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TITLE

MEANINGFUL LEARNING THEORY APPLICATION TO IMPROVE ENGLISH SPEAKING SKILLS IN 10TH GRADE STUDENTS AT LICEO CRISTIANO DE GUAYAQUIL DURING SCHOOL YEAR 2018-2019

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RESUMEN:

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anything motivating to generate the most fluid and natural English language production. By using the activities during the process of acquisition of the foreign language by students whose native language is not Spanish, it is expected to improve the teaching - learning process of the foreign language. These activities are based on the theory of meaningful learning established by the psychologist David Ausubel, who mentions that learner, must create links between what is taught and what has been learned in a context of real situation. The approach of this theory fosters a critical learning because it avoids a repetitive and mechanical teaching typical of the traditional method. The first phase of the project includes a prior analysis of the speaking situation to assess the influence of critical thinking strategies on the inferential speaking skills of 10th grade students at Liceo Cristiano De Guayaquil during the 2018-2019 school year. After the analysis, the next phase was the selection of an appropriate methodology that implies the fluent production of the English language and the development of thinking skills through the use of the language in a real situation, allowing them to express ideas, argue and interact. The results of this research work show the positive influence that the application of playful activities had on the speaking ability that confirms the hypothesis made at the beginning of this investigation.

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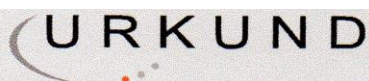
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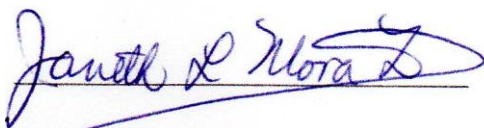ANDRÉS JOAQUÍN ÁLAVA RAMÍREZ

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CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación MEANINGFUL LEARNING THEORY APPLICATION TO IMPROVE ENGLISH SPEAKING SKILLS IN 10TH GRADE STUDENTS AT LICEO CRISTIANO DE GUAYAQUIL DURING SCHOOL YEAR 2018-2019, designado por el Consejo Directivo de la Facultad de Educación de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

CERTIFICO:

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: MEANINGFUL LEARNING THEORY APPLICATION TO IMPROVE ENGLISH SPEAKING SKILLS IN 10TH GRADE STUDENTS AT LICEO CRISTIANO DE GUAYAQUIL DURING SCHOOL YEAR 2018-2019, presentado por el estudiante ANDRÉS JOAQUÍN ÁLAVA RAMÍREZ como requisito previo, para optar al Título de LICENCIADO EN LENGUA INGLESA MENCIÓN ENSEÑANZA EN ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL , encontrándose apto para su sustentación.

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DEDICATION

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Finally, I would like to dedicate this project to all future teachers of English language as a foreign language in Ecuador. I want to highlight the importance of this profession, Teaching Profession. First, the main role of teaching in a society, because educated people has many possibilities to overcome their adversities. Likewise, I mention the relevance of learning a second language, providing tools to students and future active characters in society. It is for all this, my insistence that the teaching of the English language must transcend to the significant level, that is to say, that it is not memorized, but that it can be produced in a much more fluid and organic way the language of Anglo-Saxon, language that has been taken much relevance in a globalized society.

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ABSTRACT

The purpose of this educational research is to improve speaking skills through the application of some interesting activities, practices, critical thinking and more than anything motivating to generate the most fluid and natural English language production. By using the activities during the process of acquisition of the foreign language by students whose native language is not Spanish, it is expected to improve the teaching - learning process of the foreign language. These activities are based on the theory of meaningful learning established by the psychologist David Ausubel, who mentions that learner, must create links between what is taught and what has been learned in a context of real situation. The approach of this theory fosters a critical learning because it avoids a repetitive and mechanical teaching typical of the traditional method. The first phase of the project includes a prior analysis of the speaking situation to assess the influence of critical thinking strategies on the inferential speaking skills of 10th grade students at Liceo Cristiano De Guayaquil during the 2018-2019 school year. After the analysis, the next phase was the selection of an appropriate methodology that implies the fluent production of the English language and the development of thinking skills through the use of the language in a real situation, allowing them to express ideas, argue and interact. The results of this research work show the positive influence that the application of playful activities had on the speaking ability that confirms the hypothesis made at the beginning of this investigation.

Keywords: Meaningful learning, Critical thinking, Fluency, Speaking skill, Interactive activities

INTRODUCTION

From the antiquity in which man began to be grouped in tribes and lived in caves, the human race has been involved in a perennial process of education, indistinctly that at that time had not reached a level of civilized reasoning as we have managed to achieve in our time. The caveman cannot be categorized as a cult, but due to the instinct of survival, they learned new topics in their existential routine that resulted in them even using methodological aspects and characteristics of the current learning system.

First, to learn new topics and, with that, learn new information; hunting for several types of prey. Assimilating and accommodating the new information received in contrast to what has already been learned; although the Aurochs and the Bison Bonasus were prey that had the same characteristics such as both were bovines, shaggy and rich in fat, the Bison was stronger and, therefore, harder to hunt, which led to the hunters to think differently to catch and hunt their preys. The next aspect of the learning process used by the cavemen was a mixture of the constructivist learning philosophy and the socio cognitive itself that could be summarized as learning through experience and the social interaction of this for a better knowledge acquisition, the adult men took to hunt the youngest of the tribe for which the young men learned to hunt by observation and practice. In this same way, it could be possible to draw a timeline, in which it could be appreciated the different philosophical and learning currents that humanity has established, used and updated. Afterward, Plato in Athens, cementing empiricism and rationalism as well as founding what was called The Academy, where he taught the foundations of philosophy, logic, politics, psychology, language, and education.

Plato established the analogy of learning in the Myth of the cave, a myth in which he establishes what is taught, what is perceived and its respective contrast with the real world; the outside of the cave (Plato, 1992). The constructivism of Jean Piaget can also be mentioned. The categorization of the cognitive stages that the human being presents since childhood and that will be relevant in their development (Piaget, 1951). The Grammar translation method that allowed understanding literature of extinct languages but that did not allow the production of said ancient languages (Benati, Apr 2013), and so the list of different methods of learning could continue.

In the field of education, there are many methods applied in the Ecuadorian educational system at the time of the teaching-learning interaction. Although there is no document that certifies the following sentence, the Traditional Method is the teaching method that most prevails in the teachers of previous generations. In short, this method consists of the deposit of information by the teacher in the recipients of said information; the students, similar to a bank transaction. Although it was possible to present exceptional cases where the professors acquired the knowledge previously, in order to then adapt said knowledge in a more concise and diminished way to achieve a better understanding of the topic learned by the students. The predominant characteristic of teachers was only to give importance to the teaching of something, while not learning something. It is important to highlight the difference between teaching and learning. According to the Real Academia de la Lengua Española (Española, 2006) ; to teach is to build something while learning is to acquire knowledge. With this differentiation, it is necessary to break systematic paradigms that have been implanted in the teaching universe of our country.

Without sounding prejudiced or under any accusation to the professors per se but rather to the erroneously executed system, the motivation of carrying out the present investigation in the educational field is originated; which is to suggest a different current when learning a topic. The suggested method comes from the constructive educational philosophy established by the psychologist Jean Piaget. From this philosophy, the psychologist David Ausubel forges what is known as meaningful learning theory. Said educational Philosophy establishes, starting from a previous knowledge already acquired, new information can be presented in a relevant way for those who learn it (Ausubel D. P., 1968). Using this method of learning, it is avoided the filling the student with innate information, and though organizers, the person understand and consequently learn something. Although the Ministry of Education is concerned that the students finish their respective textbooks of the English subject, there is not the same interest on the part of this governing body that the students learn and produce the language in a useful way, and why not, that the students come to produce this language in a natural way. It is precisely under the philosophy of Ausubel for which the present research was done. So that in this way not only is taught but the language is learned, therefore, have students that produce English in a comprehensible and appropriate way in a real context.
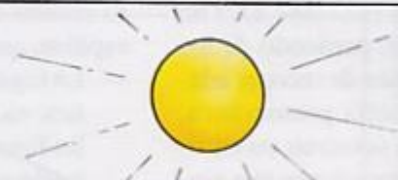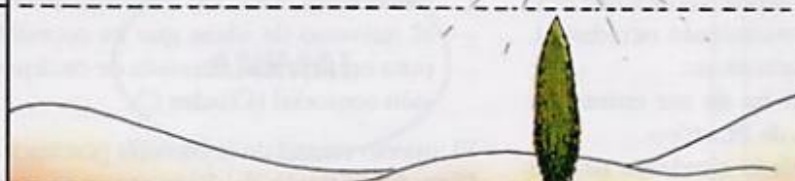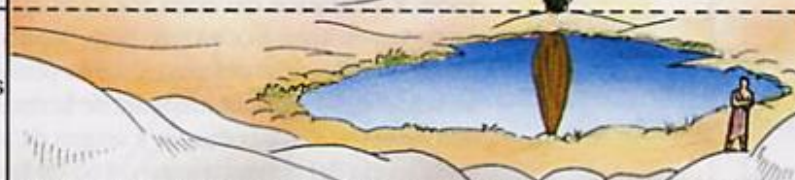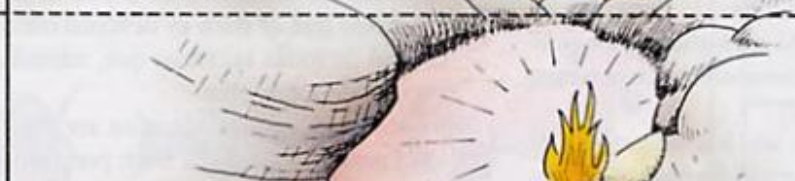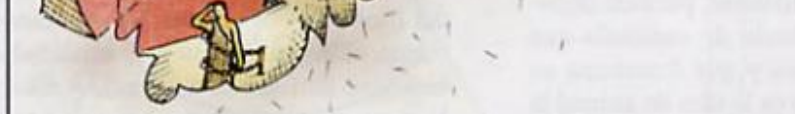
Figure 1 **Plato Cavern Myth Illustration**
Source of the figure (Weib, 2003).

CHAPTER I
STUDY APPROACH

1.1 Title

 "Meaningful Learning Theory Application to Improve English Speaking Skills in 10th Grade Students at Liceo Cristiano de Guayaquil during School Year 2018-2019".

1. 2 Problem Statement

The university is not only a place where a person can learn theories about different fields of knowledge. There are also real situations in which information will be tested; either to accomplish a simple task or complete a complex set of activities. It is for this reason that within the study, professional practices in the classroom have been reestablished as a more complete subject. Due to the awareness of the responsibility to teach, including all the preparations that need to be made before teaching the class, it is essential to implement the appropriate methodology to obtain an entertaining class. Not only is teaching what the book dictates or just continuing with the same activities inefficient but also really annoying for both the students and the teachers who will facilitate it. Students are not robots, designed to receive information all at the same time and in the same way.

If only professors could teach classes taking the holistic field as a guide when they are preparing a class, probably students were made to feel the concern that they are receiving the best education with only information that they will connect with previously obtained knowledge, so that in this way students feel motivated when they learn (Mattern, 2014). But these assumptions are only in cases, is not a complaint of teachers, but the system to which as a society has been imposed, and no one seems to care or notice it.

For instance, teachers may repeat a list of verbs fifty times. This inadequate activity will result in unmotivated students, who will not retain the information. The system establishes that there is no better way to practice, improve, and alarmingly to obtain fluency in the oral production of the English Language than to repeat, unison words or phrases commonly used in this language.

Without considering the broad advantages of talking in pairs using situations of real context, or establishing a topic and generating debates, listening to the reasons and arguments of each student will not only help improve oral skills intrinsically but also encouraging logical and critical reasoning, complying with transversal axes as mandated by the current national curriculum. Without giving more descriptions of those negative factors of the educational system, it will proceed to enunciate it by its name "Traditional teaching method" (Marcellino, 2015).

The traditional method is similar to the mythological creature "Hydra", which was decapitated but two heads emerged from the place where the head was cut. This character had the role of protagonist several decades ago, noting the most effective and avant-garde educative trend of his time. As education forms man, man forms the society, therefore society demands the best education. It is a small and simple cycle, but at the same time so difficult to complete in its entirety.

Traditional education is still latent in the teaching staff of the education system in Ecuador. This has remained attached and its eradication sadly is slow, due to the lack of time, and in some rare cases due to the lack of interest of the teachers wanting to change their methodology. This reality was discovered during the pre-professional practice period. Resulting low qualifications in the English subject and coming to qualify it as one of the heaviest and most complicated subjects that exist in schools in Ecuador by students.

The pre-professional practices are definitely required in the study grid of Education Faculty at Universidad Laica Vicente Rocafuerte de Guayaquil. It was precisely at that stage in university life in which the importance of dictating an interesting class was taken. Teaching knowledge that is really relevant to students would prevent this effect from being rejected by this language, whose importance of a globalized world demands at least basic knowledge of the language, not to say the mastery of this language.

The time to perform professional practices in Guayaquil´s Schools allowed to next English Teacher generation to suggest the change of methodology used by the trend of meaningful learning. It could sound pompous, but its explanation in a very brief way is that when implanting a relatively new knowledge in an apprentice; this should be the most relevant for the student so that he cannot only memorize that information, but that can understand it, allowing a cognitive autonomy with respect to the new information acquired.

What is expected to be obtained as a result is not only that students improve their grades in the English subject, but that they produce the use of this language in a natural and fluid way, building the knowledge of the foreign language and use it in the classroom classes as in the common life.

1. 3 Problem Formulation

Can the speaking skills of 10th-grade students at Liceo Cristiano de Guayaquil be improved by the application of meaningful learning theory?

1. 4 Problem Systematization

What educational content will be included in the meaningful learning teaching method in 10th Grade students at Liceo Cristiano de Guayaquil?

What activities will be effective in improving the speaking skills for both, teachers and students at Liceo Cristiano de Guayaquil?

How can meaningful learning theory positively influence the pedagogical structures already established in the Ministerio de Educación District 09D05- Tarqui -Tenguel in Guayaquil?

What specific teaching methods could be applied to teach the subject of the English language in a meaningful way for the students of the 10th in the City of Guayaquil?

1.5 Broad Objectives

To determine the effectiveness of meaningful learning as a methodological resource in the improvement of learning English Speaking skills.

1.6 Specific Objectives

To recognize the effectiveness of meaningful learning method as a methodological tool in the development of oral skills.

To construct an appropriate environment in order to foster speaking skills in students.

To assemble suitable strategies and methodologies in order to improve speaking skills in 10th-grade students at the Liceo Cristiano de Guayaquil.

1.7 Justification of the Study

At the moment of share new knowledge, whether, in the educational, scientific or moral field, this information must be imparted in a way which it could be relevant and significant for apprentices. This is briefly outlined by the theorist David Ausubel, which is known as "Meaningful learning" (Ausubel D. , 1962) . Applying this teaching methodology, the new knowledge of the foreign language will be strengthened and adhered to in the set of data stored in the structure of cognitive scaffolding. Within the Ecuadorian education system, the majority of learners study English, however, students have difficulty in the subject and demonstrate low academic performance in contrast to the other subjects required in the curriculum.

The importance of the present project focuses primarily on oral production as a fundamental axis of study. The reason why speaking skill has been selected as the main skill for the present research is due to the importance and relevance of the use of this language in a real context. In addition to the argument mentioned above, the present educational research is based on the requirements stipulated by the Ministerio de Educacion del Ecuador, which describe the needs of learners during the communicative-functional approach proposed for the English curriculum for eighth, ninth, and tenth year of Educación General Básica (EGB). This curriculum guideline mainly is characterized in two features: Focus on real-world contexts and Relationship of language forms (Ministerio de Educación del Ecuador (MinEduc), 2012).

In other hands, the social relevance, without doubt, lies in the formation of future active members in society with an acceptable level of production in English. The students, who are organized in educational levels pre-established by the ministry of education, must be aligned with the provisions of the Common European Framework of Reference for Languages (CEFR), this framework divides English language production into six levels.

These levels go up from Level A to Level C, and they are subdivided into levels: A1, A2, B1, B2, C1 and C2 (Council of Europe, 2018). Generalizing the characteristics that would be presented in these levels it could be said: Level A is the apprentices who have a basic level of the foreign language, Level B are the apprentices who can produce the language independently in a real context although they could have flaws in rules Grammatical, finally the Level C could be characterized with the production of the foreign language at a very close level from which a native could produce the same language (Council of Europe, 2018).

The beneficiaries of this project would be the 10th grade students at the Liceo Cristiano de Guayaquil. In this way, it is expected that individuals can produce the English language independently and in a real context. Hence, the impact of the proposal will encourage the production of the English language independently through the development of a set of strategies and methodologies that could be implemented in the 10th grade students at the Liceo Cristiano de Guayaquil to guarantee the acquisition and the use of the foreign language. Therefore, if the results are positive, this research could be taken as a reference for future educational researchers interested in this branch.

1.8. Delimitations of the Study

The research consists in the application of theories about meaningful learning in the production of speaking skills in learners. Mentioning some guides on how to deal with the teaching and learning process. The present research does not attempt to make changes in the curriculum or the national educational system, not only but also it will attempt to suggest changes in the teaching-learning acquisition of the English language.

The place where the content of the present research will be conducted is Liceo Cristiano de Guayaquil. That educative institution is addressed in Guayaquil City, located in Av. Juan Tanca Marengo Km. 3.5 y Av. Benjamín Carrión. According to the Ministerio de Educación city distribution, the Liceo Cristiano de Guayaquil belonged to the 09D05 District (Tarqui - Tenguel). The research population is 30 students who are coursing the 10th-grade during the scholar year 2018- 2019.

Figure 2 **Liceo Cristiano De Guayaquil Facilities**
Source of the school facility figure (Liceo Cristiano de Guayaquil LCG, 2017).
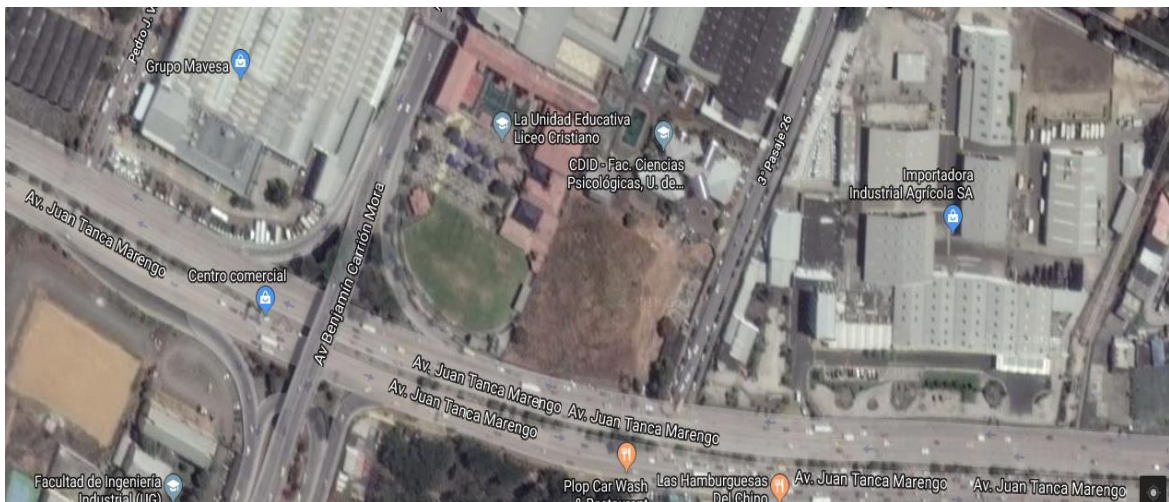
Figure 3 **Liceo Cristiano De Guayaquil Location**
Source of the map image (Google Imagenes CNES/Airbus, Digital Globe, Datos del Mapa ©2018 Google Maps Ecuador, 2018).

1.9 Hypothetical Approach

The appropriate application of meaningful learning theory has positive effects on the improvement of English Speaking skills in 10th-grade students at Liceo Cristiano de Guayaquil during the school year 2018-2019.

1.10 Line of Research

The line of this research is Teacher performance in order to teach a meaningful learning in English Language Acquisition and the sub line is centered in Communicative skills in teachers and students.

CHAPTER II
THEORETICAL FRAMEWORK

2. 1. Theoretical Framework

This section lays the foundations of the theoretical framework which will manage the research presented here. The investigation will deal with the appropriate application of the theory of meaningful learning focused on the improvement of oral skills in students, when they are using English language.

