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**FACULTAD DE EDUCACIÓN
CARRERA DE INGLÉS**

PROYECTO DE INVESTIGACIÓN

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE
LICENCIADO EN LENGUA INGLESA MENCIÓN
EN ENSEÑANZA Y ADMINISTRACIÓN DE
SISTEMAS EDUCATIVOS EN T.E.F.L.**

TITLE:

**THE BENEFIT OF USING BLENDING LEARNING
ON ENHANCING 4 GRADERS' SPEAKING SKILL
AT UNIDAD EDUCATIVA BÁSICA ALEJANDRO
ALVEAR, SCHOOL YEAR 2020-2021**

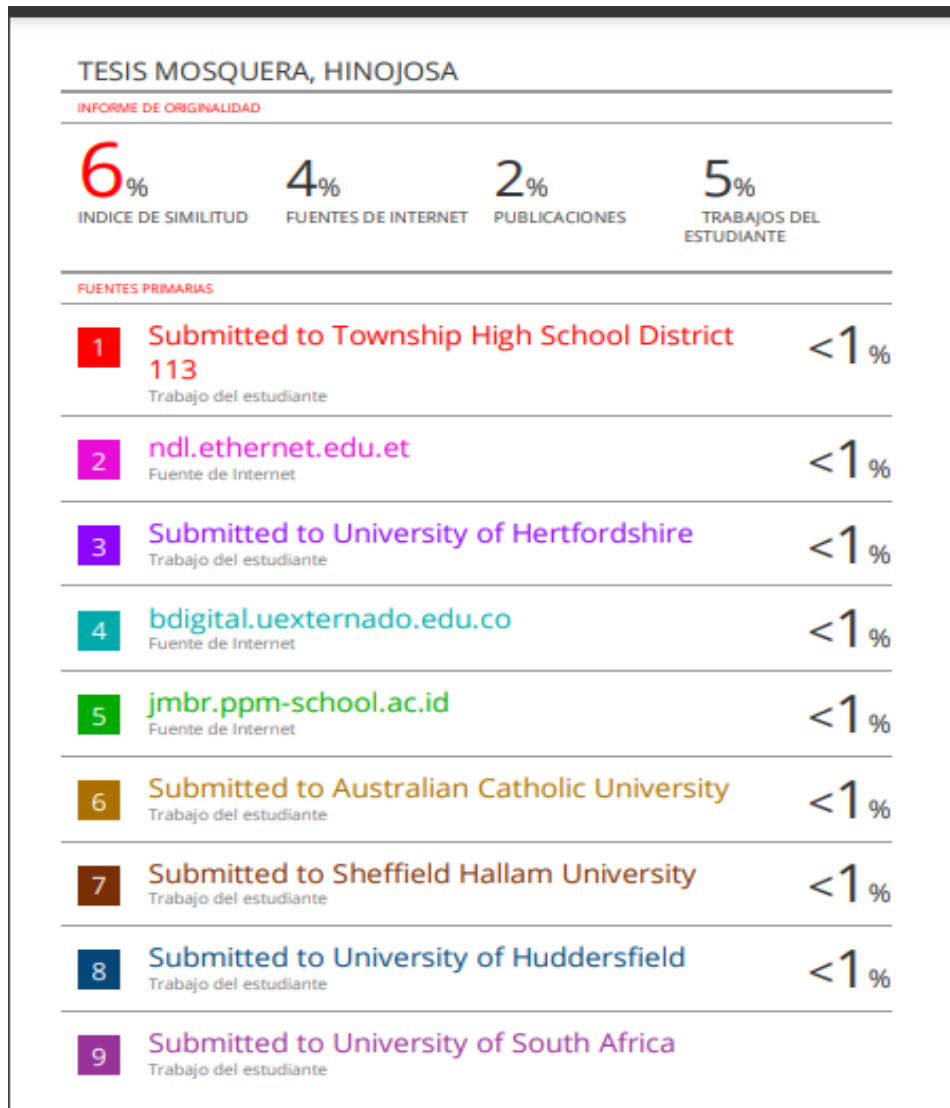
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RESUMEN: Speaking skill is a central part of second language learning and teaching. Today's world needs to take advantage of the new technological methods as the blending learning, which is considered as a combination a face-to-face classroom with adequate use of the technology. The current research analyzes the benefit of using blending learning on enhancing 4 graders' speaking skill at Unidad Educativa Básica Alejandro Alvear, school during the year 2020-2021, who demonstrated some difficult to produce correct sentences because they feel unsecured. Additionally, students avoid expressing their opinions because nobody can make them a right correction. This research was developed under the descriptive method. In addition, it has a qualitative and quantitative approach by means of which the observation, the survey, the interview and the test techniques were applied. The results obtained mentions that the use of blending learning had a positive effect on the development of the students' speaking skills. These activities motivated students to enhance their speech. Also, this proposal helped to add new information in a different way to learn.		
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La estudiante egresada HEIDY SAMANTA MOSQUERA VILLAGÓMEZ declara bajo juramento, que la autoría del presente proyecto de investigación “THE BENEFIT OF USING BLENDING LEARNING ON ENHANCING 4 GRADERS’ SPEAKING SKILL AT UNIDAD EDUCATIVA BÁSICA ALEJANDRO ALVEAR, SCHOOL YEAR 2020-2021”, corresponde totalmente a la suscrita y me responsabilizo con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

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CERTIFICO:

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: “THE BENEFIT OF USING BLENDING LEARNING ON ENHANCING 4 GRADERS’ SPEAKING SKILL AT UNIDAD EDUCATIVA BÁSICA ALEJANDRO ALVEAR, SCHOOL YEAR 2020-2021”, presentado por la estudiante HEIDY SAMANTA MOSQUERA VILLAGÓMEZ como requisito previo, para optar al Título de Licenciado en Lengua Inglesa: Mención en Enseñanza y Administración de Sistemas Educativos en TEFL, encontrándose apto para su sustentación.

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DEDICATION

This thesis is dedicated to:

To my father José William Mosquera Granja and my mother Emma Yessenia Villagómez Collazo I dedicate this work to them for being with me at all times, for giving me this opportunity to prepare for my studies and be a professional, you have always been with me and for me, I love you infinitely.

To my sister María Sabrina Mosquera Villagómez, I love you.

To my two grandmothers Martha Granja Giler and Nelly Gardenia Collazo Alvarado, as well as to my uncles and aunts, all of you thank you for your love, your prayers, advice and words of encouragement made me a better person and in one way or another accompany me in all my dreams and goals.

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INTRODUCTION

Speaking skill is a central part of second language learning and teaching. However, teachers continue to use traditional methods, where students just repeat or memorize dialogues. In spite of different techniques and tools used at this moment, there is not a positive intention in accomplishing a change in order to offer other options. The education system has changed because students must learn to use the technology as a new teaching element.

Today's world needs to take advantage of the new technological methods as the blending learning, which is considered as a combination face-to-face classroom with adequate use of the technology. Besides, this model is integrated with an instructional design that offer a more personalized approach to learning, it means, students have the control to organize their time, place and the way how they can learn.

At Unidad Educativa Alejandro Alvear there are some problems in speaking skill, which were observed by the teacher, where 4 grade students cannot express their opinions and ideas because they are not able to do it. For that reason, this research proposes to design a teacher's guide with activities based on blended learning to develop speaking skills in 4 graders.

The thesis is organized the following way:

In chapter I, the problem of this research is completely defined; it comprehends the contextualization of the problem, statement of the problem, problem systematization, the general and specific objectives and rationale of the problem.

In chapter II, it describes the different theoretical framework related to this study; besides it includes the philosophical theories that support this research. In this segment, there are the different concepts that involve the topic and the legal basis.

In chapter III, the methodology applied in this work, which contains research type, approach, techniques and instruments, population and sample. This section presents the data analyzed during the research and the different results.

In chapter IV, this section describes the proposed project, which is created on an instructional design to improve speaking skill in fourth grade at Unidad Educativa Alejandro Alvear. Finally, the conclusions and recommendations are exposed.

CHAPTER I

THE RESEARCH PROBLEM

1.1 Title

The Benefit of Using Blending Learning on Enhancing 4 Graders' Speaking Skill at Unidad Educativa Básica Alejandro Alvear, School Year 2020-2021

1.2 Background of the Problem

English is considered the most important language around the world. Many people speak in both oral and written because it is used for international communication in the different aspects of human life. For that reason, English is taught in Latin America as a foreign language in order to offer different options to the students. However, many students have problems when they want to express their feelings and opinions.

