UNIVERSIDAD TÉCNICA DEL NORTE

(UTN)

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

(FECYT)

CARRERA: PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, MENCIÓN INGLÉS

INFORME FINAL DEL TRABAJO DE TITULACIÓN, EN LA MODALIDAD PROYECTO DE INVESTIGACIÓN

TEMA:

Scaffolding to Enhance Speaking Skills in Tenth-Grade Students at San Vicente Ferrer High School

Trabajo de titulación previo a la obtención del título de Licenciado/a en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés

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

Autora: Lucy Susana Tigasi Suatunce

Directora: PhD. Sandra Mariana Guevara Betancourt

Ibarra - Ecuador, 2025

UNIVERSIDAD TÉCNICA DEL NORTE
BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	0504059700		
APELLIDOS Y NOMBRES:	Tigasi Suatunce Lucy Susana		
DIRECCIÓN:	Av. Jorge Guzmán y Padre Aurelio Espinosa, La Victoria, Ibarra		
EMAIL:	lstigasis@utn.edu.ec ; stigasis97@gmail.com		
TELÉFONO FIJO:	-	**TELF. MOVIL**	0988050650

DATOS DE LA OBRA	
TÍTULO:	Scaffolding to Enhance Speaking Skills in Tenth-Grade Students at San Vicente Ferrer High School
AUTOR (ES):	Tigasi Suatunce Lucy Susana
FECHA:	2025/07/21
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	X PREGRADO ☐ POSGRADO
TITULO POR EL QUE OPTA:	Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés
ASESOR /DIRECTOR:	PhD. Sandra Mariana Guevara Betancourt

CONSTANCIAS

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 21 días, del mes de julio de 2025

EL AUTOR:

Firmado electrónicamente por:
LUCY SUSANA TIGASI SUATUNCE
Validar únicamente con FirmaEC

Firma: ……………………………………

Nombre: Lucy Susana Tigasi Suatunce

CERTIFICACIÓN DEL DIRECTOR DEL TRABAJO DE INTEGRACIÓN CURRICULAR

Ibarra, 21 de Julio de 2025

PhD. Sandra Mariana Guevara Betancourt

DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.

SANDRA
MARIANA
GUEVARA
BETANCOURT

Firmado digitalmente
por SANDRA
MARIANA GUEVARA
BETANCOURT
Fecha: 2025.07.21
12:24:00 -05'00'

……………………………………………….

PhD. Sandra Mariana Guevara Betancourt

C.C.: 1002503520

DEDICATION

This research is dedicated to all the people who struggle with depression and anxiety, especially for those who were given a second chance by life. Please, never give up!

<div align="right">Lucy</div>

ACKNOWLEDGEMENT

I would like to express my deepest gratitude to:

God, for giving me the strength and the will to finish my university degree.

My parents, Rosario and Pedro, who believed in me, even when I could not do it. Their unconditional love and support made this achievement possible. My siblings, nieces and nephews, for never leaving me alone and inspiring me every day. This achievement is also due to you.

My thesis director, PhD. Sandra Guevara, for her valuable time, patience and professional guidance in the development of this research.

All my English teachers at glorious Universidad Técnica del Norte, for having shared their valuable knowledge and experiences, which taught me that...before being a professional, I must be a better human being.

The authorities, teaching staff, and students at ''San Vicente Ferrer'' High School, for having given me the opportunity to finish my internship and conduct this research.

Last but not least, Elizabeth and Sofi, for their patience, advice, and emotional support in the hardest moments. Ary, Fernanda, Erick, Fernando and close friends, who in one way or another contributed during this process.

Thank you for everything.

Lucy

ABSTRACT

Learning English as a foreign language (EFL) is a common challenge for students, especially speaking skills. It involves the development of linguistic components such as fluency and accuracy, which include the correct use of vocabulary, grammar, and pronunciation that often are hindered by emotional factors. This research aimed to identify scaffolding strategies to enhance speaking skills in tenth graders at ''San Vicente Ferrer'' High School. This study was based on a theoretical foundation related to the application of scaffolding and its effectiveness in the development of speaking skills. A mixed approach that combines qualitative and quantitative methods was used to conduct this comprehensive study. The data were gathered from an interview with 2 English teachers and a survey of 23 tenth graders, which helped to obtain valuable insights into the use of scaffolding strategies. The results indicated that the combination of scaffolding strategies could improve students' speaking skills and build their confidence through a supportive classroom environment. Based on these findings, a didactic booklet was designed as a pedagogical resource to support teachers in enhancing speaking skills among tenth graders using scaffolding strategies.

Keywords: EFL, speaking skills, linguistic components, emotional factors, scaffolding strategies.

RESUMEN

El aprendizaje de Inglés como lengua extranjera (EFL) es un reto común para los estudiantes, especialmente en lo que se refiere a la expresión oral. Esto implica el desarrollo de componentes lingüísticos como la fluidez y la precisión, las cuales incluyen el uso correcto del vocabulario, la gramática, la pronunciación, que a menudo se ven obstaculizados por factores emocionales. Esta investigación tuvo como objetivo identificar estrategias de andamiaje para mejorar las habilidades de expresión oral en estudiantes de décimo grado del colegio ''San Vicente Ferrer''. Este estudio se basó en fundamentos teóricos relacionados con la aplicación del andamiaje y su efectividad en el desarrollo de la habilidad oral. Para llevar a cabo este estudio exhaustivo se utilizó un enfoque mixto que combina los métodos cualitativo y cuantitativo. Los datos se recopilaron a partir de una entrevista a 2 profesores de inglés y una encuesta dirigida a 23 estudiantes de décimo curso, el cual ayudó a obtener datos valiosos sobre el uso de estrategias de andamiaje. Los resultados indicaron que la combinación de estrategias de andamiaje podría mejorar las destrezas orales de los alumnos y fomentar su confianza a través de un entorno de apoyo en el aula. A partir de estos resultados, se diseñó un folleto didáctico como recurso pedagógico para ayudar a los profesores a mejorar la expresión oral de los estudiantes de décimo curso utilizando estrategias de andamiaje.

Palabras clave: EFL, habilidades de expresión oral, componentes lingüísticos, factores emocionales, estrategias de andamiaje.

TABLE OF CONTENTS

TABLE OF FIGURES

INTRODUCTION

In an increasingly interconnected world, English language is considered as the main source of communication in many countries. As noted by Derakhshan et al. (2016), it is one of the most in-demand and widely spoken languages worldwide that plays a key role in various fields. Thus, Neelambaram et al. (2024) stated that it has a significant influence on education, as it has been integrated in educational curricula to provide learners with the necessary skills for their personal and professional growth. In other words, this language is used as a medium of global communication and its role in education has greatly impacted many countries.

According to Aulia et al. (2023), English occupies an important place in the curricula of schools, colleges, and universities that teach English as a foreign language (EFL). Therefore, many countries in Latin America have made considerable efforts to improve English language learning (ELL) through national policies and educational programs (Cronquist & Fiszbein, 2017). However, according to a report by Education First (EF), some countries in the region such as Nicaragua, Colombia, Venezuela, Panama, Mexico, and Ecuador, presented difficulties in linguistic skills with lower-than-expected results in international assessments (CNN Español, 2022). ELL in Latin America is uneven; while some countries excel, others struggle to improve it.

In the Ecuadorian education system, the Ministry of Education, through Mandate No. 247-12 implemented the EFL program into the national curriculum according to the Common European Framework of Reference for Languages (CEFR) (Ministry of Education, 2012a). This mandate reflects the commitment of the government to improve ELL, following international standards. To achieve objectives established by curriculum, the Ministry of Education has also proposed the standards of teaching EFL that involves the implementation of a communicative approach in classrooms (Macías & Villafuerte, 2020). The communicative approach refers to the use of the language in real and practical communication through one of the most important skills, speaking. For daily communication and interaction, developing speaking skills is essential. Due to the main source of communication in daily life, it should be effectively promoted in the EFL classroom, enabling teachers and students to use the language in real-life contexts.

The main objective of this research is to design a booklet that supports educators in the teaching of speaking skills among tenth graders. On the one hand, Sarmiento-Campos et al. (2022) explain that scaffolding has become a widely used approach in language teaching, as it encourages teachers to adopt supportive strategies to improve student learning outcomes. On the other hand, Maila (2021) adds that scaffolding creates a confident learning environment and encourages students to speak English. To foster students' participation and promote a supportive environment, scaffolding serves as a teaching pedagogical approach, especially in the development of speaking skills.

Research problem

Nowadays, the ability to communicate in a foreign language has become a fundamental need in society. As stated by Moreno Novillo et al. (2022), having solid proficiency in English has a significant advantage, as it facilitates communication and opens doors to greater opportunities. According to Daar et al. (2020), learners adapt English to real contexts and manage linguistic components of speaking skills such as fluency, the ability to speak without making many pauses; and accuracy, the correct use of vocabulary, grammar, and pronunciation. In essence, this language prepares learners for personal and professional growth in the current society, which will enable them to get better opportunities inside or outside the country.

Based on the aforementioned, speaking, unlike other language skills, requires producing the spoken language spontaneously, making it more difficult for EFL learners. For many researchers, speaking is one of the most important but challenging skills to develop in the classroom. On the one hand, Pakula (2019) highlights that speaking skills are not developed correctly due to the limited vocabulary, errors with pronunciation, and the priority of teaching grammar over speaking. On the other hand, Nijat et al. (2019) and Guevara (2021) add that emotional factors such as anxiety, shyness, low confidence and low motivation also affect the development of speaking skills. Although speaking is an essential skill for daily communication and interaction, it remains a challenging skill for EFL learners since it requires the correct development of some linguistic components.

Research questions

- What are the scaffolding strategies to improve speaking skills in tenth-grade students?

- How can scaffolding strategies foster learners' speaking skills?

- Which activities with scaffolding strategies can be used in the EFL classroom to enhance speaking skills?

Justification

This study aims to analyse scaffolding strategies to enhance speaking skills. Speaking skills involve the development of linguistic components like fluency, accuracy, including the correct use of vocabulary, pronunciation and grammar. However, these components are often affected by emotional factors like anxiety, shyness, low confidence and low motivation. To address these difficulties, Pinela et al. (2025) explains that scaffolding contributes to the development of speaking skills in EFL learners and it also is considered a useful resource in language teaching. As Sarmiento-Campos et al. (2022) stated, to use language in meaningful contexts and improve speaking competence, scaffolding fosters students' motivation and confidence through interactive activities.

This study will be conducted to tenth graders from a particular high school in Ibarra. It aims to analyse scaffolding strategies and their effectiveness to enhance speaking skills

based on the main difficulties. Through the observation process and literature review revealed that the main difficulties for tenth graders include linguistic components, which are compounded by emotional factors. Therefore, this research will identify specific scaffolding strategies that support English teachers to address these difficulties among tenth graders, in this way, enhance speaking competence more effectively.

Impacts

This research aims to make a positive contribution to EFL teaching, promoting the use and application of scaffolding strategies to enhance learners' speaking skills. It will also provide valuable insights in the key factors that hinder oral competence during English lessons. Regarding the population, it will be aimed at English teachers and tenth-grade students, who are expected to benefit directly from the findings. Additionally, high school authorities and educational staff from other institutions may benefit indirectly, gaining access to theoretical information and numerical data related to effective pedagogical practices in EFL classrooms through scaffolding strategies. Lastly, the elaboration of a didactic booklet will serve as a useful resource for teachers, supporting them to create a more encouraging classroom environment and enhance their learners' speaking skills.

Objectives

General objective

- Identify scaffolding strategies to enhance speaking skills in tenth-grade students at ''San Vicente Ferrer'' High School

Specific objectives

- Define specific scaffolding strategies that allow tenth-grade students to improve their speaking skills.
- Determine what activities based on scaffolding strategies can improve speaking skills.
- Design a booklet focused on speaking activities through scaffolding strategies to enhance speaking skills in tenth-grade students.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. English as a Foreign Language (EFL)

In an increasingly interconnected world, English language is considered as the main source of communication in many countries. As noted by Derakhshan et al. (2016), it is one of the most in-demand and widely spoken languages worldwide that plays a key role in various fields. Thus, Neelambaram et al. (2024) stated that it has a significant influence on education, as it has been integrated in educational curricula to provide learners with the necessary skills for their personal and professional growth. In other words, this language is used as a medium of global communication and its role in education has greatly impacted many countries.

As stated by Moreno Novillo et al. (2022), having solid proficiency in English language skills is considered a significant advantage for individuals, as it facilitates communication and opens doors to greater opportunities. According to Aulia et al. (2023), it is a widely recognized language as a key means of communication, and it occupies a significant position in the curricula of schools, colleges, and universities that teach English as a foreign language (EFL). In essence, the English language plays a crucial role in global interaction since it fosters personal and academic growth and prepares learners to engage effectively in a globalized world.

In Latin America, English learning has become popular among many countries of the region. This region has made considerable efforts to improve English language learning (ELL) through national policies and educational programs (Cronquist and Fiszbein, 2017) . Countries such as Argentina, Costa Rica, and Cuba stand out for their commitment to ELL. However, according to a report by Education First (EF), some countries in the region such as Nicaragua, Colombia, Venezuela, Panama, Mexico, and Ecuador, presented difficulties in linguistic skills with lower-than-expected results, which, according to EF, it was affected by the COVID-19 Pandemic (CNN Español, 2022). ELL in Latin America is uneven, while some countries excel, others struggle to improve it.

1.2. EFL in Ecuadorian education

Ecuador is one of the South American countries that showed a positive trend towards the improvement of English skills according to the report by EF (CNN Español, 2022). To make progress with the improvement of language skills, the EFL program was implemented in the Ecuadorian national curriculum. The entity to regulate this action and enforce the ministerial agreements is the Ministry of Education. Through the Mandate No. 0052-14, stipulated that since 2016, EFL learning has been a compulsory requirement from the second year of primary education to high schools in private and public educational institutions (Ministry of Education, 2014). As well as Mandate No. 247-12 implemented the EFL program according to the Common European Framework of Reference for Languages (CEFR) (Ministry of Education, 2012a). These mandates reflect the commitment of the

government to improve English competence from an early age and prepare students for academic and professional areas, following international standards.

CEFR plays a fundamental role in policy of language education around the world, as it includes two relevant aspects: what learners should be able to do in stages of the learning process, and what knowledge and skills they need to develop and communicate in the target language (Ministry of Education, 2012b). The six levels proposed by the CEFR that were taken from Cambridge Assessment English (n.d.) and adapted in Ecuadorian education are described below:

- A1-A2: Basic users of the language
- B1-B2: Independent users of the language
- C1-C2: Proficient users of the language

Figure 1

Levels of proficiency according to CEFR in Ecuadorian education.
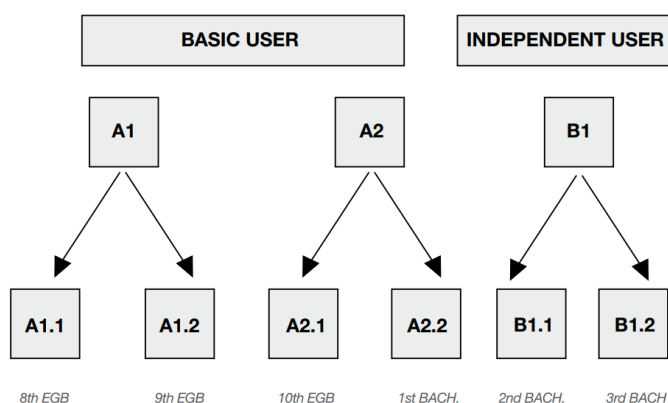
Note: Guidelines and their application per school year in Ecuadorian education. Source: Ministry of Education (2012).

The EFL curriculum has been designed for students from elementary school to high school. According to the curriculum's overall objectives, learners have to develop four communicative skills: reading, writing, listening and speaking (Ministry of Education, 2012b). Therefore, having a solid grasp of these skills enables students to become competent speakers, critical thinkers, and efficient listeners (Ministry of Education, 2016a). In other words, the curriculum emphasizes the importance of integrating all linguistic skills to develop English proficiency and prepare students to use it in real-life contexts.

To highlight the significance of ELL, Guevara and Flores (2020) stated that ''English language learning is a current need around the world, and to fulfill it English teachers are required to teach effectively, and English learners develop a communicative competence'' (p. 12). Therefore, the Ministry of Education has proposed the standards of teaching EFL that requires educators to implement a communicative approach in the classroom (Macías

& Villafuerte, 2020). The communicative approach refers to the use of the language in real and practical communication through one of the most important skills, speaking.

As stated by Derakhshan et al. (2016), speaking is part of daily life and allows individuals to use spoken language to communicate effectively with other speakers. This skill includes the ability to speak, listen, and understand the language; thereby, developing speaking skills is essential for daily communication and interaction. Due to the main source of communication in daily life, it should be promoted in the EFL classroom to enable teachers and students to use the language in real-life contexts.

1.3. **English speaking skills**

Speaking is considered one of the most important skills in daily life. According to Daar et al. (2020), learners adapt English to real contexts and manage linguistic components like fluency, the ability to speak without making many pauses; and accuracy that includes the correct use of vocabulary, grammar, and pronunciation. In essence, English language prepares learners for personal and professional growth in the current society, which will enable them to get better opportunities inside or outside the country. Therefore, the linguistic components are described below:

1.3.1. Fluency

It refers to the ability to speak naturally without making many pauses; however, a limited vocabulary can seriously affect this process (Rea, 2023). In other words, while fluency enables natural communication, a restricted vocabulary may make it difficult to express ideas clearly. To develop fluency, students should be exposed to the language, have a large vocabulary, and engage in speaking tasks like dialogues, role plays, debates, and others (Rea, 2023). In this way, fluency plays an important role in speaking skills since it enables learners to interact naturally using a large vocabulary.

1.3.2. Accuracy

It is described as the degree of precision in vocabulary usage, grammar, and pronunciation used to transmit a clear message in a foreign language (Lechón, 2024). However, Pérez (2024) states that accuracy can be developed with ongoing exposure and practice to the target language. For students, accuracy demands the correct use of grammatical structures and rules that are developed through practice and exposure to use them in real-life conversations.

1.3.3. Vocabulary

Vocabulary is a fundamental component of language and according to context, it helps to understand the message and recognize the meaning of words. According to Chamorro (2024), vocabulary and speaking skills are closely connected since it helps to describe something using a wide range of words such as nouns, adjectives, verbs, and prepositions. Nevertheless, the use of limited vocabulary affects communication and

interaction among speakers. To convey ideas more precisely, it is essential to encourage students to expand their vocabulary (Chamorro, 2024).

1.3.4. Grammar

According to Chamorro (2024), ″Grammar is another important element in any language; every language in the world must have standards in order to provide a clear message″ (p. 19). That is, grammar is the basis for learning any language since it provides learners the ability to exchange ideas using a correct grammatical structure. Through grammar, learners can structure ideas correctly and share a clear message avoiding incorrect and meaningless words or phrases (Chamorro, 2024).

1.3.5. Pronunciation

Lara (as cited in Cajamarca, 2022) explains that pronunciation is a fundamental component to avoid mispronouncing words and ensure accurate articulation through proper intonation, stress, rhythm, and phonetic sounds. Nevertheless, factors like age, origin, and cultural background can influence pronunciation patterns and create variations in speech (Jaramillo, 2018). In other words, pronunciation plays a crucial role in communication, but it may have some variations in speech due to individual pronunciation and background.

1.4. Challenges in speaking skills

Speaking, unlike other linguistic skills, requires producing the spoken language spontaneously, making it more difficult for EFL learners. For many researchers, speaking is one of the most important but challenging skills to develop in the classroom. On the one hand, Pakula (2019) highlights that speaking skills are not developed correctly due to the limited vocabulary, errors with pronunciation, and the priority of teaching grammar over speaking. On the other hand, Nijat et al. (2019) and Guevara (2021) add that emotional factors such as anxiety, shyness, low confidence and low motivation also affect the improvement of speaking skills. Although speaking is an essential skill for daily communication, it remains a challenging skill for EFL learners since it requires the correct development of linguistic components. Therefore, some of the emotional factors that hinder speaking competence are described below:

1.4.1. Anxiety

According to Dikmen (2022), studies highlight that anxiety can trigger emotional, physical, and mental responses that makes language learning more difficult for many learners. Authors such as Nijat et al. (2019) and Daar et al. (2020) pointed out that emotional factors like anxiety negatively influence the ability to speak. Thus, Mantilla and Guevara-Betancourt (2019) affirm that anxiety can show up in different ways such as the fear of not understanding what others say, worrying about speaking clearly, or the fear of being ridiculed by others. Different forms of anxiety can make the interaction and communication more difficult for students. Therefore, Sotomayor et al. (2024) highlight that educators play

a key role in supporting and managing anxiety in students through feedback, strategies and group speaking activities to help them feel more comfortable in speaking.