In this way, the author of the present research proceeded to review some documents and resources including books, thesis and the Internet, to ensure that there are investigations related to a study variable on the meaningful learning in the English language acquisition. An example of this is what is exposed in the thesis of the authors Jorge Barrera and Ivelisse Jiménez. That thesis was carried out at Universidad Laica Vicente Rocafuerte, and it has as tittle: Didactic Games to Enhance 10th Graders' Oral proficiency at Unidad Educativa Invesciencias in Guayaquil-Ecuador during the school year 2017-2018.

Mentioned educational research, although it does not focus on the theory of meaningful learning, is oriented in ways in which students could develop their communication skills through games activities, games that will have features as : interesting, motivational and didactics. (Barrera, Jimenez, & Mejía, 2018).

Likewise, an investigation carried out at the Universidad Central del Ecuador deals with Meaningful learning theory in relation to the acquisition of the English Language. That investigation was done by Deysi Cumbal. This research work called ´´Los Procesos Cognitivos en el Aprendizaje Significativo del Inglés en el Estudiantado de tercero de Bachillerato General Unificado del Colegio Nacional Malchinguí en el Período Académico 2014-2015'' focused on the cognitive processes that arise in the significant learning of the English language.

Also, it is probable to recognize problems that students have when learners are producing and using the foreign language because they have not acquired the language in a meaningful way. Through cognitive processes detailed in this thesis, it is possible to promote the relationship between new concepts and prior knowledge allowing a long-term learning in the acquisition of the foreign language (Cumbal & J, 2015).

As a final mention on the research works that has been carried out in the Ecuadorian universities field, Noteworthy is the investigation done by the authors Delia Solorzano and Leonardo Mera. They in their research ''Strategies for the Significant Learning of Multi- Word Verbs in 7th -Year Students of Basic Education at Liceo Panamericano and Nueva Semilla Educational Units in the School Year 2013'' establish the importance of strategies based on the theoretical framework of meaningful learning for an English language production in an independent and permanent way (Solorzano, Mera, & Mejia, 2013).

The aforementioned principle, Meaningful Learning theory, has been subject of studies in different geographical points around the globe through the last decades by a number of professors and educators in many Universities and Educational institutions.

To shorten the list, it could be started by mentioning Leonardo West, an Australian educator, who has made several studies about the main milestones in education, and reflected in his writings such as: Cognitive structure and conceptual change, or The Impact of higher education on mature age students (West, The Impact of Higher Education on Mature Age Students, 1986). However, Mr. West focused more attention on his essay that bears the name: Prior knowledge and the learning of science (West & Fensham, Prior knowledge and the learning of science :A review of Ausubel´s Theory of this process, 1974).

In the same raises the relevance of the use of Ausubel theory in education using the knowledge previously acquired by students, to reinforce, strengthen and appropriate the knowledge that is taught. During his writing, West emphasizes the erroneous educational paradigms that were entrenched as accepted systems to follow in that time ''Some have stressed the processes and the skills that are part or partial of scientific work'' (West & Fensham, Prior knowledge and the learning of science :A review of Ausubel´s Theory of this process, 1974) and which it dictated a great division between the subjects that only contained theories, and those that needed more science.

Moreover, It might be interesting how is formulated the three main questions to teaching methods; what? When? How? Contextualizing it could be reconsidered in the following way. What should be taught? When is the appropriate time to teach students using these and how to do it? They are questions that must be posed before and during the development of the different methodological tools and pedagogical processes.

In the same point of view, it is pertinent to mention the statements made by the researchers Huang Huang Xiao and Margaret Van Naerssen to the importance of executing strategies for the acquisition and improvement of the oral skills of a second foreign language. In their study called ''Learning Strategies for oral communication'', the aforementioned researchers approach the theme of the implementation of novel strategies in the methodology in which the EFL students, which their Chinese nationality, could ensure their learning process and improved their cognitive structures of the English language (XIAO-HUA HUANG, 1987).

In an investigation developed in Korea English Education Society (Kim, 2014), the different strategies used in the students at the time of acquiring the English language were examined, categorizing them previously by means of tests in: highly accomplished groups and groups that were poorly achieved at the proficiency level foreign language English. At the same time, a questionnaire was directed to the students about English language learning strategies. The result of this research was that the group classified as "Highly Achieved" used significant strategies to empower themselves of the different components that must be acquired to master this foreign language.

Learning in a concise and relevant way is the basic knowledge necessary in the fluent oral production of the Anglo-Saxon language. Both groups use cognitive strategies, showing that the theory should not be avoided in meaningful learning, but rather everything that is not of significant relevance for the student at the time of learning should be avoided, teaching them in an objective, dynamic and modern way, so that the student can make own the acquired knowledge. "The students in the highly achieved group used learning strategies significantly more than those in the less achieved group" (Kim, 2014).

Nigerian teacher Alaba Olaoluwakotansibe Agbatogun in his written work called Development of the Communicative Competence of the Second Language of the Student through Active Learning: Clickers or Communicative Approach (Agbatogun, 2014). Tacitly combines the use of technology, especially the most appropriate multimedia tools that are implemented as part of their teaching technique with the concept of meaningful learning.

In said writing, the teacher mentions that the development of the student in the class can increase significantly if he is motivated and participates actively in the educative process. Through this article it can be inferred that in this country, Nigeria, also uses the traditional methodology in its educational system, unfortunately it is the methodological structure that predominates in the teaching system. The unique use of repetitions and memorizations are part of these obsolete techniques that are still used both in Nigeria and in Ecuador, so it is interesting how the inadequate methodology at the time of learning the English language is acquired. Although the methodological strategies have expired, it is visible through the constant innovations at the moment of teaching the Anglo language by the apprentices.

Mr. Agbatogun mentions some disadvantages of how traditional methodology affects negatively in the learning process of this language. ¨Despite English being the medium of instruction in Nigerian schools, many students are academic underachievers because of their low level of communications skills in English caused by teachers (Agbatogun, 2014).

It is due to the studies about the use of the significant learning of the language of English mentioned above, which will direct this project towards the search of different teaching techniques that allow to give the sense of ownership in the domain of this foreign language to the students, so that oral production is more natural and fluid in non-native speakers of the language.

Also all the theoretical aspects of both variables, independent and dependent will be described. In this case, the theory of meaningful learning will be the axis through which the theoretical field of this research will be oriented. The theory of meaningful learning was proposed by David Ausubel in which he states that the learning process should oscillate between a previous knowledge in the apprentice and the new knowledge that will be acquired (Ausubel D. P., 1968).

This person through his philosophy mentions that what is clearly relevant to the student must be taught, framing it in a real and pragmatic context, so that in this way knowledge is built, creating this cognitive structure through balanced balance between the what the student knows and what he will learn.

2. 1. 1. Meaningful Learning

Ausebel's theory also focuses on meaningful learning. According to his theory, to learn meaningfully, individuals must relate new knowledge to relevant concepts they already know. New knowledge must interact with the learner's knowledge structure (Ausubel D. P., 1968).

Recent discussions of professor education and teachers' professional development have regularly raised the problems of teacher education preparing educators for delivering a predetermined curriculum instead of supporting their critical reflection and thinking skills (Edwards & D'arcy, 2004) and presenting teaching as a mere technical activity (Zeichner, 2014). As a result of these critiques, several changes to the pedagogy and curriculum of teacher education have been suggested in many recent studies (Girvan, 2016). Until now, there has, however, been little research on how these new approaches are working as part of teacher education and how they are experienced by the student teachers. More understanding is needed of how learners personally construe and construct their learning experiences.

Especially in teacher education programs, the provision of meaningful learning experiences for students is considered critical for ensuring the student teachers understand what is to be learned. This study offers a perspective into these issues by focusing on an obligatory course in a class teacher education program in a Finnish university that has been experienced as deeply meaningful by student teachers during several consecutive years (Tynjälä, 2016). This intensive course, focusing on the phenomena of interaction and cooperation in teaching, is situated in the context of curricular and pedagogic development in a Finnish teacher education program.

Meaningful learning can be contrasted with rote learning. Because meaningful learning involves recognition of the links between concepts, it has the privilege of being transferred to long-term memory. Ausubel stayed that knowledge is organized in a very formal way; new data is meaningful to the amount that it can be linked (attached, anchored) to what is already known for the learner in the educational process (Ausubel D. P., 1968).

2. 1. 2. The nature of the meaning

Meaningful learning lies in the belief that ideas are related in a non-arbitrary, but substantial (non-textual) manner. There is a relationship between students' prior knowledge and new concepts. Some aspects of knowledge are important; notions of pre-established concepts or images. Significant learning establishes that the student demonstrates a predisposition to receive new knowledge due to an interesting and motivational approach for the apprentice when imparting new knowledge (Ausubel D. , 1960).

The nature of the material that will be acquired by the apprentice is important. The importance lies in the ease of the relationship between the relevant ideas within the spectrum of human notions. For instance: it could be mentioned the school tasks in relation to the topic that will be learned as a case to highlights this feature.

Generally, the tasks have a logical characteristic within their field of study; however the way in which they are developed is not focused on the significance that the students can identify. Due to that, the meaning could be barely acquired by students.

Another factor that determines the significance of learning material differs in the cognitive scheme of the student. It is unprecedented that the content previously exists in the cognitive structure of the learner. In addition to the aforementioned factor, other factors such as age, gender, social class in the relevance of the learning material can be added (Palomino, 2018).

2. 1. 3. Types of meaningful learning

One of the best-known types of meaningful learning is the learning of representations, which originates in taking the meaning of words from what they represent. In this case, the words take the role of symbols. Those symbols meanings, words, are widely accepted in a particular society. The meanings of words represent events, notions, objects or situations already established and accepted. For example, when a child learns the word "Dog", he attributes to both aspects, the meaning of the quadruped animal that lives in his house, and also attributes the onomatopoeia which is produced by the animal !Woof¡.

So that the child when he sees the word "dog" again, will relate the meaning of the bark, with the word, and in turn the mental construction of the image with his own dog. On the other hand, the understanding of concepts is another type of meaning that humans acquire. In summary, some unique precepts are represented by isolated images or words.

The relationship between learning concepts and symbols within the cognitive process of the human being is quite obvious. However, a difficulty could arise when assigning specific attributes to certain notions in order to identify and use them. Both types of meaningful learning, concepts, and propositions differ among themselves. The first focuses on the cognitive characteristics of the consequent production of meaning. While the second deals with the generation of new information acquired. (Palomino, 2018).

2. 1. 4. The importance of meaningful learning in the acquisition of knowledge

Meaningful learning is very important in the educational process because it is the human mechanism par excellence to acquire and store a vast amount of ideas and information represented by any field of knowledge.

The acquisition and retention of large bodies of matter study are really very impressive phenomena if we consider that: a) the human beings, unlike computers, can learn and remember immediately only a few discrete items of information that are present at one time, and b) the memory of mechanically learned lists, that are presented many times, is notoriously limited by time and by the same size as the list, unless it is "overlearned" and played frequently.

The enormous effectiveness of meaningful learning as a means of processing information and storage mechanism can be attributed in large part to its two distinct characteristics: intentionality and substantiality of the reachability of the learning task with the cognitive structure. In First place, by intentionally linking potentially significant material to the established and pertinent ideas of his cognitive structure, the student is able to exploit with full efficiency the knowledge he possesses in the way of organizing the matrix to incorporate, understand and fix large volumes of new ideas. It is the very intentionality of this process that enables it to use their prior knowledge as a real touchstone for internalize and make intelligible large amounts of new meanings of words, concepts and propositions, with relatively few efforts and repetitions (Ortony A. &., 2017). By this factor of intentionality, the potential meaning of new ideas in the set can relate to the established meanings (concepts, facts, and principles) also together to produce new meanings for the learners. In others words, the only way it is possible to use ideas previously learned in the processing (internalization) of new ideas consists of relating them, intentionally, with the first ones. New ideas, which are become significant, they also expand, in turn, the base of the matrix of learning. (Ortony A. &., 2017).

On the other hand, the learning material is arbitrarily related to the cognitive structure, cannot be made direct employment of knowledge established to internalize the learning task. In the best of cases, the already significant components of the learning task can be related to the unitary ideas that exist in the cognitive structure (with what is provided indirectly learning by repetition of the task as a whole); but this does not in any way make the arbitrary associations finished internalize are themselves relatable with the established content of the cognitive structure, nor does it make them useful for acquiring new knowledge. And since the human mind is not efficiently designed to internalize and store arbitrary associations, this approach allows only very limited amounts of material are internalized and retained, and only after many efforts and repetitions.

In the same way, the fact that a new idea becomes significant (that becomes a clear, differentiated and perfectly articulated content of the consciousness) after being learned significantly, it is to be assumed that make intrinsically less vulnerable, than arbitrary associations internalized, to the interference of other associations of the same type, and hence that is more susceptible to being retained.

Also, as we will point out when studying the process of assimilation, the maintenance of same advantage of intentional relationally (thanks to the entrenchment of the new meaning with your corresponding established idea during the storage period) It extends the retention period even more. Second, the substantive or non-literal nature of relating and incorporating thus the new material to the cognitive structure saves the drastic limitations imposed by the briefness of the item and the period of mechanical recall in the processing and storage of information. It is obvious that it can be learned and retaining much more if the student is asked to assimilate only the substances of ideas instead of the exact words used to express them (Ortony & Rumelhart, 2017).

2. 1. 5. Denotative and connotative meaning

The main difficulty with the theory of mediation lies in its inability to explain the denotative aspects of meaning; for example, the word "dog" produces a cognitive experience, perfectly defined and differentiated ; meaning; which incorporates the distinctive or criterion attributes of the dogs that serve to distinguish them from cats, humans, and others organisms (Eisner, 2017).

At best, a process of mediation of representations, which reflect the most conditional aspects of the total behavior instigated by the dogs, can identify with the attitudinal and affective connotations of the word "dog" But it does not define its denotative meaning; for the same sign can instigate very different implicit ; motor and affective; responses with the same denotative meaning, and the same implicit answers can be produced by signs with very different denotative meanings (Eisner, 2017).

It is clear, by consequently, that a theory of adequate meaning should define the meaning of a symbol because of the differentiated cognitive content and the psychological operations that determine it, although other theorists qualify dismissively from "mentalist" to this approach.

Cognitive theorists grant, of course, that the connotative aspects of meaning can be plausibly conceptualized as a response implicit and fractional, largely of an affective nature. In fact, it is described in the book called "Critical Race Theory". According to John E. Williams, author of the aforementioned book, students will be able, through simple conditioning procedures, to confer meanings of meaningful connotative words into meaningless syllables. However, there is no way in which the most decisive and distinctive aspect of the acquisition of meanings is of a denotative nature, and this aspect of the phenomenon of meaning could hardly explain itself by invoking the same mechanism that clarifies the connotative attributes of words. (Williams, 2014).

2. 1. 6. Mapping for meaningful Learning

According to Novak and Gowan, who developed a theory of instruction that is based on Ausubel's meaningful learning principles, that incorporates "concept maps" to represent meaningful relationships between concepts and its propositions. A cognitive map is a kind of visual stamp which people elaborate in their minds in order to relate meanings of concepts. According to Novak and Gowan concept maps should be hierarchical (Novak, June 2012); this hierarchical organization is configured in order to put concepts, which are the most general in the roof of the map, and the more specific, could be located at lowest part of the map. Those representations would be beneficial for the notion acquisition for learners (Ausubel D. , 1968, p. 149).

2. 1. 7. Constructivism

This theory, which was established by the French Jean Piaget, focuses on understanding how people learn (Wadsworth, 1996). The close relationship between knowledge and understanding of it thanks to experimentation in the real world and reflection on these experiences.

The mechanism in which knowledge is acquired through this theory could be generalized in the following scheme: An individual possesses a previous knowledge acquired previously, that is when he discovers or receives a completely new knowledge for his mental storage ; schema ; (Mandler, 2014), later this individual assimilates the new information; relating it to his previous knowledge, through the experiences that the individual makes in the real world; a learner accommodates the new information which causes a metacognitive imbalance, finally the moment of equilibrium occurs, It is when the individual strengthens this knowledge and makes it his own understanding. Consequently the individual, due to the whole process described above, builds his own knowledge (Limones Borbor, 2015).

But, why does each person construct different knowledge, if they come from the same real world? This is due to the fact that individual A possesses a more extensive and compact prior knowledge in relation to individual B, who has a slight prior knowledge of the same topic. To this factor it must be added that both individuals will be exposed to different experiences in different contexts, therefore their perceptions and understandings about the same topic will differ diametrically.

For all the above, the simile is made that each person is an engineer building their own buildings (knowledge), buildings with different styles of construction (metacognitive processes), architectural (prior knowledge), colors (experiences), among others (Bhattacharjee, 2013).

This teaching methodology is argued about the hypothesis of the theory of constructivism. A brief features; the constructivist teaching proposes that the student must actively participate in the learning process; both of the knowledge itself and the meaning that each individual can forge in their cognitive structure. Therefore, this type of teaching would result in students with a wide range of critical thinking, independent learning and a constant and intrinsic motivation to acquire new information (Bhattacharjee, 2013).

As this kind of teaching derives from constructivism, it is established that the student must be actively involved in the process of receiving knowledge, and not only that the learner receives knowledge about some topic in general. It is worth repeating the aforementioned analogy, in which it is made very clear that education is money, and the student is the banking entity.

This is the clear example of what should not be done in the process of acquiring new information. It is the mission of the teacher to look for various tools that allow him to reach the student with a new knowledge, that the student uses his knowledge stored previously, so that he can understand, assimilate and appropriate the new information. The methodological tools that can be used by teachers for the student to perceive and acquire information actively are extensive and categorized by skill and dexterity to develop, topics, debates and discussions, play activities among others (Bhattacharjee, 2013).

2. 1. 8. Teaching Speaking

In regards to the acquisition of a language, the common social paradigm is usually presented like that to master a language lies only in being able to speak it and nothing else related to the new language. Without considering both the social cognitive aspect and the metacognitive aspect that language can presents. It is also common for a certain part of the population to believe that learning a language will only allow them to talk with other people.

Obviously, they forget to consider other linguistic factors such as writing, reading or understanding the oral language among native speakers of the foreign language in a real context situation (Hughes & Reed, 2017).

The mastery of a foreign language involves three fundamental elements of knowledge. The functional area of the language: is when the clarity between the message transferred and the message received within the communication is determined. The mechanical function involves grammar, the correct pronunciation of words and extensive lexical knowledge. And as the last function it could be the normative function; that which pre-establishes certain rules or labels on certain occasions.

An example of this would be the role activities, in which a specific place is established, a specific situation and specific rules to follow. The activity could request two language learners, establish that both are in a luxurious hotel, designate the roles of who will be the client and who will be the waiter and establishes a series of guidelines and protocols to follow in that situation   (Hughes & Reed, 2017).

2. 1. 9. Strategies for Developing Speaking Skills

In the field of communication, students are limited to fulfill the task that is requested by teachers. In addition to carrying out the task required by the language teacher, a communicative task can be considered as successfully developed if the student could transmit a message using vocabulary tools, communicative strategies and, why not, the grammar itself (Shimono, 2015).

It is quite normal that during this type of oral production of the language being learned, some errors may arise. Teachers should not long for perfection or precision at the time students produce the language. However, teachers, as guides in the purchasing process of English, must direct their students with the use of tools that allow an oral production that is increasingly adequate and appropriate. These tools can be, the recognition of specific situations and the use of certain phrases that allow an independent development of the student's performances (Jacobs, 2014).

2. 2. Conceptual Framework

Subsumption Theory: Ausubel theory is a hypothesis which lays on the presumption of every single person's existing cognitive structure (internal data obtained through experience and time) is the main aspect inducing the learning of new information. It describes the importance of relating new ideas to a student's existing knowledge base before the new material is presented (Ausubel D. P., 1962).

Meaningful Verbal Learning: This is the connection between the meaning of words and its usage in a real context situation (Ausubel D. , 1962).

Advance Organizers: It is a subjective learner´s representation about specific information in order to link its meaning, and the easiest way to connect with a new data (Ausubel D. , 1962).

Schema: It is another term for background knowledge. This information could be shaped, changed or adjusted according to learner experiences (Assiter, 2017).

Speaking skill: Speaking is a human collaborating procedure which involves producing, receiving and processing information in a specific context (Brown, 1994).