When people make special reference about English teaching as a second language, they make emphasis in expressing their ideas. It means they want to communicate in one of the most important languages in the world because it is the language of science, technology, politics, economics, and education. Therefore, it is considered as the most international used language (Ashour, 2014).

In order to acquire proficiency in English, students should use language meaningfully. It means, there are some aspects which must be controlled by the students before the process begins. So, speaking is one of the four-language skills. It is considered as an active skill. It helps students produce a unit of meaning, where they can interact with others to express feelings, opinions, information, etc. This skill is an interactive process of making meaningful that includes producing, receiving and processing information.

The speaking skill process is highly individual and complex. In a traditional class, teacher's present content while students listen, take notes and some of them participate in class activities. In addition, most Spanish students are passive and they are willing to accept what teachers say without questioning (Banditvilai, 2016). It is important to mention that some students can learn and understand faster than others. For that reason, it is imperative to use other resources and methods in English class.

Nowadays, students are digital natives; they have grown up surrounded by computers, smartphones and video games. It means they use the digital language of computers. For that reason, these students think and process information in a different way. The technological revolution has changed world education and has made it easier to teach and to learn English as a second language. However, most teachers do not know or do not want to understand the advantages or the benefits of this revolution. As a result, students are not motivated to learn English if teachers continue using a traditional class (Cárdenas, 2019).

Students from all over the world, have different problems when they want to speak in English but they cannot. This situation affects students directly because they do not have the appropriate level of English to express the definitions that teachers want them to express. In addition, students think that speaking English is difficult and it is not fun. In consequence, students become frustrated because their lack of ability to speak fluently in English is sometimes perceived as a lack of ability to think clearly in this language, and it is wrong.

In Ecuador, the use of technology for teaching English is also a big problem. Even more, in this situation to face the Covid19, which consists of an epidemic where people must be in a confined space to avoid this virus. So, teachers have to use the blending learning as an approach to teach English during the pandemic. Most teachers unknown the benefits of using blending learning as a method to teach.

This is the case of a public school in Galapagos, Ecuador, Unidad Educativa Básica Alejandro Alvear School, where teachers had to face this issue and they were not prepared to apply blended learning. It means, this situation affected the language teaching and learning, particularly of the speaking skill. Students cannot produce correct sentences because they feel unsecured. Additionally, students avoid expressing their opinions because nobody can make them a right correction. For this reason, this study wants to research the benefit of using blending learning on enhancing 4 graders' speaking skill at Unidad Educativa Básica Alejandro Alvear school during the year 2020-2021.

1.3 Statement of the problem

What is the benefit of using blending learning to enhance 4 graders' speaking skill at Unidad Educativa Básica Alejandro Alvear, school during the year 2020-2021?

1.4 Problem Systematization

- What are the theoretical foundations of blending learning and speaking skill?
- What is the benefit of using blending learning as an approach to enhance speaking skill in fourth graders?
- How is blended learning used?
- What activities based on blended learning would be applied to develop speaking skills in 4 graders?
- How would the teacher' guide be applied?

1.5 General Objective

To analyze the benefit of using blending learning on enhancing 4 graders' speaking skill at Unidad Educativa Básica Alejandro Alvear, school during the year 2020-2021

1.6 Specific Objectives

- To identify the theoretical foundations of blending learning and speaking skill.
- To study the benefit of using blending learning as an approach to enhance speaking skill through techniques and instruments of investigation.
- To design a teacher' guide with activities based on blended learning to develop speaking skills in 4 graders.

1.7 Justification of the Study

This study is important because it is meant to help students improve their speaking skills in order to communicate fluently. This skill is considered the most relevant of the four-language skills. In fact, many students study for many years and they have some problems to speak in real time situation when it is demanded. This study will carry out

in a public institution to show students how they can develop their speaking skill through blended learning.

On the other hand, the current research work has social importance because once the study gets the approval; the researcher will mention the relevant results found. After that, this information will be shared between the teachers in order to review and apply new methodologies. In this case, blended learning will help students in English language acquisition by improving their ability using different elements of technology. It means, students can learn at their own space, it means, blended learning offers the opportunity to work in both worlds, where students have the flexibility to study where and when they want. As well as the advantages of having highly and qualified teachers. This study lets teachers know how they can expose their students to English through different resources on line, which will improve speaking skill (Pramila & Thomas, 2019)

The beneficiaries of this study will be the students of the 4TH year EBG at Unidad Educativa Básica Alejandro Alvear, school during the year 2020-2021. The objective of this research work will be to offer a model adapted to reality's students. This model is known as blending learning which offers didactics strategic that improve the speaking skill.

Finally, the great impact will be to develop responsible. It means, students must be responsible for their own progress. Students should discover and understand their learning and teaching process for themselves. In this case, students will be autonomous and independent of their interests. For that reason, blended learning allows students take the control of their learning and adapt experiences according to their individual needs'.

1.8 Scope and Delimitation of the study

Responsible Unit: Universidad Vicente Rocafuerte de Guayaquil

Responsible person: Heidy Samanta Mosquera Villagómez

Field: Education

Area: English

Population: 26 students from fourth grade

Execution period: School year 2020-2021

1.9 Idea to Defend

The benefit of using blended learning influences on enhancing 4 graders' speaking skill at Unidad Educativa Básica Alejandro Alvear, school during the year 2020-2021.

1.10 Institutional Research Line

This project will be carried out according to the research line of the Education Faculty, which states the "performance and professionalization of the teacher". Furthermore, the subline applied will be "communicative competences in teachers and students".

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Theoretical Framework Background

In this section, the researcher will present some studies related to the benefit of using blending learning and speaking skills. The author will analyze the work of other researchers and explain what methods or techniques were applied for that objective and their findings. Also, it is important to mention the previous work that is related to this issue. The researchers will do a comparative analysis.

Rahmawati (2019) developed a study titled Blended learning in an English listening and speaking course: freshmen's voice and choice. This study aimed to explore the students' voice on blended learning implementation in the Listening and Speaking for Formal Setting course at one Islamic Private University in Yogyakarta.

This study was applied at one private university in Yogyakarta. It has an excellent innovation on its education system. It was represented by an online learning implementation where the first group composed by six students chosen full face to face and the second group, composed by six students chosen the combination of both, online approach and face to face. As a result, the second group perceived that blending the online meetings and the face to face was an excellent approach to learn English. Because, students used different learning materials, also, it was a flexible and interactive course.

This study developed by Rahmawati and this research has some similarities. First, both pretend to improve speaking skill using the technology. Second, it is important to communicate with others, and this approach can increase teacher student interaction and students enjoy flexible scheduling.

Ginaya, Rejeki and Asturi (2018) developed research to investigate the effect of blended learning through the application of WebQuest project tasks embedded in a modified conventional teaching model to students' speaking ability in a vocational college. The

central objective of this study is investigating if there any significant improvement in the students' speaking scores in control and experimental groups in the post-test.

The design is a quasi-experimental where students are divided into experimental and control group. In this study, there were 51 participants who studied third semester in tourism and travel business. Data was collected through the procedure of planning, action, observation and reflection. Results revealed that students who participated in the treatment significantly improved their English-speaking ability, and they demonstrated more interest to learn this language.

Ginaya, Rejeki and Asturi's work have many similarities with the current study. Because, both studies are sought to enhance the speaking skill using the technology. In this case, this study uses an application of WebQuest in order to chance a conventional teaching model into a new class. In fact, the current study pretends to show the Blended Learning Advantages through multiple learning styles.

There is an important study done by Abu-Sheera (2015) called the effect of using blended learning on enhancing eleventh graders' speaking skills in Khanyounis schools", from al-Azhar University – Gaza. This study focused on what were the effects of using blended learning on enhancing graders 'speaking skills in Khanyounis schools.

The methodology applied was an experimental design. The instrument used was an oral speaking test to pre- and post-test. Based on the findings, the researcher recommended that teachers must use blended learning in teaching English to improve speaking skill.