1.4.2. Shyness

According to Krismanti and Siregar (2017), shyness is an emotional factor that causes discomfort when speaking another language due to the fear of making mistakes or being mocked by others. When students have to speak English, some of them experience embarrassment that comes from fear of making mistakes or not being understood (Kulsum et al., 2025). Consequently, their willingness to participate in class and speak English is limited. For this reason, Juhana (2012) highlighted the importance of paying attention to this factor and supporting learners to do their best in speaking class.

1.4.3. Low confidence

Rosmayanti et al. (2023) explain that:

> ''One of the most difficult challenges for teachers of beginners is instilling confidence in their students. It is the first thing a teacher must consider before beginning to teach and improve students' speaking abilities. More confident students speak up and participate more actively in all language activities in class. Meanwhile, students who lack self-confidence may struggle to speak up and participate in class activities'' (p. 192).

One of the most important factors to improve speaking skills among students is confidence. Confident students are able to engage in any speaking activities without difficulty, unlike other students, who feel low confidence will not be involved in activities thereby, their ability to speak decreases considerably.

1.4.4. Low motivation

Motivation plays a crucial role in the development of speaking skills, as it helps students to achieve better results in the learning process. As noted by Soto et al. (2025), motivation influences personal attainment through effort and perseverance towards a subject. However, Rara, Astutik, and Rahayu (2024) explain that low motivation affects English speaking skills due to a lazy attitude from students and it causes a low desire or interest in speaking. In this way, fostering motivation is part of the learning process to achieve competent English proficiency (Navas, 2023). In essence, a motivated student can achieve better learning outcomes in speaking competence, unlike other students who will not be encouraged to do it.

1.5. Learning theories

To help students in speaking competence, it is necessary the implementation of pedagogical strategies, a supportive classroom environment, and more chances to practice speaking skills (Kulsum et al., 2025). Educators play a crucial role in language teaching since they determine what method or strategy is appropriate to improve speaking skills in

learners (Intarapanich, 2013). Therefore, it is crucial to explore learning theories that offer pedagogical strategies to foster linguistic skills, especially speaking.

1.5.1. Behaviourism

This learning theory was expanded by behaviourist linguists such as Thorndike, Watson, and Skinner, who emphasized observable behaviour in the learning process. According to this perspective, learning occurs through associations of stimulus-response that highlight repetition and reinforcement as a central role (Rao, 2018). In the context of language learning, it is based on repeated exposure to linguistic patterns and reinforced responses (Rubio & Taylor, n.d.). Therefore, language learning occurs through a conditioned response to external stimuli that is strengthened with practice, exposure, and reinforcement in order to develop skills.

1.5.2. Constructivism

As Allen (2022) pointed out, constructivist theory promotes transformative learning, which enables learners to construct knowledge through experience and interaction with the environment. This approach emphasizes active engagement, where students develop understanding from their experiences. In language learning, constructivism encourages educators to design interactive learning environment and connect lessons with real-life contexts (Ullah et al., 2020). In essence, constructivism fosters deeper linguistic competence through experience and practical use, helping students in their learning process.

1.5.3. Socio – Constructivism

Social interaction and cultural context play a crucial role in shaping understanding and cognitive growth of learners (Rao, 2018). Lev Vygotsky (as cited in Cundar-Ruano, 2021) argued that cognitive development is shaped by cultural context and influenced by personal beliefs, values, and lived experiences. As Cundar-Ruano (2021) explained, to facilitate and foster foreign language learning, socio-constructivist theory has great potential through social interaction and the cultural nature of language in the classroom, which is deeply interconnected with the sociocultural environment. Therefore, social interaction and cultural elements are essential for promoting meaningful learning in a foreign language.

Furthermore, a key application of Vygotsky's theory is the Zone of Proximal Development (ZPD), the difference between what learners can do independently and what they can achieve with scaffolded support from teachers or a capable peer (Cundar-Ruano, 2021). According to this, learning occurs through social interaction and ZPD, which foster the learning process of students. As noted by Setiawan (2022), this approach positions teachers as facilitators to support students in the learning process and understanding. This type of support is known as scaffolding, a teaching strategy used in the classroom. According to Blakeley and Firestone (2023), scaffolding is used as a critical framework to build knowledge, develop competencies, and improve the learning outcomes.

1.6. Scaffolding in language teaching

1.6.1. Definition of scaffolding

According to Wood, Bruner, and Ross (as cited in Dominguez and Svihla (2023), scaffolding is a metaphor used to refer to the temporary support provided by teachers and assist the students' learning until they can do it independently. This concept aligns with Vygotsky's Zone of Proximal Development to develop abilities that go beyond their current abilities. Vygotsky's Sociocultural Theory and scaffolding have deeply shaped contemporary language pedagogy (Sarmiento-Campos et al., 2022). Therefore, scaffolding is considered a teaching approach to provide support to learners in their learning process.

1.6.2. Ways of scaffolding

As Hernández (2018) emphasized, ''teacher is the person who helps them solve their problems, and students become independent during their learning'' (p. 41). That is, educators play an important role in the learning process. In this way, scaffolding supports students in the learning process through professional guidance from teachers. Thus, Hernández (2018) stated that ELL is supported through the following forms of scaffolding, which are described below:

- **Modelling:** Learners require clear examples to observe and imitate, as these models provide a concrete reference for a new topic. As noted by Barros and Sánchez (2024), modelling is known as observational learning that allows students to acquire knowledge through the actions of others. In other words, to help students and carry out different activities effectively, introducing new concepts through modelling is essential for effective learning.

- **Bridging:** It involves activating prior knowledge of students and link connections with the new topic (Almeida, 2022). When information is connected to what they already know, students can acquire knowledge and develop new concepts. In this process, understanding allows learners to integrate new information into their existing cognitive backgrounds.

- **Contextualization:** When linguistic skills are limited, learners rely on non-verbal cues to use the language in meaningful contexts. To introduce new concepts, it is essential to use authentic teaching materials such as pictures, flashcards, audio and video clips (Almeida, 2022). In this regard, contextualization helps in connecting language functions with real-life situations through conversations and multimedia resources that reflect everyday language use.

- **Building scheme:** It allows teachers to support students and develop this relationship through activities and exercises that promote meaningful learning (Lechón, 2024). In other words, it represents the way how educators organize

knowledge and understanding before providing students with the new information.

- **Re-presenting text:** It involves transforming texts by adapting linguistic structures like converting them in postcards or conversations (Almeida, 2022). Therefore, students should participate in activities that require transforming linguistic structures from one genre to another for a deeper understanding of language and use it in diverse contexts.

- **Metacognitive development:** It is defined as the ability to monitor the current level of understanding and recognize when it is an inappropriate progress. In other words, it enables students to examine tasks, check for errors, and reflect on ways to improve their abilities. Therefore, it is important to follow up the students' progress to assist them when they encounter difficulties.

1.6.3. *Scaffolding strategies to enhance oral competence*

Cambridge Dictionary (n.d.) describes strategies as a way of achieving a goal or a skill through a detailed plan. In language teaching, Shi (2017) explains that strategies are effective steps provided by teachers to enhance the learning process, develop language skills, build confidence, and increase motivation. In the EFL context, to explore strategies and prepare resources, scaffolding is used as a teaching strategy and to foster the development of speaking skills (Riera & Paredes, 2023).

A study conducted by Sarmiento-Campos et al. (2022) evidence that through guided activities, scaffolding significantly improves speaking skills and use language in meaningful contexts to gain confidence and reduce anxiety. On the one hand, Maila (2021) points out that when scaffolding is used in the classroom, it helps in fostering a confident environment and encourages students to speak English. On the other hand, Taber (2018) highlighted that teaching materials using scaffolding and focused on students' needs, enhance learning experiences and help all students to work within their ZPD. Therefore, Maila (2021) described some scaffolding strategies in EFL teaching to promote a supportive classroom environment and improve speaking skills, which are described below:

- **Tap into prior knowledge:** This strategy helps students to activate memories and exchange knowledge from their experience. To link students' experiences with new information, the teacher prepares them to share ideas and thoughts that must be related to the current class lesson. In this way, students connect experiences with new content and create natural opportunities to practice speaking skills.

- **Give time to talk:** It brings learners time to associate information, respond to questions and help them speak. Introductory questions play a crucial role in this strategy, as it gives time to think and share ideas with another classmate, which is less intimidating than speaking in front of the class (Continental, 2023). In

other words, giving time to process and assimilate a new language is crucial for students' learning. This dynamic promotes interaction and conversation where learners feel more comfortable speaking.

- **Modelling:** It is the most valuable strategy, as it allows educators to teach any subject and promote students to observe and imitate before attempting it for themselves. According to Hidalgo (2023), common modelling strategies are used as a reference for encouraging learners to notice, imitate, and reproduce the language and actions from teachers. To help students understand better and build confidence, the teacher provides model examples and step-by-step guidance. In essence, students learn best when they see, hear or experience something, which makes their learning more effective.

- **Pre-Teach Vocabulary:** It is commonly used in reading development, but it is adaptable for speaking skills. That is, teachers introduce and explain key words or phrases that students will need to apply in speaking activities, using modelling for word pronunciation. The pre-teaching vocabulary helps students understand difficult words and pronounce them correctly. In this way, students create visual representations of words before a conversation to gain confidence and use new words in speaking activities.

- **Use of Visual Aids:** When combining spoken language and visual elements such as charts, illustrations, pictures, and graphic organizers, it makes more concrete the abstract concepts and helps students to receive and process information more efficiently (Continental, 2023). Visual aids provide supportive scaffolds to encourage participants in speaking activities and use new vocabulary.

1.6.4. Scaffolding to teach tenth-grade students

Riera and Paredes (2023) states that teaching EFL to tenth graders can be rewarding and at the same time, challenging since they must use a new language with a high level of conceptualization, formulation, and articulation of ideas. However, due to students are going through adolescence, a period where their interests and abilities grow (Ministry of Education, 2016b), they tend to respond more positively to teaching methodological strategies that promote creativity and critical thinking (Zenteno, 2024). Therefore, this situation highlights that adapt EFL teaching strategies supports more effective language learning in tenth graders.

Based on the above, the Ministry of Education (2016b) pointed out that when activities are personally relevant for tenth graders, they usually react better to pair work due to their social interest. It is important to select topics according to students' interests to keep them engaged in activities. In this way, they can be able to reach A2.1 English level that demonstrates the language competence of a basic user (Ministry of Education, 2012b). Therefore, to design activities based on students' interest, scaffolding is used as a reference

of supporting. At the same time, they can build confidence, feel comfortable when speaking and are able to achieve A2 English level.

Lara et al. (2022) and Hue (2024) highlight that some communicative activities such as role-plays, picture descriptions, information-gap tasks, games, interviews, discussions, debates, and problem-solving have a positive impact on speaking competence. In order to promote a supportive learning environment and improve speaking skills, teachers have to select appropriate speaking activities. These activities combined with structured support like scaffolding can contribute to the improvement of oral competence among tenth graders. The following communicative activities suggested for tenth graders and supported by scaffolding strategies, are described below:

- **Role-play:** It has a significant potential for enhancing speaking skills through collaborative work. According to Alomoto and Zambrano (2025), collaborative groups offer opportunities to use vocabulary, improve pronunciation, and build confidence. Therefore, to strengthen language practice, role-play activities and collaborative groups foster speaking competence in EFL classrooms.

- **Picture descriptions:** It is an effective method to stimulate motivation among students. When pictures are incorporated, it enables students to remain and enjoy the learning process. As Nurdini (2018) highlighted, to enhance communication among students, it is important to have a rich learning environment through diverse speaking activities. In this way, using pictures helps them to stimulate their motivation, and speak better.

- **Information-gap tasks:** It facilitates the teaching process in EFL to motivate learners who feel isolated and provide them interaction in speaking practice (Ortiz, 2019). In other words, to offer a more positive learning environment, these tasks support students during speaking activities and enjoy their learning process.

- **Games:** Incorporating games stimulates interest and participation without feelings of embarrassment, fear, or anxiety (Obando-Mejía et al., 2023). To encourage students in interactive activities is essential to promote participation and interaction in the classroom. Therefore, using games can be an effective method to boost their confidence, foster oral competence and reduce anxiety.

- **Group work:** Through collaborative work among classmates, it encourages mutual support to foster confidence, participation and their willingness to speak in English (Politeknik & Makassar, 2019). In this way, group work can be an effective method to help students feel more secure during speaking tasks. Therefore, creating a collaborative classroom environment is essential for the development of speaking skills.

- **Three-Step Interview:** It enables students to work in pairs to discuss a topic through questions and answers in order to strengthen interaction (López, 2022). Applying structured speaking activities is crucial for fostering interaction. Therefore, to enhance communication skills, this communicative activity is useful for students since they can interact with classmates in a supportive learning environment.

CHAPTER II: METHODOLOGY

2.1. Type of research

This research used a mixed approach that combined quantitative and qualitative methods in order to conduct this comprehensive study. As noted by Dawadi et al. (2021), a mixed approach is based on theoretical assumptions for the collection and analysis of data, which incorporate relevant information from different sources in a single study. Similarly, Andrade (2023) states that the combination of quantitative and qualitative methods facilitates the process of gathering, analysing, and interpreting data. Therefore, this study employed a mixed approach to explore a systematic framework of EFL and the development of speaking skills using scaffolding strategies. In addition, this approach was selected to direct research questions, collect information, and analyse results.

On the one hand, Trujillo et al. (2019) describe that the quantitative approach analyses data and draws conclusions using statistics therefore, it is one of the most widely used approaches in the field of research. This approach allows researchers to gather data from a large number of people (Dawadi et al., 2021). On the other hand, Tenny, Brannan and Brannan, (2022) highlights that the qualitative approach explores real-life situations to gather experiences and perspectives from participants. This approach is interpretative since it directs research questions in the process of interpretation (Hernández Sampieri & Baptista, 2014). Due to these approaches are the most common in research, they were used to provide a general view of numerical and non-numerical data based on literature analysis and interpretation of data about scaffolding, as well as participants' perceptions of previous research.

In view of the above, a mixed approach was employed in this study to obtain learners' perceptions about their speaking skills, and to contrast them with the teachers' insights and strategies used in their English classes. This approach provided a clear understanding of the current state of teaching EFL at San Vicente Ferrer High School, especially in speaking skills. While the qualitative approach allowed to gather information from English teachers and review bibliographic literature, the quantitative approach allowed to analyse data from surveys administered to tenth-grade students.

Additionally, to find connections between the variables, this study also used a descriptive design. This design enables researchers to observe and interpret an existing phenomenon, emerging opinions and ongoing processes (Daulay et al., 2021). Without changing any variables, the descriptive technique was employed to describe the population, the phenomenon of study, and the findings obtained from the research instruments. The main objective was to analyse scaffolding strategies used in the classroom and explore students' perceptions and teachers' perspectives on speaking skills.

2.2. Deductive and inductive methods

On the one hand, this study adopted a deductive method that involves the reasoning from a general premise to a specific conclusion. Deductive reasoning, according to Thomas (2021), is based on an existing theory or general understanding that directs the application of general concepts to a particular one. In this research, the use of deductive reasoning served to analyse information and draw conclusions from prior research about scaffolding and their influence on the development of speaking skills.

On the other hand, Thomas (2021) explained that an argument is considered inductive when its main premises are based on evidence from observation and experiences. Inductive reasoning was also used in this research to investigate and evidence real-life situations. Interesting information and patterns were found in responses from teachers and students as a result of observation and analysis of data about the application of scaffolding and its effectiveness in the development of speaking skills among tenth graders.

2.3. Research techniques and instruments

The use and implementation of appropriate instruments are crucial for any type of research. Research techniques were applied to gather, process, and examine data while ensuring the trustworthiness of the findings. As Ñaupas et al. (2018) highlighted, research techniques consist of steps that organize and direct objectives at each stage of the research process, from identifying the problem to testing the hypothesis. Therefore, research techniques and instruments were used to collect data, process it, and examine it in order to obtain reliable findings and achieve a broader perspective on research variables.

In this research, the data collected were obtained from a survey and an interview, which used questions matched to the research objectives and variables. These tools helped to explore the phenomenon of study and gather relevant information. This process made it easier to connect theoretical foundations with real data (Quezada, 2010). On the one hand, a structured interview was designed for two English teachers. An interview, as defined by Quezada (2010), is a specific type of social interaction where one person collects information from those who can provide it and share opinions without any limitations. In this way, the interview addressed to teachers consisted of eight open-ended questions. As an important part of data collection, the interview served to gain insights into teaching strategies, activities, and perceptions from teachers in real time. On the other hand, Quezada (2010) explained that a survey serves to gather information from a significant group regarding the research problem in order to analyse data quantitatively and draw conclusions. Therefore, to ensure reliability, a questionnaire with nine closed-ended and multiple-choice questions was administered to 23 tenth-grade students in class ''A''.

2.4. Research questions

- What are the scaffolding strategies to improve speaking skills in tenth-grade students?

- How can scaffolding strategies foster learners' speaking skills?

- Which activities with scaffolding strategies can be used in the EFL classroom to enhance speaking skills?

2.5. Participants

This study was conducted at Unidad Educativa ''San Vicente Ferrer'', a private educational institution that offers both primary and secondary education. This high school is located in El Sagrario parish, in the city of Ibarra, Imbabura province. The study focused on a group of 23 tenth-grade students, which constituted the entire population at that educational level. Due to the small and manageable size of the group, non-probabilistic sampling method was employed. As Hernández Sampieri et al. (2014) stated, a non-probabilistic sampling involves selecting participants based on specific parameters of study, primarily to optimize resources such as time and cost. Given the limited number of participants, statistical representativeness and the use of formulas were not unnecessary in this king of sampling.

2.6. Investigation procedure

After defining the research problem, the research process began with the collection of theoretical foundations from reliable academic sources, which were related to variables, speaking skills and scaffolding. Following this, research instruments were designed to gather and analyse quantitative and qualitative information related to variables of the study. Two professors from English Major at Universidad Técnica del Norte reviewed and approved the research instruments before applying them in the study area, who guaranteed their appropriateness and validity. To collect qualitative information, two English teachers at San Vicente Ferrer High School were interviewed and provided valuable insights from their teaching experience. Following data collection, the survey was conducted in printed form to 23 tenth-grade students, which served to analyse and interpret data through pie and bar charts using the Excel software.

CHAPTER III: RESULTS AND DISCUSSION

This chapter presents the findings from two research instruments: the interview and the survey. Both instruments were designed to collect information from teachers' insights and students' perceptions, as well as identifying scaffolding strategies to design speaking activities and help students in the improvement of speaking skills. On the one hand, the interview consisted of eight open-ended questions that were employed by two English teachers. Its main objective was to gather teachers' perspectives on the development of speaking skills among tenth graders. The responses were analysed to know whether the teachers were familiar with the concept of scaffolding, as well as to identify common difficulties that learners face in speaking classes. On the other hand, the survey consisted of nine questions and was conducted on 23 tenth-grade students at San Vicente Ferrer High School to obtain valuable information from students.

3.1. Results from teachers through interview

Question 1: What English expressions or phrases do your students most frequently use during classes? For example: Yes! – Okay! / I am sorry! – What? / Please! – Thank you! / Hello! – Bye!

Teachers' answers

-   **A:** They use expressions like: Hello, Good morning, What?, Thank you, Bye, and May I go to the restroom?

-   **B:** The students use the expressions: Yes!, I'm sorry!, Please, Thank you!, Hello, Bye! Sometimes they also ask permission to go to the bathroom.

According to responses from teachers A and B, most tenth graders use some common English expressions such as greetings, polite phrases, and basic commands about permission. These findings suggest that students regularly rely on phrases modelled by teachers, which highlight the key role teachers so that students imitate and repeat everyday language spoken. As Kady (2023) and Hidalgo (2023) assert, repetition and modelling are essential strategies to enhance language learning and pronunciation through repeated exposure to authentic input. Therefore, these strategies align with the importance of repeated exposure and modelling in the development of speaking competence through teachers' actions.

Question 2: Do you think your students like speaking in English? Yes/No, why? Please explain your answer.

Teachers' answers

-   **A:** I think that they don't like speaking in front of their classmates, but they feel comfortable when speaking in a video or recording.