Cognitive style: This refers to the individual differences that people have with respect to cognitive paradigms (Carnabuci, 2015).

Meaningful Learning: Ausubel's hypothesis likewise centers on significant learning. As indicated by his hypothesis, to adapt definitively, people must relate new information to applicable ideas they definitely know. New information must cooperate with the student's learning structure (Ausubel D. P., 1968).

Learning: the attainment procedure of knowledge or skills which it could be learned or acquired by a learner (Gonzás, 2007).

Constructivism: This theory established by the French psychologist Jean Piaget lays on the understanding of how people can learn (Wadsworth, 1996).

Learning strategies: refer to Students' self-generated thoughts, feelings, and actions, which are oriented toward achieving their goals (Hasanbegovic, 2016).

2. 3. Legal Framework

De acuerdo a lo estipulado en la **CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR**, Decreto Legislativo 0, Registro Oficial 449 del 20 de Octubre del 2008 , presentando su Última Modificación: 13 de Julio del 2011, y de Estado: Vigente. Misma constitución que fue creada, redactada y ratificada en La Asamblea Nacional Constituyente de Ecuador en el 2008, reemplazando así la constitución de 1998; establece en la **Sección Quinta: Educación** el siguiente artículo**:**

Art. 27.- La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional (Asamblea Nacional Constituyente de Ecuador, 2008).

Based on the aforementioned article pertaining to the Constitution of Ecuador, it establishes the guarantee of the right of education. In the same way, it promotes equity in the branch of education in all its aspects, guaranteeing and promoting the individuality and competences that citizens have in Ecuador.

De la misma manera referente a lo que se estipula en la **CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR**, en el **TITULO VII Régimen del Buen Vivir** establece en el **Capítulo Primero Inclusión y Equidad** el siguiente artículo**:**

Art. 343.- El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente.

El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a los derechos de las comunidades, pueblos y nacionalidades (Asamblea Nacional Constituyente de Ecuador, 2008).

Following the framework of the Ecuadorian constitution, the aforementioned article places greater emphasis on education fostered in the empowerment of individual citizens of this country. In the same way, that article mentions the flexibility that should be present in the learning process respecting the different learning styles in citizens.

De acuerdo a lo estipulado en la **LEY ORGÁNICA DE EDUCACIÓN SUPERIOR**, Decreto Legislativo 0, Registro Oficial Suplemento 298 del 12 de Octubre del 2010 , presentando su Última Modificación: 30 de Diciembre del 2016, y de Estado: Vigente. Misma ley que fue discutida y aprobada en La Asamblea Nacional Constituyente de Ecuador el 5 de Agosto de 2010 en concordancia con el artículo 64 de la Ley Orgánica de la Función Legislativa; establece en el **TÍTULO VIII Del Sistema de Educación Intercultural Bilingüe** correspondiente al **Capítulo I De Las Normas Generales** el siguiente artículo**:**

Art. 243. - Interculturalidad. La interculturalidad propone un enfoque educativo inclusivo que, partiendo de la valoración de la diversidad cultural y del respeto a todas las culturas, busca incrementar la equidad educativa, superar el racismo, la discriminación y la exclusión, y favorecer la comunicación entre los miembros de las diferentes culturas (Asamblea Nacional Constituyente de Ecuador, 2010).

According to what is established in the Organic Law of Higher Education and in the article described above, the diversity present in Ecuadorian society is encouraged. In the same way, it proposes an inclusive educational approach respecting human values for the development of society in Ecuador.

De acuerdo a lo estipulado en el **CODIGO DE LA NIÑEZ Y ADOLESCENCIA**, publicado por Ley No. 100/2002 en el Registro Oficial 737 de 3 Enero del 2003, de estado: Vigente. Mismo código deroga el Código de Menores y el Reglamento General al Código de Menores que fue creado en el Congreso Nacional del Ecuador en Julio del 2003(Congreso Nacional actualmente cesado y reemplazado en sus funciones por la Asamblea Nacional de Ecuador); establece en el **CAPITULO III   Derechos Relacionados Con El Desarrollo** el siguiente artículo**:**

Art. 37.- Derecho a la educación: Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad trabajan o viven una situación que requiera mayores oportunidades para aprender (Registro Oficial (Congreso Nacional del Ecuador; cesado 2007), 2003).

Considering what is stipulated in the Code of childhood and adolescence, the article described above emphasizes the right of children to receive a quality education. In the same way, it is suggested to contemplate educational proposals that are flexible according to the different needs that Ecuadorian children may present when receiving their right to receive education.

CHAPTER III
RESEARCH METHODOLOGY

3. 1. Methodology

In 2014, Hernandez determined that the method applied in a scientific investigation is the set of procedures that will allow reaching the objectives set forth in an idea by the researcher, encompassing in these procedures the theories that will guide the literary context and the conclusions that a researcher aspire to obtain (Hernández Sampieri R. F., 2014).

The present research work has used three methods in order to study the stated problem, its main factors and its possible suggestions for solving said problem.

The first method used at the moment of carrying out the present investigation is the scientific method. This method is the organized, orderly and reliable system in which a research work can be developed. Through the use of the scientific method, it is possible to observe a phenomenon or problem; in this context, it refers to the difficulty of being able to produce the English language in an autonomous and meaningful way by the students in a real situation; and at the same time is able to explain the possible reasons for these factors. In the same way, the scientific method is characterized by presenting rigorous procedures to be hierarchically ordered to be developed (Hernández Sampieri R. F., 2014).

In a second place, the inductive method has been used in the present investigation. The characteristics presented by this research method is through the observation of a problem presented in a delimited environment, which is the problem detected in the classroom during the process of teaching - learning the English language, so that later the problem can be generalized, derived from the previous observation, and finally, parameters of the problem, its factors and its consequences are established (Ibáñez, 2015).

Finally, the deductive method has been implemented at the time of obtaining data from both the problematic and the protagonists; the teachers and students. This method starts from the reasoning of a generalized idea to obtain specific conclusions in relation to the problem (Ibáñez, 2015).

3. 2. Type of Research Description

This research presents many characteristics. One of those characteristics of the present investigation is that it is a descriptive research work. This refers to the events that were observed in the classroom. Attitudes, methodologies and techniques used by the language teacher; at the same time observe the predisposition, performance and development of the students when they are using the language. It also describes the problems presented in the classroom by the protagonists of this research; the students and their English teacher (Hernández Sampieri R. F., 2014).

In the same way, the present investigation is exploratory as well is descriptive. The reason why this research has been categorized as Exploratory is due to the search for the explanations why 10th grade students have presented a limited and mechanical way in the acquisition of the English language. When using the foreign language in any real situation is an arduous and difficult task for students, while the language must flow; respecting its rules and regulations, but it must flow in an organic and natural way (Hernández Sampieri R. F., 2014).

This investigation is a field research. Because this research was developed in the place where the aforementioned problem originated and produced. During the development of this research, an observation phase was carried out in which deficits, their factors and their protagonists were delimited. In the same way, a phase of implementation of activities was accomplished in which information was obtained in a quantitative and qualitative manner (Tolley, Ulin, Mack, & Robinson, 2016).

This is a correlational study, whose main objective is to demonstrate that the variables; whether these are the independent variables such as the dependent ones; do they work in an appropriate and expected manner (Ary, Jacobs, & Irvine, 2018).

Finally, this research project is also scientific because in its previous phases; a group of 10th grade students were evaluated; in the aforementioned studies, the level of proficiency in the English language was compared with a test. Another test was taken by the same group of students; the test was taken in order to check if the set of activities and techniques in the acquisition process of the foreign language was appropriate. The results obtained were evaluated to demonstrate how Students are successful when they use the language in specific and real contexts (Poveda Bautista, 2018).

3. 3. Approach

For the elaboration of the present research work, it was selected a mixed approach; the quantitative approach and the qualitative approach has been established. While the qualitative approach consists in the interpretation of data obtained through observation, surveys and interviews; the quantitative approach is the tabulation of data obtained for a much deeper and technical analysis (Hernández Sampieri R. &., 2018).

This research has used the quantitative approach for data collection, both in the observation phase and in the survey phase some activities were carried out by students of the 10th year belonging to the Liceo Cristiano de Guayaquil afternoon section. At the same time both the surveys given the teachers as well as the students, concerning the way in which the English language is taught and learned, will be vital in the development of the present academic research.

3. 4. Technique and Instruments

It is necessary to clarify the difference between information collection techniques and information gathering tools during the development of a research project. Because their definitions are related but they differ diametrically between them use. In the first place, information gathering techniques consist in the specific procedures when the gathering, processing and analyzing data process about some topic in specific is done. The techniques are derived from the methodology previously used. While the methodologies are general procedures that indicate how to reach an objective, the techniques are specific procedures for more defined tasks to achieve the same objective as the methodology that commands itself (Hernández Sampieri R. &., 2018).

Having determined the differences between techniques and research tools, it is important to mention what will be the techniques and research tools that will be used in the present investigation.

The techniques used in this research were: observation technique, survey technique and interview technique. It is worth mentioning that these techniques will use approaches, qualitative approach and quantitative approach to meet the characteristics of a scientific research work such as: accuracy, veridicality, objectivity and universality. While the research tools used in this written work were: observation sheet, photographs, pre-test and post-test, and questionnaires.

3. 4. 1. Observation Technique

The observation technique was implemented in the classroom during the teaching-learning process at Liceo Cristiano de Guayaquil, specifically in the 10th grade students. The information obtained was collected in an observation sheet, whose format used belong to the annexes section of this research work, (Annexes 7). In the observation sheet, the development of the class, the methodology implemented by the teacher, the materials used to give the class, the predisposition and participation of the students in the class, conclusions and suggestions were noted.

3. 4. 2. Survey Technique

The survey technique used to collect information, opinions, points of view and attitudes during the teaching process was directed towards two people. The written interview was conducted by the English subject teacher to obtain information about the methodology used at the time of teaching her class towards the students, the importance of a meaningful learning approach when planning and executing her English language classes. While the oral interview was conducted by the coordinator of the English area at the Liceo Cristiano de Guayaquil, consulting him, if significant learning is established as a method of teaching when planning and organizing the contents and methodologies in the area of English language in the entire educational institution. The information obtained was collected in a survey format, whose format used belong to the annexes section of this research work, (Annexes 5).

3. 4. 3. Pre-test and Post-test investigation tools

Although the Liceo Cristiano de Guayaquil maintains a bilingual academic prestige within the educative institutions of the city, it was necessary to take pre-test and post-test their students to determine their true and real levels of English language proficiency.

In the pre-test, it was fragmented into two tests, an online pre-test in the free page Track test (https://app.tracktest.eu/en/index.php), and an oral test whose rubric is in the section of annexes. The reason why the online page was chosen is because it is a structured test to evaluate grammar, syntax, semantics, and vocabulary in a compact way. It also offers a friendly and easy to use interface, while offering a range of English proficiency level according to the CEFR scales.

After having executed the activities and methodology of meaningful learning, a post-test was carried out in order to evaluate the effectiveness of the activities implemented for the students. The information obtained was collected in a pre and posttest sheets, whose format used belong to the annexes section of this research work, (Annexes 2 & Annexes 3).

3. 4. 4. Survey's instrument

The survey's technique is a set of ten questions were designed to be answered by the students to gather information about the method in which students perceive the process of teaching the English language. The format used for the questionnaire has been placed in the annexes section of this research project (Annexes 4 & Annexes 5).

3. 5. Research Population

This research was carried out in Liceo Cristiano de Guayaquil, located in Guayaquil - Guayas, Ecuador. The research population was forty students who are between thirteen and fifteen years old. Two teachers from the school participated in the project. Totally, the research population was forty two persons.

3. 6. Research Sample

The research sample was forty students who are between thirteen and fifteen years old. Two teachers from the school participated in the project. Due to that, the research sample was forty two persons. The reason that the research sample is the same as the research population, is because the rules of research work indicates that if the population is equal to or less than one hundred people to be studied, they must be the same amount of people to be analyzed.

3. 7. Results Analysis

3. 7. 1. Classroom Observation Analysis

Through the observation made in the classroom, in the educational institution where the present investigation was carried out, it was possible to obtain a valuable qualitative information which will be analyzed below. The first thing that should be highlighted is the teacher's command of the English language in the classroom. The professor handles a high level of expertise about both the content and the cognitive aspect of the subject as well as the methodological and theoretical aspects of the pedagogy implemented in the classroom. In the same way it was possible to observe the preparation and planning of the different stages in which the teaching of the class is divided according to the rules of the curriculum of the national educational system. With regard to the development aspect of the students, it is worth mentioning the creation of an atmosphere propitious for the production of the speaking ability of students. The level of proficiency of the English language is basic because the educational institution handles high levels of standards of foreign language management, they meet students who come from a public educational system lacking in the English proficiency. The students present desire to learn the language since they are curious and motivated to acquire this language for use in movies, series, music and other entertainment media, so that students have a high willingness to learn the language.

3. 7. 2. Survey Students Analysis

Question 1: Do you consider the connection between the content of your English classes and real life relevant?

Table 1
Survey for students. Question 1

Descriptions	Frequency	Percentage
Strongly agree	25	63%
Agree	10	25%
Indifferent	5	12%
Disagree	0	0%
Strongly disagree	0	0%

Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Figure 4 **Survey for students. Question 1**
Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

The sixty-three percent of the students who are twenty-five students said that the content studied through the book and at the same time what was learned in the classroom must be related and connected with real-life situations. Some commented that in books they usually present role exercises foreign to the culture of Ecuadorian society.

While the twenty-five percent of students who are ten students said they are in agreement because they want to be able to use English in places like the Malecón 2000 in Guayas River; place where mainly American tourists walk to know the city, and in this way that the students can relate what they study in the classroom in those situations.

Likewise, the twelve percent of students who are five students said they do not find importance between the relationship of what they study and its use in real life. Because these students mentioned that they do not believe or plan to leave the country, therefore they do not believe they use the language in a real situation.

Question 2: From your perspective, do you agree with English language can also be used outside the classroom?

Table 2
Survey for students. Question 2

Descriptions	Frequency	Percentage
Strongly agree	0	0%
Agree	30	75%
Indifferent	7	17%
Disagree	3	8%
Strongly disagree	0	0%

Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava
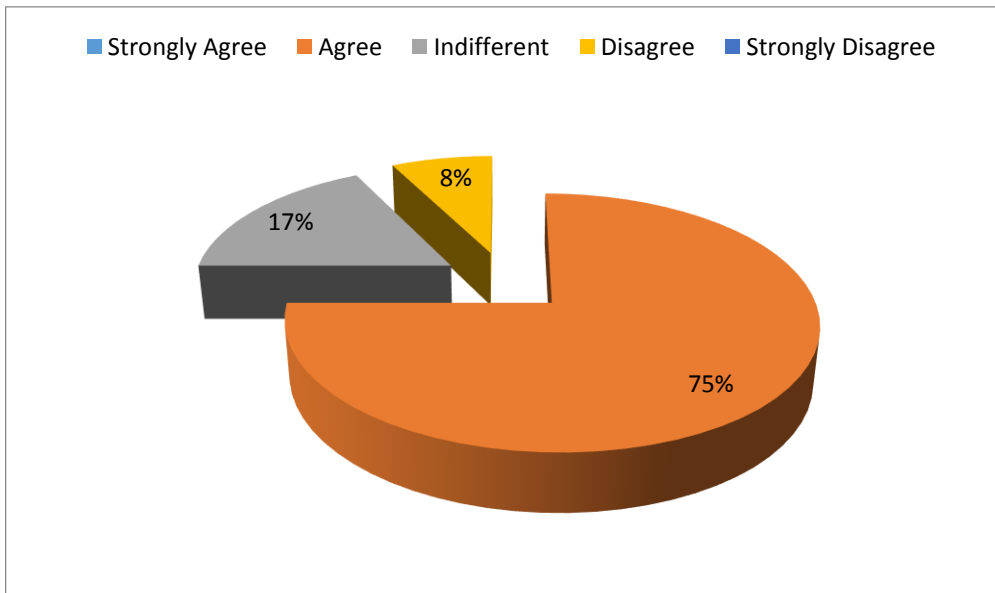
Figure 5 **Survey for students Question 2**
Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

The Seventy-five percent of the students who are thirty students said that they consider that the English language can be used outside the classroom. Within this group of students, they mentioned that the English language can be used from watching a film in its original version, understanding instructions for appliances and reading clauses of new products acquired in your home.

While seventeen percent of the students who are seven students said they were indifferent before this question. Due to the fact that the English language could be used outside the classroom, there are tools such as online dictionaries or physical dictionaries with which this information could be translated.

Eight percent of the respondents who are three students mentioned arguments similar to the group that remained indifferent. They argued that there are cell phones connected to the internet with which they could understand what was written in these situations.

Question 3: Do you agree that learning English language is important nowadays?

Table 3
Survey for students. Question 3

Descriptions	Frequency	Percentage
Strongly agree	38	95%
Agree	1	2%
Indifferent	1	3%
Disagree	0	0%
Strongly disagree	0	0%

Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Figure 6 **Survey for students Question 3**
Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Ninety-eight percent of the students surveyed who are thirty-eight students said they strongly agree that learning the English language is very important today. These students consider that learning the Anglo-Saxon language is a primordial tool in an interconnected world not only at the business level, but also culturally and socially.

Question 4: Do you agree with the expression "English is the common language in this globalized world"?

Table 4
Survey for students. Question 4

Descriptions	Frequency	Percentage
Strongly agree	35	87%
Agree	4	10%
Indifferent	1	3%
Disagree	0	0%
Strongly disagree	0	0%

Source: Liceo Cristiano de Guayaquil
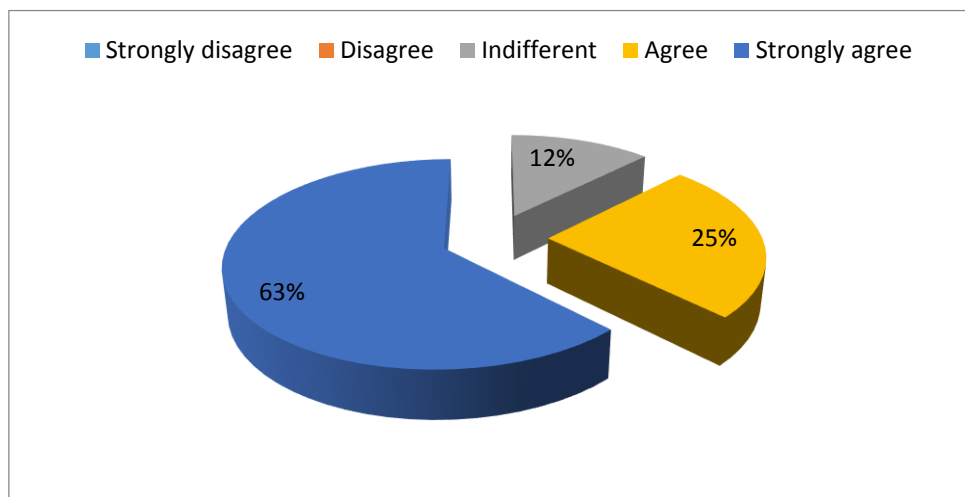**Elaborated by Andrés J. Álava**
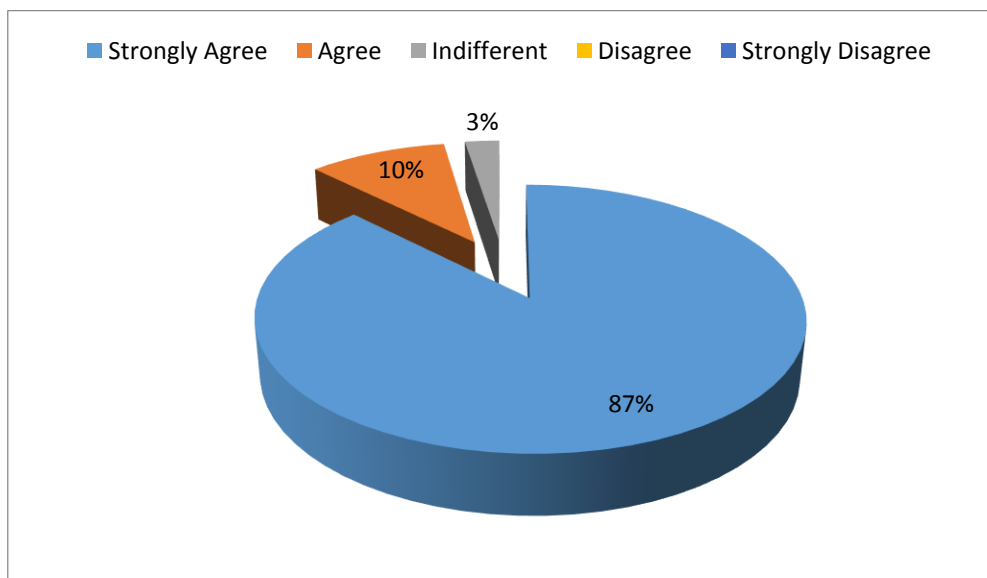
Figure 7 **Survey for students Question 4**
Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Eighty-seven percent of the students surveyed who are thirty-five students said they strongly agree with the expression (English is the common language in this globalized world). The students connecting their acquired knowledge on the matter history mentioned that globalization was a visible phenomenon since the cold war and that its boom was in the decade of the 90s until the present time. Thanks to telephone and computer communications, news, events, programs and other aspects have been rapidly disseminated globally. And although it does not exist formally defined, all these exchanges of information are produced and received in the English language.