In this case, the Abu-Sheera's work presents the different advantages that offer the Blended Learning, where students could develop their speaking skill using technology. The current study arguments that technology offers unlimited opportunities to learn. Also, it let to motivate students develop more self confidence in the computer than in the traditional class.

Zumor, Refaai, Eddin and Al-Rahman (2013) carried out a study called EFL students' perceptions of a blended learning environment: advantages, limitations and suggestions for improvement. This study focuses on examining students' suggestions for improving the quality of Blended learning courses.

The sample consisted of 160 students. People had to complete a 33-item questionnaire. The results demonstrated the clear advantages of this new experience in broadening students' reading opportunities and elevating their English vocabulary. Also, blended learning demonstrated that it provides a more effective environment for indirect language learning strategies. However, the limitations found about this approach were related to technical problems, providing proper training to students and increasing the number of labs.

It means that the Zumor, Refaai, Eddin and Al-Rahman's work demonstrate the different factors that can affect the blended learning environment. In others words, teachers and students can found advantages and limitations in this approach. For that reason, this study will support the current research work about the multiple benefits of using technology to improve the speaking skill.

Ramos & Villamar (2020) developed research to investigate Technological resources and their influence on teaching speaking skills in 3rd year BGU students Unidad Educativa Praga during the school year 2019-2020, from Universidad Laica Vicente Rocafuerte de Guayaquil.

This study focused on determining if the technological resources improve speaking skill. This research work covers different aspects related to workshops based on technology in order to provide tools in the process of acquiring speaking skill. The methodology applied was mixed research. The instruments used were the survey, observation and a test. According to the sample, a speaking test was applied 3rd year BGU at Unidad Educativa Praga. The sample consisted of 48 students, 8 teachers and 1 director. As a conclusion, results revealed that technological resources influence in several ways the teaching speaking skills in 3rd year BGU students. They felt motivated to work during and after class.

This research work is relevant for the current study, because it demonstrates that the use of technology has a positive impact on students learning and performance in a foreign language.

2.2 Literature Review

2.2.1 Blended learning

According to Bryan and Volchenkova (2016) blended learning is considered almost any combination of technologies, pedagogies and even job tasks. It means it combines two fields: education and educational technology. This approach is characterized as a formal education program in which a student learns with some elements of control over time, place, and path.

Blended Learning is an approach that combines face to face instruction and online meeting instruction. This definition includes computer facilitated communication which is seen as largely asynchronous and text-based. For that reason, blended learning uses instructional designs to establish a good relation between teacher and student.

Blended learning environments offer an individualized and self-managed learning experience for students; also, it offers different social interaction shapes in a synchronous/asynchronous space that meets different needs and learning styles. This approach supports different strategies and offers pedagogical alternatives to help students achieve increased academic success. However, teachers are not sometimes ready to face this approach, due to either their lack of experience in this field.

Blended learning should be seen as a new opportunity to plan the way how teachers can develop their class. Also, it breaks the barriers of time and place and stimulate with a positive influence on students 'learning. In fact, when students feel satisfaction for their work, it will be a factor to know if blended learning has been effective or not (Cuesta, 2018).

Blended learning can be divided into three models:

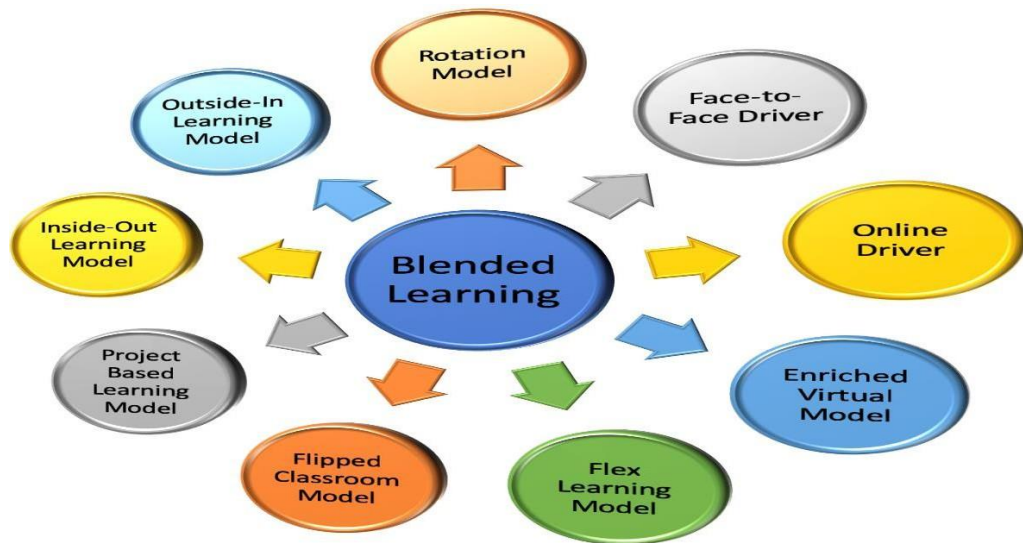


Figure 1. Models of Blended Learning

Source: taken from, Cleveland & Wilton (2018)

The first model is about blended interaction. The flipped classroom is a good example of this model, because students use podcasts and different online resources, followed classroom based on tutorials. The second model is the blended block model, in which there is a sequence of activities. It includes face to face learning and online study, each one of them has a pedagogical and practice objective. The third model is completely online but it includes both synchronous learning and asynchronous activities.

One theory is taken into account for analyzing the benefits of blended learning on speaking skill. In this case, this study will explain blended learning methods and their relationship with the constructivist learning theory.

2.2.2 Constructivist learning theory in blended learning

The main objective of this theory is providing access to knowledge. It means, blended learning must create a social interaction in order to use of online discussions. Teachers can offer different learning tools to interact with students in a synchronous/asynchronous way. Students can participate to online conversations at a flexible pace, having time to reflect before making participation. At the same time, teachers and students can review their participations and receive feedback. Also, students can synthesize ideas that others had shared in the discussion forum and get

their own reflection. This process indicates that online discussions can help social constructivist learning experiences. The most important is that students can choose different tools to communicate and improve their speaking skill. So, they worked in groups to organize ideas, construct arguments, make contributions, etc. In fact, students will be able to find information and verify their arguments carefully craft responses.

Moreover, it is important to mention that online learning allows teachers to create flexible learning system that can be manipulated to help students' learning needs. This system online can control by providing self-paced and students can choose their own activities. This can be through a special content according to students' needs (Pensinger, 2018). Blended learning integrates direct instruction, indirect instruction, collaborative teaching, individualized computer assisted learning. It means that includes:

2.2.3. Face to face teaching

It is an interaction that helps in synchronous communication. Students can receive feedback from their teachers. This process increases motivation for both the teachers and students and it gives a human touch to the process (Lalima. & Dangwal, 2017).

Face to face is known as traditional class where teacher is the person who controls the learning environment. Novak (cited in Ananga & Kofi Bine, 2017) mentions that students in this kind of learning do not have a significant learning, it means, they do not internalize their information. However, when teachers prepare a learning environment where students use their cognitive skills, they will analyze, evaluate and make comparisons. It depends on how teachers design the strategies to apply during the teaching and learning process, so, students can develop their own knowledge with the teachers' help (Ananga & KofiBiney, 2017).

2.2.4 Student interaction with course content

Traditional class provides student time to interact directly with their course content using printing resource. In fact, the videos provide certain realism to the content and offering a new perspective to the content (Lalima. & Dangwal, 2017). One of the important points is about student content interaction is the usefulness or quality of the

interaction. In developing countries, teachers don not pay attention to the assessment of quality because they only review if students do the homework. However, Garrison & Cleveland-Innes cited in Ngoc (2018) considers that the quality is more important than quantity of interaction. In fact, some teachers ask students to make interaction with content in order to be conscious about their learning process.

2.2.5 Peer group interaction

According to Muñoz (2018) children's interactions are very important for their cognitive development. Inside cooperative learning, interaction with peers are elements for cognitive growth, because the mind is developed through social interaction where they involve social and psychological planes. In this case, the peer interaction must be understood in their pedagogical context, where teachers create a comfortable environment as social referent for the students' perception of their classmates.

When students are inside the school campus, they learn by formal means and they also learn informally when they share with others. School campus offers the opportunity through playground activities, social exchanges during free time (Lalima. & Dangwal, 2017).