- **B:** I think some of them like to speak in English, but most of the group are scared or shy to participate.

The second question is about students' attitudes toward speaking English. The teacher A reveals that students do not like speaking in front of their classmates. This aligns with Nijat et al. (2019) who point out that anxiety causes fear of speaking in front of others, which negatively affects the ability to speak among students. According to Mantilla and Guevara-Betancourt (2019), anxiety can show up in different ways such as the fear of not understanding what others say, worrying about speaking clearly, or the fear of being ridiculed by others. Nevertheless, the teacher A adds that through video recordings, students feel more comfortable speaking in English. In this format, they likely do not feel the pressure and fear of being mocked by peers. Video recordings are useful tools for students because they can express ideas more freely in a more relaxed atmosphere to help them improve fluency, pronunciation, and self-confidence (Nguyen, 2024).

In contrast, the teacher B reveals that some students enjoy speaking in English, while others are scared or shy to participate. This indicates that fear and shyness affect the willingness to speak and engage in class. According to Krismanti and Siregar (2017), shyness causes discomfort when speaking another language due to the fear of making mistakes and being mocked by peers. These findings highlight the negative influence that emotional factors have in the development of speaking skills among tenth graders. That is, when students feel fear, are scared, or shy, their ability to engage in speaking activities decreases.

Question 3: What challenges do you face when teaching speaking skills in English to your tenth-grade students?

Teachers' answers

- **A:** The most frequently challenged aspect is the participation of the students because they feel shy or embarrassed when speaking in public.

- **B:** One of the biggest challenges is that their classmates are used to laughing at their pairs' mistakes. As a teacher, I help them overcome the pressure.

According to question 3, teachers A and B point out some challenges in teaching speaking skills among students. Both teachers emphasized emotional barriers as primary challenges. The teacher A explains that many learners sometimes feel shy or embarrassed when speaking in public that hinder their speaking skills. This aligns with Hanifa (2018), who pointed out that a main problem in language learning is that students often feel shy and anxious when speaking in class. This situation also affects teachers, who need to reduce anxiety among learners. Importantly, the teacher B highlighted the need for teacher intervention to manage classroom pressure, as some students are used to laughing at their pairs' mistakes, thereby, the willingness to participate in class also decreases. As Sotomayor

et al. (2024) affirm, teacher support and feedback can help students manage fear and increase their willingness to interact in the classroom.

Question 4: What do you think are the main reasons that limit your students' development of speaking skills in English?

Teachers' answers

- **A:** The pronunciation of some words and some speaking rules because in most cases, they don't know how to pronounce a word in English.

- **B:** I think the main reason is the lack of exposure to the language therefore, the confidence is lower.

According to question 4, both teachers A and B identify some reasons that limit the development of speaking skills among tenth graders. The teacher A reveals difficulties with the pronunciation of some words and lack of familiarity with speaking rules among students. These findings align with López and Olarte (2023), who explain that students frequently avoid speaking activities, as they think that their pronunciation is wrong and they fear being judged. Incorrect pronunciation can cause fear of being misunderstood that make students less likely to participate in conversations. However, factors like age, origin, and cultural background can cause some variations in pronunciation and the way of speaking (Jaramillo, 2018). In addition, confidence and fluency can also be affected due to speaking rules, as students have to structure sentences before expressing them.

Meanwhile, the teacher B states that the main reason is the lack of exposure to the language, as English is only taught in the classroom. In a learning environment where students have few opportunities to practice the language, the development of speaking competence is significantly low (Chand, 2021). Without regular interaction in English, students have few opportunities to internalize vocabulary, grammatical structures, and pronunciation. Furthermore, limited exposure affects linguistic competence and confidence among students that make them more hesitant to participate in speaking tasks. Therefore, Asnaini et al. (2025) explain that confidence plays a crucial role in speaking lessons, especially for EFL students, who may already experience anxiety.

Question 5: According to your experience, in which situations do your students have more difficulty speaking English?

a)   When answering questions
b)   When working in groups
c)   When presenting in front of the class
d)   When speaking spontaneously
e)   All of the above
Explain why

Teachers' answers

- **A:** They have more difficulty when they present in front of the class because they are shy and also lack vocabulary when they don't know how to say a word in English.

- **B:** Students have more difficulty when presenting in front of the class and when speaking spontaneously, as most of them aren't confident about their pronunciation or their vocabulary repertoire.

Both teachers A and B agree that students experience greater difficulty speaking English in public or in front of others. This reflects findings by López and Olarte (2023), who state that for many learners, speaking in public using their native tongue is already difficult, doing it in English is much more difficult, as they feel pressure and fear of being judged by others. The teacher A reveals that shyness and a limited vocabulary affect speaking skills, especially when students do not know how to express some words. According to López and Olarte (2023), limited vocabulary hinders speaking performance, as in many cases, students do not remember or know words in English. This situation results in discomfort, especially when students are exposed to a large public. Similarly, the teacher B emphasizes the lack of confidence with pronunciation and vocabulary, which reduces the ability to speak.

Question 6: In which kind of classroom dynamic do you carry out speaking activities to get your students to practice English? Choose the option that best applies to your teaching practice.

a)   Individually
b)   In pairs
c)   In small groups
d)   With the whole class
e)   All of the above
Explain why

Teachers' answers

- **A:** I think they feel comfortable speaking in English when they work in small groups because they are more confident with their close friends.

- **B:** I give them private time to practice with a classmate they trust. On the other hand, I let them speak to the whole group to be calm during the practice.

According to question 6, both teachers A and B mention effective classroom dynamics for speaking practice. The teacher A declares that students feel more comfortable speaking in English when working in small groups, particularly with close friends since they are more confident. As Cadiz-Gabejan (2021) noted, students' confidence and speaking performance improve significantly through collaborative group work and peer interaction. Similarly, the teacher B emphasizes the effectiveness of pair work, where students practice English with a classmate that they trust. This view is supported by Deviga and Ardhani

(2024), who affirm that the pair work method encourages mutual support to reduce anxiety and enhance speaking performance. Additionally, the teacher incorporates the whole group to be calm during the practice that supports confidence among students towards public practice. This highlights the importance of familiar social contexts and peer support in oral practice through an enjoyable classroom environment.

Question 7: Are you familiar with the concept of ''scaffolding''?

Teachers' answers

- **A:** Yes

- **B:** Yes

According to question 7, both teachers A and B indicate familiarity with the concept of scaffolding. These responses are significant since teachers recognize the importance of guiding students toward independent language use and to facilitate the gradual development of speaking skills among students. According to Thamer and Kareem (2018), scaffolding is a crucial component of the teaching-learning process since it provides support for teachers and students when carrying out activities where learners still cannot complete them independently. The familiarity with this term indicates the ability of teachers to offer and implement support strategies that guide students during speaking tasks.

Question 8: If your answer to question 7 was Yes, can you mention some scaffolding strategies that you use in your classes and explain why?

Teachers' answers

- **A:** The strategy that I used the most is modelling because they repeat the words that the teacher says and the way how the teacher pronounces the words.

- **B:** I have heard it, but I don't remember it very well.

According to question 8, the teacher A reveals using modelling frequently. This strategy allows students to mimic correct pronunciation and language structures. As Main (2021) explained, modelling is considered the most valuable strategy, as it enables educators to model clear examples that students can repeat or imitate. This strategy exposes students to practice pronunciation and language use with the teacher's support before attempting it for themselves. Furthermore, Hidalgo (2023) explains that modelling strategies are used as a reference for encouraging learners to notice, imitate, and reproduce the language and actions from teachers. In contrast, Teacher B declares to be familiar with the term ''scaffolding'' but admits not clearly remembering the strategies. Although Teacher B does not recall the name of the scaffolding strategies, this might indicate an unconscious use of some strategy. Scaffolding is a familiar term in the teaching process to provide learners with practical guidance, internalise language structures and boost confidence.
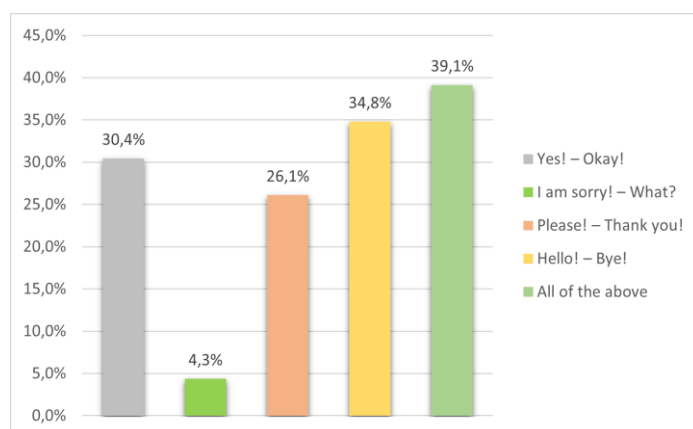
3.2. Results from students through survey

Question 1: What English expressions or phrases do you use most frequently during your classes? You can select more than one option.

      a)   Yes! – Okay!
      b)   I am sorry! – What?
      c)   Please! – Thank you!
      d)   Hello! – Bye!
      e)   All of the above

Figure 2

The English expressions most used by students during classes.
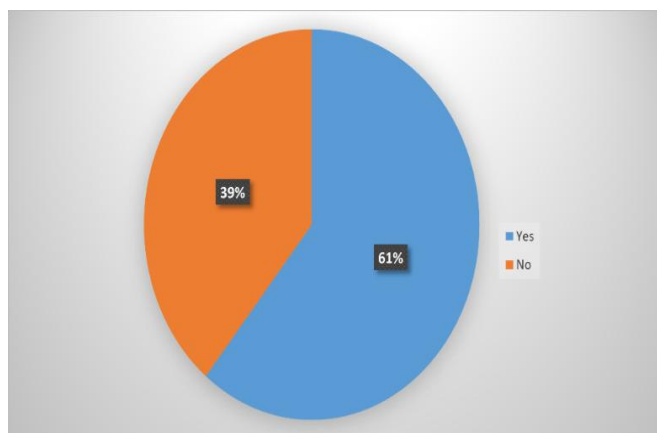

Note. Own elaboration. Source: Students' survey (2025).

The bar chart illustrates English expressions used by students in the classroom. The option ''All of the above'' was selected by 39.1% of students to indicate that they use a combination of everyday expressions. The options ''Hello! – Bye!'' and ''Yes! – Okay!'' with 34.8% and 30.4% respectively, represent basic elements of daily interaction. In contrast, polite expressions like ''Please! – Thank you!'', apologies and affirmations like ''I am sorry! – What?'' are less used with 26.1% and 4.3% respectively. This suggests that learners use familiar repetitive phrases modelled by their teachers through imitation, which supports the critical role of this method in language learning. As evidenced by Kuliahana and Marzuki (2020), repeated practice helps students to improve pronunciation and gives them confidence, which reduces anxiety. Thus, Hidalgo (2023) stated that modelling strategies are used as a reference for encouraging learners to notice, imitate, and reproduce the language and actions from teachers. These methods highlight the importance of repeated exposure and modelling in the teaching-learning process.

Question 2: Do you like speaking during your English classes?

      a)   Yes
      b)   No

Figure 3

Students' perception of speaking English during their classes.

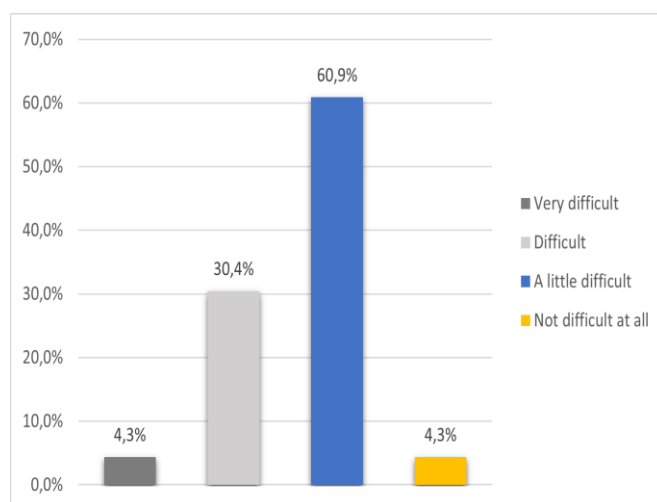Note. Own elaboration. Source: Students' survey (2025).

The pie chart reveals that 61% of students enjoy speaking English, while 39% express that they do not like it for any reason. This majority preference indicates that most students have a positive attitude toward speaking skills. However, the significant minority who avoid participation likely face some difficulty. As Kulsum et al. (2025) explained, EFL learners have difficulties in linguistic components such as grammar, fluency, pronunciation, and vocabulary, which are compounded by emotional factors. Thus, Guevara (2021) states that emotional factors such as anxiety, shyness, and low motivation and low confidence, are common challenges among EFL learners. Speaking English is not an easy task since it involves the development of linguistic components to improve speaking competence.

Question 3: How difficult is it for you to speak English during your classes?

a)   Very difficult
b)   Difficult
c)   A little difficult
d)   Not difficult at all

Figure 4

Students' self-reported difficulty levels when speaking English in class.

Note. Own elaboration. Source: Students' survey (2025).

The bar chart portrays students' self-reported difficulty levels when speaking English in classes. 60.9% of students reported that speaking English is a little difficult, that is, it is difficult but not to a high degree. A significant minority consider it difficult, and very difficult with 30.4% and 4.3% respectively. That is, over a third of students struggle with speaking competence. Developing speaking skills is not an easy task since it implies the development of linguistic components such as fluency and accuracy that involves the correct use of vocabulary, grammar, and pronunciation (Daar et al., 2020). Speaking skills require learners to produce spoken language spontaneously. Notably, only 4.3% of learners find speaking English is not difficult at all. These findings indicate that most students perceive speaking as manageable, but a considerable group requires support in the development of this skill.
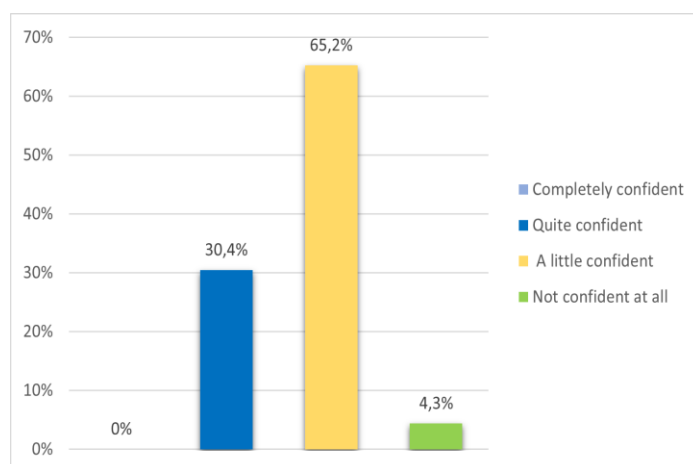
Question 4: How confident do you feel when speaking English in class?

- a) Completely confident
- b) Quite confident
- c) A little confident
- d) Not confident at all

Figure 5

Students' self-reported confidence levels when speaking English in class.

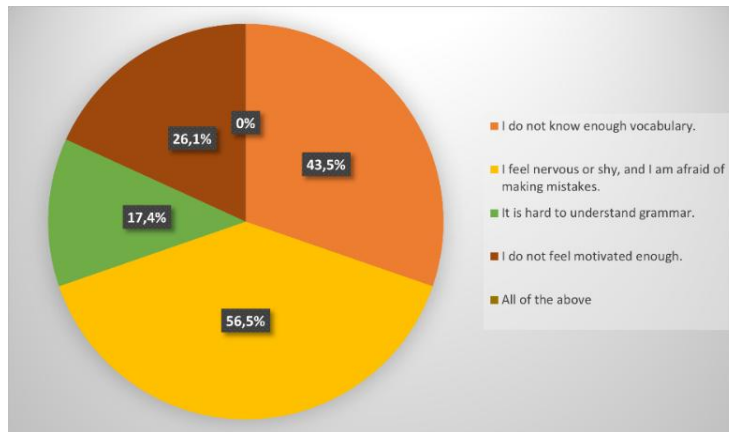Note. Own elaboration. Source: Students' survey (2025).

The bar chart shows a summary of students' self-reported confidence levels when speaking English. 65.2% of students described themselves as little confident. That is, they feel some degree of assurance, but their confidence may be limited and fragile. By contrast, 30.4% reported being quite confident when speaking English. Notably, none of the participants indicated feeling completely confident, but 4.3% of students admitted feeling not confident at all. These findings indicate the lack of confidence among students and their low desire to speak. As Ananda and Hastini (2023) pointed out, speaking performance is directly affected by low levels of confidence, which is caused by anxiety and nervousness. Due to confidence is essential for students, it is important to work it in the classroom in order to help them to grow in self-confidence (Asnaini et al., 2025). Although basic confidence exists among students, it remains the strong confidence to promote it in the classroom, and they communicate with fluency.

Question 5: From the following list, circle the difficulties you face when speaking English. You can choose more than one option.

    a)   I do not know enough vocabulary.
    b)   I feel nervous or shy, and I'm afraid of making mistakes.
    c)   It is hard to understand grammar.
    d)   I do not feel motivated enough.
    e)   All of the above

Figure 6

Students' difficulties when speaking English.

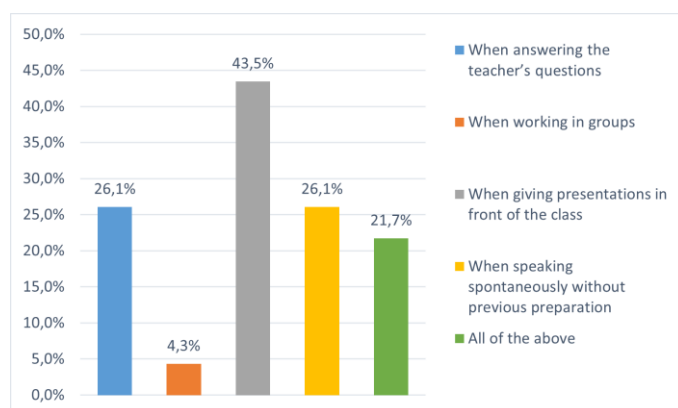Note. Own elaboration. Source: Students' survey (2025).

The pie chart reveals some difficulties when speaking English among tenth graders. The most serious difficulties were emotional factors such as shyness and fear of making mistakes, with 56.5%. As Nijat et al. (2019) stated, emotional factors whereby speaking competence is not enhanced correctly are anxiety, shyness, and low motivation. Difficulties to understand grammar was selected by 17.4% of the participants. The limited vocabulary was selected by 43.5%, and low motivation by 26.1%. These results suggest that emotional factors are more predominant than linguistic ones. As noted by Kulsum et al. (2025), who identify some challenges in linguistic components such as grammar, fluency, pronunciation, and vocabulary, and emotional factors such as shyness, anxiety, and low motivation. Although linguistic components are overcome, emotional factors will continue to affect speaking competence.

Question 6: When your teacher carries out speaking activities in English, in which situations do you find it most difficult to speak?

a)   When answering the teacher's questions
b)   When working in groups
c)   When giving presentations in front of the class
d)   When speaking spontaneously without previous preparation
e)   All of the above

Figure 7

More challenging speaking conditions for tenth-grade students.

Note. Own elaboration. Source: Students' survey (2025).

The bar chart depicts the speaking conditions where students experience difficulty. Presenting in front of the class appeared as the most difficult, selected by 43.5% of students. According to Nijat et al. (2019), emotional factors limit the ability to speak English among learners since it causes the fear of speaking in front of others. For many learners, speaking in public using their native tongue is already difficult, doing it in English is trickier, as they feel pressure and fear of being judged by others (López and Olarte, 2023). Furthermore, the option ''when answering the teacher's questions'' was selected by 26.1% of participants, while an equal percentage found difficulties when speaking spontaneously without any preparation. These findings indicates that unexpected and direct interactions intensify stress due to the pressure of immediate response.

In contrast, only 4.3% of students selected having trouble in speaking English when working in groups that might be due to shyness or discomfort even among peers. Some learners feel shy and uncomfortable to speak another language because of the fear of being judged by their classmates (Krismanti & Siregar, 2017). However, a study conducted by Cadiz-Gabejan (2021) indicated that group work boosts confidence and improves interaction among students. This situation supports the idea that group work or in pairs make the learning environment safer than other dynamics. Overall, 21.7% of students selected ''all of the above'', which reflects a general difficulty in all speaking conditions presented in this question.