Meanwhile, a three percent representing a student says to be indifferent to this phrase. His argument was that for this phenomenon it is normal for the English language to be used in social networks, movies, but that he will continue to use his native language, that is, Spanish.

Question 5: Do you agree to only keep using the activities presented in the book to speak the English language?

Table 5
Survey for students. Question 5

Descriptions	Frequency	Percentage
Strongly agree	0	0%
Agree	33	82%
Indifferent	7	18%
Disagree	0	0%
Strongly disagree	0	0%

Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Figure 8 **Survey for students Question 5**
Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Eighty-two percent of the respondents who are thirty-three students said they agreed to continue using only the activities of the book used in their English classes. These students stated that the activities presented in the book are interesting; and although they know of the existence of a wide range of activities; these students said they agreed with the activities used by their English teacher. They also reported that the activities presented in the book; although these differ from the contextual reality of the printing country, they are fun and interesting activities.

While an eighteen percent of respondents who are three students said they were indifferent before these activities. Since they argue that their teacher actively applies these activities in the classes.

Question 6: Do you agree with the use of technological resources create a good atmosphere during Speaking classes?

Table 6
Survey for students. Question 6

Descriptions	Frequency	Percentage
Strongly agree	29	72%
Agree	5	12%
Indifferent	5	13%
Disagree	1	3%
Strongly disagree	0	0%

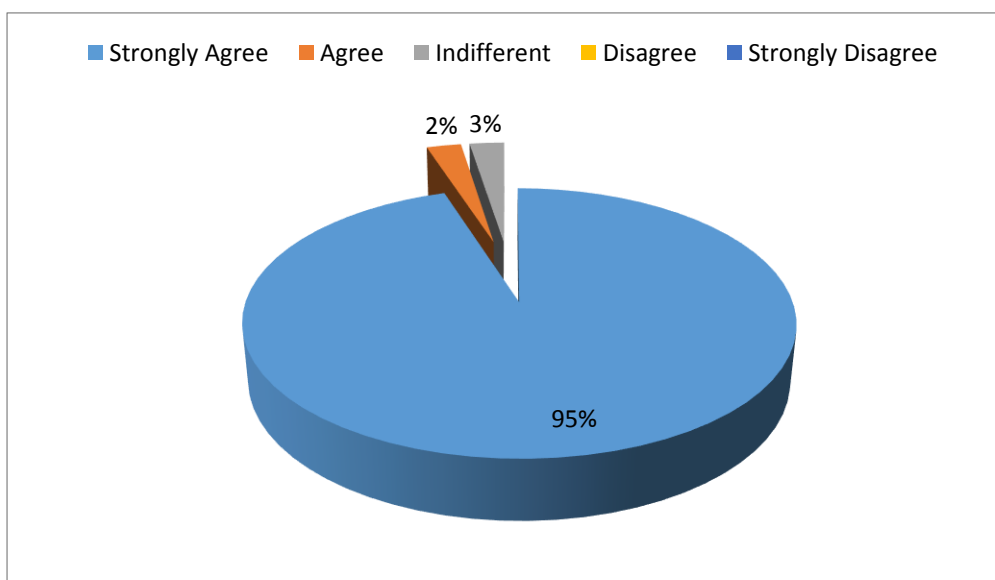**Source: Liceo Cristiano de Guayaquil**
Elaborated by Andrés J. Álava

Figure 9 **Survey for students Question 6**
Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Seventy-two percent of the respondents who are twenty-nine students said they strongly agree to use technological resources in the classroom to create an appropriate atmosphere to study the English language. These students said that by using technology in the classroom, learning becomes less boring than when they only use books. They commented that the book they use in their education has a digital and online platform which they use in the English laboratory. In addition to being able to exercise factors linguistic as the grammar or syntax in this interactive platform; students can exercise their listening comprehension in a real way; since the platform of the book presents audio conversations made by people who handle the English language as their mother tongue.

Thirteen percent of the students who are five students said they were indifferent before this question. Since they argue that the activities and options presented by the platform, they are also present in other online platforms to learn and practice the English language.

Question 7: Do you agree to improve the speaking skill through the use of interactive activities?

Table 7
Survey for students. Question 7

Descriptions	Frequency	Percentage
Strongly agree	37	92%
Agree	3	8%
Indifferent	0	0%
Disagree	0	0%
Strongly disagree	0	0%

Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Figure 10 **Survey for students Question 7**
Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Ninety-two percent of the respondents who are thirty-seven students said they strongly agree to improve their speaking ability by using interactive activities in the classroom to create a reliable and motivating atmosphere for studying the English language. These students said that by using activities such as games, role plays in which they can personify characters and scenarios in the class, they feel less stress and pressure when studying. Which teacher chooses a topic of interest to the students and mediates a debate in the class, which allows arguing and producing the language in a much more fluid and natural way that they could do it through static activities such as those presented in the books.

An eight percent of the students who are three students said they agreed before the question mentioned above. These students believe that interactive activities motivate the learning of the language, although already the activities presented by the language teacher are very interesting and fun.

Question 8: Do you agree with the use of practical activities of talking in pairs in the classes?

Table 8
Survey for students. Question 8

Descriptions	Frequency	Percentage
Strongly agree	36	90%
Agree	3	7%
Indifferent	1	3%
Disagree	0	0%
Strongly disagree	0	0%

Source: Liceo Cristiano de Guayaquil
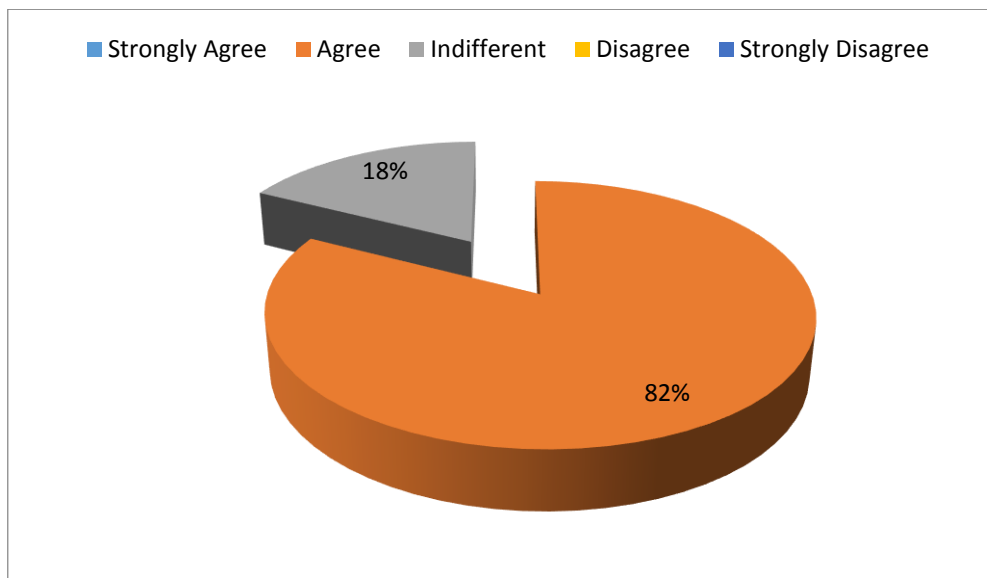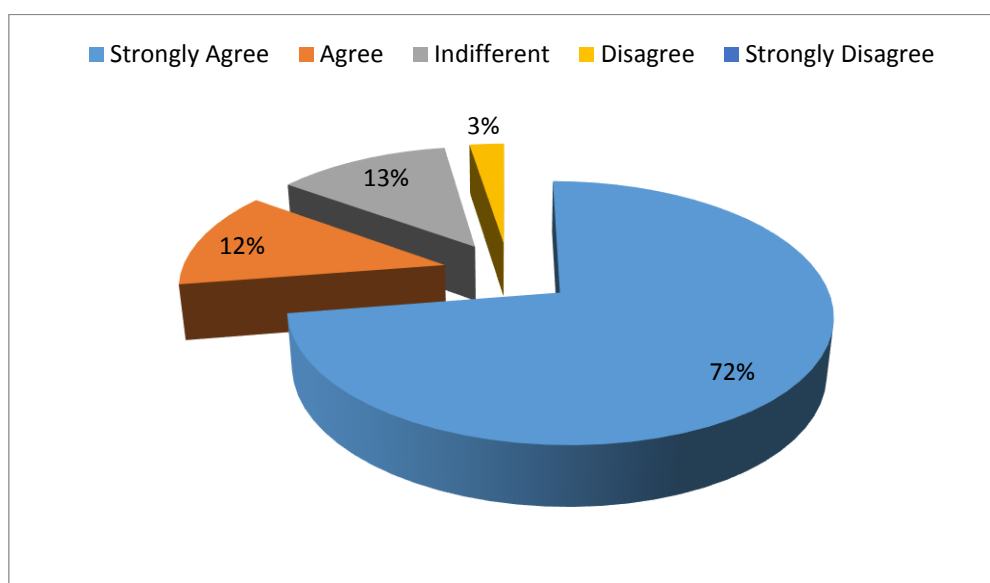Elaborated by Andrés J. Álava
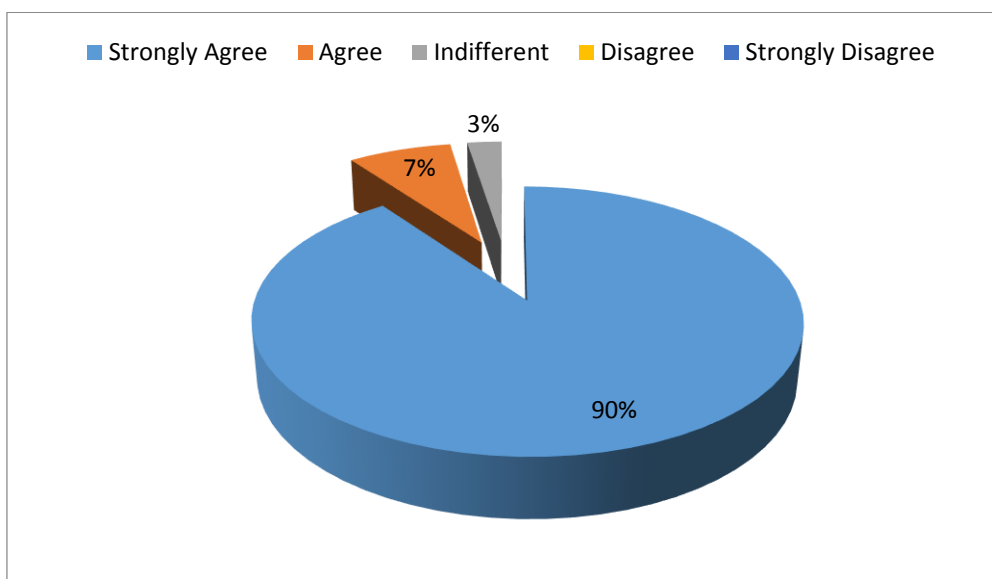
Figure 11 **Survey for students Question 8**
Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Ninety percent of respondents who are thirty-six students said they strongly agree to improve their speaking ability by using activities in pairs in the classroom when learning the English language. These students said that they feel more confident with activities in pairs; because they do not feel as much embarrassment as they would feel to be alone in front of the room. They also comment; who love this activity because they practice the language and can correct it at the same time; since they feel safe to be talking to their friends; imagining that there is no one else in the room. The same students who belong to this group said they feel that more words flow when they work in pairs than when they work with the teacher in general; They make it very clear that the teacher creates a reliable environment and teaches her class well; However, they feel more confident of risking speaking in English when they are in an activity in pairs.

A three percent of the students who is a student would be indifferent to the aforementioned question. This student claims to produce the English language both as a couple and individually. He considers that the level of English teaching allows him to use it in real situations in life.

Question 9: Do you have the confidence to speak in English during the classes activities?

Table 9
Survey for students. Question 9

Descriptions	Frequency	Percentage
Strongly agree	0	0%
Agree	0	0%
Indifferent	30	75%
Disagree	9	22%
Strongly disagree	1	3%

Source: Liceo Cristiano de Guayaquil
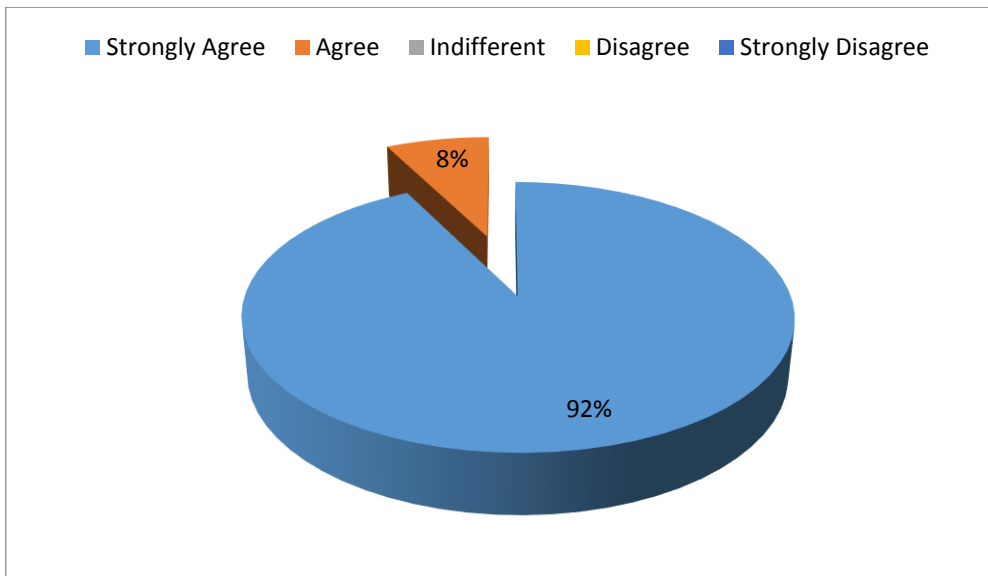**Elaborated by Andrés J. Álava**
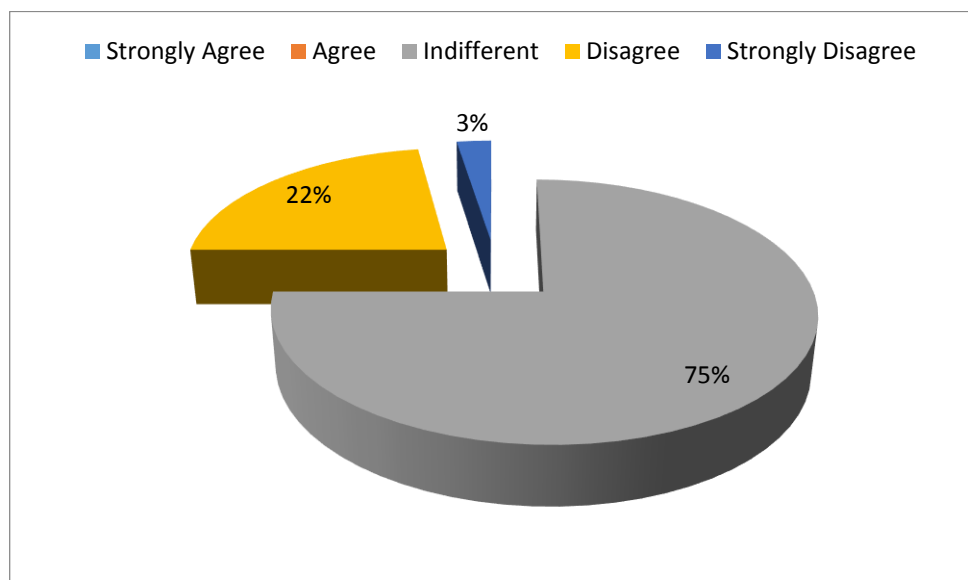
Figure 12 **Survey for students Question 9**
Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Seventy-five percent of the respondents who are thirty students said they were indifferent about the confidence of speaking in English during the development of classroom activities. In the first place they make it clear that it is not the fault of their teacher or of the educational institution where they are enrolled, because both the teachers and the level of English taught in their schools teach the English language in an understandable way. They comment that even the teachers outside the classroom; whether in the teachers' lounge or in the cafeteria or in the courtyard; Teachers speak English all the time; and that motivates them to want to become proficient in English as their teachers do. However, the fear of being teased by their classmates when doing something stops the desire to speak in English; Due to this, there is no complete confidence when using this foreign language in class activities.

A three percent of students who are a student would disagree strongly with having confidence in using English in class. This student considers the English language as a subject more like a language that may or may not use it in the future; therefore, he does not have confidence in using something that is just a class thing.

Question 10: Do you agree with English classes will be better understood using a different method of English language acquisition than is currently used?

Table 10
Survey for students. Question 10

Descriptions	Frequency	Percentage
Strongly agree	1	2%
Agree	4	10%
Indifferent	30	75%
Disagree	4	10%
Strongly disagree	1	3%

Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava
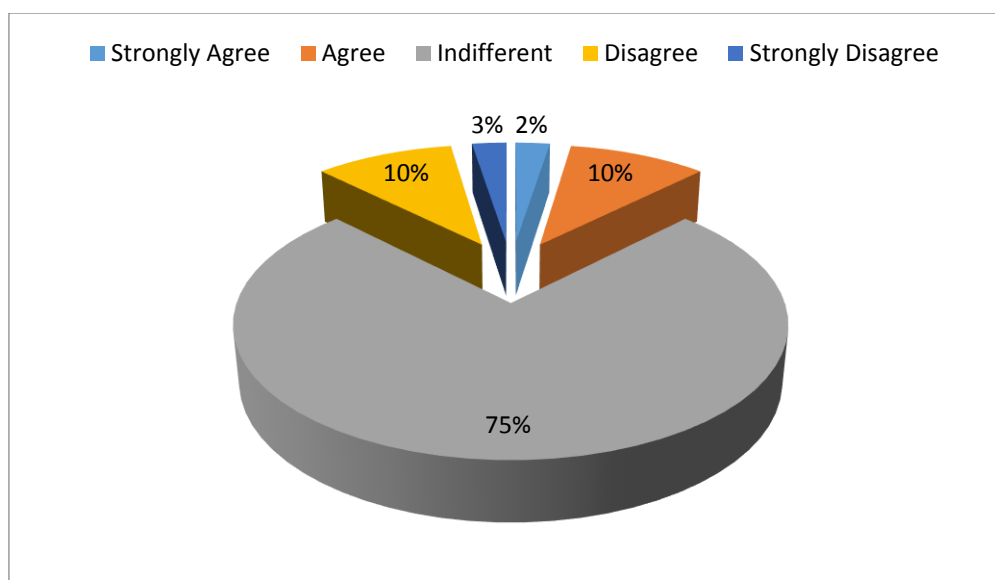
Figure 13 **Survey for students Question 10**
Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Seventy-five percent of the respondents who are thirty students said they were indifferent to the fact that they would understand English classes better with a different method of endeavor. The reason why a third of students maintain this answer is because they consider the current method with which they receive understandable, useful and fun English classes. At the same time; the students argued that this answer is completely from the empathy they have with their English teacher, but they really consider that the English teaching method that is currently taught in the educational institution in which they attend their school is appropriate for their understanding.

Thirteen percent of the respondents, which are made up of people who disagree and strongly disagree that they are five students, said they disagree as they consider that the method currently used in their English classes is appropriate for them. They feel that if another method is implemented, their level of production and understanding of English would be difficult.