2.2.6 Online assessment

This aspect refers to receive immediately a feedback on the learning and teaching process. Online assessment helps to make evaluation more formative and objective, where students are more motivated to do their activities (Lalima. & Dangwal, 2017).

The authors Weleschuk, Dyjur, and Kelly (2019) consider that online assessment is part of the evaluation, where teachers evaluate student's achievement and provide feedback in order to achieve their learning. There are different assessments that can be completed online or it sometimes requires online submission. Also, these assessments can be formative in order to observe students' progress and so, teachers can design new strategies if students need them. It is more important in student performance that the

method used by the teacher. For that reason, teachers must design and implement online assessment that have more influence on student performance.

2.2.7 Group discussion and exchange of ideas

Classroom teaching not only provides students interaction with teachers but well-designed strategies give students to undergo discussions with their class mates on different aspects of the course and exchange ideas. This helps to develop confidence in students, remove their indecision and develop the skill of communicating effectively and also develop good listening skill (Lalima & Lata, 2017).

2.2.8 Accessing e-library

This is a part ICT supported teaching learning in blended learning. In the traditional mode, students have access to a school library that is limited, but the digital library gives them access to different books related to their topic and to diverse areas. This broadens their vision and enriches their knowledge, which helps to achieve cognitive objectives (Lalima & Lata, 2017).

2.2.9 Virtual classroom

Student can learn anywhere, anytime and from anyone. Students may participate in a virtual classroom meeting with co-workers and the teacher in the cyber space, regardless of geographic boundaries. School can also provide provision for it so that the system gains flexibility and students who cannot attend school regularly can gain advantage from his mode. As well as the student can attach themselves to other experts and improve their knowledge (Lalima & Lata, 2017).

2.2.10 e-tuitions

Students have different needs. Few students do not get the benefits of classroom instruction, as they constantly need personal guidance and full attention. These students can choose the online course option which is to meet with a private tutor and obtain personal advice in cyberspace through videoconferencing (Lalima & Lata, 2017).

2.2.11 Accessing and maintaining educational blogs

Students get less opportunity for nurturing their creativity in traditional classroom because of inflexible time table and lot of pressure of class work, assignments and coping with examination stress but show their creativity and can get feedback also. Moreover, educational blogs are considered a good platform to talk aspects of relevance that are not part of syllabus like those related to social problems, politics issues, and other issues relevant to young people like drugs addiction, delinquency, education, etc. (Lalima & Lata, 2017).

2.2.12 Webinars

Webinar is considered a feature of blended learning. In other words, students participate in seminars in different important aspects to them via internet connection. Each student is connected through different software's available like Google talk, Skype etc. and after that, student presents his/her paper and participate in discussions through video conferencing (Lalima & Lata, 2017).

2.2.13 Online learning through videos and audios

Various recordings, animated videos are available which explain various concepts very easily and interestingly. They are based on the principle of reality and connection to life. Thus, students can feel real life while studying and it makes the definitions difficult and the actual phenomenon for students (Lalima & Lata, 2017).

2.2.14 Virtual laboratories

It can be used for courses where lab work is very important. Sometimes the cost of establishing a well-furnished laboratory is not feasible and in few cases the experiments are dangerous and it is not safe for students to handle that equipment then in such cases students can access virtual laboratories and can learn need skills by working in this virtual laboratory (Lalima & Lata, 2017).

2.3 Blended Learning Module Characteristics

This module is based on the core concepts in job satisfaction created by Hackman and Oldman in the year 1976. Then, it was modified to measure the core characteristics of blended learning. However, many teachers have observed that using technology in class has demonstrated positive aspects on student's achievement. For this reason, technology has changed and has incorporated into education learning environments with defined goals. Raj and Ramakrishnan (2017) mention the following characteristics:

2.3.1 Skill Variety

Blended learning allows students to use different skills in learning compared to traditional methodology. Some skills are interpersonal communication and analytic thinking skills. It is important to mention that students' physical, sensory and perceptual skills and abilities, coping strategies, prior knowledge and proficiency in the use of technology can help to the challenge of blended learning. These skills help to discover new skills. Also, each one of them can be more complex and so, students can practice and develop abilities for working life. The most important is that students learn skills to solve problems in the future and so, this experience can be part of their life (Raj & Ramakrishnan, 2017).

2.3.2 Task Identity

Task identity allows verifying a whole piece from beginning to end. In addition, task identity allows students to understand the content as a whole piece of work that is

related to their outcome-based education syllabus. Furthermore, the task identity offers the connotation to the learning. In fact, the next generation of teachers should include different tasks to offer a whole knowledge of the subject taught and learned. It is important to mention that the meaning help to support the learning process. For that reason, task identity in one of the relevant features of the blended learning component (Raj & Ramakrishnan, 2017).

2.3.3 Task significance

Task significance refers the relevance of the job. It is an important characteristic because blended learning must provide meaning to the work the student is completing. In this case, blended learning tools allow students find more important data related to the subject. In addition, some studies mention that students internalize a significant learning when they are aided by technology. One of the challenges for blended learning is providing significant (Raj & Ramakrishnan, 2017).

It is important to mention that the tasks contain practice exercises, objectives and activities in order to develop didactic input for teaching. All these tasks are meaningful for the students emphasizing real communication. Besides, the meaning focus of tasks allows students to use the speaking skill without paying attention to the grammatical form. Indeed, there is more interaction between teachers and students, creating an adequate environment for a significant learning experience (Ferreira, García, & Morales, 2016).

2.3.4 Autonomy

This aspect relates to the freedom that students and teachers have to develop their job. It means students can learn at their own pace while blended learning resources and teachers have the freedom to carry out their lessons. Besides, blended learning must provide autonomy on the learning and teaching process as well, provides meaning because freedom creates interest in the students to participate and learn (Raj & Ramakrishnan, 2017).

Student autonomy refers to as self-directed learning, independent learning, etc., indeed, students become responsible for their own learning making their own decisions. It is unquestionable, that student's autonomy needs to be promoted in their learning and teaching process. Besides, this experience allows students to be active participants who can manage their learning. However, student's autonomy is composed by some important features which include metacognitive strategies, motivation, students' cognitive etc. (Yoon, 2016).

2.4 Benefits of blended learning

There are several benefits of blended learning. The first is flexibility, which let to students work at their own pace and with personalized class. The second is the opportunity to meet face to face because it has a great relevance during in person classes. Besides, there is a continuous access which creates a fast and frequent communication between students and the teacher. The third is the different resources that students can support learning at different levels according to their specific needs. (Shand & Glassett, 2018).

At the same time, Cleveland & Wilton (2018) mention that there are many benefits of blended learning. These advantages include learning skills which are more accessible for students. Recent research refers the following advantages of blended learning:

- Students have the opportunity to collaborate at a distance: students learn to work together virtually as a learning experience.
- This approach increases flexibility: students can be connected without barriers of time and location.
- This approach increases interaction: blended learning offers different tools to generate interactivity between teachers and students.
- This approach enhances learning: teachers design different learning activities to make a significant learning.
- This approach allows being virtual citizen: students have the opportunity to project themselves socially and academically in an online community. It is important to develop different skills for using a variety of technologies.

2.5 Challenges of Blended Learning

2.5.1 Technical challenges

The technical challenges are not referred about getting technology to work on line. Rather, they refer to the success of using an appropriate technology. Technical challenges consist of using students can use the technology and resisting the need to use technology because it is accessible (Kaur, 2015). It means, teachers must teach how students should use technology into education.

2.5.2 Organizational challenges

The blended learning is a complex process which includes different social and individual aspects. It means, organizational challenges consist on thinking that blended learning is innovative classroom training. Also, the teacher becomes in a facilitator. Finally, the teacher observes the students' progress (Kaur, 2015). For this reason, it is important that students know that they are responsible their own learning.

2.5.3 Blended Learning in teacher education

In order to support this idea, the National Education Technology Plan of USA indicates that teachers be provided with professional learning experiences using technology because, it lets them improve their ability to create and to develop activities, assessments and instructional practices. It is important to mention that although there are many teachers using technology during their class, also there are few teachers formally prepared to design online activities (Shand & Glassett, 2018) . Nowadays, teachers face their own challenges. In fact, they need to be involved in appropriate technologies resources. In this case, blended learning presents a relevant potential for improving different learning, if a student researches and practices using this approach, student would develop new skills and abilities.

