techniques and Instruments**  
**Vice-principal interview**



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA**  
**ENTREVISTA PARA LA VICERRECTORA**

**Theme:** Audio Lingual Method to Improve Speaking Skills in 8th Grade Students at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023

**Objective:** Recolectar información sobre el Método Audio Lingual para mejorar las habilidades del habla en los estudiantes de 8° grado del Colegio de Bachillerato Universitario UTN.

- 1. Según el Ministerio de Educación (2017), los estudiantes de octavo año de Educación General Básica deben alcanzar un nivel A1 según el Marco Común Europeo en la lengua inglesa, propuesto en el currículo con fin de cumplir sus estándares curriculares.  
Por lo tanto, ¿Considera usted que se cumplen con los objetivos curriculares, en cuanto al desarrollo de la habilidad del habla del idioma inglés establecidos por el Ministerio de Educación, en que los alumnos del octavo año al finalizar el periodo académico deben contar con un nivel de A1 según el CEFR, por lo cual implica que ellos desarrollarán la comunicación con cierta seguridad, razón y fluidez?**
- 2. ¿Considera usted importante y necesario para el futuro de los estudiantes del octavo año E, G, B de esta institución que alcancen los objetivos del aprendizaje del idioma inglés propuestos por el Ministerio de Educación?**
- 3. En su opinión, ¿la institución cuenta con los recursos y materiales necesarios para implementar el aprendizaje del idioma inglés especialmente en el desarrollo de la habilidad del habla en los estudiantes del octavo año de Educación General Básica establecidos por el Ministerio de Educación?**
- 4. ¿Conoce usted si anteriormente en el Colegio de Bachillerato Universitario UTN se han realizado estudios de investigación relacionados al desarrollo de la habilidad del habla en el idioma inglés basado en el método audio lingual?**
- 5. ¿Usted consideraría útil disponer de una guía académica en la que incluya actividades didácticas basada en el Método Audio-¿Lingüístico para que los docentes puedan aplicar en las clases de inglés, con el propósito de mejorar la habilidad del habla en los alumnos de octavo año de Educación General Básica del Colegio de Bachillerato Universitario UTN?**

## English Area Coordinator interview



### UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA INTERVIEW FOR THE COORDINATOR TEACHER

**Theme:** Audio Lingual Method to Improve Speaking Skills in 8th Grade Students at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023

**Objective:** Collect information about Audio Lingual Method to improve speaking skills in 8th-grade students at Colegio de Bachillerato Universitario UTN.

1. The Ministry of Education of Ecuador (2017) establishes that eighth grade students must have an A1 CEFR by the end of the ninth grade. In your experience ¿Do you consider that this objective can be achieved? Explain your answer.
2. In your opinion, does the institution have the necessary resources for the adequate development of speaking skills in English classes?
3. In your opinion, which of the four language skills (listening, speaking, reading, or writing) do you consider is the most difficult for the students to learn the English Foreign Language? Explain it:
4. From your point of view, how important is it for students to develop speaking skills in the established standards in the curriculum by the Ministry of Education? Explain.
5. According to your experience do you know if teachers use audio-lingual method to improve their students' speaking skills in class?
6. Have you used the audio-linguistic method in your class to develop the speaking skills of eighth grade students in General Basic Education?
7. What are the didactic activities you use to develop speaking skills in eighth-grade students of General Basic Education?
  - Reading Comprehension \_\_\_\_
  - Groupwork \_\_\_\_
  - Dialogue Repetition \_\_\_\_
  - Memorizing exercises\_\_
  - Asking and responding to questions \_\_\_\_
  - Forums and Debates \_\_\_\_



- Drills \_\_\_\_
- Set phrases \_\_\_\_
- Audio-visual aids
- Focus on Practical Pronunciation

- 8. According to your experience, do you consider that the use of didactic activities is beneficial to the learning of English?**
- 9. Would you consider using a didactic guide for the English language teacher's area based on the audio-lingual method to improve the speaking skills of their students?**

Thanks for your answers.