Question 7: In which classroom dynamic do you feel most comfortable speaking English?

        a)   Working alone
        b)   Working with a partner
        c)   Working in small groups
        d)   Working with the whole class
        e)   All of the above

Figure 8

Classroom dynamics that promote comfort to tenth graders during speaking activities.
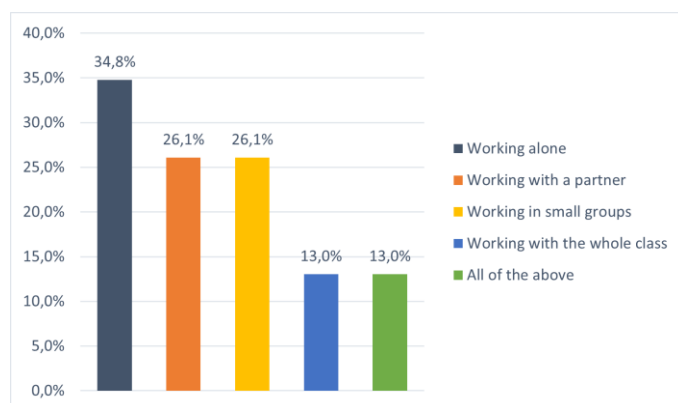
Note. Own elaboration. Source: Students' survey (2025).

The bar chart illustrates the preferences of students regarding classroom dynamics during speaking activities. On the one hand, the dynamic of working alone was selected by 34.8%, making the independent practice more comfortable for them. However, shared knowledge often is more effective than individual work, as if students encounter difficulties in understanding vocabulary, they can consult with peers (Rai, 2024). On the other hand, the dynamics of working with a partner and in small groups were each selected with 36%, which suggests that a significant portion of students might find interactions in small groups more beneficial for language practice. As Deviga and Ardhani (2024) stated, pair work has a positive influence toward speaking skills, as it encourages collaboration, idea sharing, correction, and mutual feedback among students.

Interestingly, the least popular dynamic was working with the whole class that was selected by only 13 % of students. Similarly, 13 % of learners selected ''All of the above'', which indicates that only a small minority feel comfortable participating in any classroom dynamic. In general, these findings emphasize the importance of providing different interaction formats in language teaching, especially pair work, as it might be more beneficial and comfortable for students in each speaking activity.

Question 8: Check (✓) the actions that would help you feel more confident when speaking English. You can select more than one option.

_____Having enough time to prepare before speaking

_____Receiving a step-by-step guide to express what I want to say

_____Getting positive feedback during class

_____Receiving corrections along with an explanation

_____All of the above

Figure 9

Activities that provide greater confidence for tenth graders in speaking English.
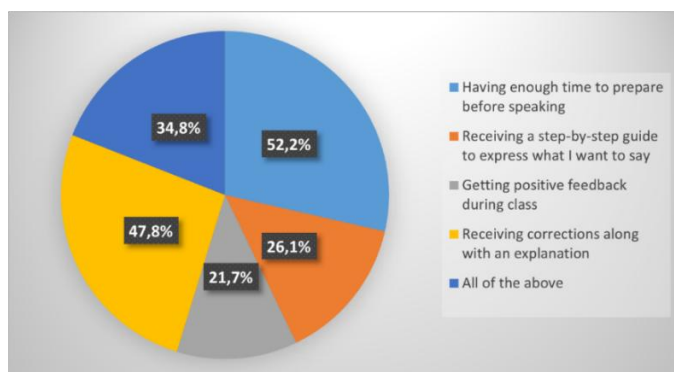
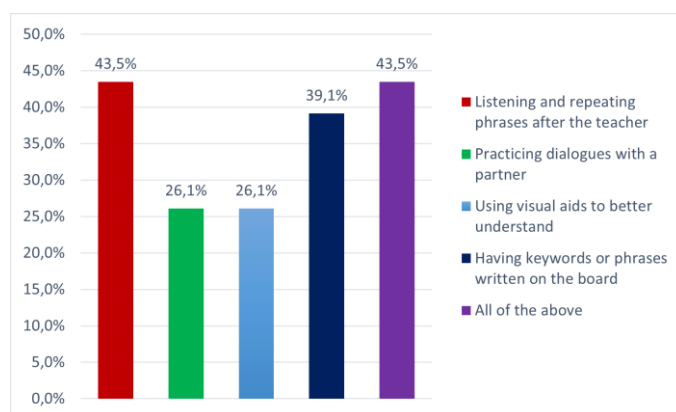Note. Own elaboration. Source: Students' survey (2025).

The pie chart shows some activities to improve confidence among students when speaking English. The option that is most preferred by students is having enough time to prepare before speaking selected by 52.2%. Furthermore, 47.8% of students consider that receiving corrections and explanations would help them to build more confidence. Other preferences are structured guidance as well as correction, and positive feedback, with 26.1% and 21.7% respectively. At the same time, the option ''All of the above'' was selected by 34.8%, which indicates that a large number of students find it beneficial to combine support systems. As Maila (2021) explained, scaffolding strategies support the development of speaking skills and enable students to improve understanding, confidence, and the willingness to speak in English.

Question 9: From the following list, check (✓) the options you consider useful for improving your speaking skills in English. You can select more than one option.

_____Listening and repeating phrases after the teacher

_____Practicing dialogues with a partner

_____Using visual aids to better understand

_____Having keywords or phrases written on the board

_____All of the above

Figure 10

Useful scaffolding strategies to improve English speaking skills selected by tenth graders.

Note. Own elaboration. Source: Students' survey (2025).

The bar chart displays individual preferences to enhance speaking skills through scaffolding strategies. Significantly, two strategies were identified as most useful, selected by 43.5% of learners: listening and repeating phrases after the teacher and All of the above, which suggests that many students benefit most using a combination of all the strategies. These findings suggest the importance of combining scaffolding strategies to create strong frameworks for improving speaking competence through repetition and actions modelled by teachers. As Hidalgo (2023) explained, modelling strategies are used as a reference for encouraging learners to notice, imitate, and reproduce the language and actions from teachers. Modelling provides students with the opportunity to practice and reinforce their learning with guidance from teachers, before attempting it for themselves.

Meanwhile, the strategy of having keywords or phrases written on the board was selected by 39.1% of students, which indicates that writing characters on the board can help learners repeat and remember the new words that they learnt before. The option of practicing dialogues with a partner was selected by 26.1%, which underscores the importance of interactive exercises among students. The option of using visual aids to better understand was selected by 26.1%, which indicates a moderate preference for visual learning. According to Continental (2023), visual support enhances learning by combining linguistic input with visual reinforcement to facilitate retention and recall.

Based on the above, Pinela et al. (2025) explain that the use of scaffolding strategies is beneficial for enhancing speaking skills on linguistic components such as pronunciation, vocabulary usage, and fluency. On the other hand, Afni (2019) emphasized that the use of scaffolding strategies is an effective teaching approach because it begins from an easier level to harder levels gradually whereby students improve confidence and communication. Therefore, the implementation of scaffolding strategies enhances motivation, confidence and participation among students since it promotes autonomy in the learning process.

3.3. **Discussion**

The findings of this study revealed some difficulties that hinder the development of speaking skills among tenth graders at San Vicente Ferrer High School. These difficulties range from linguistic limitations to emotional factors. Interviews with teachers, as well as survey responses from students provided valuable perspectives. Although some learners like speaking English, there is a small group of students who still face difficulty. Emotional factors, especially in classroom presentations, are, in part, due to shyness and the fear of being mocked by peers according to both teachers A and B. These findings are supported by Krismanti and Siregar (2017) who highlighted that the emotional factors, in this case, shyness, anxiety and fear act as barriers to speaking a foreign language, especially if students are afraid of making mistakes and being mocked by their peers.

The combination of linguistic limitations further complicates these matters. According to teachers A and B, students often lack confidence in their pronunciation and vocabulary, and for this reason, they avoid participating in speaking classes. As noted by López and Olarte (2023), mispronunciations and a limited vocabulary are barriers that generate fear of being misunderstood, which causes low confidence and discourages speaking among students. Another reason that the teacher B adds is the lack of exposure to the English language in the daily context since it decreases opportunities to internalize vocabulary, grammatical structures, and pronunciation. When the learning environment does not provide enough opportunities for learners to practice the language, speaking skills are significantly hindered and make students more hesitant to participate (Chand, 2021),

Despite these challenges, the findings also revealed that classroom dynamics and teaching strategies play a relevant role in the improvement of speaking competence. Pair work and small groups were mentioned by Teacher A and Teacher B as useful classroom dynamics to reduce pressure and build confidence among students. Shared knowledge is generally more effective, and when learners experience difficulties, they can consult with their peers (Rai, 2024). According to Cadiz-Gabejan (2021) and Deviga and Ardhani (2024), group work and pair work contribute to the development of speaking skills since both encourage collaborative learning. Therefore, through group work, students have a supportive classroom environment to interact, gain support and build confidence.

Finally, a relevant interpretation from the findings is the importance of scaffolding strategies, specifically modelling. Teacher A revealed that uses modelling to help students with their pronunciation and vocabulary. As Main (2021) and Hidalgo (2023) point out, modelling provides students with guided examples through repetition and imitation since learners often repeat and imitate the teacher's language and actions. Although the teacher B does not recall the name of the scaffolding strategies, this might indicate an unconscious use of some strategy. Additionally, responses from students might confirm the usefulness of scaffolding to improve their speaking skills, with the option ''All of the above'', which include modelling, prior knowledge, time to talk, pre-teach vocabulary, and visual aids. These findings reflect the positive attitude of students and how scaffolding can enhance their speaking performance and confidence.

In conclusion, this section explains that linguistic limitations and emotional factors affect the development of speaking skills among tenth graders. Nevertheless, supportive teaching strategies such as those based on scaffolding could minimize some difficulties through supportive strategies. Furthermore, such strategies might provide a supportive learning environment, where all students have the same opportunities to participate in speaking activities. Therefore, the implementation of scaffolding strategies might significantly enhance speaking competence among students and at the same time foster their motivation and confidence.

CHAPTER IV: ACADEMIC PROPOSAL

''Enhancing Speaking Skills Through Scaffolding''

4.1. Rationale

In EFL teaching, developing speaking skills among tenth graders is not an easy task because it takes much time, and likewise can be challenging. It remains a difficulty for tenth graders, particularly in contexts where English is not spoken outside of the classroom. The results from the interview and the survey revealed that linguistic components and emotional factors affect participation and interaction. These difficulties are noticeable during English classes, where pressure, anxiety, and shyness hinder the willingness to speak and improve fluency among tenth graders.

Addressing these challenges requires a supportive classroom where students feel comfortable to participate in speaking activities and at the same time, teachers can manage the pressure and boost confidence in students. In response to these challenges, it is important to adopt pedagogical strategies that offer students support during their learning process. One of the strategies that serve as an effective resource to help students to improve their speaking competence is scaffolding. According to Pinela et al. (2025), the use of scaffolding has a positive effect on linguistic components such as pronunciation, vocabulary use, and fluency. In addition, to internalise vocabulary and practice pronunciation of words is necessary to include visual aids, peer interaction, and more opportunities for speaking practice.

Based on the findings and in response to the difficulties among tenth graders, this research was conducted to identify scaffolding strategies and their positive contribution to enhance speaking skills. Hence, as a practical resource, a pedagogical booklet was designed for English teachers. Its main objective is to assist teachers with practical speaking activities in order to promote students' participation in English classes and enhance their speaking competence. This booklet contains speaking lessons, which are designed for tenth-grade students at A2 English level, as established in the National curriculum, following the guidelines of the Common European Framework of Reference for Languages (CEFR).

Furthermore, the content and topics used for this booklet are aligned with the English workbook that teachers use in their classes. To design this booklet, an interview and survey were conducted with teachers, and tenth-grade students. The findings provided valuable insights into planning speaking lessons through ECRIF, a pedagogical model used to monitor and guide students during their learning process, as well as offering them feedback. With the integration of scaffolding strategies in speaking, which were analysed in the theoretical framework, this pedagogical booklet seeks to enhance speaking skills among tenth graders and enrich language learning experiences through a supportive learning environment.

4.2. Theoretical foundations

For EFL students, difficulties in linguistic components of speaking, emotional factors and limited exposure to English outside the classroom, make them less confident to speak English. Hence, the development of speaking skills should be enhanced through gradual support in order to improve speaking competence. One of the supportive teaching strategies in EFL that offers gradual support for students is scaffolding. Wood, Bruner, and Ross (as cited in Dominguez and Svihla (2023), argued that scaffolding is a metaphor to refer to the temporary support provided by teachers to assist the learning process of students. This concept aligns with Vygotsky's Zone of Proximal Development to complete tasks or develop skills beyond their current abilities.

On the one hand, Blakeley and Firestone (2023) explains that scaffolding serves as a principle for construction of knowledge, development of skills, and meaningful learning. On the other hand, Pinela et al. (2025) claim that the use of scaffolding has a considerable effect on linguistic components such as pronunciation, vocabulary usage, and fluency. In addition, Sarmiento-Campos et al. (2022) add that through interactive and guided activities, scaffolding allows students to use language in meaningful contexts. Therefore, to create more opportunities for English practice, scaffolding supports teachers with useful strategies and at the same time, it helps tenth graders to use the language in real-life contexts.

Last but not least, tenth graders usually respond better to pair work due to their social interest; therefore, the selection of topics is essential to teach English and keep them immersed in activities (Ministry of Education, 2016b). According to Cadiz-Gabejan (2021), group or pair interaction promotes collaborative learning, boosts confidence and helps students to improve speaking skills. To facilitate the learning process, collaborative learning provides a safer learning environment. Therefore, scaffolding enables students to enhance speaking skills, gain confidence and interact through a support learning environment.

4.3. Objectives

General objective

- Identify scaffolding strategies to enhance speaking skills in tenth-grade students at ''San Vicente Ferrer'' High School

Specific objectives

- Define specific scaffolding strategies that allow tenth-grade students to improve their speaking skills.
- Determine what activities based on scaffolding strategies can improve speaking skills.
- Design a booklet focused on speaking activities through scaffolding strategies to enhance speaking skills in tenth-grade students.

4.4. Development

ENHANCING SPEAKING SKILLS THROUGH SCAFFOLDING

AN ENGLISH BOOKLET FOR TEACHERS

PRACTICAL STRATEGIES TO SUPPORT ORAL COMMUNICATION IN ENGLISH CLASSROOM

By: Lucy Tigasi

INTRODUCTION

As a practical resource, a pedagogical booklet was designed for English teachers. Its main objective is to assist teachers with practical speaking activities in order to promote students' participation in English classes and enhance their speaking competence. This booklet contains speaking lessons, which are designed for tenth-grade students at A2 English level, as established in the National curriculum, following the guidelines of the Common European Framework of Reference for Languages (CEFR).

The content and topics used for this booklet are aligned with the English workbook that teachers use in their classes. To design this booklet, an interview and survey were conducted with teachers, and tenth-grade students. The findings provided with valuable insights to plan speaking lessons through ECRIF, a pedagogical model used to monitor and guide students during their learning process, as well as offering them feedback.

Therefore, each lesson is designed to prioritize speaking skills. With the integration of scaffolding strategies, this pedagogical booklet seeks to enhance speaking skills among tenth graders and enrich language learning experiences through a supportive learning environment.

THEORETICAL FOUNDATION

❦

According to Wood, Bruner, and Ross (as cited in Dominguez and Svihla, 2023), scaffolding is a metaphor to refer to the temporary support provided by teachers to assist the learning process of students. This concept aligns with Vygotsky's Zone of Proximal Development, which refers to complete tasks or develop skills beyond their current abilities. Vygotsky's Sociocultural Theory and scaffolding have deeply influenced contemporary language pedagogy (Sarmiento-Campos et al., 2022).

On the one hand, Blakeley and Firestone (2023) explain that scaffolding enables teachers to provide support to students, as it serves as a principle for construction of knowledge, development of skills, and meaningful learning. On the other hand, Pinela et al. (2025) claim that the use of scaffolding has a considerable effect on linguistic components such as pronunciation, vocabulary usage, and fluency. In essence, scaffolding has a positive impact on the teaching of speaking skills, which allows students to use the language in the classroom and improve fluency.

Furthermore, Sarmiento-Campos et al. (2022) add that scaffolding allows students to use the language in real contexts through interactive and guided activities. In other words, scaffolding support teachers with useful strategies to create more opportunities for English practice and the same time, help students to improve speaking competence.

Finally, tenth graders usually respond better to pair work due to their social interest; thereby, the selection of topics is essential to keep them motivated in speaking activities (Ministry of Education, 2016b). According to Cadiz-Gabejan (2021), group or pair interaction promotes collaborative learning and confidence, which helps students to improve speaking skills. To facilitate the learning process, collaborative learning provides a safer learning environment. Therefore, scaffolding enables students to enhance speaking skills, gain confidence and interact through a support learning environment.

SCAFFOLDING STRATEGIES

The strategies used throughout the lessons include:

Tap into prior knowledge:
Activating what students already know to build new understanding.

Give time to talk:
Providing space for meaningful student interaction and oral practice.

Modelling:
Demonstrating the language and structure expected before students produce it.

Pre-teach vocabulary:
Introducing key words before tasks to reduce confusion and build confidence.

Use of visual aids:
Supporting understanding and retention through images, pictures, or videos.

TABLE OF CONTENTS

UNIT 1

—•◦❖◦•—

AT THE CINEMA!

LESSON A
WHAT'S YOUR FAVOURITE MOVIE?

Objective:

By the end of the lesson, students will be able to use affirmative and negative forms of the simple present tense to talk about movie preferences in a movie date plan.

Scaffolding strategies:

- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

Time:

45 minutes

Lead in:

- Create a small art gallery with 8 posters about popular movies based on vocabulary (drama, comedy, romance, sci-fi, cartoon, thriller, action, documentary)

- Students walk into the art gallery, observe the posters, and answer the following questions:

1. Do you like watching movies?
2. What kind of movies do you think it is?

Encounter:

- Present to students a simple chart with the meaning, pronunciation, and usage of new vocabulary through the following chart.

GENRE	EXAMPLE	ADJECTIVES TO DESCRIBE	EMOJI
Drama	Titanic	Dramatic	😢
Comedy	White chicks	Funny	🤣
Romance	Me before you	Emotional	😍
Sci-fi	Stranger things	Futuristic	👽
Cartoon	Toy story	Creative	🤖
Thriller	Terrifier	Scary	👻
Action	Avengers	Exciting	🕵️
Documentary	Animal planet	Informative	📚

- Provide students pronunciation drills and use total physical response (TPR) to relate emojis and the movie's adjectives.

- Presents grammar:
  1. *Subject + verb (love/like/dislike/hate) + movie genre*
  2. *Subject + don't/doesn't + verb (love/like/dislike/hate) + movie genre*

- You dislike ____**comedy**___ movies.
- Hanna loves _____ movies.
- Sam, Ben, and I like _____ movies.
- Ale and Jen hate _____ movies.
- I don't like _____ movies.
- Andy doesn't like_____.

Clarify:

- Match the correct genre with the emoji that best represents it.

Drama		Drama
Sci-fi		🥲
Cartoon		🤪
Documentary		😍
Drama		👽
Action		🤖
Thriller		🙃
Comedy		🕵️
Romance		📚

- Match the subject with the correct predicate.

• I	love horror movies.
• My brother	dislike documentaries.
• They	hates romantic movies.
• We	like action movies.

Remember:

Complete the worksheet with the genres of movies and their adjectives.

- **Genres:** drama, cartoon, thriller, action, documentary, comedy, romance, sci-fi.
- **Adjectives:** dramatic, futuristic, creative, scary, exciting, informative, funny, emotional.

Activity 1

Complete the following sentences with the genres of movies and adjectives.

1. I like __comedy__ movies because they are funny.
2. You like romance movies because they are _ _ _ _ _ _.
3. Sophie likes sci-fi movies because they are _ _ _ _ _.
4. Ana and I like _ _ _ _ _ movies because they are _ _ _ _ _.
5. They like _ _ _ _ _ movies because they are scary.
6. I like documentary movies because they are _ _ _ _ _.
7. You like _ _ _ _ _ movies because they are dramatic.
8. Mark likes _ _ _ _ _ movies because they are exciting.

Activity 2

Answer the following question:

- What's your favourite movie?

For example: My favourite action movie is Avengers.

Internalize:

- Prepare a group activity and use the following information to work in class.