3. 7. 3. Survey Students Interpretation

After completing these surveys, the following preliminary conclusions were obtained. The 10th grade students mentioned that it is a very important factor that relates the factors of their real environment in relation to the activities presented and used in their classes when learning the English language. Connecting the contents to be studied in English with real applications, whether they are expressions; phrases, idioms, and vocabularies of practical use in society.

At the same time they make it very clear that the methodology used as much by their English teacher as the methodology that is managed at the institutional level of the school is the most appropriate in the acquisition of the foreign language. They feel that within their educational institution; place where they are trained and educated; they create a motivating atmosphere to use English language consistently. As an observation to highlight; It is interesting that all English Teachers talk and interact with each other using the foreign language all the time, even when the time for classes is over, in meetings in the teachers' room, and even in school facilities such as the bar or the playground.

3. 7. 4. Survey Teachers Analysis

Table 11
Survey Teachers Analysis

Description	Strongly Agree	Agree	Indifferent	Frequency	Percentage
Question 1	5	0	0	5	100%
Question 2	5	0	0	5	100%
Question 3	1	4	0	5	80% - 20%
Question 4	1	4	0	5	80% - 20%
Question 5	5	0	0	5	100%
Question 6	4	1	0	5	20% - 80%
Question 7	5	0	0	5	100%
Question 8	5	0	0	5	100%
Question 9	5	0	0	5	100%
Question 10	1	1	3	5	60% -20% -20%

Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava The format used for the questionnaire has been placed in the annexes section of this research project (Annexes 5).
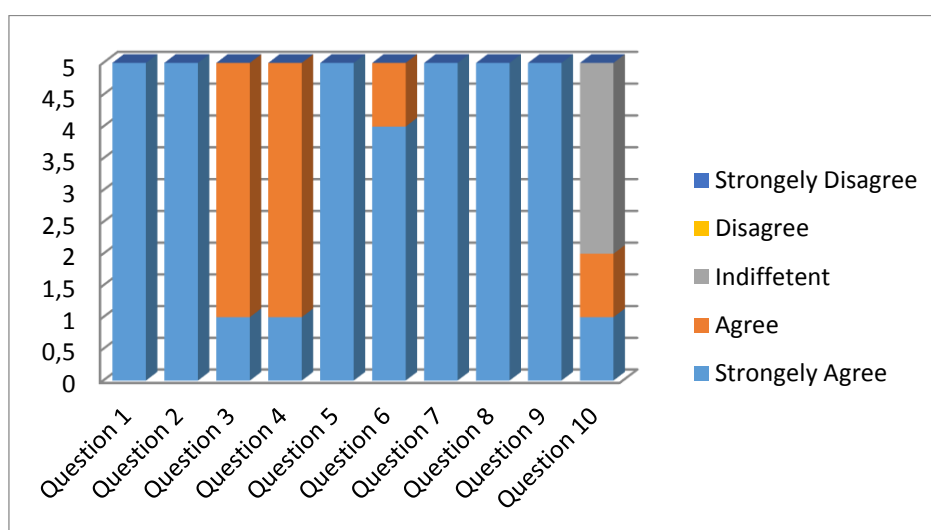
Figure 14 **Survey Teachers Analysis**
Source: Liceo Cristiano de Guayaquil
 Elaborated by Andrés J. Álava the format used for the questionnaire has been placed in the annexes section of this research project (Annexes 5).

3. 7. 5. Survey Teachers Interpretation

After completing these surveys, the following preliminary conclusions were obtained. The teachers of the English area of 10th grade students mentioned that it is essential to update both the technology implemented in the foreign language classes and the constant methodological updating in the teaching profession.

In the same way, the professors surveyed expressed the need to implement new methodological trends in order that students do not translate, but rather understand and produce the English language in an independent and autonomous manner.

3. 7. 6. Interview Teacher Analysis

Teacher Interview

Interviewer: Andrés Joaquín Álava

Interviewed: English Teacher of the Educational Institution

How important is the use of technological resources in the classroom?

Well, although this is a somewhat obvious answer; the use of technology in education is very important, not only of the English language but in all subjects in general. The technology is not just the use of a new audio player. It is looking for the most appropriate way to teach something.

How important or deficient is the national curriculum to design the annual English teaching - learning plan at your institution to encourage more autonomous oral English students?

This is important because it is necessary to follow the guidelines dictated by the Ministerio de Educación to reach high levels of education according to international standards. It should be noted that changes have been made in the curriculum, changes ranging from the updating of educational texts to the implementation of different approaches when planning the curricular design of the English area in educational institutions in the country.

Why do you think that meaningful learning is necessary in the process of acquiring the English language?

Meaningful learning ... as I remember was stayed by Ausubel, I do not remember his first name but I do have his theory in mind. Significant learning has been one of the main axes on which the way of teaching the English language in our institution has been designed. The reason is that we want our students to have a better opportunity to apply the language in a real and useful context. Whether with staff who come to our institution for lectures or lectures, such as being able to use them in common and real situations.

How can you motivate the student to produce the foreign language orally in the classroom?

In our institution we have as mission to train students who produce English autonomously and practice in real life. One of the many ways that we implement to encourage our students to produce English is that all professors in the foreign language area speak only in English, both during classes and outside of it while on school premises. In this way the student will hear that their teachers use the language all the time, so they are motivated to produce it; they will make some mistakes in sentence formations or questions, but we look for them to produce the language, since in the classroom correct and correct certain errors committed by the students.

How can you motivate the student to produce the foreign language orally outside the classroom?

In this situation something changes and that is that outside the classroom, who takes the role of tutor and guide in the process of acquisition are the parents as opposed to the teachers who portray that role inside the classroom. Parents currently do not actively participate in this process. One of the ways in which students are encouraged to practice the English language outside of classes is through the use of the interactive platform made by the publisher that prints the student books. In addition, alternatives are chosen such as requesting that students watch a movie with an educational purpose in their original language in order to discuss it in the next class.

Why do you consider a connection between the content of English classes and real life relevant?

Because this connection will determine how useful or not the focus was on the classes you received as a student in the class. In this educational institution we forge students with the necessary tools so that they can develop in the real world. Regardless of the received material, in general; it is hoped that students can produce everything they have learned during their school years in their daily development contexts.

Why do English learners in city schools not produce the language independently?

I do not want to criticize the other educational institutions; but I believe that more fault would fall on the erroneous curricular distribution of the program of learning the English language in schools and schools in the public education system; who at the bottom line; They have the largest population of students in the country. If the curricular system is not properly reorganized and refunded from its bases; we will continue to have a very low level of talkers independent of the English language. Because if you compare the level of English proficiency of the students of the education system in contrast to the students of the private education system; the difference is enormous, with the advantage of private educational institutions.

What do you think is the main factor so that students, after finishing school, cannot reach an appropriate level of English proficiency according to international standards?

This is due to a factor of mixed origin; perhaps the lack of opportunities to produce the English language with native speakers of English-speaking countries; this maybe because of a social context in which they do not often find American people with whom to practice the language; and also that after finishing school, not all students continue a university life in which they can continue preparing and learning to master this language. Since in the current situation of our country, getting work is indispensable; and in many cases it is inescapable; so after finishing school the students get jobs in which they do not use or produce the English language.

From the role of teacher, how can you change this sad reality about the low level of English proficiency by students of schools in the city?

This reality may be diminished with the implementation of the approach of meaningful learning in the acquisition of the English language. During all the stages in which the students are under our formative responsibility to grant society useful citizens to society. In the span of its stages as students; we have the vocational and institutional commitment to offer the most appropriate and meaningful way to teach the English language.

In general, what should be changed so that Ecuador can reach optimal levels of English language proficiency in some years in the future by citizens?

That's a very good question ... Well, I think you should change the methodology applied in educational institutions during the teaching-learning process. It should change that wrong way in which it is believed that English must be memorized instead of interpreted; that people produce the English language independently without following the instructions dictated in the student's book. A great step has been taken in the requirement to reach certain levels at the end of school; But even the battle is not won, we must improve the English language bases given in the schools so that in the future they can produce the English language autonomously, and maybe in the near future, we can be an English speaking country not by imposition but as a sign of evolution as an Ecuadorian society.

3. 7. 7. Interview Teacher Interpretation

During the interview with the English teacher at the Liceo Cristiano de Guayaquil, it is relevant to mention the following points to highlight. The English profession emphasizes the importance of the implementation of it for students at the time of acquiring the English language. This notion the teacher explained in a very simple way; if a student does not understand it or make the acquired information, it will be impossible for a student to produce and use that knowledge in a concrete manner in the not too distant future. Because of this, there is a constant concern to maintain a meaningful learning approach in the curricular design of the English subject within the educational institution.

In the same way, the teacher indicated the importance of the appropriate use of technology in the teaching of the foreign language. Since the advancement of technology is undeniable at a rapid pace, it is up to the professor to decide if he sees technology as a rival or monster to be feared; or on the other hand, take technology as a tool with which it will facilitate the process of constructing cognitive acquisition of the English language in students.

The technology goes beyond just using a new computer or sound equipment, it is researching and knowing how to implement the appropriate educational pages, videos, games and other online activities; that allow the ease of interaction of the student with these new platforms that in addition to educate motivate the student to learn in an interesting way for them.

3. 7. 8. Pre-test and Post-test Analysis

In this section of the present research work, the information obtained through the pre-test and post-test within the learning environment of the 10th grade students was compiled and analyzed. Not only the obtained numerical information was transcribed, but this information was interpreted with respect to the topics within the framework of meaningful learning. A pre-test was applied to the students to determine the level of English proficiency. At the same time, a point of contrast was stipulated to analyze how effective is the implementation of meaningful learning in the acquisition of the English language. After a certain time, a test was again implemented, called post-test, which helped to interpret the progress and progress of the students within the learning process.

3. 7. 9. Online Test "Track Test"

Due to the friendly interface and free access offered by the Track - Test online page, students were asked to take a simple test to determine their level of English language proficiency in a general and globalized manner. Access to the test offered by the aforementioned online page is done by entering the general data of the students followed by their email account. After this, we proceed to perform a test of around 15 questions. In these questions, the domains to be evaluated are: grammar, syntactic, contextual and semantic vocabulary. Next, it presents the information of the students and the determined levels when developing this online test. The format used by the online test is placed in the annexes section. The test can be used for free and can be found at the following link (ALTE Institutional Affiliate, 2012) (https://app.tracktest.eu/en/index.php?page=showPretestPage&dir=tests).

Next, it proceeds to establish the different levels of proficiency in the English language that will categorize the Track Test page once the pre-test is done. It is necessary to mention that these categories used in this page are based in turn on the international CEFR scale of the English domain (ALTE Institutional Affiliate, 2012) (Council of Europe, 2018).

3. 7. 10. Online Test "Track Test" analysis

Table 12
Levels Standards which were used in the Online Pre-test and Post-test

Level Codes	Description	Application
A1	Beginner	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.
A2	Elementary	Can understand sentences and frequently used expressions related to areas of most immediate relevance (such as very basic personal and family information, shopping, local geography, employment).
B1	Intermediate	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure. Using in traveling situations.
B2	Upper-intermediate	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.
C1	Advanced	Can understand a wide range of demanding, longer texts, and recognize implicit meaning.
C2	Proficiency	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments.

Source: Track Test (ALTE Institutional Affiliate, 2012) (Council of Europe, 2018)
Elaborated by Andrés J. Álava

Table 13
Students Proficiency levels obtained in the online pre-test.

Descriptions	Frequency	Percentage
A1	1	2%
A2	30	75%
B1	8	20 %
B2	1	3%
C1	0	0%
C2	0	0%

Source: Track Test (ALTE Institutional Affiliate, 2012) (Council of Europe, 2018)
Elaborated by Andrés J. Álava
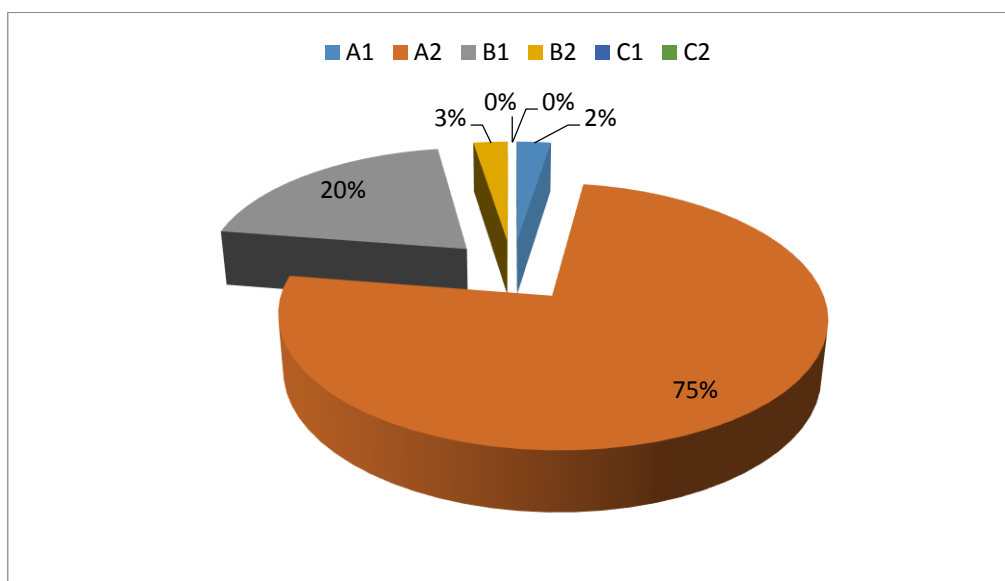
Figure 15 **Students Proficiency levels obtained in the online pre-test**
Source: Track Test (ALTE Institutional Affiliate, 2012) (Council of Europe, 2018)
Elaborated by Andrés J. Álava

Table 14

Students Proficiency levels obtained in the online post-test.

Descriptions	Frequency	Percentage
A1	0	0%
A2	1	2%
B1	34	85 %
B2	5	13%
C1	0	0%
C2	0	0%

Source: Track Test (ALTE Institutional Affiliate, 2012) (Council of Europe, 2018)
Elaborated by Andrés J. Álava
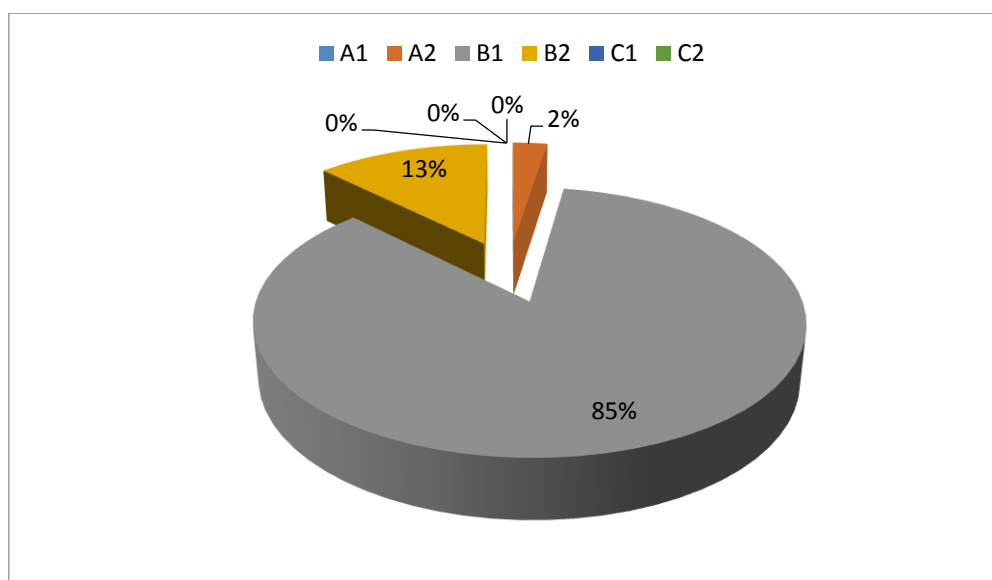
Figure 16 **Students Proficiency levels obtained in the online post-test**
Source: Track Test (ALTE Institutional Affiliate, 2012) (Council of Europe, 2018)
Elaborated by Andrés J. Álava

3. 7. 11. Pre-test and Post-test Analysis (ETS Propell Test)

Table 15

Independent Speaking Rubrics were used in the ETS PROPELL Pre-test

Score	Description	Application
4	The response fulfills the demands of the task, with at most minor lapses in completeness. It is highly intelligible and exhibits sustained.	Generally well-paced flow 8 fluid expression). Speech is clear. It may include minor lapses, or minor difficulties with pronunciation or intonation patterns.
3	The response addresses the task appropriately but may fall short of being fully developed.	Speech is generally clear, with some fluidity of expression, though minor difficulties with pronunciation, intonation or pacing are noticeable and may require listener effort.
2	The response addresses the task, but development of the topic is limited. It contains intelligible speech, although problems with delivery and overall coherence.	Speech is basically intelligible, though listener effort is needed because of unclear articulation, awkward intonation, or choppy rhythm/pace; meaning may be obscured in places.
1	The response is very limited in content or coherence or is only minimally connected to the task.	Speech is largely unintelligible. Intonation difficulties cause considerable listener effort; delivery is choppy, fragmented, or telegraphic frequent pauses and hesitations.
0	Speaker makes no attempt to respond OR response is unrelated to the topic	

Source: ETS Propell (Educational Testing Service, 2012)
Elaborated by Andrés J. Álava

Table 16

Equivalence Scale between student test's scores and Propell test's scores

111111	Propell Tets Score
8 – 10	4
5 – 7.99	3
2 – 4.99	2
0 – 1.99	1

Source: ETS Propell   (Educational Testing Service, 2012)
Elaborated by Andrés J. Álava

Table 17

Students Proficiency levels obtained in the Propell pre-test.

Descriptions	Frequency	Percentage
4	6	15%
3	31	78%
2	3	7 %
1	0	0%

Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava
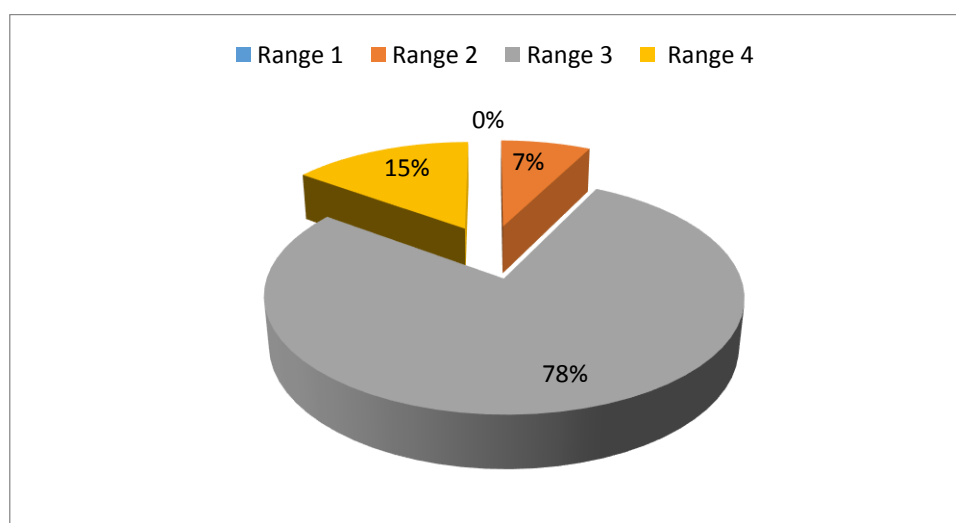
Figure 17 **Students Proficiency levels obtained in the Propell pre-test**
Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

Table 18

Students Proficiency levels obtained in the Propell post-test.