Classroom English Teachers – 8th Grade EGB interview



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA  
INTERVIEW FOR TEACHERS

**Theme:** Audio Lingual Method to Improve Speaking Skills in 8th Grade Students at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023

**Objective:** Collect information about Audio Lingual Method to improve speaking skills in 8th-grade students at Colegio de Bachillerato Universitario UTN.

1. In your opinion, which of the four language skills (listening, speaking, reading, or writing) do you consider is the most difficult for the students to learn the English Foreign Language? Explain your answer:
2. In your experience, does the institution have the necessary resources for the adequate development of English classes?
3. What is the most common problem you find when your students are speaking English in class?
  - Students are afraid of making mistakes \_\_\_\_
  - Students do not recognize phonetic sounds \_\_\_\_
  - Students do not like to participate \_\_\_\_
4. Do you consider the students in the speaking skills is appropriate for their level A1 according to CEFL? Explain your answer:
5. Have you used the audio-linguistic method in your class to develop the speaking skills of eighth grade students in General Basic Education?
6. What kind of didactic activities do you apply in your classroom to improve your students' speaking skills?
  - Reading Comprehension \_\_\_\_
  - Groupwork \_\_\_\_
  - Dialogue Repetition \_\_\_\_
  - Memorizing exercises\_\_
  - Asking and responding to questions \_\_\_\_

- Forums and Debates \_\_\_\_
- Drills \_\_\_\_
- Set phrases \_\_\_\_
- Grammatical explanations \_\_\_\_
- Audio-visual aids \_\_\_\_
- Focus on Practical Pronunciation \_\_\_\_

**7. Do you consider the audiolingual method can help to improve your students speaking skills?**

**8. Do you think that the use of dialogues contributes to developing speaking?**

**9. Would you consider it useful to have an academic guide based on the Audio-Lingual Method to improve your students' speaking skills?**

Thanks for your answers.

### Annexe 3. 8th Level students Survey



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE CIENCIA, EDUCACIÓN Y TECNOLOGÍA**  
**SURVEY FOR STUDENTS**

**Theme:** Audio Lingual Method to Improve Speaking Skills in 8th Grade Students at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023

**Objective:** Collect information about Audio Lingual Method to improve speaking skills in 8th-grade students at Colegio de Bachillerato Universitario UTN.

Good morning, I am a student of Pedagogía de Los Idiomas Nacionales y Extranjeros of Universidad Técnica del Norte, and I would like to invite you to answer the following questions regarding your English language proficiency focused on speaking skills. So, I invite you to answer honestly. Please, remember that all the information provided is collected for academic purposes only and it will be handled with the utmost confidentiality.

*Please mark with an (x) the responds you agree with:*

**Please, indicate your gender.**

- Male \_\_\_
- Female \_\_\_
- Other \_\_\_

**1. Do you think English is important for your future studies?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**2. Which of the following skills mentioned below is the most difficult for you to develop?**

- Speaking \_\_\_\_\_
- Listening \_\_\_\_\_
- Reading \_\_\_\_\_
- Writing \_\_\_\_\_

**3. In your experience, do you find it difficult to develop speaking skills in English class?**

Yes \_\_\_\_\_ No \_\_\_\_\_

**4. Regarding question 3, why do you consider that you find it difficult to develop speaking skills?**

- Making mistakes \_\_\_\_
- Classmates' comments \_\_\_\_
- Demotivation \_\_\_\_
- Lack of interest \_\_\_\_
- Lack of time \_\_\_\_
- The complexity of pronouncing words \_\_\_\_

**5. Usually, your tests are given through:**

- Memorizing dialogues \_\_\_\_
- Questions and answers \_\_\_\_
- Oral presentations \_\_\_\_
- Group work \_\_\_\_
- Forums and Debates \_\_\_\_
- Drills \_\_\_\_

**6. Would you like your English teacher to implement innovative activities in the classroom?**

Yes\_\_\_\_ No\_\_\_\_

**7. Do you believe including interaction with the parents in English classrooms would help you develop your speaking skills and confidence in English classes?**

Yes\_\_\_\_ No\_\_\_\_

**8. Choose below the list of activities you would most like to improve your English spoken language skills.**

- Dialogues \_\_\_\_
- Integration \_\_\_\_
- Repetition \_\_\_\_
- Drills \_\_\_\_
- Replacement \_\_\_\_
- Restatement \_\_\_\_
- Completion \_\_\_\_
- Transformation \_\_\_\_

Thank you for your collaboration in this short survey. Please, note that the information provided will be handled with confidentiality and academy.