2.6 Speaking skills

2.6.1 Speaking skill

Speaking refers to build and share meaning through verbal and non-verbal symbols in different contexts. This skill has been considered a crucial part of second language learning and teaching. Many teachers have undervalued teaching speaking because they continue to use repetition of drills or memorization of dialogues (Ilham, Muhammad, & Muslimin, 2020). It is important to consider that teachers must change their methods and apply different strategies to develop this skill.

Speaking skill is considered as an activity in real life, which is carried out by people in order to express their ideas, opinions, feelings and emotions. This process is not planned and their continuity is based on situations. In fact, speaking English fluently is difficult to many non-English speaking people, especially students. However, to be able to communicate correctly, a student has to acquire two skills in speaking. They are micro skills and macro skills (Alfi, 2015).

According to Prastiwi (2014) the microskills produces the smaller chunks of language such as phonemes, morphemes, words, collocations and phrasal units. The macroskills include the student's focus on the larger aspects: fluency, discourse, function, style, cohesion, nonverbal communication and strategic options.

2.6.2 Microskills

- Produce differences among English phonemes and allophonic variants.
- Produce chunks of languages of different lengths.
- Produce English stress patterns, word in stressed and unstressed positions, rhythmic structure and intonation contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units to accomplish pragmatic purposes.

- Use grammatical word classes (nouns, verbs etc.) systems (tense, agreement, and pluralization), word order, rulers and elliptical forms.
- Express a particular meaning in different grammatical forms (Prastiwi, 2014, pág. 14).

2.6.3 Macroskills

- Appropriately accomplish communicative functions according to situations, participants and goals.
- Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversations rules, floor keeping and yielding, interrupting and other sociolinguistic features in face-to-face conversations.
- Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplification.
- Convey facial features, kinesics, body language and other non-verbal cues along with verbal language (Prastiwi, 2014, pág. 15).

2.7 Importance of speaking

Speaking skill is the most relevant skill to acquire second language learning. However, speaking is the most difficult skill language students have to develop. Besides, students should understand the importance of speaking and try to acquire it, in order to face this competitive world. One of the most difficult problems that students have is to produce structures at that moment. This is very difficult for students because they cannot produce sentences without having real knowledge or adequate vocabulary. It means, the main problem is grammatical. For that reason, students must develop this skill to communicate well with different people around the world (Parupalli, 2019).

Moreover, speaking skills are the most crucial skill for the students because who learn English can develop their career, improve their curriculum and get better job opportunities, participate in different events and so on. In the modern world, having a

good communication is the way to get better employment opportunities and so to get much money.

Speaking skill has been considered an essential skill necessary for a student's success in life. Students evaluate self them when they can express how well they feel. Students have the ability to translate their ideas and thoughts into words are found to be more successful. However, it is not correct because they cannot develop good speaking skills and many cases, they feel frustrated. Speaking skill is required everywhere, in fact, this skill let students connect with others explore and understand the world and tell themselves (Hussain, 2015).

2.8 Aspects of Speaking Skill

According to Utami (2017) there are some important components which are reorganized by language students in earning speaking, namely:

2.8.1 Pronunciation

It is considered a difficult component in learning speaking ability. Pronunciation is defined as the way a word is pronounced. Pourhosein (2016) mentions that pronunciation is defined as the production of sounds. Students learn when they repeat and correct their mistakes. Therefore, students must make new habits and face the difficulties from target language. In other words, pronunciation produces meaning. Sibaja (2019) indicates that, pronunciation is not just phonemes, it depends on the speech, in fact, and some phonemes can be omitted in a conversation.

English pronunciation is one of the most difficult skills to acquire and students must practice more time to enhance their pronunciation. This skill is a basic requirement to communicate with others. The main objective of pronunciation is to achieve real oral communication. In fact, if students want to change the way of pronouncing, they must change the way they think about the sounds. Moreover, there are other important parts of speech such as: rhythm, stress, syllables (Utami, 2017).

Nowadays, there are many techniques to improve English pronunciation, some of these are: dialogues, intensive, responsive, role plays, videos, and others. It is important to mention that motivation is part of this process. Teachers must observe how different English pronunciation techniques to influence students to enhance their pronunciation (Sibaja, 2019).

2.8.2 Grammar

It refers to the rule used in the language for constructing and combining sentences. It is relevant because it let students to produce structures correctly (Utami, 2017). Ezechukwu & Ahumaraeze (2016) mention that grammar is related to rules to guide the construction of sentences in a language. Grammar shows observations of how language works. A native speaker develops these rules in a natural way because these rules are part of innate information which is called linguistic competence. In this case, students are exposed to the language in a total way. In the other case, when a second language speaker is learning, it is different because students must adopt strategies to learn to construct sentences. Hence, the teaching of grammar is crucial to have effective communication.

According to Saeful, Rokhyati, Rachman, Rakhmawati & Pertiwi (2017) grammar is classified into five types:

- Prescriptive grammar: this point is about the way to explain how students should say something.
- Traditional grammar: a scheme of how to teach grammar.
- Structural grammar: describing small structures into a bigger structure.
- Linguistic/ Grammatical competence: it is the innate ability of a native speaker who knows the grammar without studying it.
- EFL grammar: it refers to a person who is studying a second language and he will know the grammar by studying it.

2.8.3 Vocabulary

It is the basic knowledge to communicate by oneself. Students need to have sufficient vocabulary in order to construct sentences and so, they will be able to communicate effectively to express their own ideas and thoughts and how they feel and (Utami, 2017).

Susanto (2017) mentions that vocabulary is a basic aspect for teaching a foreign language. Hence, vocabulary acquisition is very important in mastering a language. A student with deficient vocabulary size will not achieve well in different aspect of language itself. There are some researches that indicate many students have difficulties in reading their English books. The main reason is the lack of vocabulary; it means students have a limited vocabulary size. For that reason, vocabulary skill helps successful communication. In fact, lexical knowledge is core to communicative competence and to the acquisition of a second language. There is a correlation between language practice and vocabulary. Both of them, need to be integrated. The acquisition of vocabulary is important for successful foreign language use. Besides, it is essential in the constructing of complete spoken and written texts. When students acquire enough vocabulary, they are able to use the structures and so they can achieve a comprehensible communication.

According to description of vocabulary, it has been divided into two types: active and passive vocabulary. The first refers to vocabulary learned and the way how to use it. Meanwhile, the second refers to the words which students must identify when they need to use them.

2.8.4 Fluency

It is the ability to speak in a coherent, rational and semantically dense sentence, demonstrating control of the semantic and syntactic resource of the language (Utami, 2017). Hien (2018) mentions that fluency is defined as the ability to speak quickly without barriers in communication. It means students wish to be competent in foreign language learning. This author considers that one of the features of communication is fluency. This ability is an indicator of progress when students are learning a foreign

language. Grabe and Stoller cited in Hien (2018) claim that many native students can speak fluently, however, they have problems doing grammar exercises. Compared to students learn a foreign language, they have little fluency, but they know much more knowledge to do exercises.

On the other hand, oral fluency, focus on the production system. Measures of oral fluency include listener judgments; these judgments are understood as cognitive processes that include producing spoken language. Listener's perceptions of students learn a foreign language depends on their motivation. Teachers must create effective teaching and learning environments to develop this ability in their students (Thomson, 2015).

2.9 Principles of teaching speaking skills

According to Hussein (2017), following are the principles of teaching speaking skills: -

- Encourage students to speak right from the first day. If not, as early as possible and not to wait till she teaches them a stock of words, phrases or sentences.
- Tolerate the students if some of them simply repeat what they say.
- If a student gives one-word answer to any question, bear it for the time being.
- Let the learners speak actively with whatever English knowledge they have. Propose structures/phrases/words and let the learners use it in different situations and drill as much as possible.
- Encourage back-chaining or tail-forwarding technique to make long sentences by combining more than ten sentences.
- Organize role play and pair-work as much as possible and supervise the learners to correct the active ones and activate the passive ones.
- Be well prepared in advance in terms of lesson planning, activities and tasks.
- Let the learners commit errors and mistakes at the primary stage. Interruption and correction hinder fluency and discourage the learner (Hussain, 2017, p. 15).