Information Sheet

Details	Group Notes
• Movie title	------------------------------
• Genre	------------------------------
• Who likes it?	------------------------------
• Who doesn't like it?	------------------------------
• Day and time	------------------------------
• Place to meet	------------------------------
• Snacks to buy	------------------------------

- Students talk in their group about a movie they want to watch with their friends at the cinema. Include the name of the movie, the time it starts, why she/he wants to watch it, and who doesn't like it.
- At the end, they must come to an agreement about which movie they chose. Students can use the following Useful Language.

Useful Language

- Talking about preferences:
- I like _ _ _ _ _ movies because they are _ _ _ _ .
- She/He loves _ _ _ _ _ movies.
- He/she doesn't like _ _ _ _ _ movies.
- We all like _ _ _ _ _.
- They hate _ _ _ _ _ movies.

Actions

- We go to the cinema with my friends.
- The movie starts at 3:00 p.m.
- We buy popcorn and soda.
- We meet at the cinema.

Fluent use: Model an example and present it orally.

Example

Let's watch "Avengers"
I go to the cinema with my friends to watch Avengers. It is an action movie. The movie starts at 3:00 p.m. Paul and I like action movies because they are exciting. Ana doesn't like action movies, but she comes with us. We meet at the cinema to buy popcorn and soda.

Option for presentation and assessment:
- In the same teamwork or any volunteer to present to the whole class.

LESSON B
GOING TO THE CINEMA!

Objective:
By the end of the lesson, students will be able to use affirmative and question forms of the present continuous tense to describe actions that are happening at the cinema in a short role-play.

Scaffolding strategies:
- Tap into prior knowledge
- Use of visual aids
- Give time to talk
- Modelling
- Pre-teach vocabulary

Time:

45 minutes

Encounter:
- Show a cinema image and ask students the following question:

  - What's happening in the photo?

- Answer the question and mention some action verbs.
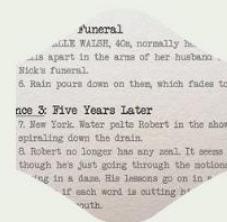
| Queue up | Watch | Talk | Drink | Buy |

Clarify:

- Introduce the vocabulary using flashcards.

Action verbs: laugh, stand, queue up.

- Present the grammar, showing examples with images.
1. **S + be + verb-ing**
2. **Wh + be + S + verb-ing?**

- I am laughing with you.

- James is queuing up to buy a cinema ticket.

- What are they doing?

They are watching a movie on a big screen.

- The actor is wearing an incredible costume.

- Captain America is my favourite character in the Avengers movie.

- The students follow the script during their play performance.

Remember:

Activity 1

- Match the correct sentence with the correct meaning.

Action verbs	Meaning
Laugh	A pass to enter or do something.
Queue up	To be on your feet.
Screen	To wait in line.
Stand	Special clothes for a role or event.
Ticket	A person, animal, or being in a story,
Costume	movie, or play.
Character	To make a happy or funny sound.
	A surface where movies are shown.

- Encourage students to share and read their answers.

Activity 2

- Work in groups of 3 students and put the scrambled words in order.

For example:

1. buying / cinema / I / a / am / ticket. /
   I am buying a cinema ticket.
   _____.

2. watching / are / your / You / on / phone. / videos
   _____.

3. her / laughing / friends. / Ale / is / with
   _____.

4. acting / movie / in / is / Joyce / romantic / movie.
   _____.

5. doing? / you /What / are
   _____.

Internalize:

- Form groups of 4 students: Imagine that you are waiting for your friends outside the cinema. Create a short cinema Role-Play, using the present continuous. You can follow this template:
- Characters: Student 1, student 2, student 3, student 4
- Scene: Where are the characters?

- For example: Outside the cinema
- Character 3: _____
- Character 1: _____
- Character 4: _____
- Character 2: _____
- Character 3: _____
- Character 1: _____
- Character 4: _____
- Character 3: _____
- All: Yeah! Let's go!

Useful language:
Hey! Hello
What are you doing?
Yeah! Let's go!

Fluent use: Model an example and present it orally.

Example

Characters: Ana, Luis, Maria, and Joel
Scene: Outside the cinema. Ana and Luis are standing in a queue. Maria and Joel arrive

Maria: Hey! Hello!
Ana: Hi, Maria! Hi Joel!
Joel: What are you doing?
Luis: We're queuing up to buy a cinema ticket.
Maria: Cool! What movie are you watching?
Ana: We're watching White Chicks. It's a comedy film.
Joel: Nice! That movie always makes me laugh.
Maria: The movie is starting soon. Let's go!
All: Yeah! Let's go!

Presentation and assessment:
- Each group performance with the teacher.

LESSON C
FROM ROUTINE TO ACTION !

Objective:
By the end of the lesson, students will be able to use simple present and present continuous tenses to talk about routines and actions happening at the moment through a poster.

Scaffolding strategies:
- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

Time:
45 minutes

Encounter:

- Show an image of people watching a streaming series and asking questions:

  - What do you usually do when you watch Netflix?
  - What's happening in this picture?

- Students do a brainstorming with daily routines vs. actions happening now, using this sample on the board to separate examples.
- For example:

Daily routines	Actions are happening now
1. I usually watch TV at night. 2. 3.	I'm watching a series right now.

Clarify:

- Introduce vocabulary: sketch, storyboard, background, frames, episode, season, streaming series, today, right now.
- Show images of each term and match each word with the image.

Present grammar and write side-by-side examples with:

- **Simple Present:** She watches one episode every night.
- **Present Continuous:** She is watching an episode now.

Give color-coded subjects and verbs and modelling with gestures or short dialogues.

- Every day, I sketch.   Routine
- Now, I am sketching a new character.   Action happening now

Remember:

Activity 1

- Choose the correct tense (simple present or present continuous).

  1. I often __**watch**___ Game of Thrones but today, I **am looking** for another serie.
  2. He usually _____ (draw) frames. Today, he _____ (work) on the storyboard.
  3. Mary usually _____ (watch) a new episode every night. Right now, she _____ (watch) a documentary.
  4. They _____ (design) the background at the moment. Every week, they _____ (create) one new sketch.

- Encourage students to share and read their answers.

Activity 2

- Match the correct vocabulary, sentence and tense.

VOCABULARY	SENTENCE	TENSE
	They are talking about a new streaming series in class.	Simple Present
	They use a storyboard to plan episodes.	Present Continuous
	She is sketching the main character right now.	Simple Present
	We watch one episode every weekend.	Present Continuos

Internalize:

- In pairs, complete the following activity.

Imagine you are a movie director, create a poster to advertise your movie or series.

- Use target forms in a mini-dialogue practice:

  - What do you usually do when you create a series?

  _____

  - What are you doing now?

  _____

  - What usually happens in their series (simple present)

  _____

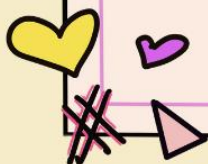 - What is happening in this specific episode (present continuous)

  _____

  - Include vocabulary learnt at the beginning of the class

  _____

Useful promotion phrases:
- Watch it now!
- New season is here! Don't miss this story!
- A new mystery is starting!
- Exciting scenes every week!

Fluent use: Model an example and present it orally.

Escape in the forest!

Escape in the forest
A Film By...

Watch it now! When I create a series, I usually write the script, work on the storyboard, and sketch the characters. We also draw the background for every scene. New season is here! I am working on the storyboard and writing the script for the next episode. In the series, the characters are brave and smart. They usually face danger and go on exciting adventures. Don't miss this story! In an episode, the characters are running in the forest to escape danger. A new mystery is starting!

Option for presentation and assessment:
- Record a video, in which each student participate and speak at least once.

- At the end, students share all posters with whole clase.

FINAL PROJECT

Objective:

By the end of the unit, students will be able to use the simple past tense, the present continuous, and a combination of both tenses to create a film trailer of their own movie and advertise it.

Scaffolding strategies:

- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

PROJECT DESCRIPTION

☑ Students will work in groups of 4 people. They will discuss and choose one movie, the best that they create in previous lessons, and design a trailer of that movie.

☑ Each student has to participate and speak at least once.

☑ The trailer should include 5 to 6 events, each with:

- Title of the movie: _____
- Genre of movie: _____
- Short plot description (current events): _____
- _____
- _____
- List of characters: _____
- Scenes: _____
- _____
- _____
- Vocabulary: _____

Trailer recording format options

Students may choose one of the following formats to
record their trailer:

1. Live-Action Video
   - Record scenes with classmates acting as characters.
   - Use real locations or classroom spaces as settings.
   - Add subtitles or voiceovers to support the spoken language.
2. Animated Video
   - Use free tools like Powtoon, Canva Video, and others.
   - Create characters, dialogues, and actions using animations.
   - Add music, sound effects, and captions.
3. Photo Story Trailer
   - Use a series of staged photos with short captions and audio narration.
   - Combine in a video editing app like CapCut, Canva, and others.
   - Add effects and transitions for a trailer-style look.

Example of the film's cover

Escape in the forest

A Film By Lucy Tigasi

Rubric to evaluate the final project

CRITERIA	Excellent (5)	Good (4)	Satisfactory (3)	Needs improvement (2)
Use of vocabulary				
Use of simple present				
Use of the present continuous				
Teamwork and creativity				
Presentation skills				

UNIT 2

BACK IN TIME!

LESSON A
YESTERDAY'S HIGHLIGHTS!

Objective:

By the end of the lesson, students will be able to use the affirmative and negative forms of the simple past tense to describe the most important aspect of what they did yesterday in a short oral presentation in pairs.
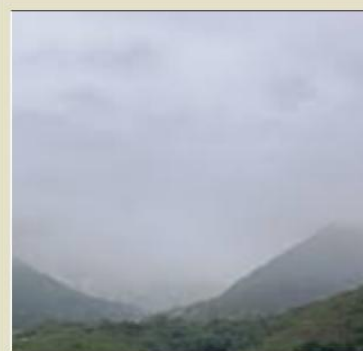
Scaffolding strategies:

- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

Time:

45 minutes

Encounter:

- Show students 3 pictures of different weather conditions: cloudy, sunny, rainy.
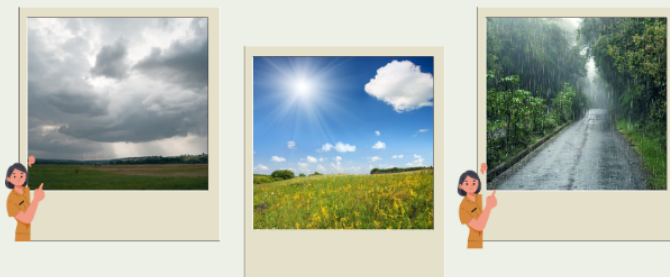

Ask students the following questions:
- What was the weather like yesterday in Ibarra?
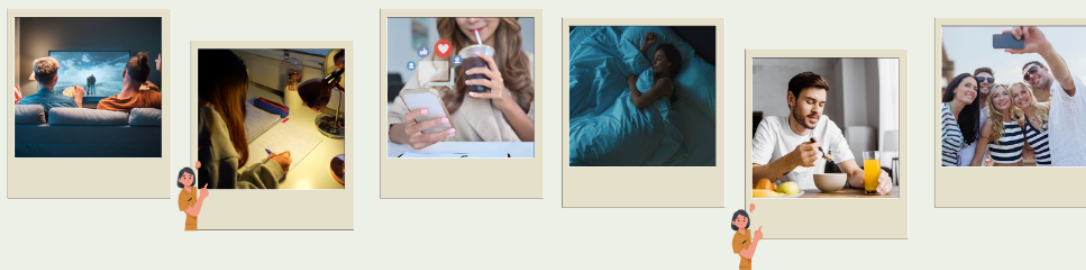- What did you do yesterday?

Clarify:

- Introduce vocabulary with pictures:

Weather: cloudy, sunny, rainy

Verbs: watch, study, chat, sleep, have breakfast, hang out

- Present some verbs in present tense and past tense: watched, studied, chatted, slept, had breakfast, hung out.

Base form
study
chat
sleep
hang out

Past tense
studied
chatted
slept
hung out

- Present some examples:

Base form	Past form	Examples
watch	watched	I watched a horror movie yesterday.
study	studied	You studied for your math exam.
chat	chatted	Helen chatted with her best friend.
sleep	slept	Ana didn't sleep at 11 pm.
eat	ate	Mark had breakfast in a restaurant.
hang out	hung out	Angie, Carol, and I hung out with our classmates.

- Write sentence examples on the board, highlighting structure:

Subject + past verb + complement.

- I watched a horror movie yesterday.
- Anna didn't sleep at 11 pm.

Remember:

Activity 1

- Match the correct base verbs, actions and past forms.

Base form	Action	Past form
chat		watched
watch		studied
hang out		chatted
study		slept
sleep		ate
have		hung out
breakfast		

Activity 2

- Fill in the blank worksheet with verbs in the past tense.

  - Yesterday it was_____**raining**___ (rain). So,   I _**watched**__ a horror movie. (watch)
  - You _____ for your English exam. (study)
  - Maggy _____ with her best friend. (chat)
  - Anna _____ at 11 pm. (not sleep)
  - Mark _____ in a restaurant. (have breakfast)
  - Angie, Carol, and I _____ with our friends. (hang out)

Encourage students to share and read their answers.

Internalize:

Work in pairs and create two different daily schedules ''Yesterday'' for student A and student B. Student A asks Student B and vice versa and completes the worksheet, guiding with the following question:

- What did you do yesterday?

Student A: What did you do yesterday?

Student B answers, and Student A completes the information from Student B.

Student A

TIME	ACTIVITY
8:00 am	• had breakfast.
10:00 am	
1:00 pm	
4:00 pm	• watched an action movie.
8:00 pm	
11:00 pm	

Useful language:
Well! Yesterday was (rainy). So, …
That's what she/he did yesterday. Thank you for listening!
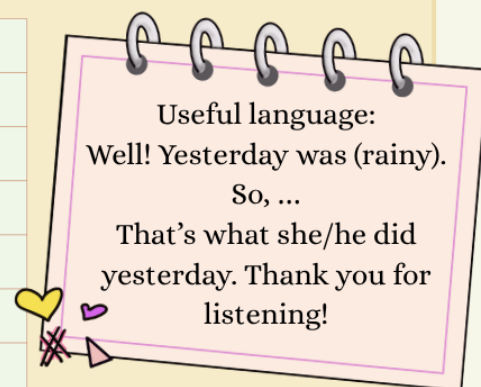
Student B: What did you do yesterday?

Student A answers, and Student B completes the information from Student A.

Student B

TIME	ACTIVITY
7:00 am	
12:00 am	
3:00 pm	• hang out with my parents.
7:00 pm	
9:00 pm	• watch a documentary.
11:00 pm	

Useful language:
That's all about her/his day. I hope you liked it.
Thanks for your attention. That was my report.

Fluent use: Model an example and present it orally.

- Individually, present the information from their partner through a voice recording.
- Students can use Vocaroo or their cell phone's recording.

For example:

YESTERDAY'S HIGHLIGHTS!

MY FAVORITE FOOD

Yesterday was a rainy day. So, Katy, my friend, had breakfast at 8 am. At 11 am, she chatted with me. At 2 pm, she cooked her favourite food, pasta. At 5 pm, she studied for her English exam. She didn't hang out with her friends. She slept at 11 pm.

Scaffolding Tips:
- Model the activity with a confident student before pair work.
- Give students time to talk and practice both asking and answering.
- Use visual aids like clock times next to schedule items to support understanding.

LESSON B
A PLACE TO REMEMBER!

Objective:

By the end of the lesson, students will be able to use the affirmative and negative forms of There was/There were to describe memorable places in a short oral presentation.

Scaffolding strategies:

- Use of visual aids
- Tap into prior knowledge
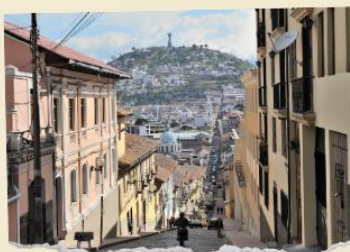- Give time to talk
- Pre-teach vocabulary
- Modelling

Time:

45 minutes

Encounter:

- Show photos of interesting or historical places.

  For example: Galápagos, Guayaquil, Quito, Ibarra.

Ask students the following questions:
- Do you know any of these places?
- When did you visit?
- What was there?

Clarify:

- Introduce vocabulary, model pronunciation, and meaning through a word search: journey, challenge, unusual, enjoyable, unforgettable, experience, landscape
- Find and circle the 7 hidden words related to travel and past situations, and write next to the correct meaning.

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

- A trip from one place to another. _ _ _ _ _ _ _ _ _ _ _ _ _
- Something difficult that needs effort. _ _ _ _ _ _ _ _ _ _
- Not normal or not common._ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
- Something that gives fun or pleasure._ _ _ _ _ _ _ _ _ _
- Something you will always remember._ _ _ _ _ _ _ _ _ _
- Something that happens to you or that you do._ _ _ _ _ _
- The view of land, mountains, or nature._ _ _ _ _ _ _ _ _

Write two example sentences on the board:
- There was an unforgettable view. / There wasn't an unforgettable view.
- There were many people on the beach. / There weren't many people on the beach.

Explain the grammar:
- There was/singular for countable or uncountable nouns.
- There were/plural for countable nouns.
- There was not/there were not

Remember:

Activity 1

- Match the correct complement for There was/ There were

a. an unforgettable experience.

b. enjoyable food.

There was

There were

c. an unusual journey.

d. amazing landscapes.

e. a big challenge with my parents.

Activity 2

- Complete sentences using the correct form: was/were

1. There _ **was** _ a big challenge during the journey.
2. There _ _ _ _ _ many beautiful landscapes.
3. There _ _ _ _ _ an enjoyable experience with the group.
4. There _ _ _ _ _ many people on the beach.
5. There _ _ _ _ _ a loud noise coming from the forest.
6. There _ _ _ _ _ several mistakes in the report.
7. There _ _ _ _ _ a delicious meal in the restaurant.
8. There _ _ _ _ _ two guides during the trip.

- Encourage students to share and read their answers.

Internalize:

- Work in pairs. Student A interviews Student B and vice versa about a memorable place they visited (real or imagined) using the following guiding questions:

  - Where did you go? _____
  - What was the place like? _____
  - What was there? _____
  - What wasn't there? _____
  - Why was it memorable for you? _____

Fluent use: Model a final product.

Student A presents information from student B and vice versa.

Example

A wonderful journey

My partner went to Manta Beach last year. There were a lot of people, but there weren't any restaurants nearby. There was a beautiful sunset, and it was a journey to remember!

- Optional visual aid: Let students choose a photo from their phone as a prompt.

LESSON C
STORIES FROM THE PAST!

Objective:

By the end of the lesson, students will be able to use the simple past tense, and there was / there were to narrate personal stories in an audio recording.

Scaffolding strategies:

- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

Time:

45 minutes

Encounter:

- Show a picture about children.

Ask students:

- What do you remember from your childhood?
- Did you have an adventure or something unusual?

Clarify:

Vocabulary: Use visuals or TPR for words like memory, childhood, ago, event, happened, adventure, scared, holiday.

Grammar Explanation: Write examples on the board:
- There was a big event in my town.
- I went on holiday two years ago.
- There were not many restaurants.

Give a few examples:
- I have a memory from my childhood when I went on holiday.
- I was scared, but it was fun!

Remember:

Activity 1

- Complete the worksheet using PS for past simple, and only P for past with there was/there were

- I went to the park with my parents. **PS**_
- There is a big party in the park today. ___
- There were many stars in the sky last night. ___
- There are two birds in the tree. ___
- There wasn't any food on the table. ___
- There isn't a pencil in my bag. ___

Activity 2

- Fill in the blanks with the correct form of the verbs.

Last year, I __**went**__ (go) on a holiday. There _____ a big party. Everyone _____ (dance) and _____ (laugh). It _____ (happen) two years _____.

- Encourage students to share and read their answers.

34

Internalize:

- Give each student a prompt card with a story beginning:

    When I was a child, something scary happened...

- In pairs, they share their mini-stories and ask each other questions:

    What happened? _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

    When did it happen? _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

    Were you scared? _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

- Prepare another prompt with personal students' information.

    Useful phrases:

    When I was ...

    I still remember it!
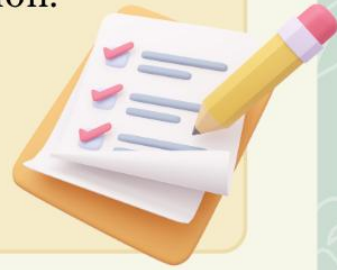
Fluent use: Model a final product.