**Annexe 4. Observation Sheet**



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

**PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Ibarra, 05 de Diciembre de 2022

Magister  
Fernando Flores

**DOCENTE UTN**

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar los Cuestionario de Investigación del Proyecto Audio Lingual Method to Improve Speaking Skills in 8th Grade Students at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023. Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

**Nayeli Shigue**

**C.C.: 172772209-0**



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

**PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Ibarra, 05 de Diciembre de 2022

Magister  
Fernando Narváez

**DOCENTE UTN**

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar los Cuestionario de Investigación del Proyecto Audio Lingual Method to Improve Speaking Skills in 8th Grade Students at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023. Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

**Nayeli Nicole Shigue Tabango**  
C.C.: 172772209-0

Annexe 5. Checklist



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

CUESTIONARIOS

**PROYECTO:** Audio Lingual Method to Improve Speaking Skills in 8th Grade Students at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023

**Objetivo:** Collect information about Audio Lingual Method to improve speaking skills in 8th-grade students at Colegio de Bachillerato Universitario UTN.

Fecha de envío para la evaluación del experto:	05 de Diciembre de 2022
Fecha de revisión del experto:	05 de Diciembre 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.

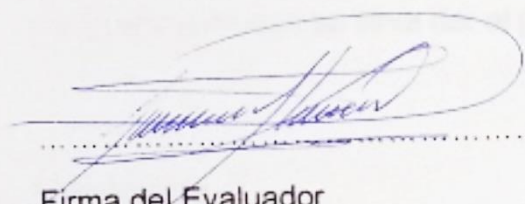
INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden 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				OBSERVACIONES
CRITERIOS DE EVALUACIÓN			OBSERVACIONES	
Ítem	Dejar	Modificar		
1	✓			
2	✓			
3	✓			
4	✓			
5	✓			
6	✓			
7		✓		
8	✓			



Firma del Evaluador

C.C.: 100218847-2

Apellidos y nombres completos	Flores Albuja Darwin Fernando
Título académico	Magister en Lingüística Aplicada
Institución de Educación Superior	UNIVERSIDAD
Correo electrónico	@utn.edu.ec dfflores@utn.edu.ec
Teléfono	0980357931



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

CUESTIONARIOS

**PROYECTO:** Audio Lingual Method to Improve Speaking Skills in 8th Grade Students at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023

**Objetivo:** Collect information about Audio Lingual Method to improve speaking skills in 8th-grade students at Colegio de Bachillerato Universitario UTN.

Fecha de envío para la evaluación del experto:	05 de Diciembre de 2022
Fecha de revisión del experto:	06 de Diciembre 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.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

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 Item. 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			

Firma del Evaluador

c.c.: 100758026

Apellidos y nombres completos	Narváez Vega Franklin Fernando
Título académico	Mgs
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	@utn.edu.ec ffnarváez@utn.edu.ec
Teléfono	0992530502

**Annex 6. Approbation letter to do the research in the institution.**



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

Oficio Nro. UTN-FECYT-D-2022-1621-O  
Ibarra, 07 de diciembre de 2022


Doctora  
Diana Flores  
RECTOR DEL COLEGIO UNIVERSITARIO UTN

De mi consideración:


Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que se brinde las facilidades necesarias, a la Señorita NAYELI NICOLE SHIGUE TABANGO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique las herramientas de investigación para el desarrollo del trabajo de grado con el tema: "AUDIO LINGUAL METHOD TO IMPROVE SPEAKING SKILLS IN 8th GRADE STUDENTS AT COLEGIO DE BACHILLERATO UNIVERSITARIO UTN, ACADEMIC PERIOD 2022-2023".