Descriptions	Frequency	Percentage
4	15	39%
3	24	59%
2	1	2 %
1	0	0%

Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava
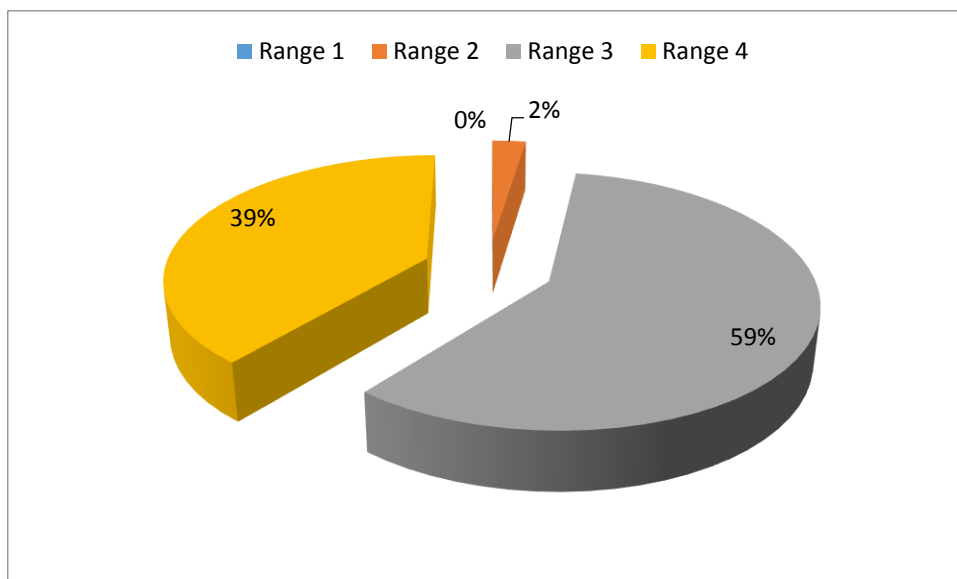
Figure 18 **Students Proficiency levels obtained in the Propell post-test**
Source: Liceo Cristiano de Guayaquil
Elaborated by Andrés J. Álava

3. 8. Pre-tests and Post-tests Conclusions

It is worth mentioning that the present educational research work was developed within a limited period of time divided into two major stages; the Pre-professional Practices stage in which the problem could be observed in the students when acquiring and producing the English language in the classroom; and the second stage in which determined the possible factors that originated the problem. After that, it was proceeded to hypothesize the possible solutions to this problem.

At the beginning of the second stage, students were pre-tested twice. The first was an online pre-test which in a very general way determines the range of English language proficiency of the 10th grade students. The results obtained were that a third of the students surveyed reflect managing a level of English A2 proficiency. This free test is structured according to the established guidelines by the international community, which allows having a general idea of the possible level of English in the students. Therefore it can be mentioned that the educational institution, like its teachers of the English language; they manage a very appropriate teaching methodology by placing students within an acceptable range of foreign language proficiency.

In addition to this, in order to have a general idea of the level of English language proficiency of the students, another test was carried out in the same sample research. In that test, it was kept to determine the level of independence at the time of producing the English language in a spoken way. The results were that a large part of the students understand the English language in a practical way, although they present certain challenges in producing them independently. The fact that the researcher is a strange character in the everyday environment in which the students produce the foreign language is also a point to consider when tabulating all that information.

Once the observation, application and the study stage of the activities based on the significant learning approach in the English language were completed the following notions could be mentioned the following notions. A subsequent test was carried out for the same group of studies analyzed previously in this research work.

With regard to the online post-test conducted by the students to know the English proficiency level, an increase in the number of students who reached an appropriate level of proficiency for their ages and the range established by the Ministry of Education based on the international scale of the European consulate.

On the other hand, after having implemented activities based on meaningful learning, a post-test was carried out to determine how effective were the activities applied to the students in the speaking production. The students showed a positive change at the time of taking the post-test with respect to the researcher, since not only were they accustomed to their presence and they were able to unwind on a daily basis decreasing the shyness factor. The number of students who reached the highest established ranges in contrast to the score obtained in the previously mentioned post-test.

CHAPTER IV
PROPOSAL REPORT

4. 1. Title of Proposal

Pedagogical Handbook of activities focused on improving the speaking ability of the English language based on meaningful learning theory.

4. 2. Broad Objective

To design a compendium of speaking activities in order to improve the speaking ability of English language learners to speak in order to produce the language in an independent way.

4. 3. Specific Objectives

To organize interactive and productive classes those generate independent English-speaking students.

To build a motivating atmosphere for students in order to produce the English language in an independent way.

Provide teachers of the English language with a guide with speaking activities with which it will serve as a methodological tool when teaching foreign language classes.

4. 4. Proposal Scheme

<u>Pedagogical Handbook Scheme</u>

Activity Number 1: Favorite Object

Planning Table 1

Activity Number 2: Meeting & Greeting

Planning Table 2

Activity Number 3: The Alibi

Planning Table 3

Activity Number 4: Priceless treasure has been stolen

Planning Table 4

Activity Number 5: Photographic Competition

Planning Table 5

Activity Number 6: Interviewing a Celebrity

Planning Table 6

Activity Number 7: Debate "LGBTI Parenthood"

Planning Table 7

Activity Number 8: Information Gap

Planning Table 8

Activity Number 9: Moral Dilemma

Planning Table 9

Activity Number 10: Role Play

Planning Table 10

Activity Number 1

FAVORITE OBJECT

Figure 19 **Favorite Object**
Source of Images: Internet (Álava, 2018)

Development of the activity

Students are asked to bring their most precious object from their home to be presented in class. Couples of students were formed so that they could talk about the objects that they have brought to the class each, then they discussed the reasons why it is so precious or special for that student, then they were asked how many years have in his possession that object, among other questions regarding the sense of affection towards that object. Finally, one of the pairs talked to the rest of classroom about his or her favorite object.

Aims of the activity

To learn or review vocabulary related to everyday objects in the student's home.

To review prepositions of place.

To review the structure "It is on the bed".

To practice using the structure "There is a toy on the table".

Table 19

Planning Activity 1

	LICEO CRISTIANO DE GUAYAQUIL	2018 - 2019
	PLAN OF SKILLS WITH PERFORMANCE CRITERIA BLOCK	

<table>
<tr><td colspan="5" align="center">1. INFORMATIVE DATA</td></tr>
<tr><td>Teacher of the English subject</td><td>Area: Foreign Language</td><td>Activity name: Favorite Object</td><td>Method: Inductive</td><td>Date of implementation: Monday, Jan 14th</td></tr>
<tr><td>Researcher: Andrés Álava</td><td>Subject: English</td><td>Students: 40</td><td>Course: 10th Course</td><td>Approximate time: 15 minutes</td></tr>
<tr><td colspan="2" align="center">MACRO SKILL AXIS</td><td colspan="3" align="center">INSTITUTIONAL AXIS</td></tr>
<tr><td colspan="2">Develop students' understanding of the world, other cultures and themselves, and be able to communicate their understanding and points of view to others through English</td><td colspan="3">The interculturality within the democratic citizenship and the conservation of the environment</td></tr>
<tr><td colspan="5" align="center">2. PLANNING ACTIVITY NUMBER 1</td></tr>
<tr><td>SKILL WITH PERFORMANCE CRITERIA</td><td>Activities</td><td>Resources</td><td>Evaluation</td><td>Achievement indicators</td></tr>
<tr><td>Identify and use vocabulary of things that are used daily at home and in the classroom.

Improve the descriptive and real capacity to use the English language in real situation context.</td><td>Greeting and activation of knowledge in the students of the 10th course.
Remember the main vocabulary of school utensils and household items.
Ask the students to form group couples.
Introduction to the Favorite Objects activity.
The students will go to the front and will expose about the articles of their classmates.</td><td>Favorite Objects

Blackboard

Permanent Markers

Audiovisual Resources</td><td>Oral questions from the Investigator.

Could you explain to me why this object is so special to you?

Oral questions from students

 How long do you have that object?</td><td>Students can develop complete grammatical sentences and ordered semantic constructions.

Students can understand and understand descriptions of colors, sizes, feelings and places.

Students can understand what they hear and produce it in a very loyal way about the information they hear.</td></tr>
</table>

Elaborated by Andrés J. Álava

Activity Number 2

Meeting & Greeting

Figure 20 **Meeting & Greeting**
Source of Images: Internet (Communications)

Development of the activity

The students imagined that they were executives of investing companies, after that the students will introduce themselves among themselves introducing their names, place of origin, studies and position in the company, then they will present reasons to invest or not within the country, finally they will say goodbye cordially and formally to end the activity.

Aims of the activity

To learn or review vocabulary related to everyday meetings and greetings.

To review phrases about meeting new people.

To review the structure "Nice to meet you".

To practice using the structure "I'm glad to finally know you".

Table 20

Planning Activity 2

	LICEO CRISTIANO DE GUAYAQUIL	2018 - 2019
	PLAN OF SKILLS WITH PERFORMANCE CRITERIA BLOCK	

1. INFORMATIVE DATA				
Teacher of the English subject	Area: Foreign Language	Activity name: Meeting & Greeting	Method: Inductive	Date of implementation: Monday, Jan 14th
Researcher: Andrés Álava	Subject: English	Students: 40	Course: 10th Course	Approximate time: 15 minutes

MACRO SKILL AXIS	INSTITUTIONAL AXIS
Develop students' understanding of the world, other cultures and themselves, and be able to communicate their understanding and points of view to others through English	The interculturality within the democratic citizenship and the conservation of the environment

2. PLANNING ACTIVITY NUMBER 2				
SKILL WITH PERFORMANCE CRITERIA	Activity	Resources	Evaluation	Achievement indicators
Identify and use vocabulary of meetings and greetings phrases.

Improve the descriptive and real capacity to use the English language in real situation context. | Greeting and activation of knowledge in the students of the 10th course. Remember the main vocabulary about greetings phrases. The students imagined that they were executives of investment companies, and after presenting themselves among them, they will present reasons to invest within the country. | Blackboard

Permanent Markers

Audiovisual Resources | Oral questions from the Investigator.

Oral questions from students | Students can develop complete grammatical sentences and ordered semantic constructions. Students can understand descriptions of situation and environment about an interview or a meeting.

Students can understand what they hear and produce it in a very loyal way about the information they hear. |

Elaborated by Andrés J. Álava

Activity Number 3

The Alibi

***Figure 21* The Alibi**
Source of Images: Internet (Google Imagenes, 2018)

Development of the activity

The alibi activity is well known with instructors and understudies. It is a viable method to rehearse the variable types of action word conjugations. Make a division in the class into three gatherings and give them a letter: A, B, and C. Request that all A's hold up. Clarify that they are lawbreakers and that yesterday they carried out a wrongdoing. Today, the police have captured them as suspects for the wrongdoing and in five minutes they will be cross examined. They have to cooperate to make an ideal vindication that indicates they couldn't have stolen the bank.

Give each of the 'An' a duplicate of the 'A - Alibi' card and spot them in sets (and a gathering of three if essential). They will cooperate to make a plausible excuse utilizing the guidelines on the card. Clarify that following five minutes, you will expel the cards and the police will examine them.

On the off chance that you can utilize an agent without hindering different classes, ask A to leave the room and set up her plausible excuses. In the event that student cannot, at that point isolate the class into two parts and request that the understudies plan their plausible excuses peacefully.

At that point understudies 'B' and 'C' structure groups of four. Hand out the 'A - look into' cards, each one in turn, and have four minutes to examine the inquiries they will inquire. They can take notes on their cards and counsel them amid the meeting stage.

The teacher who guides the activity will need a group of four criminologists for each pair of 'A'. On the off chance that a student has an awkward number, gathering of five or six can talk with three "A's". The amusement is anything but difficult to sort out in the event that teacher can partition his class into gatherings of three. Else, teacher should make changes in the gatherings and a few understudies will be suspects twice. The vital thing to recall is that a person should be met independently for the diversion to work.

Manage and confirm with all gatherings, particularly on the off chance that guider have understudies in the passage, and help and prompt when fundamental. Following five minutes, bring the 'A' back with sets of investigators (with a couple of individual analysts if fundamental). In the event that conceivable, place the seats with the goal that each pair of criminologists faces the suspect and the suspects cannot effectively impart.

Gather the "A - vindication" cards and show to alleged criminals that they cannot speak with one another amid the meeting. The analysts have five minutes to make inquiries and compose the appropriate responses. Following five minutes, they will look at their answers in their gatherings and in the event that they can discover two contrasts in the plausible excuses.

Aims of the activity

To learn or review vocabulary related to professions; policeman, attorney, judge, among others.

To review phrases about clarify information.

To review the structure "Where were you at 7pm?"

To practice sentences in past tense.

Alibi Game Cards

Table 21
Alibi Game Card 1

Alibi/investigation cards: extra support (focus on practising past tenses)

A: Alibi – Cinema	B: Alibi – Restaurant	C: Alibi – Concert
You robbed a bank yesterday but you told the police that you went to the cinema. Work with your partner to create an alibi.	You stole a car yesterday but you told the police that you went to a restaurant. Work with your partner to create an alibi.	You stole a painting yesterday but you told the police that you went to a concert. Work with your partner to create an alibi.
Here are some questions the police may ask:	Here are some questions the police may ask:	Here are some questions the police may ask:
• Where did you meet? • When did you meet? • What were you wearing? • What did you do before the cinema? • What film did you see? • What was it about? • Can you describe the main characters? • What did you do after the cinema?	• Where did you meet? • When did you meet? • What were you wearing? • What did you do before your meal? • What was the restaurant like? • What did you eat/drink? • Can you describe the other customers? • What did you do after your meal?	• Where did you meet? • When did you meet? • What were you wearing? • What did you do before the concert? • What band/musician did you see? • What happened at the concert? • Can you describe the people you saw? • What did you do after the concert?
A: Investigation – Cinema	**B: Investigation – Restaurant**	**C: Investigation – Concert**
You have two or three suspects. A witness saw them at the scene of the crime but they say they went to the cinema. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.	You have two or three suspects. A witness saw them at the scene of the crime but they say they went to a restaurant. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.	You have two or three suspects. A witness saw them at the scene of the crime but they say they went to a concert. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.
Example questions: • Where/when did you meet? • What was your friend wearing? • What did you do before/after the cinema? • What can you tell me about the film?	Example questions: • Where/when did you meet? • What was your friend wearing? • What did you do before/after the meal? • What can you tell me about the restaurant?	Example questions: • Where/when did you meet? • What was your friend wearing? • What did you do before/after the concert? • What can you tell me about the concert?
Write notes about what other questions you should ask.	Write notes about what other questions you should ask.	Write notes about what other questions you should ask.

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Source: (Astbury, 2017)

Table 22
Alibi Game Card 2

Alibi/investigation cards: medium support (focus on practising question formation)

A: Alibi – Cinema	B: Alibi – Restaurant	C: Alibi – Concert
You robbed a bank yesterday but you told the police that you went to the cinema. Work with your partner to create an alibi.	You stole a car yesterday but you told the police that you went to a restaurant. Work with your partner to create an alibi.	You stole a painting yesterday but you told the police that you went to a concert. Work with your partner to create an alibi.
The police are going to ask you about your day. Here are some things to think about:	The police are going to ask you about your day. Here are some things to think about:	The police are going to ask you about your day. Here are some things to think about:
• When/where you met • What you were wearing • What you did before • Details about the film plot/actors • Your opinion of the film • Descriptions of people/things you saw • What you did after	• When/where you met • What you were wearing • What you did before • Details about the food/restaurant • Your opinion of the food • Descriptions of people/things you saw • What you did after	• When/where you met • What you were wearing • What you did before • Details about the concert/venue • Your opinion about the band/musicians • Descriptions of people/things you saw • What you did after
A: Investigation – Cinema	**B: Investigation – Restaurant**	**C: Investigation – Concert**
You have two or three suspects. A witness saw them at the scene of the crime but they say they went to the cinema. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.	You have two or three suspects. A witness saw them at the scene of the crime but they say they went to a restaurant. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.	You have two or three suspects. A witness saw them at the scene of the crime but they say they went to a concert. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.
You should ask them about: • Where they went, and when • Their clothes/appearance • The film they saw • Details about the trip • What they did before/after the film	You should ask them about: • Where they went, and when • Their clothes/appearance • The food they ate • Details about the trip • What they did before/after the meal	You should ask them about: • Where they went, and when • Their clothes/appearance • The band/musicians they saw • Details about the trip • What they did before/after the concert
Write a list of ten questions with your partner.	Write a list of ten questions with your partner.	Write a list of ten questions with your partner.

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Source: (Astbury, 2017)

Table 23
Alibi Game Card 3

Alibi/investigation cards: minimal support (past tenses and question formation)

A: Alibi – Cinema	B: Alibi – Restaurant	C: Alibi – Concert
You robbed a bank yesterday but you told the police that you went to the cinema. Work with your partner to create an alibi.	You stole a car yesterday but you told the police that you went to a restaurant. Work with your partner to create an alibi.	You stole a painting yesterday but you told the police that you went to a concert. Work with your partner to create an alibi.
The police are going to ask you about your day. Here are some things to think about:	The police are going to ask you about your day. Here are some things to think about:	The police are going to ask you about your day. Here are some things to think about:
• The events of the day: what you did, when/where/why • Clothes/appearance • People/interactions • The film/cinema You need to invent a convincing alibi. Try to include lots of details.	• The events of the day: what you did, when/where/why • Clothes/appearance • People/interactions • The food/restaurant You need to invent a convincing alibi. Try to include lots of details.	• The events of the day: what you did, when/where/why • Clothes/appearance • People/interactions • The concert/venue You need to invent a convincing alibi. Try to include lots of details.
A: Investigation – Cinema	**B: Investigation – Restaurant**	**C: Investigation – Concert**
You have two or three suspects. A witness saw them at the scene of the crime but they say they went to the **cinema**. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.	You have two or three suspects. A witness saw them at the scene of the crime but they say they went to a **restaurant**. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.	You have two or three suspects. A witness saw them at the scene of the crime but they say they went to a **concert**. Ask them questions about their day together. If there are any differences in their stories, then you know they are lying.
Ask them about: • The events of their day: what they did, when/where/why/who • Their clothes/appearance • Any details that they should remember about the day	Ask them about: • The events of their day: what they did, when/where/why/who • Their clothes/appearance • Any details that they should remember about the day	Ask them about: • The events of their day: what they did, when/where/why/who • Their clothes/appearance • Any details that they should remember about the day
Discuss what questions you could ask to find out if the suspects are lying.	Discuss what questions you could ask to find out if the suspects are lying.	Discuss what questions you could ask to find out if the suspects are lying.

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Source: (Astbury, 2017)

Table 24

Planning Activity 3

	LICEO CRISTIANO DE GUAYAQUIL		2018 – 2019

PLAN OF SKILLS WITH PERFORMANCE CRITERIA BLOCK				
1. INFORMATIVE DATA				
Teacher of the English subject	Area: Foreign Language	Activity name: The Alibi	Method: Inductive	Date of implementation: Tuesday, Jan 15th
Researcher: Andrés Álava	Subject: English	Students: 40	Course: 10th Course	Approximate time: 15 minutes
MACRO SKILL AXIS		**INSTITUTIONAL AXIS**		
Develop students' understanding of the world, other cultures and themselves, and be able to communicate their understanding and points of view to others through English		The interculturality within the democratic citizenship and the conservation of the environment		
2. PLANNING ACTIVITY NUMBER 3				
SKILL WITH PERFORMANCE CRITERIA	Activity	Resources	Evaluation	Achievement indicators
To learn or review vocabulary related to professions; policeman, attorney, judge, among others. To review phrases about clarify information. To review the structure "Where were you at 7pm?". To practice sentences in past tense.	Greeting and activation of knowledge in the students of the 10th course. Remember the main vocabulary about professions. In this activity The students will interpret people accused of committing crimes, so they will have to respond to the interrogation about where they were on the day of the crime, an activity that they carried out.	Blackboard Permanent Markers Audiovisual Resources Game Information Card	Oral questions from the Investigator. Oral questions from students	Students can develop complete grammatical sentences and ordered semantic constructions. Students can understand descriptions of situation and environment about a conversation or in an interrogation. Students can understand what they hear and produce it in a very loyal way about the information they hear.

Elaborated by Andrés J. Álava

Activity Number 4

A Priceless treasure has been stolen In Guayaquil

***Figure 22* A Priceless treasure has been stolen**
Source of Image: Goblet of Fire® (Rowling, 2011- present)

Development of the activity

Students are asked to form groups of 4 people. Then the fictional situation is established that in the most important museum of the city of Guayaquil, a trophy valued at $ 100,000,000 dollars has been stolen. The different roles to be interpreted are given within each group: the role of the police, the role of the suspected thief, the role of the witness and the role of the lawyer; he must raise arguments to defend his arrest and finally the role of witness who will determine whether the accused is innocent or guilty.

Once the different roles within each group are determined, the students are given small letters with information about their character, the guidelines for their participation in the group, among other indications.

Subsequently, each member must act according to their role and according to the information that each role presents since the beginning of the activity.

Aims of the activity

To learn or review vocabulary related about precious jewelry and belongings.