2.10 Beliefs about developing speaking skills

According to Rao (mentioned by Hussain, 2017), the experts believe about developing skills that:

- Of the four skills, listening and speaking are taught and learnt in quick succession. The teacher introduces the language item in the class and the learners situationalize it;
- Speech is the best introduction to other language learning skills. Learning through speaking is a natural way of learning a foreign language;
- Speech is important because it provides the opportunity for the practical usage of a foreign language;
- Speech brings fluency, correction, and then accuracy among EFL learners; and - It enables the teacher to use the class time economically (Hussain, 2017, p. 15).

2.11 Activities for practicing Speaking Skills

There are some activities such as: pronunciation drills, read aloud, narration, descriptions, etc. which are important practices to improve speaking skills.

2.11.1 Dialogue

Dialogue is considered a technique used for practicing different points of languages like greetings, agreeing, disagreeing, apologizing, suggesting asking information (Hussain, 2015).

This activity is frequently used in teaching speaking. They usually involve two learners; whose task is to perform a short conversation according to the rules given. There are several of dialogue types controlled, guided and free (Paulikova, 2018).

2.11.2 Role play

This technique is used to practice situations, scenarios or problems with roles for students create a safe environment for foreign language practice. This includes the issues of what to say how to react or what to do under specific conditions. Role play are mostly designed for working in pairs or smalls groups and due to the fact that they are intended to simulate situations in everyday life, they are considered to be one of the most powerful activities for bridging the occurrences of the artificial circumstances of the classroom with real life beyond it. In addition, they develop an intercultural communicative competency that is essential for the ability to communicate with people of other cultures (Paulikova, 2018).

In other words, role play refers to situations where a student takes on a role while playing separately in a specific situation. The role play reflects a Vygotskian approach to learning, which says that learning and cognition begin with social interaction (Greco, 2019).

2.11.3 Discussions

Discussions are free activities involving either larger groups of students or an entire classroom. They encourage learners to share their beliefs, emotions or points of view on various kinds of topics (Paulikova, 2018).

Discussion technique promotes the speaking ability. In addition, discussion is an active learning process, which is more likely to keep students interested in learning experience led by a passive teacher. It guarantees active participation in learning that motivates students, especially when they can see that others value their contributions and respect their viewpoints. It develops the student's ability to analyze the content of the lesson and express ideas orally, thereby improving his thinking and communication. It can be an effective means of enabling students to share their knowledge and experience and an appropriate means of demonstrating to students the relevance of their basic knowledge. It can generate new ideas or produce original solutions or problems by simulating divergent or lateral thinking. This is better than lecture class as a way to help students develop problem-solving and critical thinking skills. It is a technique in which teachers

show tolerance to students' opinions and attitudes, which can help to develop relationships between teachers and students (Menggo, Seken, & Ratminingsih, 2013).

2.11.4 Problems (group work)

Problems are good sources for getting students talking. While addressing the problem, they have to use language to solve it (Hussain, 2015). In this case, students should work in pairs to speak and be heard. In addition, they have to prepare a problem structure in which they explain how to solve it. It means, they have to give an introduction, development and conclusion.

2.11.5 Survey and interviews

This technique is considered an important activity, because its function is based on an interview to find out about a person's test attitudes, etc. In many cases, teachers create a list of questions and ask students for clear information about specific content. It is important to note that questions should be based on level (Hussain, 2015).

2.11.6 Visual Comprehension

Teachers must provide a picture. After that, students will observe carefully to give information. The aim is to answer questions from the teacher. In this case, the teacher must use easy pictures where students can describe colors, objects, shapes, etc. (Hussain, 2015).

2.11.7 Dreams or Ambitions

This technique is based on opinions about dreams and ambitions of life. It can be used as a good breeding point for interaction. The activity is open conducts a great number of speeches. Students would be asked to review these images and respond to the following questions:

- Is there any importance of dream un life?
- What is your dream of life?
- What is your ambition to do if you get your dream? (Hussain, 2015).

2.11.8 Rhymes and Tongue Twister

This technique includes rhymes and tongues twisters. The teacher should teach the students through reciting rhymes in a pleasurable manner. Finally, it adds value for speaking skill (Hussain, 2015).

2.11.9 Songs

Students enjoy songs and it can be used for developing EFL speaking skill. For instance, to practice simple question forms this method may be beautiful used (Hussain, 2015). In this situation, teacher must use slow songs, in order to identify the sounds and so, students can listen and pronounce it (Hussain, 2015).

2.12 Conceptual Framework

Blended learning: It is an approach which includes traditional teaching in the classroom and ICT supported learning including both offline and online learning (Lalima & Lata, 2017).

Constructivist learning theory: This theory is related to build individual and social knowledge (Suhendi, 2018).

Blended learning module characteristics: It refers to different elements that support blended learning (Raj & Ramakrishnan, 2017).

Skill variety: It describes the degree to which students are able to do different activities using different skills and abilities (Raj & Ramakrishnan, 2017).

Task identity: It is the ability to complete an activity from beginning to end (Raj & Ramakrishnan, 2017).

Task significance: It refers to the relevance of the activity (Raj & Ramakrishnan, 2017).

Autonomy: It is the freedom that students have about their activities (Raj & Ramakrishnan, 2017).

Benefits of blended learning: This approach has unlimited access, increasing the time effectiveness, effective communication between teachers and students (Szadziwska & Kujawsk, 2017).

Speaking Skill: This active skill is the most important for foreign language learning. It is a group of micro skills, which has grammar, morphology, pragmatics, syntax and phonology (Ashour, 2014).

Importance of speaking: Speaking skill is the most relevant skill to develop an effective communication of second language (Rao, 2019).

2.13 Legal Framework

Constitution of the Republic of Ecuador

Art 26. It establishes that

Education is a right of people throughout their life and an inescapable and inexcusable duty of the State. It constitutes a priority area of public policy and state investment, guarantee of equality and social inclusion and an essential condition for good living (Ramos & Villamar, 2020, pág. 19).

Art 45.

Children and adolescents shall enjoy the common rights of the human being. The State shall recognize and ensure life, including care and protection from conception. Children and adolescents have the right to physical and mental integrity; to their identity, name and citizenship; to integral health and nutrition; to education and culture, sport and recreation; to social security; to have a family and enjoy in a community life; to social participation; respect for their freedom and dignity; to be consulted on matters that affect them; to be educated as a priority in their specific language and cultural contexts to their peoples and nationalities; and to receive information about their parents or absent

relatives, unless it was detrimental to their wellbeing (Ramos & Villamar, 2020, pág. 19).

The Ministry of Education (2020) implements a law which establishes in all the institution of the English language. It appears in the following agreement:

- a) A partir del año lectivo 2016-2017, en el ciclo Sierra y, del año lectivo 2017-2018, en el ciclo Costa, será obligatoria la enseñanza del idioma inglés desde 2º grado de Educación General Básica hasta 3º curso de Bachillerato para todas las instituciones públicas, privadas, fiscomisionales y municipales.
- b) Dispone que las horas que estaban destinadas para clubes para 2º a 7º grado de EGB, sean usadas para la asignatura de inglés. En este caso la materia será evaluada.
- c) Cuando la materia de inglés sea implementada como obligatoria para 2º a 7º grado de EGB, es decir en el año lectivo 2016-2017, en el ciclo Sierra y del año lectivo 2017-2018, en el ciclo Costa, las instituciones deberán garantizar que los docentes cumplan con la calificación B2 del TOEFL y disponer de recursos pedagógicos indispensables. La institución deberá remitir a la Dirección Distrital un informe con el detalle de los grados que han sido incorporados.
- d) Asimismo, el Viceministerio de Educación, en coordinación con el Ineval implementará una evaluación de resultados de aprendizaje del inglés para todo el sistema de educación.

This curricular reform offers a new opportunity to develop the right education law above. Nowadays, the institutions have English teacher in order to cover three hours of English classes. They using different methods to teach in a significant way and so, students can develop the four skills in foreign language learning.

At the same time, this curricular pretends to develop the different communicative language components using speaking, listening, reading and writing. This current study focused on one of them, speaking skill.

It is important to mention that this study is based on the Ley Orgánica de Educación Intercultural (LOEI) of Ecuador. According to the article 3, the teaching and learning of English.