Por su favorable atención, le agradezco.

Atentamente,  
"CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO"

 Escanea el código QR para más información  
JOSE  
LUCIANO

MSc. José Revelo  
DECANO DE LA FECYT

  
COLEGIO UNIVERSITARIO UTN  
Fecha: 08-12-2022  
Hora: 8:42  
Recibido por: [Signature]

*Autorizado: remitir a Msc. Sandra Chomorro para que coordine fecha y hora a aplicarse instrumentos.  
DCTB 9-12-2022*

*Autorizado realizar encuestas a Coordinadora de Área, Viceministro y docentes: Lic Hinojosa, Msc. Chomorro.  
DCTB*

## Annexe 7. Consent letters

### Vice-principal

 UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigación, conducida por Nayeli Nicole Shigue Tabango estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informada de que la meta de este estudio es Recolectar información sobre el Método Audio Lingual para mejorar las habilidades del habla en los estudiantes de 8° grado del Colegio de Bachillerato Universitario UTN, periodo académico 2022-2023.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

MSc. Rosa Almeida  
Vicerrectora

  
Firma del participante

Nayeli Shigue  
Estudiante de la UTN

  
Firma del investigador

### English Area Coordinator

 UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

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Lic Gladys Vallejos  
Docente de área de Inglés

  
Firma del participante

Nayeli Shigue  
Estudiante de la UTN

  
Firma del investigador

## English Teachers



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés**

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

**MSc. Sandra Chamorro**  
Docente del Octavo Año

  
Firma del participante

**Nayeli Shigue**  
Estudiante de la UTN

  
Firma del investigador



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés**

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Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.


**Lic. Narciza Hinojosa**  
Docente de área de Inglés

  
Firma del participante

**Nayeli Shigue**  
Estudiante de la UTN

  
Firma del investigador

## Survey for students



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés**

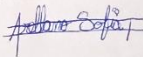
Acepto participar voluntariamente en esta investigación, conducida por Nayeli Nicole Shigue Tabango estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. He sido informada de que la meta de este estudio es Recolectar información sobre el Método Audio Lingual para mejorar las habilidades del habla en los estudiantes de 8° grado del Colegio de Bachillerato Universitario UTN, periodo académico 2022-2023.


Me han indicado también que tendré que responder cuestionarios y preguntas en una encuesta lo cual tomará aproximadamente de 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregado, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Estudiante del Octavo Año Sofía Arellano  
Firma del participante



Nayeli Shigue   
Firma del Investigador

Estudiante de la UTN

## Annexe 8. Interview from the Vice-principal and English Teachers

### Vice-principal



### English Area Coordinator





## English Teachers



**Annexe 9. Application of the survey from eight-grade students.**

**Parallel A**



**Parallel B**



## Annexe 10. Constancy

### VICE-PRINCIPAL



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Constancia de la entrega de una guía didáctica

Posición: Rectorado

DATOS INSTITUCIONALES:

COORDINACIÓN ZONAL/ SUBSECRETARÍA DE EDUCACIÓN	1	PROVINCIA:	Imbabura	CÓDIGO Y NOMBRE DEL DISTRITO:	10D01
NOMBRE INSTITUCIÓN EDUCATIVA:	COLEGIO DE BACHILLERATO UNIVERSITARIO UTN	AMIE:	100103	RÉGIMEN/AÑO LECTIVO:	2022-2023

Fecha	Descripción	Firma Entregado	Firma Recibido
30-03-2023	English Didactic Guide		