To review phrases about clarify information.

To review the structure "What were you doing yesterday"?

To practice sentences in past continuous tense.

A Priceless treasure Game Cards

Table 25
A Priceless treasure Game Cards

SUSPECT
➢ SUSPECT
➢ You are 17 years old
➢ You stole the trophy, of course, but you do not think the police have any proof. You will say that you hanged out with your friends at Disco.
➢ You enjoy being ridiculous when the police ask you questions (answered irrational answers)

Police Officer
➢ Police Officer
➢ The suspect was leaving the museum at 9:40 in the evening……….
➢ ……………..
➢ ……………

Elaborated by Andrés J. Álava

Table 26

Planning Activity 4

	LICEO CRISTIANO DE GUAYAQUIL	2018 - 2019
Unidad Educativa Liceo Cristiano de Guayaquil		

PLAN OF SKILLS WITH PERFORMANCE CRITERIA BLOCK

1. INFORMATIVE DATA				
Teacher of the English subject	Area: Foreign Language	Activity name: Priceless treasure has been stolen	Method: Inductive	Date of implementation: Tuesday, Jan 15th
Researcher: Andrés Álava	Subject: English	Students: 40	Course: 10th Course	Approximate time: 15 minutes

MACRO SKILL AXIS	INSTITUTIONAL AXIS
Develop students' understanding of the world, other cultures and themselves, and be able to communicate their understanding and points of view to others through English	The interculturality within the democratic citizenship and the conservation of the environment

2. PLANNING ACTIVITY NUMBER 4				
SKILL WITH PERFORMANCE CRITERIA	Activity	Resources	Evaluation	Achievement indicators
To learn or review vocabulary related about precious jewelry and belongings. To review phrases about clarify information. To review the structure "What were you doing yesterday". To practice sentences in past continuous tense.	In this role activity, students will act and speak as their roles indicate; police, accused person, witness. Then using the information given by the cards of the game, they will argue and shape their position and role	Blackboard Permanent Markers Audiovisual Resources Game Information Card Trophy	Oral questions from the Investigator. Oral questions from students Oral instructions from the English Teacher	Students can develop complete grammatical sentences and ordered semantic constructions. Students can argue their innocence in an unfair situation Students can understand what they hear and produce it in a very loyal way about the information they hear.

Elaborated by Andrés J. Álava

Activity Number 5

Photographic Competition

Figure 23 **Photographic Competition**
Source: (Google, 2019)

Development of the activity

In this activity groups of five students will be formed. Then they will be presented with the situation of everyone working for an important magazine such as Time, National Geographic etc., after this they will be presented with a group of ten photos of artistic faces. Everyone will have to argue debate and select the most appropriate photo for the title of the magazine "The true masculine beauty".

Students will have to argue why they selected their photos, determining what is male beauty, a young face, an adult face, experience, confidence, simplicity, tenderness. After having discussed and argued the selection of your photo for the cover, by group an executive will be selected who will present the idea to the managers of the magazine, that is to say the rest of the course, taking turns in all the selected photos. Will choose a single photo in which most students agree after having raised their arguments for that selection.

Aims of the Activity

Learn or review vocabulary related to qualifying adjectives and physical characteristics.

To review sentences about clarifying information.

To review the structure "What do you think of this person?"

To practice sentences in present and future tense.

Table 27

Planning Activity 5

	LICEO CRISTIANO DE GUAYAQUIL	2018 – 2019

PLAN OF SKILLS WITH PERFORMANCE CRITERIA BLOCK				
1. INFORMATIVE DATA				
Teacher of the English subject	Area: Foreign Language	Activity name: Photographic Competition	Method: Inductive	Date of implementation: Wednesday, Jan 16th
Researcher: Andrés Álava	Subject: English	Students: 40	Course: 10th Course	Approximate time: 15 minutes
MACRO SKILL AXIS		**INSTITUTIONAL AXIS**		
Develop students' understanding of the world, other cultures and themselves, and be able to communicate their understanding and points of view to others through English		The interculturality within the democratic citizenship and the conservation of the environment		
2. PLANNING ACTIVITY NUMBER 5				
SKILL WITH PERFORMANCE CRITERIA	Activity	Resources	Evaluation	Achievement indicators
Learn or review vocabulary related to qualifying adjectives and physical characteristics. To review sentences about clarifying information. To review the structure "What do you think of this person?"	In this role, students will discuss different notions of beauty. Then, using the information provided by the cards of the game, it will be argued why or why not on the selections of the faces. Finally, expose their ideas and defend them in the classes.	Faces Cards Permanent Markers Audiovisual Resources Blackboard	Oral questions from the Investigator. Oral questions from students Oral instructions from the English Teacher	Students can develop complete grammatical sentences and ordered semantic constructions. Students can argue physical appearance Students can understand what they hear and produce it in a very loyal way about the information they hear.

Elaborated by Andrés J. Álava

Activity Number 6

Interviewing a Celebrity

Figure 24 **Interviewing a Celebrity**
Source: (Álava, 2018)

Development of the activity

In this activity the students are presented with the fictitious situation that they are reporters. They will be told that they as reporters will go to interview their favorite celebrity. Within the interviews, the students who will be interviewers, they will consult about their personal life, more important aspects in their life, special moment in their life, advice that they will tell all their fans. Within the interviews, the students who will be celebrities will take the position that they are really that celebrity, and therefore they will answer all the questions taking that situation as fictitious.

Aims of the Activity

Learn or review vocabulary related to qualifying adjectives and physical characteristics.

To review sentences about clarifying information.

To review the structure "What is your next planned activity for the future of your life?"   Practicing sentences in present and future condition.

Table 28

Planning Activity 6

	LICEO CRISTIANO DE GUAYAQUIL	2018 – 2019
	PLAN OF SKILLS WITH PERFORMANCE CRITERIA BLOCK	

1. INFORMATIVE DATA				
Teacher of the English subject	Area: Foreign Language	Activity name: Interviewing a Celebrity	Method: Inductive	Date of implementation: Wednesday, Jan 16th
Researcher: Andrés Álava	Subject: English	Students: 40	Course: 10th Course	Approximate time: 10 minutes

MACRO SKILL AXIS	INSTITUTIONAL AXIS
Develop students' understanding of the world, other cultures and themselves, and be able to communicate their understanding and points of view to others through English	The interculturality within the democratic citizenship and the conservation of the environment

2. PLANNING ACTIVITY NUMBER 6				
SKILL WITH PERFORMANCE CRITERIA	Activity	Resources	Evaluation	Achievement indicators
Learn or review vocabulary related to qualifying adjectives and physical characteristics. To review sentences about clarifying information. To review the structure "What is your next planned activity for the future of your life?"	In this activity, the students will act as an interviewer and as a celebrity, so that groups will be formed in pairs. During this activity, questions and answers will be established as if they were the real situation in which the interviewer and interviewee will meet in a long conversation.	Permanent Markers Audiovisual Resources Blackboard	Oral questions from the Investigator. Oral questions from students Oral instructions from the English Teacher	Students can develop complete grammatical sentences and ordered semantic constructions. Students can argue physical appearance Students can understand what they hear and produce it in a very loyal way about the information they hear.

Elaborated by Andrés J. Álava

Activity Number 7

Debate "LGBTI Parenthood"
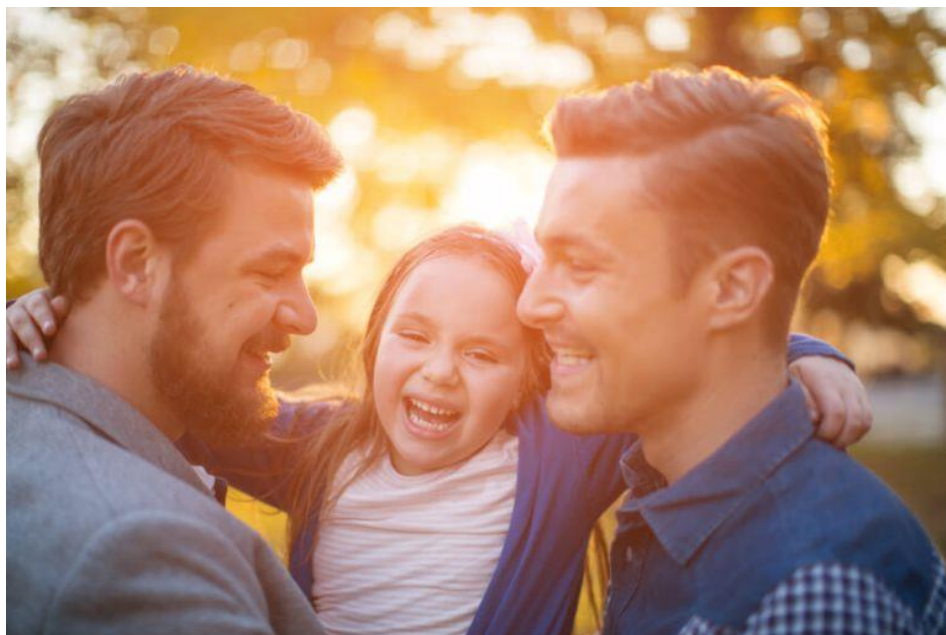
Figure 25 **Debate "LGBTI Parenthood"**
Source: (Gayparentstobe)

Development of the activity

The entire course will be divided into two large groups. One group will be assigned to be against adoption by LGBTI couples, while the other group will be assigned to be in favor of the adoption of children by this community. The researcher will serve as moderator, who will manage the shifts in the members of each group, and will be able to present their topics, as well as possible confrontations that may occur during the debate.

Aims of the Activity

Learn or review vocabulary related to agreeing or being of an idea or person.

To review sentences about clarifying information.

To review the structure "What would you do if you are in that situation?"

Table 29

Planning Activity 7

<table>
<tr>
<td rowspan="2"></td>
<td colspan="3" align="center">**LICEO CRISTIANO DE GUAYAQUIL**</td>
<td align="center">**2018 - 2019**</td>
</tr>
</table>

	LICEO CRISTIANO DE GUAYAQUIL			**2018 - 2019**
**PLAN OF SKILLS WITH PERFORMANCE CRITERIA BLOCK**			
	1. INFORMATIVE DATA			
Teacher of the English subject	Area: Foreign Language	Activity name: Debate "LGBTI Parenthood"	Method: Inductive	Date of implementation: Thursday, Jan 17th
Researcher: Andrés Álava	Subject: English	Students: 40	Course: 10th Course	Approximate time: 10 minutes
MACRO SKILL AXIS		**INSTITUTIONAL AXIS**		
Develop students' understanding of the world, other cultures and themselves, and be able to communicate their understanding and points of view to others through English		The interculturality within the democratic citizenship and the conservation of the environment		
2. PLANNING ACTIVITY NUMBER7				
SKILL WITH PERFORMANCE CRITERIA	Activity	Resources	Evaluation	Achievement indicators
Learn or review vocabulary related to agreeing or being of an idea or person. To review sentences about clarifying information. To review the structure "What would you do if you are in that situation?	In this activity, students will act against or in favor of the adoption of children by LGBTI parents. During this activity in turns, each group will present their thoughts on this topic, avoiding that they are hurtful or homophobic, guiding in a balanced debate.	Permanent Markers Audiovisual Resources Blackboard	Oral questions from the Investigator. Oral questions from students Oral instructions from the English Teacher	Students can develop complete grammatical sentences and ordered semantic constructions. Students can argue about a controversial topic Students can understand what they hear and produce it in a very loyal way about the information they hear.

**Elaborated by Andrés J. Álava**

Activity Number 8

Information Gap

Figure 26 **Information Gap**
Source: (Google, 2019)

Development of the activity

In this activity, groups will be formed as a couple. Then they will be given a figure that briefly repeats the same figure twice. However, there are many different details between image and image. Students in pairs should talk about the similarities and differences between the two images. Then they will talk with the rest of the students and talk about if they found the differences and similarities, asking where the details were located.

Aims of the Activity

Learn or review vocabulary related to daily use at home.

To review sentences about clarifying information.

To review the structure "Where is that thing?" Practice sentences using prepositions of place and location.

Table 30

Planning Activity 8

	LICEO CRISTIANO DE GUAYAQUIL	2018 – 2019
	PLAN OF SKILLS WITH PERFORMANCE CRITERIA BLOCK	

1. INFORMATIVE DATA				
Teacher of the English subject	Area: Foreign Language	Activity name: Information Gap	Method: Inductive	Date of implementation: Thursday, Jan 17th
Researcher: Andrés Álava	Subject: English	Students: 40	Course: 10th Course	Approximate time: 10 minutes

MACRO SKILL AXIS	INSTITUTIONAL AXIS
Develop students' understanding of the world, other cultures and themselves, and be able to communicate their understanding and points of view to others through English	The interculturality within the democratic citizenship and the conservation of the environment

2. PLANNING ACTIVITY NUMBER 8				
SKILL WITH PERFORMANCE CRITERIA	Activity	Resources	Evaluation	Achievement indicators
Learn or review vocabulary related to daily use at home. To review sentences about clarifying information. To review the structure "Where is located that thing?" Practice sentences using prepositions of place and location.	In this activity, groups will be formed as a couple. Then they will be given a figure that briefly repeats the same figure twice. Students in pairs should talk about the similarities and differences between the two images.	Permanent Markers Audiovisual Resources Game activity Card Blackboard	Oral questions from the Investigator. Oral questions from students Oral instructions from the English Teacher	Students can develop complete grammatical sentences and ordered semantic constructions. Students can ask about location of things Students can understand what they hear and produce it in a very loyal way about the information they hear.

Elaborated by Andrés J. Álava

Activity Number 9
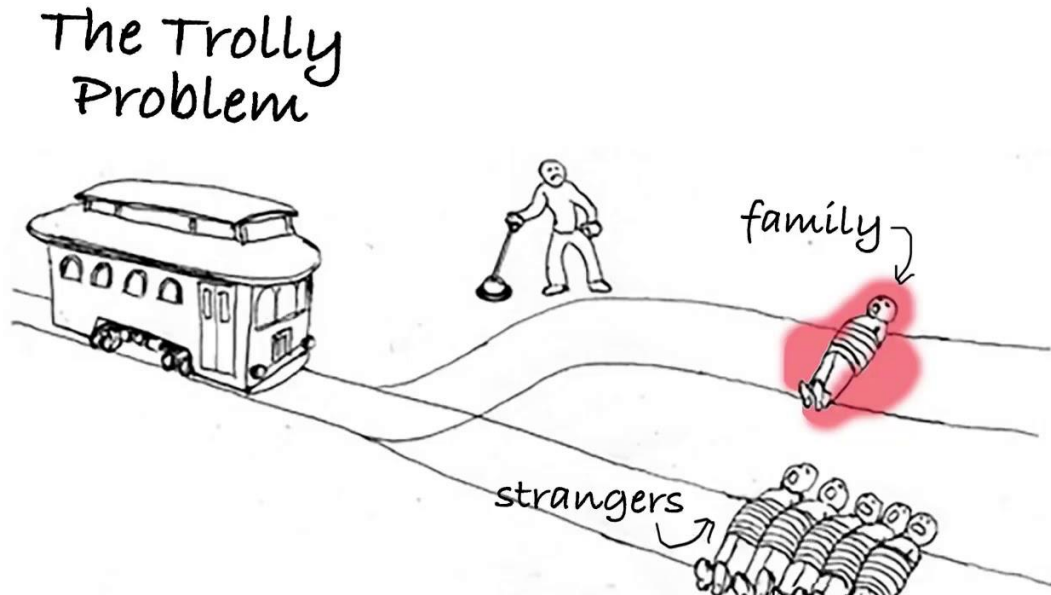
Moral Dilemma

Figure 27 **Moral Dilemma**
Source: (York, 2015)

Development of the activity

In this activity a group of three students will be made. Then the hypothetical situation of a train exists, this train cannot brake on its own due to the fact that the braking system is damaged. The train is moving at a speed that is very fast. After this, a hundred meters away is a man lying on the tracks of the train without the possibility that nobody can help or that it can escape by itself outside the railways. However, 80 meters away there is a lever that when operated will change the direction in which the train would move towards another railway line, but in doing so, in the second railway line it is lying on the train tracks without the possibility of no one can help her or that a woman can escape on her own.

Then it will be established that each of the students, independently, are facing the lever that triggers the change of direction of the train. It is also established that this student cannot go for help; he cannot go to move himself to either of the two victims.

The student may only be in the situation of power or not be able to operate the lever.

Then you will be asked what you would do in that situation. They will be asked why they would do their actions, why not, what were their reasons for choosing that option.

After that, the exact same situation is established, changing the role of the victims. In the first case; an old woman and a man; a pregnant woman and a woman, and then her own parents and a pregnant woman.

In each situation, they will be asked why their decisions. At the same time, they will be given time to argue their reasons.

Aims of the Activity

To build critical thinking in students.

To review sentences about clarifying information.

To review the structure "What would you do in that situation?"

To build sentences those argue their decisions in that situation.

Moral Dilemma Card 1

Figure 28 **Moral Dilemma Card 1**
Source: (Álava, 2018)

Moral Dilemma Card 2

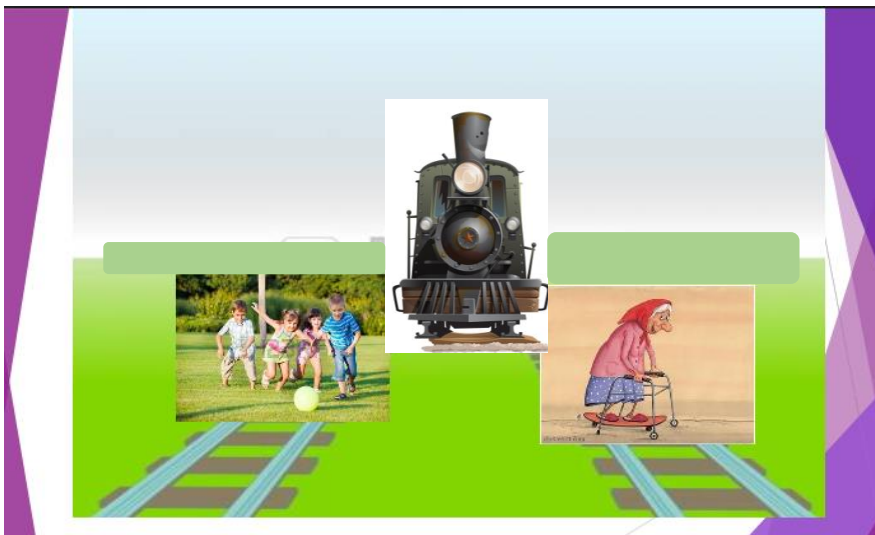
Figure 29 **Moral Dilemma Card 2**
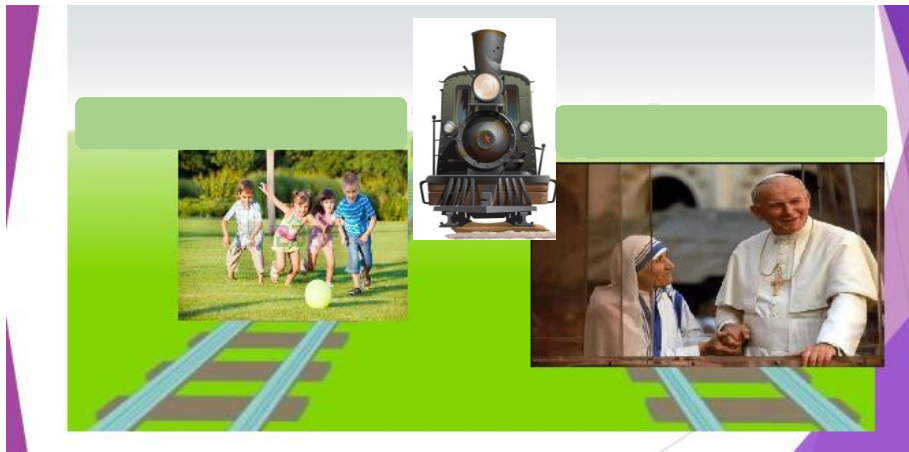**Source: (Álava, 2018)**