This current study is based on the Ley Orgánica de Educación Intercultural (LOEI) of Ecuador. According to the article 3, the teaching and learning of a foreign language is promoted because it is relevant for students in order to communicate with non-Spanish Speaking students, doing different activities in other languages. The article 9 states the relevance of improving education taking into account criteria that in this case mentions to the teaching and learning of a foreign language (Barrera & Jimenez, 2018).

CHAPTER III

METHODOLOGY

This chapter helped the researcher to collect and analyze the data in order to answer the research questions. It included the research type, research approach, techniques and instruments and sample and population.

3.1 Research Type

This study was characterized as descriptive research which consists of describing the characteristics of a particular group. The descriptive research was applied through a survey using a structured questionnaire. This survey involved asking questions of a sample of individuals who was represented of the group.

At the same time, the researcher used field research which is defined as a qualitative method that helps to observe, interrelate and know students while they are in a natural environment and the way they act in different environments.

3.2 Approach

In order to satisfy the objectives of this study, a mixed method was used which consists of understanding the problem of combining research methods, which means, using techniques and instruments both qualitative and quantitative (Marzano, Vegliante, & De angelis, 2015).

3.2.1 Quantitative Approach

According Apuke (2017), this method includes different variables in order to get numerical results. It means, this approach involves the application and analysis of numerical data using statical techniques to answer different research questions. On the other hand, Aliaga and Gunderson (cited in Apuke 2017) mention that quantitative

research method explains a phenomenon through gathering data and it is analyzed with mathematical methods. In this case, this research used the quantitative method because it allowed getting through statistical data the relevant information to develop the objectives. In fact, according to and the objective, the researcher could get percentages that will show the scope of the study.

3.2.2 Qualitative Approach

Qualitative research involves an interpretative, naturalistic and humanistic approach. It means, this method studies phenomena in their natural settings in order to interpret them according their experiences. This research used the observation technique to analyze the benefits of using blending learning as an approach to enhance speaking skills. Also, this method allowed to make a comparison before to apply the pretest and after the apply the posttest (Apuke, 2017).

3.3 Techniques and instruments

In this research were applied three techniques: test, survey, and observation. the first one is defined as a group of information from a sample of individuals through their answers to questions (Ponto, 2015). The second one can be viewed as the basis of everyday social life for most people, the researcher observes details and it is important to mention that this technique is very subjective (Ciesielska, . Boström, & Öhlander, 2018). According to the instruments, the researcher applied a questionnaire, which was structured in a series of questions, the second instrument was an observation sheet one observed directly the problem in its natural environment.

3.3.1 Observation

This technique allows understanding the real world, interactions and relationships. The researcher must adapt to the context and tries not to affect the environment (Ciesielska, Wolannik, & Ohlander, Observation Methods, 2018). In the current study, the observation sheet was applied to know the advantages and disadvantages of blending learning on enhancing 4 graders´ speaking skill.

The observation sheet was integrated by four phases: access, interaction, continued and results. Each one of the phases had three or four items. In order to get more precise data, the researcher used the Likert scale: Never, Rarely, Sometimes, Often and always (see Annex 1).

3.3.2 Survey

This technique collects data through a questionnaire directly from people. It means, this process begins to define the objectives followed by a number of steps related to each other. (Showkat & Parveen, 2017). In the current study, the survey was applied to know the advantages and disadvantages of blending learning on enhancing 4 graders' speaking skill. In this case, survey was applied in order to describe the speaking skill level of the students of fourth grade of Escuela Básica Alejandro Alvear, in Galapagos.

The pretest had three tasks. Each one of them had their own directions. The evaluation criteria were Grammar, Vocabulary, Pronunciation and communication. (See Annex 2 Pretest). The Assessment rubric applied was taken and adapted from UCLES (2011) (see Annex 3 Assessment Rubric).

3.3.3 Pretest and posttest

Pretest – posttest is an important assessment tool to get an effective evaluation of a group of students. This method measures the knowledge of students at the beginning of a research and compares it with the knowledge gained after the research (Tayyaba & Rabail, 2019). Pretest -posttest was implemented by the researcher in order to measure the English-Speaking proficiency level of the students before and after the using of blending learning. Furthermore, it helped to demonstrate if the blending learning influenced on the enhancing 4 graders' speaking skill.

3.4 Population and sample

A population is the full set of individuals that have some similar features. In this case, data was collected on all individuals about whom the conclusions were drawn. Furthermore, the population was represented by 315 students of Escuela Básica Alejandro Alvear, in Galapagos.

The sample is a part of the population or universe that is taken to carry out the research. In this case, this study applied a convenience sampling, which is characterized as a type of nonprobability sampling where students have certain practical criteria such as easy accessibility, time, geographical proximity, etc. (Ilker, Sulaiman, & Rukayya, 2016). In the current study, a sample of 20 students was selected from fourth grade of EBG. The students were all around nine years old; 13 girls and 7 boys.

Table 1 *Research Population*

GROUP	POPULATION	SAMPLE	PERCENTAGE	INSTRUMENTS
TEACHER	1	1	100%	interview
STUDENTS	315	20		Test Observation form

Source: Escuela Básica Alejandro Alvear
Elaborated by: Mosquera, (2020)

DATA ANALYSIS AND INTERPRETATION

4.1 Pretest

Table 2 *Results obtained by the students in the pretest*

Student	Grammar	Vocabulary	Pronunciation	Interactive communication	Total	Scale
S1	1	1	1.50	1	4.50/10	Fair
S2	1	2	1	1.25	5.25/10	Fair
S3	1	1.50	1	2	5.50/10	Fair
S4	1	3	3	2	9/10	Very Good
S5	1	3	1	2	7/10	Good
S6	1	1	1	2	5/10	Fair
S7	1.25	1.50	1	2	5.7/10	Fair
S8	1.50	1	1.25	2	5.75/10	Fair
S9	2	1	1.25	1	5.25/10	Fair
S10	1.75	1	1	1	4.75/10	Fair
S11	2	1.75	1	1	5.75/10	Fair
S12	2	1	1.25	1	5.25/10	Fair
S13	1	2.25	1	1	5.25/10	Fair
S14	1	1	2	3	7/10	Good
S15	1	1.25	1.25	1	4.50/10	Fair
S16	3	1	1.50	1	6.50/10	Good
S17	1.25	1	1	1	4.25/10	Fair
S18	1	1	1.25	2	5.25/10	Fair
S19	1	1	1.25	3	6.25/10	Good
S20	1	1	1	3	6/10	Good
Total	27	28	26	33	113.70	
Mean	1,35	1,4	1,3	1,65	1,42	
%	54%	56%	51%	66%	56.85%	

Source: test

Elaborated by: Mosquera (2020)

This table represents the results obtained in the pretest where it can observe the low level that students have. It means, almost five students have a middle level of speaking skill while the rest of them do not know vocabulary, they do not know grammatical rules, they do not pronounce correctly and, finally, there is not an interactive communication because they were not themselves.

Table 3. Results obtained by students in the pretest according to speaking skill criteria

Code	Category	Frequency	Percentage
	Grammar	27	54%
Item	Vocabulary	28	56%
	Pronunciation	26	51%
	Interactive communication	33	66%

Source: test

Elaborated by: Mosquera (2020)

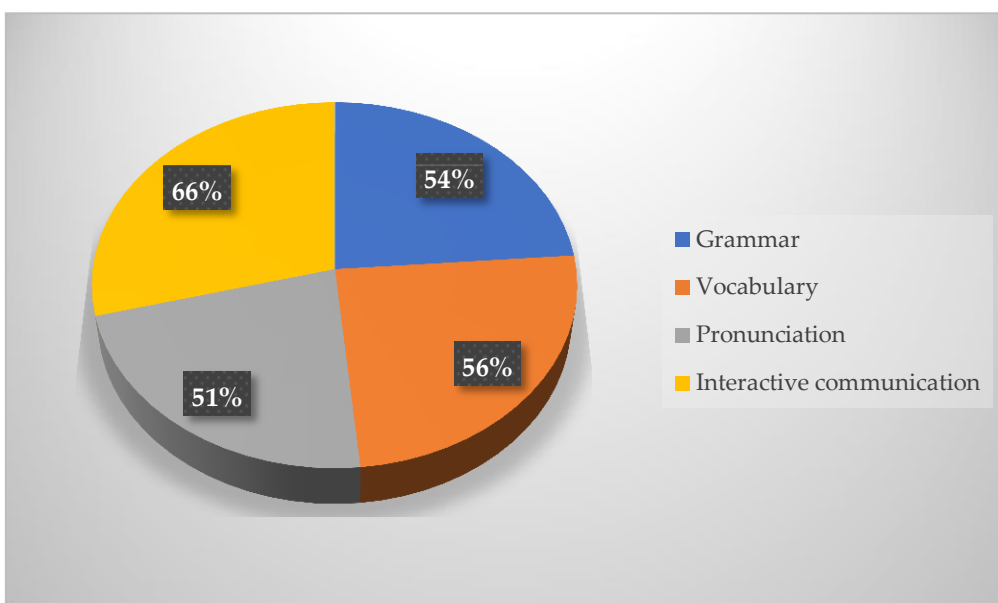


Figure 2. Speaking Skill Criteria results in the pretest

Source: test

Elaborated by: Mosquera (2020)