Example

When I was 5, I had a scary experience. There was a dog that chased me! It happened two years ago, but I still remember it.

- An audio recording for assessment.

FINAL PROJECT

Objective:

By the end of the unit, students will be able to use the past tense, incorporating Unit 2 vocabulary through a visual timeline of important or memorable events from their own life in a short video.

Scaffolding strategies:

- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

PROJECT DESCRIPTION

☑ Students will design a personal timeline titled ''My Story in Time''. The timeline should include 5 to 6 events, each with:
- A date or time reference like 5 years ago…, In 2020…
- A sentence in the simple past.
- One use of ''There was or There were'' across the timeline.
- Use of at least 5 vocabulary words from UNIT 2.

☑ Format Options:
Students may choose:
- A handmade paper timeline with drawings and text.
- A digital timeline using PowerPoint, Google Slides, or Canva.
- A photo-based timeline with short captions (for students who prefer working with visuals).

☑ **Example Timeline Entry:**
2018 – A family trip to the mountains.
We went on a holiday. There was a heavy storm, and I was scared. However, it became an unforgettable adventure!
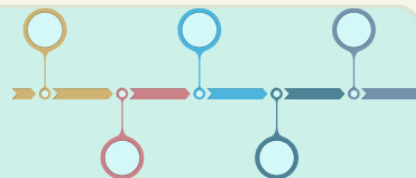
☑ **Planning Support:**
Brainstorming questions:
- What important or funny things happened in your childhood?
- Was there an unforgettable trip, event, or challenge?
- What made you feel scared, happy, or excited?

☑ **Sentence Starters Bank:**
- There was a time when...
- It happened _ _ _ years ago...
- I felt...
- We went to...
- It was a(n) (unusual/adventurous/enjoyable) event.

☑ **Vocabulary Chart or handout.**
- Option to write in pairs for support and confidence.

☑ **Format to present:**
- A short video recording explaining the timeline.

Rubric to evaluate the final project

CRITERIA	Excellent (5)	Good (4)	Satisfactory (3)	Needs Work (2)
Grammar	Accurate use of past tense, and there was/were	Minor errors	Frequent errors	Limited use
Vocabulary	At least 5 words used correctly	3–4 words	1–2 words	Incorrect or missing
Timeline Clarity	Clear, logical order with visuals	Mostly clear	Some confusion	Disorganized
Creativity	Thoughtful and personal or imaginative	Basic story	Minimal effort	Not developed

UNIT 3

MOMENTS THAT MATTER!

LESSON A
MY CRAZY EXPERIENCES!

Objective:

By the end of the lesson, students will be able to use the present perfect in affirmative and negative sentences to talk about life experiences though a poster.

Scaffolding strategies:

- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

Time:

45 minutes

Encounter:

- Show 4–5 pictures of experiences.

  For example: bungee jumping, baking a cake, traveling another country.

Ask students:

- Have you ever gone bungee jumping?

Some students will answer: Yes, I have. / No, I haven't.

Write a few full answers on the board:

- I have gone bungee jumping.
- I haven't gone bungee jumping.

Let them notice both forms in context.

Clarify:

Use a chart like this:

Subject	AUXILIARY	PAST PARTICIPLE	EXAMPLE
I/You/We/They	have	eaten	I have eaten sushi.
He/She/It	has	seen	She has seen that movie.
I/You/We/They	haven't	tried	We haven't tried surfing.
He/She/It	hasn't	finished	He hasn't finished his book.

Pronunciation Tip:
- Practice contractions: have = 've, has = 's, haven't, hasn't.

Remember:

Activity 1

- Fill in the blanks with the correct form.

  - Kelly **have not visited** _ _ _ _ _ _ _ _ _ _ _ (not / visit) Paris.
  - I _ _ _ _ _ _ _ _ _ (watch) that movie.
  - They _ _ _ _ _ _ _ _ _ _ (not / eat) sushi.
  - Frank _ _ _ _ _ _ _ _ _(practice) rugby.
  - We _ _ _ _ _ _ _ _ _ _ (not / go) to the concert.
  - She _ _ _ _ _ _ _ _ _ _ (study) for the exam.
  - My parents _ _ _ _ _ _ _ _ _ _ (travel) to Spain.
  - It _ _ _ _ _ _ _ _ _ _ (not / rain) today.

Encourage students to share and read their answers.

Activity 2
- In each pair of sentences, choose the correct sentence.

A. They have went to the museum.
B. They have gone to the museum.

A. He have never tried sushi.
B. He has never tried sushi.

A. I have never see a whale.
B. I have never seen a whale.

A. She has eat breakfast already.
B. She has eaten breakfast already.

A. We has finished our homework.
B. We have finished our homework.

Internalize:

Use the structure in guided interaction.

Activity: "True or False – Present Perfect"

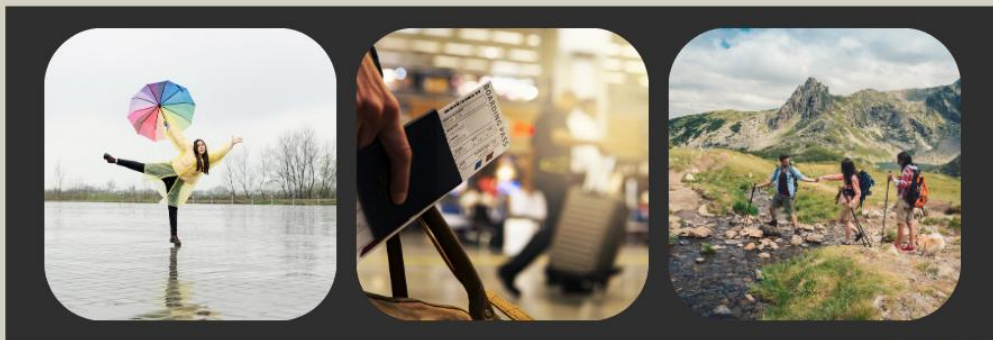Students write 3 sentences about themselves: two true, one false.

- I have climbed a mountain.
- I haven't eaten sushi.
- I have met a famous person.

In pairs, they guess which is false.

Fluent use: Use the target structure freely.

- Activity: "Life Experience Poster"

- In small groups, students create a mini-poster or digital slide:
- Title: "Crazy things we have and haven't done"

Example

"Crazy things we have and haven't done"

- We have danced in the rain.
- We haven't traveled to another country.
- We have gone hiking.
- We haven't gone bungee jumping.

LESSON B
EVER IN YOUR LIFE?

Objective:

By the end of the lesson, students will be able to use the question form of the present perfect to ask about life experiences in a mini interview.

Scaffolding strategies:

- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

Time:

45 minutes

Encounter:

- Show 4–5 pictures of different experiences:

For example: riding a horse, eating sushi, traveling by plane, meeting a celebrity

EXPERIENCES

Ask students:
- Have you ever done any of these things? Which one(s)?
- Which experience would you like to try and why?

Clarify:

Clarify the form, meaning, and pronunciation of the target structure.

Form:

- Question: Have/Has + subject + past participle?
- Have you ever traveled by plane?
- Short Answers:
  - Yes, I have.
  - No, I haven't.
- Past participles to review:
  - eaten, seen, been, tried, gone, ridden, met

Meaning:

- Have you ever...? is used to ask if someone has had a life experience, not at a specific time.

Model pronunciation: have, has

Remember:

Activity 1

- Complete the following questions using the question form of the present perfect.

  - Have you ever **eaten** _ _ _ _ _ _ (eat) ceviche?
  - Have your parents ever _ _ _ _ _ _ (visit) the mountains?
  - Has she ever _ _ _ _ _ _ (see) a shooting star?
  - Have they ever _ _ _ _ _ _ (try) bungee jumping?
  - Have you ever _ _ _ _ _ _ (be) to Quito?
  - Has your brother ever _ _ _ _ _ _ (ride) a horse?

Encourage students to share and read their answers.

Activity 2

- Correct the mistakes in the following sentences.

  - Have you ever see a whale? _ _ _ **seen** _ _ _ _ _ _ _ _ _
  - Have you ever eat octopus? _ _ _ _ _ _ _ _ _ _ _ _ _ _
  - Has Ana ever be to London? _ _ _ _ _ _ _ _ _ _ _ _ _
  - Have they write three books?_ _ _ _ _ _ _ _ _ _ _ _
  - Has Gerard finish the project? _ _ _ _ _ _ _ _ _ _ _
  - Have you arrive at home? _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Encourage students to share and read their answers.

Internalize:

Activity: Find Someone Who...
Give students a worksheet with life experience prompts like:
Find Someone Who...

Students' name

- ...has eaten sushi   _ _ _ _ _ _ _ _ _ _ _
- ...has traveled by plane   _ _ _ _ _ _ _ _ _ _ _
- ...has danced at a party   _ _ _ _ _ _ _ _ _ _ _
- ...has never broken a bone   _ _ _ _ _ _ _ _ _ _ _
- ...has met someone famous   _ _ _ _ _ _ _ _ _ _ _
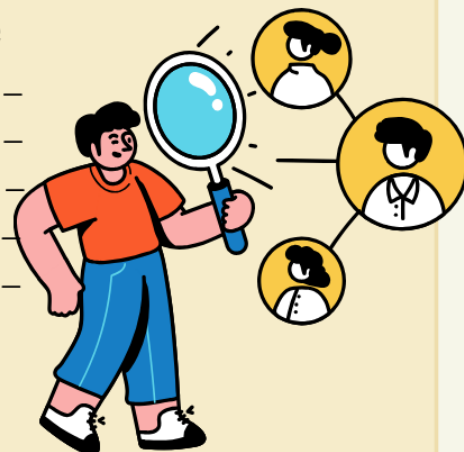
Instructions:
Walk around and ask classmates:
- Have you ever traveled to another country?
- Yes, I have! / No, I haven't.
Write a classmate's name if they answer ''yes.''
Follow-up: In pairs, share what they learned about others.

Fluent use: Use the target structure freely.

- Activity: Mini Interview

Students work in pairs to ask each other 3 original questions:
For example:
- Have you ever lost your phone?
- Have you ever fallen asleep in class?
- Have you ever cooked for your family?

Share one interesting answer with the whole class:

Example

Andrea has cooked for her family
and danced at a party!

Formative Assessment (during class):
- Correct use of Have you ever...?
- Accurate use of past participles
- Appropriate responses (Yes, I have. / No, I haven't.)

LESSON C
MOMENTS THAT REPEAT!

Objective:

By the end of the lesson, students will be able to use the present perfect to talk about the frequency of experiences they have done through a short conversation.

Scaffolding strategies:

- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

Time:

45 minutes

Encounter:

- Show students a short conversation to :

> A: Have you ever been to the beach?
> B: Yes, I have! I've been there five times!
> A: Wow! I've only been there once.

- Let students read or hear the dialogue and notice expressions like: once, twice, three times, many times, never.
- Introduce vocabulary: once, twice, three times, many times, never.

Clarify:

Form:
- I have been to the beach three times.
- She has eaten sushi twice.
- They haven't traveled by plane.

Frequency words:
- once
- twice
- three times
- many times
- never

Meaning: They are still talking about life experiences, but now they are focusing on how often.

Pronunciation:
- I've been in the beach once/twice.
- She's never travelled by ship.

Remember:

Activity 1

- Match sentences with the correct pictures.

1. I have been to the zoo once.
2. He has played soccer many times.
3. We have never climbed a mountain.
4. Mery has visited the beach twice.
5. They have never eaten sushi.
6. I have ridden a bike in the park.
7. Sam has seen a whale in the ocean.
8. We have travelled in an airplane before.

a) We have never climbed a mountain.

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

h) _____

Activity 2

Find the mistake and correct the sentences.

- I have go to the beach two times.
- **<u>I have gone to the beach two times.</u>**
- She have never try sushi.
- _____
- We has finish our homework.
- _____
- They have see that movie before.
- _____
- He have visit Cuenca twice.
- _____
- I has eat breakfast already.
- _____
- You have never be to the jungle.
- _____

Encourage students to share and read their answers.

Internalize:

Activity: Ask your partner!

Give students prompts to interview a classmate:

How many times have you...

- eaten pizza
- traveled by plane
- seen a thriller movie
- lost your phone
- visited your grandparents

They write and report answers:

For example: My partner has seen a horror movie three times.

_____
_____
_____
_____
_____

Fluent use:

Activity: "Experience Line" Game
Put students in a line based on frequency:
- Ask: How many times have you eaten sushi?
- Students organize themselves by answers: Never, once, twice, etc.

Talk in groups about their information:
- Luis has eaten sushi twice this month.
- María has never eaten sushi.

Informal Assessment:
Check that students:
- Use correct word order
- Choose correct frequency words
- Respond naturally to "how many times..." questions.

LESSON D
MY EXPERIENCE TIMELINE!

FINAL PROJECT

Objective:

By the end of the unit, students will be able to use the present perfect (affirmative, negative, and frequency) to describe 5 life experiences in a short video.

Scaffolding strategies:

- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

PROJECT DESCRIPTION

☑ Session 1: Provide students a worksheet or guide with questions to help them think:

- Have you ever been to another city?
- Have you ever tried a new food?
- Have you ever learned something exciting?
- What is something you haven't done?

☑ Writing draft:

Students write 5 sentences:

- 3 affirmative sentences
- _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
- _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
- 1 negative sentence
- _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _
- 1 sentence with frequency (I've done it three times.)
- _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

☑ Session 2 – Create the Timeline / Poster

Students design a visual presentation of their experiences.

Instructions:

Create a timeline, mini-poster, or digital slide showing their experiences.

Include:

- Drawings or photos.
- Their 5 present perfect sentences
- Title: ''My Experience Timeline'' or ''Moments That Matter to Me''

Materials:

- Paper, markers, colored pencils
- Printed photos or magazine cut-outs (optional)
- Digital option (Google Slides or Canva) if available

Encourage creativity!

☑ Session 3 – Presentation and Feedback
Students share their projects.

Presentation options:
- Gallery Walk: Students place posters around the room and walk around, reading and asking each other questions.
- Mini oral presentation: Students present it in small groups (2–4 students).

Example prompts to help them present:
- I have visited the beach three times.
- I haven't flown in a plane yet.
- My favorite experience is when I learned to ride a bike.

Rubric to evaluate the final project

CRITERIA	Yes	No	Sometimes
Uses present perfect (have/has + past participle) correctly in sentences.			
Makes affirmative and negative sentences.			
Uses correct word order in sentences.			
Speaks clearly			
Participates in class activities.			

UNIT 4

❦

FUTURE IN FOCUS!

LESSON A
COMING SOON...

Objective:

By the end of the lesson, students will be able to use the affirmative and negative forms of "be going to" to talk about future intentions in a family weekend plan.

Scaffolding strategies:

- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

Time:

45 minutes

Encounter:

- Show images of people doing weekend activities

For example: reading, going to the beach, doing homework, watching a movie, going shopping.

Ask students:

- What are they going to do this weekend?
- What are you going to do on Saturday?

Dialogue Sample:

A: What are you going to do this weekend?

B: I'm going to visit my cousins and watch a movie.

Ask comprehension questions:

- Are they talking about the past, present, or future?
- Is it a plan or a prediction?

Clarify:

Explain:
- Meaning: "be going to" is used to talk about future plans or intentions already decided.
- Form:

Affirmative: Subject + be (am/is/are) + going to + Base verb
For example:
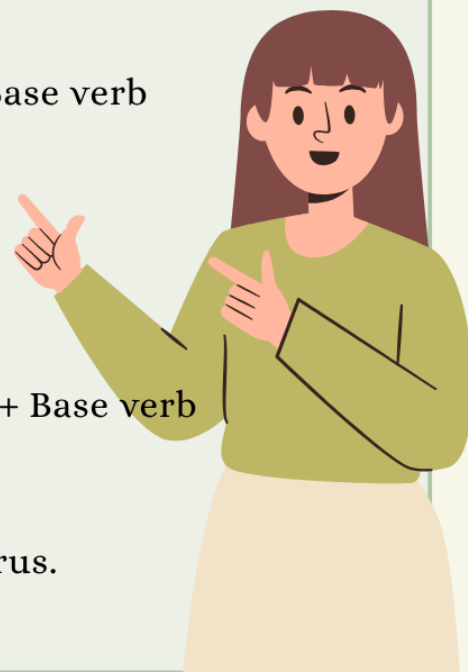I am going to visit my grandparents.
He/She is going to study for his/her exam.
We/You/They are going to travel to another city.

Negative: Subject + be (am/is/are) + not + going to + Base verb
I'm not going to play in the afternoon.

Model the short pronunciation and practice in chorus.

Remember:

Activity 1

- Complete the sentences with the correct form of "be going to"

  - I _ _**am**_ _ _ going to clean my room today.

  - They are going to _ _ _ _ _ _ pizza.

  - Kevin _ _ _ _ _ going to visit her grandmother this weekend.

  - Andy and I _ _ _ going to _ _ _ _ _ a movie tonight.

  - I _ _ _ _ going to study for the English test.

  - She _ _ _ going to ride her bike to school.

  - Ana, Luis, Jane _ _ _ _ going to travel to the beach next month.

Encourage students to share and read their answers.

Activity 2
- Correct the mistakes.

  - He going to plays soccer. = **He is going to play soccer.**
  - Selene going to cooks dinner.
  - _____
  - Paul, Fanny and I is going to watch a movie.
  - _____
  - I am going to goes shopping.
  - _____
  - We going to studies for the test.
  - _____
  - Sophie are going to visit her aunt.
  - _____
  - You is going to plays basketball.
  - _____
  - My friend going to travel next week.
  - _____

Encourage students to share and read their answers.

Internalize:

Activity: "Weekend Interview"
In the notebook, copy the following questions:
- What are you going to do this weekend?
- What time are you going to do it?

Students interview 3 classmates and write down their classmates' answers to the previous prompt.

Student A:_____
_____

Student B:_____
_____

Student C:_____
_____

Example

- What are you going to do this weekend?

Ana is going to play volleyball on Sunday.

- What time are you going to do it?

At 11 am.

Useful language
- ***On holiday, First, Then, Second, Finally, It is going to be a great time!***

Fluent use:

- My Weekend Plan

Students create a mini plan with drawings or symbols of their holiday plan.
They write 5 sentences using "be going to".
For example:
- On the weekend, my family and I are going to Salinas Beach.
- First, we are going to swim in the ocean and play volleyball in the sand.
- Then, ...
- Finally, ...

My Weekend Plan

This weekend, I am going to visit Salinas Beach with my family. We are going to leave early on Saturday morning. First, we are going to swim in the ocean and play volleyball in the sand. Then, we are going to eat seafood near the beach. At night, we are going to stay in a small hotel. On Sunday, we are going to take photos and buy souvenirs before coming back home. It is going to be a great time!

LESSON B
A GREAT PLAN AHEAD!

Objective:
By the end of the lesson, students will be able to use the affirmative and negative forms of "will" to talk about future intentions through a picture description.

Scaffolding strategies:
- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

Time:

45 minutes

Encounter:
- Show 3 fun prediction sentences with pictures: flying cars, robots, cities in the sky.

  - People will travel to space.
  - Cars will fly in the future.
  - Students won't use books; they will use tablets.

Ask students:
- Are these facts or predictions?
- Do they talk about the past, present, or future?

Then ask:
- Do you think these things will happen? Why or why not?

Highlight: "will" is used for predictions or future beliefs, often with maybe or probably.

Clarify:

Explain meaning, form, and pronunciation.
Meaning: Use will for future predictions:

- It will rain tomorrow.
- I think people will live on Mars.
- He won't be late.

Form: Subject + will/won't + Base verb
Affirmative and negative form

- I'll study for my exam.
- He/She won't go to school.
- They will play video games with their parents.

Model pronunciation and repeat in chorus.

Remember:

Activity 1

Choose and complete with will or won't the following predictions

- In 2050, people __will live__ (live) on Mars.

- My teacher _____ (not give) us homework next week.

- I think it _____ (rain) tomorrow.

- Robots _____ (do) many jobs in the future.

- We _____ (not use) books in 10 years, only tablets.

- My family _____ (travel) to another country next summer.

- Students _____ (not go) to school, they will study online.

Encourage students to share and read their answers.

Activity 2

Correct the mistakes in the following sentences.

- He will goes to the party. = **He will go to the party.**

- She won't eats dinner at 8 pm.

- _____

- They will watches a movie tonight.

- _____

- I will goes to the gym later.

- _____

- We won't studies for the test.

- _____

- Tom will plays soccer after school.

- _____

Encourage students to share and read their answers.