Moral Dilemma Card 3

Figure 30 **Moral Dilemma Card 3**
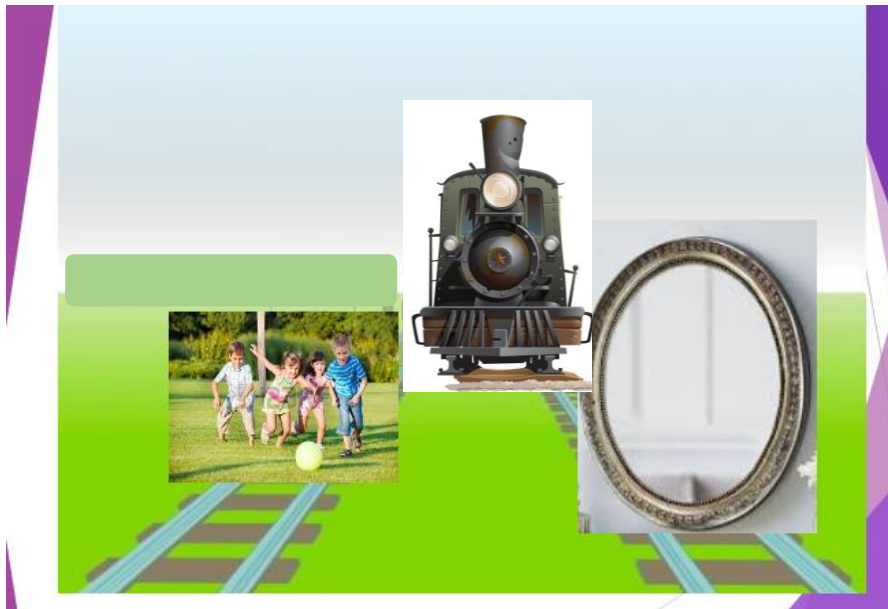**Source: (Álava, 2018)**

Moral Dilemma Card 4

Figure 31 **Moral Dilemma Card 4**
Source: (Álava, 2018)

Table 31

Planning Activity 9

	LICEO CRISTIANO DE GUAYAQUIL	2018 – 2019

PLAN OF SKILLS WITH PERFORMANCE CRITERIA BLOCK				
1. INFORMATIVE DATA				
Teacher of the English subject	Area: Foreign Language	Activity name: Moral Dilemma	Method: Inductive	Date of implementation: Friday, Jan 18th
Researcher: Andrés Álava	Subject: English	Students: 40	Course: 10th Course	Approximate time: 10 minutes
MACRO SKILL AXIS		**INSTITUTIONAL AXIS**		
Develop students' understanding of the world, other cultures and themselves, and be able to communicate their understanding and points of view to others through English		The interculturality within the democratic citizenship and the conservation of the environment		
2. PLANNING ACTIVITY NUMBER 9				
SKILL WITH PERFORMANCE CRITERIA	Activity	Resources	Evaluation	Achievement indicators
To build critical thinking in the students. To review sentences about clarifying information. To review the structure "What would you do in that situation?" Build sentences that argue their decisions in that situation.	Greeting and activation of knowledge in the students of the 10th course. The hypothetical situation of the train is considered and with the variants of the victims the students will be consulted about their actions in each of those situations .	Permanent Markers Audiovisual Resources Game activity Cards Blackboard	Oral questions from the Investigator. Oral questions from students Oral instructions from the English Teacher	Students can develop complete grammatical sentences and ordered semantic constructions. Students can argue about in a personal situation Students can understand what they hear and produce it in a very loyal way about the information they hear.

Elaborated by Andrés J. Álava

Activity Number 10

Role Play

Figure 32 **Role Play**
Source: (Pearson English, 2017)

Development of the activity

In this activity the situation arises that no student is known at all. For what should be presented in a formal way, after this, as if it were an interview, each student in pairs will discuss relevant things about the other. Qualities, aspirations, academic preparation, where he dreams of being in five years in the future, his hobbies, his role model among others.

After that, each one will present to the whole class the most important traits and qualities that they could observe in their classmates.

Aims of the Activity

To build critical thinking in the students.

To review sentences about clarifying information.

To review the structure "Where are you from?"

Table 32

Planning Activity 10

Unidad Educativa Liceo Cristiano de Guayaquil	LICEO CRISTIANO DE GUAYAQUIL	2018 – 2019
PLAN OF SKILLS WITH PERFORMANCE CRITERIA BLOCK		

1. INFORMATIVE DATA				
Teacher of the English subject	Area: Foreign Language	Activity name: Role Play	Method: Inductive	Date of implementation: Friday, Jan 18th
Researcher: Andrés Álava	Subject: English	Students: 40	Course: 10th Course	Approximate time: 10 minutes

MACRO SKILL AXIS	**INSTITUTIONAL AXIS**
Develop students' understanding of the world, other cultures and themselves, and be able to communicate their understanding and points of view to others through English	The interculturality within the democratic citizenship and the conservation of the environment

2. PLANNING ACTIVITY NUMBER 10				
SKILL WITH PERFORMANCE CRITERIA	Activity	Resources	Evaluation	Achievement indicators
To build critical thinking in the students. To review sentences about clarifying information. To review the structure "Where are you from?" .	In this activity the situation arises that no student is known at all. For what should be presented in a formal way, after this, as if it were an interview, each student in pairs will discuss relevant things about the other.	Permanent Markers Audiovisual Resources Blackboard	Oral questions from the Investigator. Oral questions from students Oral instructions from the English Teacher	Students can develop complete grammatical sentences and ordered semantic constructions. Students can argue about in a personal situation Students can understand what they hear and produce it in a very loyal way about the information they hear.

Elaborated by Andrés J. Álava

CONCLUSIONS

Once the present research work has been carried out, some conclusions can be drawn. Students present a fear and rejection of the English language as a subject previously because generally the way in which this foreign language is taught is in a mechanical, repetitive and boring way. All this generates a demotivated attitude in the students during the process of learning and teaching the English language. In the same way, it was observed that the application of strategies and activities based on the theory of meaningful learning had a positive influence on the speaking production of the students. This may allow students, when realizing that the language can be used outside the classroom, that is, in a real situation, they can produce it in a more fluid way.

In the same way, it could be established that by using activities focused on topics of interest of the students, it will help in the appropriate creation for the production of the English language. That is, to use activities that have a closer relationship with their social realities, unlike the activities included in the students' books since their social context is different from that of the students.

Likewise, the creation of an atmosphere propitious for the speaking production of the students is possible due to the implementation of more appropriate activities as interactive. Of course, there is no question of converting the classroom into a playground without control or authority, but if it is stated that when using active activities, it will be a conceptual collapse that learning English is difficult and boring. The students have a considerable increase in the predisposition to acquire the English language when it is proposed from a point of teaching different from that proposed in the other subjects according to the curriculum.

RECOMMENDATIONS

Based on the development of the project and the investigation with the topic application of the significant learning theory to improve the abilities of speaking English in 10th grade students in Liceo Cristiano de Guayaquil during the 2018-2019 school year recommendations are considered as it follows:

To develop in learners the ability to think critically by implementing different methods in class and allowing them to participate in the changes.

To motivate students to speak topics more interesting to increase their speaking ability and independency speaking by using different teaching resources.

Teachers must have a positive attitude and be convinced that students can

acquire speaking skills and learn to infer by giving each of them the time and

support they need.

To teach students in an adequate environment in class which will help them to

participate actively and respectfully with others.

To identify each of the students necessities in critical thinking and prepare

specific activities to attend their complications.

To encourage students to help others those have difficulties in speaking in classroom.

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ANNEXES

Annexes 1: Online Test Format

Figure 33 **Online Test Format**
Source: (ALTE Institutional Affiliate, 2012)

Annexes 2: Speaking Pre-test Format

Speaking Pre-test

Objective: To get information related to useful activities through the use of meaningful learning theory to increase the speaking skill in 10th grade students.

The requested information in the next pre-test will be handled confidentially; it does not require your personal data. Your cooperation will be appreciated.

Table 33
Speaking Pre-test

QUESTIONS	Task	Criteria	Score
1. – Go to the next page and read *The Fox and The monkey* story. (2 points)	Read the story aloud.	Pronunciation. Intonation. Stress.	
2. - Go to the next page and read *A Thing of Beauty Is a Joy Forever* poem. (2 points)	Read quietly the poem, and describe its meaning by yourself	Reading Comprehension. Speaking independency. Vocabulary.	
3. - Go to the next page and describe the picture "Sunrise by the Ocean" (2 points)	Look the picture for 1 minute and then describe the picture.	Interpretation. Speaking independency. Vocabulary. Coherence	
4. – Explain how important is music in your life? (1 point)	Answer this question.	Speaking independency. Vocabulary.	
5. – What are the reasons to admire or follow an artist? (1 point)	Answer this question.	Speaking independency. Vocabulary.	
6. - What activities do you like to do in your free time? (1 point)	Answer this question.	Speaking independency. Vocabulary.	
7. – What is your opinion about the Mexican – American frontier wall situation. (1 point)	Give at least Five opinions.	Coherence Vocabulary	

Elaborated by Andrés J. Álava

Speaking Activities from Pre-test

Question 1. First read quietly the following story (You have 1 minute). Then, when the researcher ask you, you will read loudly the "The Fox and the monkey" story (You have 1 minute and half)

The Fox and the Monkey (Aesop, 1919) by Aesop

At a great meeting of the Animals, who had gathered to elect a new ruler, the Monkey was asked to dance. This he did so well, with a thousand funny capers and grimaces, that the Animals were carried entirely off their feet with enthusiasm, and then and there, elected him their king.The Fox did not vote for the Monkey and was much disgusted with the Animals for electing so unworthy a ruler.One day he found a trap with a bit of meat in it. Hurrying to King Monkey, he told him he had found a rich treasure, which he had not touched because it belonged by right to his majesty the Monkey. The greedy Monkey followed the Fox to the trap. As soon as he saw the meat he grasped eagerly for it, only to find himself held fast in the trap. The Fox stood off and laughed."You pretend to be our king," he said, "and cannot even take care of yourself!"

Shortly after that, another election among the Animals was held.The true leader proves himself by his qualities.

Question 2. First read quietly the following story (You have 2 minute). Explain ypur thought after reading "A thing of beauty is a Joy forever" poem (You have 1 minute and half)

A Thing of Beauty Is a Joy Forever (Keats, 1818) **by John Keats**

A thing of beauty is a joy forever:

Its lovliness increases; it will never

Pass into nothingness; but still will keep

A bower quiet for us, and a sleep

Full of sweet dreams, and health, and quiet breathing.

Therefore, on every morrow, are we wreathing

A flowery band to bind us to the earth,

Spite of despondence, of the inhuman dearth

Of noble natures, of the gloomy days,

Of all the unhealthy and o'er-darkn'd ways

Made for our searching: yes, in spite of all,

Some shape of beauty moves away the pall

From our dark spirits. Such the sun, the moon,

Trees old and young, sprouting a shady boon

For simple sheep; and such are daffodils

With the green world they live in; and clear rills

That for themselves a cooling covert make

'Gainst the hot season; the mid-forest brake,

Rich with a sprinkling of fair musk-rose blooms:

And such too is the grandeur of the dooms

We have imagined for the mighty dead;

An endless fountain of immortal drink,

Pouring unto us from the heaven's brink.

Question 3. First look the following picture quietly (You have 2 minute). Then, Try to describe all the details or meaning that you can infer from it. Sunrise by the Ocean

Figure 34 **Sunrise by the Ocean**
Source of the figure: (Kush, 2000)

Annexes 3: Speaking Post-test Format

Speaking Post-Test

Objective: To get information related to useful activities through the use of meaningful learning theory to increase the speaking skill in 10th grade students. The requested information in the next post-test will be handled confidentially; it does not require your personal data. Your cooperation will be appreciated.

Table 34
Speaking Post-test

QUESTIONS	Task	Criteria	Score
1. – Go to the next page and read *Hercules and the Wagoner* story. (2 points)	Read the story aloud.	Pronunciation. Intonation. Stress.	
2. - Go to the next page and read *Wishes* poem. (2 points)	Read quietly the poem, and describe its meaning by yourself	Reading Comprehension. Speaking independency. Vocabulary.	
3. - Go to the next page and describe the picture "Paper Liner" (2 points) .	Look the picture for 1 minute and then describe the picture.	Interpretation. Speaking independency. Vocabulary. Coherence	
4. – Share your reasons about your favorite Movie/Book. At least 3 reasons. (1 point)	Answer this question.	Speaking independency. Vocabulary.	
5. – What are the reasons to admire a real person in your life relatives/Friends? (1 point)	Answer this question.	Speaking independency. Vocabulary.	
6. - Where do you like to go in your next vacations? (1 point)	Answer this question.	Speaking independency. Vocabulary.	
7. – What is your opinion about the corruption of Ecuadorian politicians' situation. (1 point)	Give at least Five opinions.	Coherence Vocabulary	

Elaborated by Andrés J. Álava

Speaking Activities Post-Test

Question 1. First read quietly the following story (You have 1 minute). Then, when the researcher ask you, you will read loudly the "Hercules and the Wagoner "story (You have 1 minute and half)

Hercules and The Wagoner (Aesop, 1919) **by Aesop**

A Farmer was driving his wagon along a miry country road after a heavy rain. The horses could hardly drag the load through the deep mud, and at last came to a standstill when one of the wheels sank to the hub in a rut.

The farmer climbed down from his seat and stood beside the wagon looking at it but without making the least effort to get it out of the rut. All he did was to curse his bad luck and call loudly on Hercules to come to his aid. Then, it is said, Hercules really did appear, saying:"Put your shoulder to the wheel, man, and urge on your horses. Do you think you can move the wagon by simply looking at it and whining about it? Hercules will not help unless you make some effort to help yourself." And when the farmer put his shoulder to the wheel and urged on the horses, the wagon moved very readily, and soon the Farmer was riding along in great content and with a good lesson learned.

Self-help is the best help. Heaven helps those who help themselves.

Question 2. First read quietly the following poem (You have 1 minute). Then explain what are your feeling while you were reading "Wishes" poem (You have 1 minute and half) *Wishes* by Dora Sigerson Shorter (Shorter, 1897)

I wish we could live as the flowers live,

To breathe and to bloom in the summer and sun;

To slumber and sway in the heart of the night,

And to die when our glory had done.

I wish we could love as the bees love,

To rest or to roam without sorrow or sigh;

With laughter, when, after the wooer had won,

Love flew with a whispered good-bye.

I wish we could die as the birds die,

To fly and to fall when our beauty was best:

No trammels of time on the years of our face;

And to leave but an empty nest.

Question 3. First look the following picture quietly (You have 2 minute). Then, Try to describe all the details or meaning that you can infer from it.
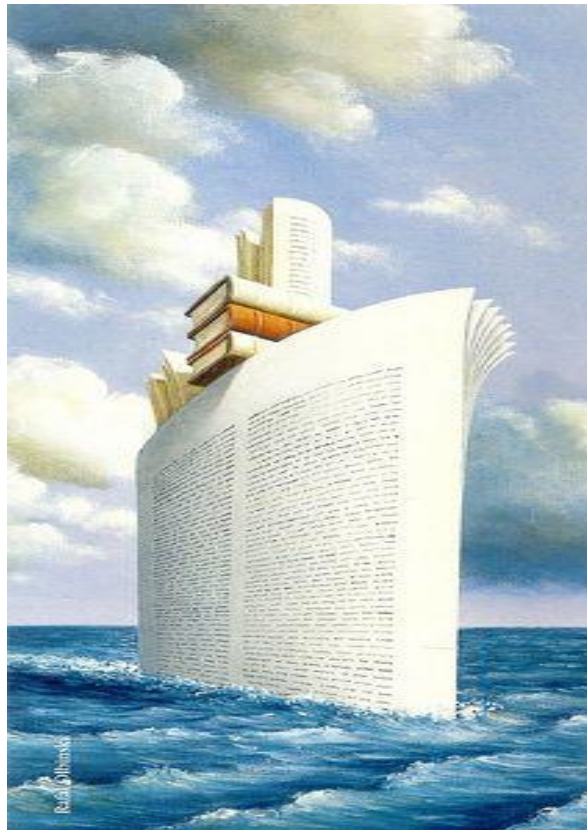

Figure 35 **the Paper Liner**
Source of figure: (Olbinski, 1943)

Students´ Survey

Objective: To get information related to useful activities through the use of meaningful learning theory to increase the speaking skill in 10th grade students. The requested information in the next survey will be handled confidentially; it does not require your personal data. Your cooperation will be appreciated.

Table 35
Student's Survey

QUESTIONS	Strongly Disagree 1	Disagree 2	Indifferent 3	Agree 4	Strongly Agree 5
1. - Do you consider the connection between the content of your English classes and real life relevant?					
2. - From your perspective, do you agree with English language can also be used outside the classroom?					
3. - Do you agree that learning English language is important nowadays?					
4. - Do you agree with the expression "English is the common language in this globalized world"?					
5. - Do you agree to only keep using the activities presented in the book to speak the English language?					
6. - Do you agree with the use of technological resources create a good atmosphere during Speaking classes?					
7. - Do you agree to improve the speaking skill through the use of interactive activities?					
8. - Do you agree with the use of practical activities of talking in pairs in the classes?					
9. - Do you have the confidence to speak in English during the classes activities?					
10. - Do you agree with English classes will be better understood using a different method of English language acquisition than is currently used?					

Elaborated by Andrés J. Álava

Teachers´ Survey

Objective: To get information related to useful activities through the use of meaningful learning theory to increase the speaking skill in 10th grade students.

The requested information in the next survey will be handled confidentially; it does not require your personal data. Your cooperation will be appreciated.

Table 36

Teachers' Survey

QUESTIONS	Strongly Disagree 1	Disagree 2	Indifferent 3	Agree 4	Strongly Agree 5
1. - Do you consider the connection between the content of your English classes and real life relevant to prepare a class?					
2. - From your perspective, do you think that the English language can also be used by your students outside the classroom?					
3. - Do you agree that the national curriculum does not pay enough attention to students' oral autonomy?					
4. - Do you agree with the expression "English is the common language in this globalized world"?					
5. - Do you agree to use real life context activities in the English teaching process in the classroom?					
6. - Do you believe the use of technological resources create a good atmosphere during Speaking classes?					
7. - Do you agree to improve the speaking skill in your students through the use of interactive activities?					
8. - Do you agree to employment of meaningful learning approach in the English learning process to improve the class?					
9. - Do you agree to implement the appropriate method to improve the confidence of students to speak English during class activities?					
10. - Do you think the classes will be better understood using a different method of English language acquisition than is currently used?					

Elaborated by Andrés J. Álava

Annexes 6: Questions from Teacher Interview

Teachers Interview

How important is the use of technological resources in the classroom?

How important or deficient is the national curriculum to design the annual English teaching - learning plan at your institution to encourage more autonomous oral English students?
Why do you think that meaningful learning is necessary in the process of acquiring the English language?

How can you motivate the student to produce the foreign language orally in the classroom?
How can you motivate the student to produce the foreign language orally outside the classroom?

Why do you consider a connection between the content of English classes and real life relevant?

Why do English learners in city schools not produce the language independently?

What do you think is the primary factor so that students, after finishing school, cannot reach an appropriate level of English proficiency according to international standards?

From the role of teacher, how can you change this sad reality about the low level of English proficiency by students of schools in the city?

In general, what should be changed so that Ecuador can reach optimal levels of English language proficiency in some years in the future by citizens?

Annexes 7: Classroom observation format

CLASSROOM OBSERVATION

Date: _____

Time: _____ to _____

Table 37

Classroom Observation Format

DOMAINS AND SELECTED COMPONENTS	Unsatisfactory 1	Basic 2	Developing 3	Proficient 4	Superior 5
Planning and preparation					
Demonstrating understanding of content					
Showing knowledge of pedagogy					
Preparing easy learning					
Designing coherent instruction					
Designing student assessment					
Classroom environment					
Establishing a culture for learning					
Managing classroom procedures					
Managing students behavior					
Instruction					
Sharing with students					
Work with question and discussion					
Engaging students in learning audiovisual terms					
Using strategies instruction					
Demonstrating flexibility and responsibilities					
Professional responsibilities					
Thinking on teaching					
Participating in a professional group					

Elaborated by Andrés J. Álava

Annexes 8: Photographic evidences

Figure 36 **Students developing surveys**
Photo taken by Andrés J. Álava
Equipment: Smartphone ©Samsung Galaxy 7

Figure 37 **Classroom Picture**
Photo taken by Andrés J. Álava
Equipment: Smartphone ©Samsung Galaxy 7

Figure 38 **Students receiving instructions prior to activities**
Photo taken by Andrés J. Álava
Equipment: Smartphone ©Samsung Galaxy 7