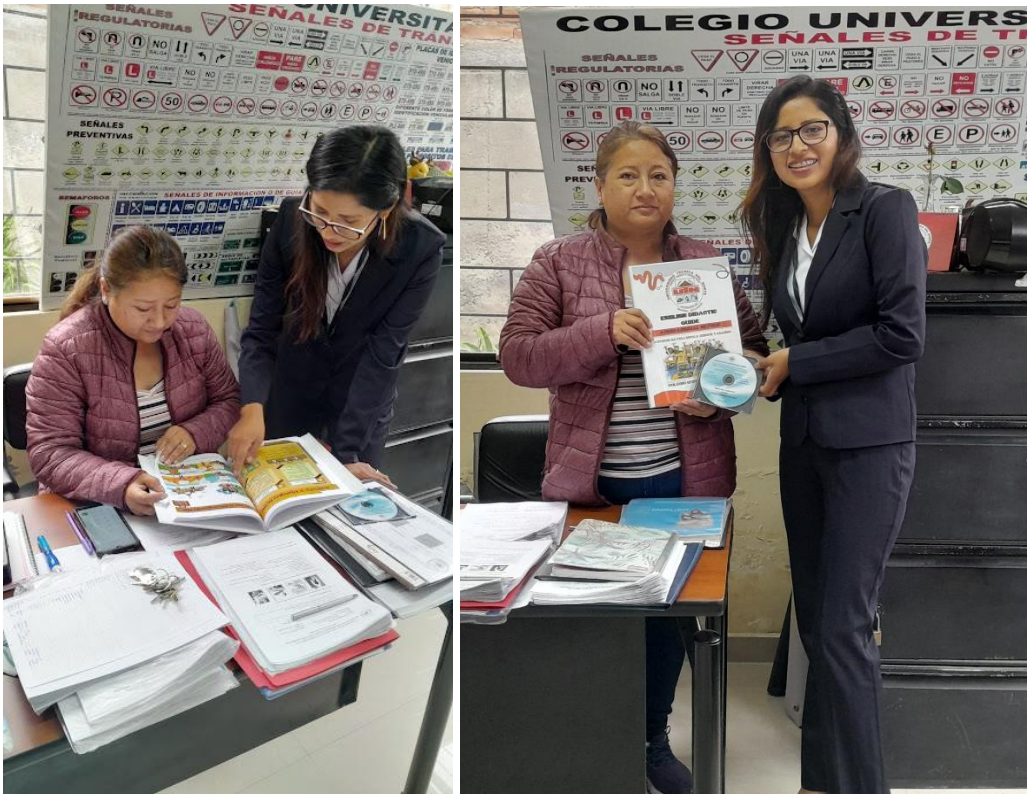
Este documento es constancia de que la guía "English didactic Guide" fue entregada y socializada en el "Colegio de Bachillerato Universitario UTN" como parte del Trabajo de Integración Curricular con el tema "Audio Lingual Method to Improve Speaking Skills in 8th Grade Students at Colegio de Bachillerato Universitario UTN, Academic Period 2022-2023".

**Annexe 11. Socialization**


**TEACHER COORDINATOR AREA**



**TEACHER -8th GRADE**



## Annexe. 12 .Turnitin analysis

Identificación de reporte de similitud. oid:21463:210321699

<p>NOMBRE DEL TRABAJO <b>TIC2_SHIGUE_NAYELI.docx</b></p> <hr/>	<p>AUTOR <b>Nayeli Shigue</b></p> <hr/>
<p>RECuento DE PALABRAS <b>18791 Words</b></p>	<p>RECuento DE CARACTERES <b>102633 Characters</b></p>
<p>RECuento DE PÁGINAS <b>49 Pages</b></p>	<p>TAMAÑO DEL ARCHIVO <b>111.9KB</b></p>
<p>FECHA DE ENTREGA <b>Mar 3, 2023 11:02 AM GMT-5</b></p>	<p>FECHA DEL INFORME <b>Mar 3, 2023 11:03 AM GMT-5</b></p>

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● **6% de similitud general**  
El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para cada base c

- 5% Base de datos de Internet
- Base de datos de Crossref
- 1% Base de datos de trabajos entregados
- 0% Base de datos de publicaciones
- Base de datos de contenido publicado de Crossr

● **Excluir del Reporte de Similitud**

- Material bibliográfico
- Material citado
- Bloques de texto excluidos manualmente
- Material citado
- Coincidencia baja (menos de 12 palabras)