Internalize:

Activity: ''Future Fortune Teller''

- In pairs or small groups, elaborate 10 cards that could predict future. Students act as fortune tellers. They look at cards or use their imagination to predict the future:

  For example:
  - You will be a famous singer.
  - You won't have to go to school!
  - Your family will have a robot at home.

Useful language
- *I think you will...*
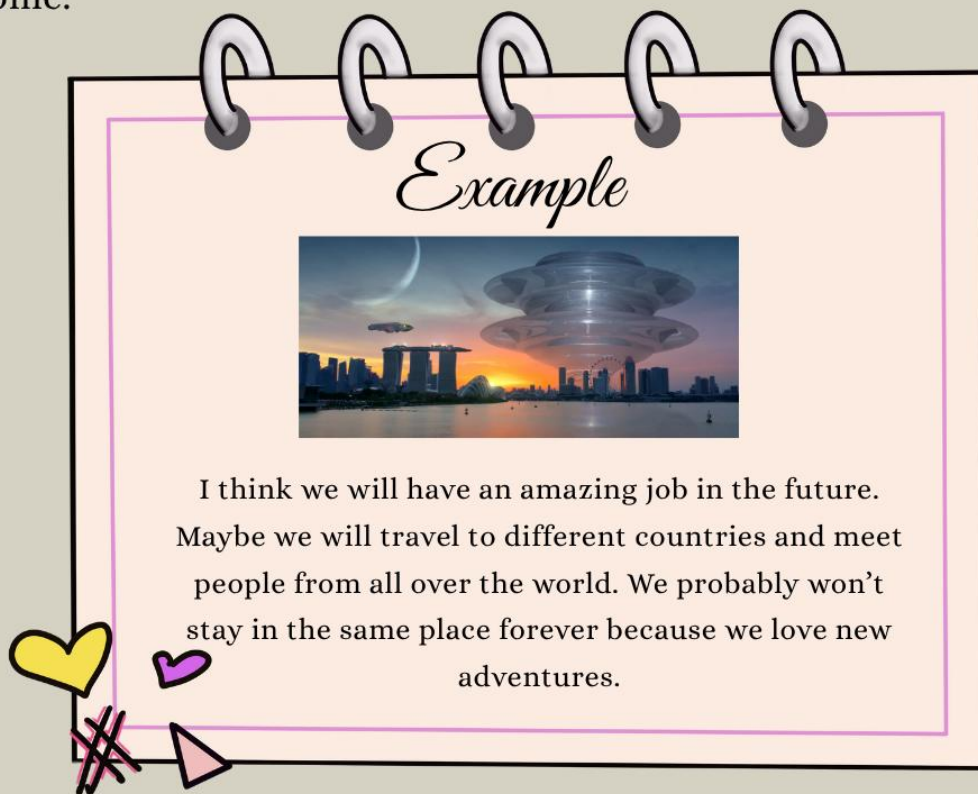- *Maybe you will...*
- *You probably won't...*

Fluent use:

Activity: ''The World in 2050''

- Students work in pairs or groups to create a big picture and make 4-5 predictions about life in 2050.

Then, they present their picture in the same groups with the teacher. For example:

- We think people will live in space. There will be robots in every home.

Example

I think we will have an amazing job in the future. Maybe we will travel to different countries and meet people from all over the world. We probably won't stay in the same place forever because we love new adventures.

LESSON C
PLAN VS. PREDICTION

Objective:
By the end of the lesson, students will be able to use "be going to" and "will" to talk about intentions and plans in a weekend forecast.

Scaffolding strategies:
- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

Time:

45 minutes

Encounter:
- Show this example (written or video with illustrations)

  A: What are you going to do tomorrow?
  B: I'm going to visit my grandmother.
  A: That sounds great! I think she will be very happy.
  B: Yes! And if it rains, we will watch a movie together.

Ask students:
- Which sentence shows a plan?
- Which one shows a prediction?

Highlight that:
- "going to" = planned before
- "will" = prediction or quick decision made now

Clarify:

Clarify meaning, form, and pronunciation.

Meaning:
- ''Going to'' = plans, intentions
- I am going to travel next week.
- ''Will'' = predictions or spontaneous decisions
- I think it will be fun.

Form:

Plan: Subject + be going to + base verb
- I am going to cook with my mom.

Prediction: Subject + will + base verb
- She will cook with her mom in the afternoon.

Model pronunciation and repeat in chorus.

Remember:

Activity 1

- Decide if each sentence is a plan or a prediction. Then, write the correct answer next to the sentence.

  - He is going to study Engineering. = **Plan**

  - They will win the game. _ _ _ _ _ _

  - She is going to visit her parents next weekend. _ _ _ _ _ _

  - I think it will rain tomorrow. _ _ _ _ _ _

  - We are going to watch a movie tonight. _ _ _ _ _ _

  - He will be a famous artist one day. _ _ _ _ _ _ _

  - They are going to cook dinner at home. _ _ _ _ _ _ _

  - People will live in space in the future. _ _ _ _ _ _ _ _

  - I am going to start a new hobby this month. _ _ _ _ _ _

Encourage students to share and read their answers.

Activity 2

- Fill in the blanks with sentences using will or going to.

  - Look at those clouds! It _ _ **will** _ rain.

  - I _ _ _ _ _ _ visit my uncle this weekend.

  - Be careful! You _ _ _ _ _ _ drop that glass.

  - We _ _ _ _ _ _ have a party next Saturday.

  - She thinks he _ _ _ _ _ _ be late again.

  - I _ _ _ _ _ _ study medicine at university.

  - They _ _ _ _ _ _ love this movie — it's so funny!

  - My brother _ _ _ _ _ _ start a new job next month.

Encourage students to share and read their answers.

Internalize:

Activity: "Plan or Prediction?" Interview Game
- Work in pairs. Student A asks Student B, and vice versa. Then, they answer using prompts like:

  - What are you going to do after school?

  - _

  - What do you think will happen next year?

  - _

  - Are you going to do anything fun this weekend?

  - _

  - Do you think people will travel to Mars?

  - _

Then report like the following example:
- Ana is going to travel to Quito.
- She thinks it will be cold.

Fluent use:

Activity: My Weekend Forecast

Students create a short video about weekend weather/news forecast including:

- 2 things they are going to do (plans)
- 2 predictions using will (about weather, people, or events)

HAPPY WEEKEND

On Saturday, I am going shopping with my mom. On Sunday, I am going to do my homework. I think it will rain, so we won't go to the park.

Encourage visuals: drawings, symbols, icons

LESSON D
MY FUTURE VISION BOARD!

FINAL PROJECT

Objective:

By the end of the unit, students will be able to use "be going to", "will" forms and vocabulary to talk about their future plans and predictions, both in writing and speaking, through a creative visual collage.

Scaffolding strategies:

- Use of visual aids
- Tap into prior knowledge
- Give time to talk
- Pre-teach vocabulary
- Modelling

PROJECT DESCRIPTION

☑ Students create a vision board collage that shows their plans using "be going to" and their predictions using "will". The collage will include pictures or drawings and written sentences that express their ideas about their future and the future of the world.

☑ Duration: 2 class sessions

☑ Materials:
- Large paper (A3)
- Magazines/newspapers to cut images or printed images.
- Glue, scissors
- Markers, colored pencils
- Paper for writing sentences

PROJECT STEPS

☑ Session 1: Brainstorm and Write Sentences
- Students brainstorm ideas about their plans: I am going to study medicine and make predictions about their career.
- Write at least 5 sentences with going to and 5 sentences with will, including affirmative and negative forms.
- Teacher checks and gives feedback.

☑ Session 2: Make the Vision Board
- Students choose or draw images that match their sentences.
- Paste the images on the cardboard and write the sentences clearly next to them.
- Decorate the cardboard to make it attractive and clear.

☑ Session 3: Present and Reflect
- Each student presents to the teacher their vision board, explaining at least 3 going to plans and 3 will predictions.
- Group discussion about ideas shared and how they used the future tense.

Rubric to evaluate the final project

CRITERIA	Yes	No	Sometimes
Uses going to in sentences			
Uses will correctly in sentences			
Sentences are clear and easy to understand			
The collage has pictures or drawings			
Student talks about plans and predictions			

References

- Blakeley, S. & Firstone, M. (2023). Scaffolding in Education: Theory, Techniques & Examples. Study.Com. https://study.com/academy/lesson/scaffolding-in-education-definition-theory-examples.html
- Dominguez, S., & Svihla, V. (2023). A review of teacher implemented scaffolding in K-12. Social Sciences and Humanities Open, 8(1). https://doi.org/10.1016/j.ssaho.2023.100613
- Pinela, A. A., Rivadeneira Zurita, M. N., Alomoto Perero, J. J., & Chamba Reyes, M. C. (2025). Scaffolding strategy and speaking skills development in the English teaching process. Papeles, 17(33). https://doi.org/10.54104/papeles.v17n33.2067
- Sarmiento-Campos, N., Lázaro-Guillermo, J., Silvera-Alarcón, E., Cuellar-Quispe, S., Huamán-Romaní, Y., Apaza, O. A., & Sorkheh, A. (2022). A Look at Vygotsky's Sociocultural Theory (SCT): The Effectiveness of Scaffolding Method on EFL Learners' Speaking Achievement. Education Research International, 2022. https://doi.org/10.1155/2022/3514892

More resources for speaking activities
- https://en.islcollective.com/english-esl-worksheets/speaking-practice/discussion-starters-speaking-cards/movies-and-tv-series#google_vignette
- https://wordwall.net/es-es/community/english/speaking/activities
- https://www.gcu.edu/blog/teaching-school-administration/esl-speaking-activities

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- Learning English as a foreign language remains a challenge in educational contexts, especially in speaking skills. Developing speaking skills takes time, as it requires the development of linguistic components such as fluency, accuracy, grammar, pronunciation, and vocabulary usage. For many EFL students, this process is a little tricky due to these linguistic limitations, which often are accompanied by emotional factors that affect their ability to speak English.

- The research findings indicated that teachers and students identified the main difficulties in speaking skills. On the one hand, linguistic limitations like limited vocabulary and difficulties with pronunciation and grammar hinder the ability to speak among students, as they cannot remember and produce the appropriate words in English. On the other hand, these linguistic difficulties are intensified by emotional factors, including anxiety, shyness, and the fear of making mistakes and being ridiculed by classmates, which further limit students' willingness to develop fluency and accuracy.

- According to the responses from students, they identified useful strategies that would improve their confidence in speaking competence, which were based on scaffolding. Scaffolding strategies such as prior knowledge, modelling, time to talk, pre-teach vocabulary, and visual aids provide supportive learning conditions based on the students' needs, which might gradually lead them to interact with confidence in speaking activities.

- Speaking activities through scaffolding strategies might have the potential to address the emotional and linguistic barriers that tenth graders face. In response to these difficulties, a pedagogical booklet titled ''Enhancing Speaking Skills Through Scaffolding'' was developed for teachers. Each lesson includes interactive speaking activities through role-plays, picture descriptions, games, interviews, and group work in order to enhance speaking skills among tenth graders.

5.2. Recommendations

- In EFL teaching, teachers should implement pedagogical strategies that emphasize gradual development of speaking skills among tenth graders. These strategies should focus on the interests and needs of students in order to provide them with more opportunities for real communicative practice, fostering a more confident and effective use in English language.

- Speaking activities should be focused on addressing linguistic limitations with vocabulary, grammar and pronunciation exercises, while fostering a supportive classroom to reduce the fear among tenth graders through communicative activities such as role-plays, picture descriptions, games, interviews, and group work in order to promote meaningful communication.

- Teachers should use support strategies and interactive materials to facilitate comprehension of students before and during speaking tasks. Therefore, as a complementary resource in English classes, the pedagogical booklet should be implemented to adopt supportive activities where teachers can engage students to interact and speak English.

References

Afni, T. N. (2019). *Teaching and learning speaking skill through scaffolding strategy at the eleventh grade of Sma Al-Huda Jati Agung South Lampung in the academic year 2018/2019* [Bachelor's Thesis, Raden Intan State Islamic University]. http://repository.radenintan.ac.id/7706/1/SKRIPSI.pdf

Allen, A. (2022). An Introduction to Constructivism: Its Theoretical Roots and Impact on Contemporary Education. *Journal of Learning Design and Leadership*, *1*(1), 1-11. https://jmcinset.com/active-learning-classroom

Almeida, M. (2022). *Scaffolding techniques and speaking skill* [Bachelor's Thesis, Universidad Técnica de Ambato]. Institutional Research Repository.

Alomoto, A., & Zambrano, O. (2025). *Influence of role-play technique to enhance English speaking skills in A1.1 EFL students* [Bachelor's Thesis, Universidad de Guayaquil]. Institutional Research Repository.

Ananda, N., & Hastini, H. (2023). A Study on Self-Confidence Impact of ELF Students' Speaking. *Journal of General Education and Humanities*, *2*(3), 237–246. https://doi.org/10.58421/gehu.v2i3.158

Andrade, L. (2023). *Cognitive Strategies to develop reading comprehension in junior students at Luis Ulpiano de la Torre High School* [Bachelor's Thesis, Universidad Técnica del Norte]. Institutional Research Repository.

Asnaini, A., Prasiska, C., Tohamba, P., & Rusli, T. I. (2025). SELF-CONFIDENCE FACTORS OF EFL STUDENTS IN SPEAKING CLASS: A CASE STUDY IN HIGHER EDUCATION. *Klasikal: Journal of Education, Language Teaching and Science*, *7*(1), 57–72. https://doi.org/10.52208/klasikal.v7i1.1263

Aulia, G., Hennie, H., Muhammad, R., Muhammad, R., Noor, F., Rizqi, M., Mahendra, Y., Nur, N., Rima, A., & Febrina, C. (2023). *ENGLISH LANGUAGE LEARNING AND TEACHING: A Critical Review from Students' Perspectives.* Eureka. https://repository.penerbiteureka.com/media/publications/564446-english-language-learning-and-teaching-a-6ca12231.pdf

Barros, N., & Sánchez, M. (2024). *The use of scaffolding strategies to improve speaking skills in A1-level students.* [Bachelor's Thesis, Universidad de Guayaquil]. Institutional Research Repository.

Blakeley, S. & Firstone, M. (2023). *Scaffolding in Education: Theory, Techniques & Examples*. Study.Com. https://study.com/academy/lesson/scaffolding-in-education-definition-theory-examples.html

Cadiz-Gabejan, A. M. (2021). Enhancing Students' Confidence in an English Language Classroom. *International Journal of English Language Studies*, *3*(5), 16–25. https://doi.org/10.32996/ijels.2021.3.5.3

Cajamarca, A. (2022). *Tiktok and the speaking skill* [Bachelor's Thesis, Universidad Técnica de Ambato]. Institutional Research Repository.

Cambridge Assessment English. (n.d.). *International language standards*. Retrieved June 1, 2025, from https://www.cambridgeenglish.org/exams-and-tests/cefr/

Cambridge Dictionary. (n.d.). *Strategy*. Retrieved June 4, 2025, from https://dictionary.cambridge.org/dictionary/english/strategy

Chamorro, J. (2024). *Cooperative Learning Strategies to Improve Senior Students' Speaking Skills at Teodoro Gómez de la Torre High School* [Bachelor's Thesis, Universidad Técnica del Norte]. Institutional Research Repository.

Chand, G. (2021). Challenges Faced by Bachelor Level Students While Speaking English. *IJELTAL (Indonesian Journal of English Language Teaching and Applied Linguistics)*, *6*(1), 45. https://doi.org/10.21093/ijeltal.v6i1.853

CNN Español. (2022, November 17). *Los países con mejor y peor dominio del inglés en América Latina*. https://cnnespanol.cnn.com/2022/11/17/argentina-costa-rica-cuba-paises-mejor-dominio-ingles-ef-orix/

Continental. (2023). *Supportive Language Instruction: 5 Scaffolding Strategies for ELL Students*. https://www.continentalpress.com/blog/scaffolding-strategies-for-ell-students/?srsltid=AfmBOooRLNuu9xwzldLn6CMzua0oOVwY8EYzm89Yp_H69C UUKzCuohYD

Cronquist, K., & Fiszbein, A. (2017). *El aprendizaje del inglés en América Latina*. Centro de Investigación Educativa AIP CIEDU. https://www.thedialogue.org/wp-content/uploads/2017/09/El-aprendizaje-del-ingl%C3%A9s-en-Am%C3%A9rica-Latina-1.pdf

Cundar-Ruano, A. (2021). Constructivist and Socio-cognitive Applications in Second and Foreign Language Teaching and Learning. *Dominio de las Ciencias, 7(2),* 598–818. https://doi.org/10.23857/dc.v7i2.1829

Daar, G. F., Pd, S., & Pd, M. (2020). *Problems of English language learning in context (Based on some Studies in Manggarai)*. PKBM SAMBI POLENG. https://osf.io/vudxy/download

Daulay, S. H., Dalimunte, M., & Ningrum, D. W. (2021). The Importance of Linguistics for Teachers in English Language Teaching. *ENGLISH FRANCA: Academic Journal of English Language and Education*, *5*(2), 339. https://doi.org/10.29240/ef.v5i2.2721

Dawadi, S., Shrestha, S., & Giri, R. A. (2021). Mixed-Methods Research: A Discussion on its Types, Challenges, and Criticisms. *Journal of Practical Studies in Education*, *2*(2), 25–36. https://doi.org/10.46809/jpse.v2i2.20

Derakhshan, A., Khalili, A., & Beheshti, F. (2016). Developing EFL Learner's Speaking Ability, Accuracy and Fluency. *English Language and Literature Studies*, *6*(2), 177. https://doi.org/10.5539/ells.v6n2p177

Deviga, L., & Ardhani, R. A. (2024). Improving Speaking Skills Through in Pairs Technique at The First Semester of Medical Record Program. *ARMADA: Jurnal Penelitian Multidisiplin*, *2*(1). https://doi.org/10.55681/armada.v2i1.1136

Dikmen, M. (2022). EFL Learners' Foreign Language Learning Anxiety and Language Performance: A Meta-Analysis Study. *International Journal of Contemporary Educational Research*, *8*(3), 206–222. https://doi.org/10.33200/ijcer.908048

Dominguez, S., & Svihla, V. (2023). A review of teacher implemented scaffolding in K-12. *Social Sciences and Humanities Open*, *8*(1). https://doi.org/10.1016/j.ssaho.2023.100613

Guevara, D. (2021). *Cooperative learning strategies in the speaking skill improvement*. [Masther's Thesis, Universidad Técnica del Norte]. Institutional Research Repository.

Guevara, S., & Flores, F. (2020). English Majors' Perceptions on Factors Influencing the Development of their Oral Fluency. *RECUS REVISTA ELECTRÓNICA COOPERACIÓN UNIVERSIDAD SOCIEDAD*, *5*, 11–18. https://www.researchgate.net/publication/343323746_English_Majors'_Perceptions_on_Factors_Influencing_the_Development_of_their_Oral_Fluency

Hanifa, R. (2018). Factors generating anxiety when learning EFL speaking skills. *Studies in English Language and Education*, *5*(2), 230–239. https://doi.org/10.24815/siele.v5i2.10932

Hernández, A. (2018). *The use of scaffolding strategies in speaking skill* [Masther's Thesis, Universidad Técnica de Ambato]. Institutional Research Repository.

Hernández Sampieri, R., & Baptista, P. (2014). *Metodología de la investigación* (6°). Mc Graw Hill Education.

Hernández Sampieri, R., Fernández-Collado, C., & Baptista-Lucio, P. (2014). *Metodología de la Investigación* (6°). Mc Graw Hill Education.

Hidalgo, M. (2023). *The modeling language strategies to enhance the speaking skills* [Masther's Thesis, Universidad Técnica de Ambato]. Institutional Research Repository.

Hue, B. T. H. (2024). Utilizing Communicative Activities to Teach Oral English Skills to Students at Tuyen Quang School for Excellence (TSE). *European Journal of Theoretical and Applied Sciences*, *2*(4), 222–236. https://doi.org/10.59324/ejtas.2024.2(4).19

Intarapanich, C. (2013). Teaching Methods, Approaches and Strategies Found in EFL Classrooms: A Case Study in Lao PDR. *Procedia - Social and Behavioral Sciences*, *88*, 306–311. https://doi.org/10.1016/j.sbspro.2013.08.510

Jaramillo, G. (2018). *Project based learning method to develop speaking skill in the students of eight level of San Felipe Neri School*. Semantic Scholar. https://www.semanticscholar.org/paper/Project-based-learning-method-to-develop-speaking-%E2%80%93-Quinchuela-Alexandra/2268f856cfb0f633a67b447c1151cbd013b2d55d

Juhana. (2012). Psychological Factors That Hinder Students from Speaking in English Class (A Case Study in a Senior High School in South. *Journal of Education and Practice, 3(12)*. https://www.iiste.org/Journals/index.php/JEP/article/view/2887/2913

Kady, S. (2023). *Theories, Approaches, and Methods of Learning English Language – Concise Review*. TEFL Solutions. https://myteflsolutions.com/english-learning-approaches-methods/

Krismanti, N., & Siregar, M. M. (2017). Students' psychological problems in speaking: a case study on speaking II class of Stkip PGRI Banjarmasin. *Jurnal Lentera, 12*(2), 62–73. https://doi.org/10.33654/jpl.v12i2.356

Kuliahana, A., & Marzuki, A. G. (2020). Repetition technique in an EFL speaking class in Islamic higher education in Indonesia. *Academic Journal Perspective: Education, Language, and Literature*, *8*(1), 20–28. https://doi.org/10.33603/perspective.v8i1.3295

Lara, A., Guaranga, J., Iguasnia, M., & Inca, J. (2022). Communicative activities to enhance oral production in the EFL classroom. *Ciencia Digital*, *6*(1), 6–26. https://doi.org/10.33262/cienciadigital.v6i1.1952

Lechón, E. (2024). *Scaffolding Strategies to Strengthen Speaking Skills in 9th Grade Students at Presbítero Amable Herrera High School* [Bachelor's Thesis, Universidad Técnica del Norte]. Institutional Research Repository.

López, D., & Olarte, C. (2023). Del error a la comprensión: Dificultades de la oralidad en inglés. *Revista Perspectivas Docentes*, *Volumen 34*. https://dialnet.unirioja.es/servlet/articulo?codigo=9630047

López, E. (2022). *Three-step interview strategy and speaking production* [Bachelor's Thesis, Universidad Técnica de Ambato]. Institutional Research Repository.

Macías, K., & Villafuerte, J. (2020). Teaching English Language in Ecuador: A Review from the Inclusive Educational Approach. *Journal of Arts and Humanities, 9*(2), 75-90 https://doi.org/10.18533/journal.v9i2.1854

Maila, J. (2021). *Developing speaking skills through scaffolding in the EFL classroom at the third high school level in Ibarra-Ecuador* [Masther's Thesis, Universidad Técnica del Norte]. Institutional Research Repository.

Main, P. (2021, August 16). *Scaffolding in Education: A teacher's guide*. Structural Learning. https://www.structural-learning.com/post/scaffolding-in-education-a-teachers-guide

Mantilla, M., & Guevara-Betancourt, S. (2019). The incidence of anxiety in the development of the speaking skill in the foreign language classroom. *Revista Sarance Nº 42*. https://revistasarance.ioaotavalo.com.ec/index.php/revistasarance/article/view/766/845

Kulsum, E., Jamjami, A., Uyun, A., Sri, A. (2025). A Study on the difficulties in English Speaking for EFL Students. *Journal on Education*, *07*(02). https://doi.org/10.31004/joe.v7i2.8109

Ministry of Education. (2012a). *ACUERDO-247-12*. https://educacion.gob.ec/wp-content/uploads/downloads/2012/08/ACUERDO-247-12.pdf

Ministry of Education. (2012b). *National English curriculum guidelines: English as a foreign language*. https://educacion.gob.ec/wp-content/uploads/downloads/2013/04/Curriculum_Guidelines-EFL-1-OK.pdf

Ministry of Education. (2014). *Acuerdo No. 0052-14*. https://educacion.gob.ec/wp-content/uploads/downloads/2014/03/ACUERDO-052-14.pdf

Ministry of Education. (2016a). *English as a foreign language*. https://educacion.gob.ec/wp-content/uploads/downloads/2016/03/EFL1.pdf

Ministry of Education. (2016b). *English as a foreign language for subnivel superior*. https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/EFL-for-Subnivel-Superior-of-EGB-ok.pdf

Moreno Novillo, A. C., Ortega Chamorro, C., & Bejarano Criollo, S. (2022). *Learn English in an easy, fast and fun way. Escuela Superior Politécnica de Chimborazo*. La Caracola Editores. http://cimogsys.espoch.edu.ec/direccion-publicaciones/public/docs/books/2022-10-26-151348-Learn_English_in_an_easy_fast_and_fun_way.pdf

Ñaupas, H., Valdivia, M., Palacios, J., & Romero, H. (2018). *Metodología de la investigación Cuantitativa - Cualitativa y Redacción de Tesis* (5°). Ediciones de la U.

Navas, W. (2023). Motivation in the classroom to develop English Speaking skills. *LATAM Revista Latinoamericana de Ciencias Sociales y Humanidades*, *4*(2). https://doi.org/10.56712/latam.v4i2.743

Neelambaram, B., Gowda, P., Shyam Sundar, M., Chaithanya, D., Suraiya, A., Mohammad, R., & Vijayalakshmi, R. (2024). The Role Of English As A Global Language In Shaping Modern Educational Systems. *Educational Administration: Theory and Practice*, *2024*(6), 1100–1105. https://doi.org/10.53555/kuey.v30i6.5438

Nguyen, T. P. (2024). Video Recording in EFL Learners' Speaking Skills Development: A Literature Review. *International Journal of AI in Language Education*, *1*(2), 52–76. https://doi.org/10.54855/ijaile.24124

Nijat, N., Atifnigar, H., Chandran, K., Tamil Selvan, S. L., & Subramonie, V. (2019). Psychological Factors that Affect English Speaking Performance among Malaysian Primary School Pupils. *American International Journal of Education and Linguistics Research*, *2*(2), 55–68. https://doi.org/10.46545/aijelr.v2i2.117

Nurdini, R. A. (2018). The use of picture to improve students' English speaking skill. *IJET (Indonesian Journal of English Teaching)*, *7*(2), 157-162. https://doi.org/10.15642/ijet2.2018.7.2.157-162

Obando-Mejía, I. G., Reyes-Avila, R. M., Bailón-Intriago, F. C., & Reyes-Avila, J. O. (2023). Using communicative games to improve speaking in English as a second language. *International Journal of Linguistics, Literature and Culture*, *9*(4), 170–181. https://doi.org/10.21744/ijllc.v9n4.2347

Ortiz, R. (2019). The impact of information gap activities on young EFL learners' oral fluency. *Profile: Issues in Teachers' Professional Development*, *21*(2), 113–125. https://doi.org/10.15446/profile.v21n2.73385

Pakula, H.-M. (2019). Teaching speaking. *Apples - Journal of Applied Language Studies*, *13*(1), 95–111. https://doi.org/10.17011/apples/urn.201903011691

Pérez, S. (2024). *Social Networks to develop the Speaking Skill in the English Language* [Bachelor's Thesis, Universidad Central del Ecuador]. Institutional Research Repository.

Pinela, A. A., Rivadeneira Zurita, M. N., Alomoto Perero, J. J., & Chamba Reyes, M. C. (2025). Scaffolding strategy and speaking skills development in the English teaching process. *Papeles*, *17*(33). https://doi.org/10.54104/papeles.v17n33.2067

Politeknik, M., & Makassar, A. (2019). Improving Speaking Skill by Using Group Work Method. *Jurnal Lingua Applicata)*, *3*(1). https://jurnal.ugm.ac.id/jlaHal.1-9

Quezada, N. (2010). *Metodología de la Investigación: Estadística aplicada en la Investigación*. Empresa Editora Macro.

Rai, H. (2024). Role of Collaborative Learning for Developing Speaking Skills of Secondary Level Students. *Gipan*, *6*(1), 71–79. https://doi.org/10.3126/gipan.v6i1.68136

Rao, X. (2018). Learning Theories that Impact English Teaching and Learning. In *University English for Academic Purposes in China* (21–39). Springer Singapore. https://doi.org/10.1007/978-981-13-0647-1_3

Rara, P., Astutik, Y., & Rahayu, E. (2024). Psychological Factors on Students' Speaking Skill Problems at Junior High School. *Tell: Teaching of English Language and Literature Journal*, *12*(1). https://doi.org/10.30651/tell.v12i1.21940

Rea, L. (2023). *Learning strategies and the speaking skill* [Masther's Thesis, Universidad Técnica de Ambato]. Institutional Research Repository.

Riera, I., & Paredes, L. (2023). Scaffolding strategy for encouraging Speaking skills among tenth graders. *Ciencia Digital*, *7*(3), 6–24. https://doi.org/10.33262/cienciadigital.v7i3.2584

Rosmayanti, V., Ramli, R., & Rafiqa, R. (2023). Building beginners, self-confidence in speaking at private high school in Makassar. *EduLite: Journal of English Education, Literature and Culture*, *8*(1), 192-208. https://doi.org/10.30659/e.8.1.192-208

Rubio, F., & Taylor, L. (n.d.). La adquisición del lenguaje. *Introducción a la lingüística del español*. Retrieved May 15, 2025, from https://uen.pressbooks.pub/introspanling/chapter/la-adquisicion-del-lenguaje/

Sarmiento-Campos, N., Lázaro-Guillermo, J., Silvera-Alarcón, E., Cuellar-Quispe, S., Huamán-Romaní, Y., Apaza, O. A., & Sorkheh, A. (2022). A Look at Vygotsky's Sociocultural Theory (SCT): The Effectiveness of Scaffolding Method on EFL Learners' Speaking Achievement. *Education Research International*, *2022*. https://doi.org/10.1155/2022/3514892

Setiawan, D. (2022). EFL students' pedagogy for social constructivism in speaking blended mode activities: a case study. *Journal of English Education Program*, *9*(1). https://jurnal.unigal.ac.id/index.php/jeep

Shi, H. (2017). Learning Strategies and Classification in Education. *Institute for Learning Styles Journal, 1*. https://www.auburn.edu/academic/cla/ilsrj/Journal%20Volumes/Fall%202017%20Vol%201%20PDFs/Learning%20Strategies%20Hong%20Shi.pdf

Soto, S., Espinosa Cevallos, L., & Rojas Encalada, M. (2025). Studies on motivation and EFL teaching and learning in Ecuador. *Revista InveCom*, *5*(1). https://doi.org/10.5281/zenodo.10892449

Sotomayor, K., Córdova, J., Baños, M. B., & Camacho, L. (2024). Strategies for Reducing Anxiety in EFL Classroom: An Academic Review. *Ciencia Latina Revista Científica Multidisciplinar*, *8*(2), 7159–7169. https://doi.org/10.37811/cl_rcm.v8i2.11117

Taber, K. S. (2018). *Scaffolding learning: principles for effective teaching and the design of classroom resources. In M. Abend (Ed.), Effective Teaching and Learning: Perspectives, strategies and implementation* (pp. 1-43). New York: Nova Science Publishers. https://www.researchgate.net/publication/327833000

Tenny, S. Brannan, J. Brannan, G. (2022, September 18). *Qualitative Study*. National Library of Medicine. https://www.ncbi.nlm.nih.gov/books/NBK470395/

Thamer, H., & Kareem, H. (2018). *Scaffolding In EFL Classrooms*. [Bachelor's Thesis, University of Qadisiyah]. https://repository.qu.edu.iq/wp-content/uploads/sites/31/2018/07/5.pdf

Thomas, C. (2021). *Research Methodology and Scientific Writing*. Springer. https://www.springer.com/gp/book/9783030648640

Trujillo, C., Naranjo, M., Lomas, K., & Merlo, M. (2019). *Investigación Cualitativa*. Editorial Universidad Técnica del Norte UTN. Red de Ciencia Naturaleza y Turismo RECINATUR, Valdivia Chile.

Ullah, H., Akram, M., & Shams, Q. (2020). Emerging Role of Constructivism for Developing English Speaking Skills. *Global Language Review*, *3*(15), 142–150. https://doi.org/10.31703/glr.2020(v-iii).15

Zenteno, J. (2024). *El desarrollo de los aprendizajes de las y los adolescentes: Factores Clave*. JorgeINNOVA. https://www.jorgeinnova.com/2024/10/el-desarrollo-de-los-aprendizajes-de-las-y-los-adolescentes.html

ANNEXES

Annex 1. Research Instruments

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Ibarra, 06 de mayo de 2025
Magíster
Marlen Mishell Congo Cervantes
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los Cuestionarios de Investigación del Proyecto **Scaffolding to Enhance Speaking Skills in Tenth-Grade Students at San Vicente Ferrer High School.** Previo a la obtención del título de Licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros, mención inglés, para lo cual, se dignará encontrar adjunto los Cuestionarios y los instrumentos de validación.

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

Lucy Susana Tigasi Suatunce
C.C.: 0504059700

Topic: Scaffolding to Enhance Speaking Skills in Tenth-Grade Students at San Vicente Ferrer High School

INTERVIEW FOR TEACHERS

Objective: Identify scaffolding strategies that contribute to the enhancement of oral expression skills in tenth-grade students.

Directions:

- Please answer the following questions sincerely.
- The information you provide will be used exclusively for academic purposes.

Questions

1. What English expressions or phrases do your students most frequently use during classes? For example: Yes! – Okay! / I am sorry! – What? / Please! – Thank you! / Hello! – Bye!

2. Do you think your students like speaking in English? Yes/No, why? Please explain your answer.

3. What challenges do you face when teaching speaking skills in English to your tenth-grade students?

4. What do you think are the main reasons that limit your students' development of speaking skills in English?

5. According to your experience, in which situations do your students have more difficulty speaking English?
   a) When answering questions
   b) When working in groups
   c) When presenting in front of the class
   d) When speaking spontaneously
   e) All of the above

   Explain why

6. In which kind of classroom dynamic do you carry out speaking activities to get your students to practice English? Choose the option that best applies to your teaching practice.

   a) Individually
   b) In pairs
   c) In small groups
   d) With the whole class
   e) All of the above

   Explain why

7. Are you familiar with the concept of ''scaffolding''? Yes/No

8. If your answer to question 7 was Yes, can you mention some scaffolding strategies that you use in your classes and explain why?

Thank you for your time and your valuable responses!

Encuesta para estudiantes

Tema de investigación: Scaffolding para mejorar las habilidades de expresión oral en estudiantes de décimo grado

Objetivo: Identificar estrategias de scaffolding que contribuyan a la mejora de las habilidades de expresión oral en estudiantes de décimo grado.

Instrucciones:

- Por favor, lea cuidadosamente cada pregunta.
- Seleccione la(s) respuesta(s) que considere adecuadas.
- La información recopilada a través de esta encuesta será utilizada únicamente con fines académicos.

Información general

Edad: _____

Sexo: Masculino ( )   Femenino ( )

Preguntas de investigación

1. **¿Qué expresiones o frases en inglés sueles usar con mayor frecuencia durante tus clases? Puedes seleccionar más de una opción.**
   a) Yes! – Okay!
   b) I am sorry! – What?
   c) Please! – Thank you!
   d) Hello! – Bye!
   e) Todas las anteriores
2. **¿Te gusta hablar en tus clases de inglés?**
   a) Sí
   b) No
3. **¿Qué tan difícil te resulta hablar en inglés durante tus clases?**
   a) Muy difícil
   b) Difícil
   c) Poco difícil
   d) Nada difícil
4. **¿Qué tan seguro/a te sientes al hablar en inglés en tus clases?**
   a) Completamente seguro/a.
   b) Bastante seguro/a.
   c) Poco seguro/a.
   d) Nada seguro/a.
5. **De la siguiente lista, encierra las opciones de las dificultades que enfrentas al momento de hablar en inglés. Puedes elegir más de una opción.**
   a) No conozco suficiente vocabulario.

b) Me siento nervioso/a o tímido/a y tengo miedo de cometer errores.

c) Es difícil entender la gramática.

d) No me siento lo suficientemente motivado/a.

e) Todas las anteriores.

6. **Cuando el docente realiza actividades para hablar en inglés, ¿en qué situaciones te resulta más complicado hablar?**

a) Al responder a las preguntas del docente.

b) Al trabajar en grupo.

c) Al hacer presentaciones frente a la clase.

d) Al hablar espontáneamente sin previa preparación.

e) Todas las anteriores.

7. **¿Con qué dinámica de clase te sientes más cómodo/a hablando en inglés?**

a) Trabajando solo/a

b) Trabajando con un compañero/a

c) Trabajando en grupos pequeños

d) Trabajando con toda la clase

e) Todas las anteriores

8. **Marque con un visto (✓) las acciones que te ayudarían a sentirte más seguro/a al momento de hablar en inglés. Puedes seleccionar más de una opción.**

_____Tener tiempo suficiente para prepararme antes de hablar.

_____Recibir una guía paso a paso para expresar lo que quiero decir.

_____Obtener retroalimentación positiva durante la clase.

_____Recibir correcciones acompañadas con una explicación.

_____Todas las anteriores.

9. **De la siguiente lista, marca con un visto (✓) las opciones que consideres útiles para mejorar tu destreza oral en inglés. Puedes seleccionar más de una opción.**

_____Escuchar y repetir frases después del docente.

_____Practicar diálogos con un compañero.

_____Utilizar recursos visuales para comprender mejor.

_____Tener palabras clave o frases escritas en la pizarra.

_____Todas las anteriores.

¡Gracias por tu colaboración

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

CUESTIONARIOS

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:

123

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

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	/			
2	/			
3	✓			
4	/			
5	/			
6	✓			
7		/		
8	/			

Firma del Evaluador

C.C.: 1003496211

Apellidos y nombres completos	Congo Cervantes Marlen Hishell
Título académico	Magíster en Pedagogía de los idiomas Nacionales y Extranjeros Mención Inglés.
Institución de Educación Superior	UNIVERSIDAD TÉCNICA DEL NORTE
Correo electrónico	mmcongoc@utn.edu.ec
Teléfono	0989663508

Fecha de envío para la evaluación del experto:	06 de mayo de 2025
Fecha de revisión del experto:	07 de mayo de 2025

124

Annex 2. Application of research instruments

Annex 3. Socialization of the academic proposal
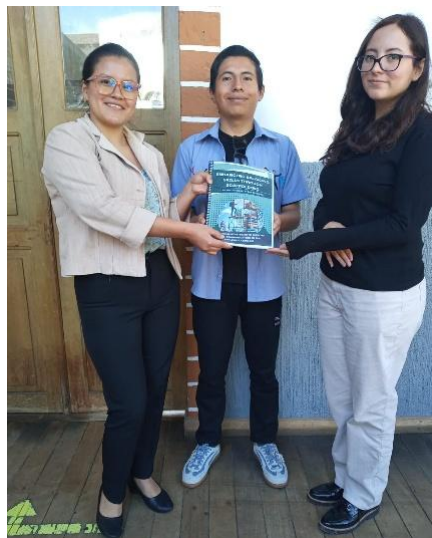
Certificate of socialisation

**UNIDAD EDUCATIVA
"SAN VICENTE FERRER"
DOMINICOS**

Lcdo. Fray Edison Gonzalo Suárez Carvajal O.P,
RECTOR DE LA UNIDAD EDUCATIVA
"San Vicente Ferrer "- Dominicos. - En legal forma

C E R T I F I C O:

Que la Srta. **TIGASI SUATUNCE LUCY SUSANA**, portadora de la cédula de identidad **CI: 0504059700**, estudiante de la carrera de pedagogía de los idiomas nacionales y extranjeros de la Universidad Técnica del Norte, realizó la socialización de su propuesta titulada *ENHANCING SPEAKING SKILLS THROUGH SCAFFOLDING* perteneciente al trabajo de integración curricular SCAFFOLDING TO ENHANCE SPEAKING SKILLS IN TENTH-GRADE STUDENTS AT SAN VICENTE FERRER HIGH SCHOOL al personal docente del área de Inglés de la **UNIDAD EDUCATIVA "SAN VICENTE FERRER" - DOMINICOS** el 1 de julio de 2025 a las 10H00 am.

Esto es todo cuanto puedo manifestar en honor a la verdad, pudiendo la suscrita hacer uso de este documento como estime conveniente.

Ibarra, 03 de julio de 2025

Atentamente,

Lcdo. Fray Gonzalo Suárez Carvajal O.P
RECTOR SVF-D
sanvicenteferrer_dominicos@hotmail.com
062(640-231)

U.E. "SAN VICENTE FERRER"
DOMINICOS
RECTORADO

Contiguo a la Iglesia Santo Domingo 4-76 –IBARRA ECUADOR
2640231 sanvicenteferrer_dominicos@hotmail.com