The result in the oral proficiency standards for the pretest is low. It demonstrates that the speaking skill proficiency level of the students is lower than 50%. It means, students need to improve this skill. If they do not have enough vocabulary, they could not speak fluently. According to pronunciation, they must practice more time in order to produce sounds correctly. When students do not have good communication, they cannot assimilate the learning process and so, this aspect is as a barrier tops the list of features that affect the effective communication.

Table 4. Grammar

Code	Category	Frequency	Percentage
	Poor (1-3)	12	60%
Item	Fair (4-5)	5	25%
	Good (6-7)	1	5%
	Very Good (8-9)	1	5%
	Excellent (10)	1	5%
	Total	20	100%

Source: test
 Elaborated by: Mosquera (2020)

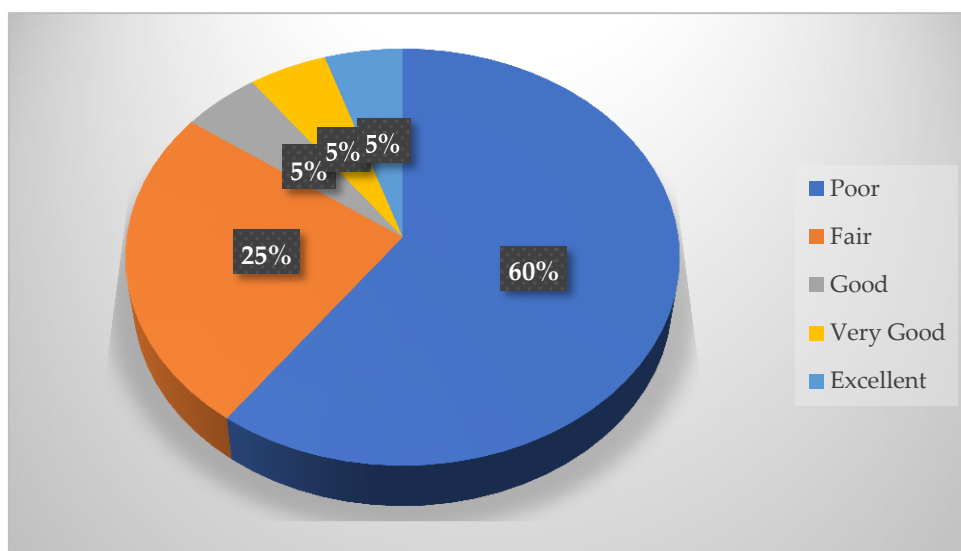


Figure 3. Grammar
 Source: test
 Elaborated by: Mosquera (2020)

According to figure 3, 60 percent is the highest score per fourth year in grammar. It means that students do not combine two or more complete ideas. Also, they have problems with the subject or verb because they use incorrectly it inside the sentences. The low level demonstrated that students need different strategies in the learning process, where they are be able to write small and correct sentences.

Table 5 *Vocabulary*

Code	Category	Frequency	Percentage
	Poor (1-3)	10	50%
	Fair (4-5)	7	35%
Item	Good (6-7)	1	5%
	Very Good (8-9)	1	5%
	Excellent (10)	1	5%
	Total	20	100%

Source: test
 Elaborated by: Mosquera (2020)

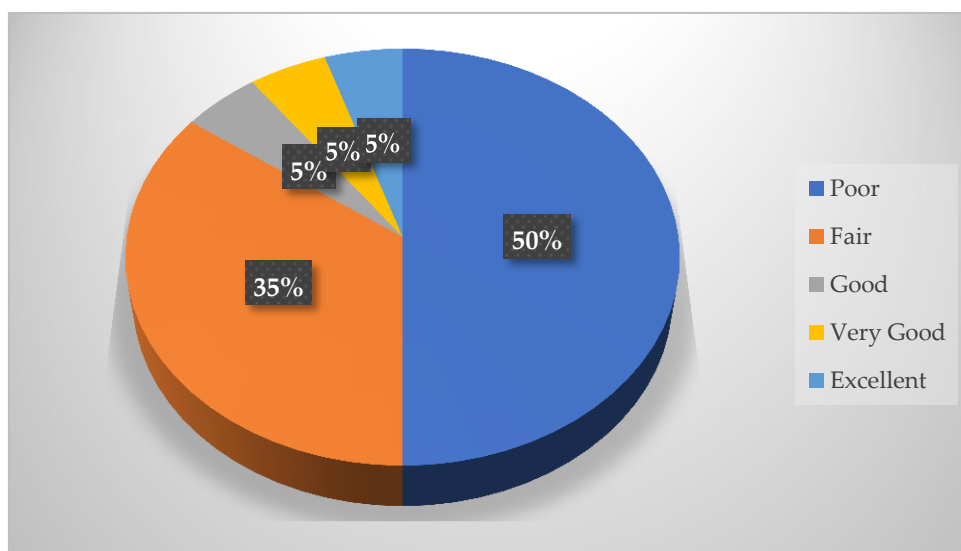


Figure 4 *Vocabulary*
 Source: test
 Elaborated by: Mosquera (2020)

According to the data observed, 50% of students have a low level of vocabulary. Children who face difficulties relating to the meanings of new words, spelling, pronunciation guessing connotation through the context and accurate use of words. This result evidenced that teachers should apply different apps or online resources to change the traditional way to teach and so, to keep students more engaged.

Table 6. *Pronunciation*

Code	Category	Frequency	Percentage
	Poor (1-3)	13	65%
	Fair (4-5)	3	15%
Item	Good (6-7)	1	5%
	Very Good (8-9)	2	10%
	Excellent (10)	1	5%
	Total	20	100%

Source: test
 Elaborated by: Mosquera (2020)

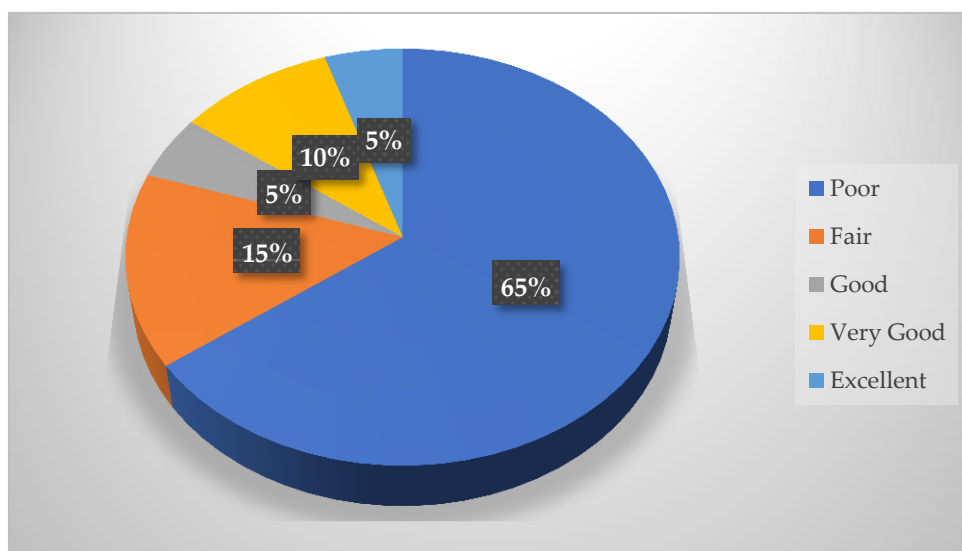


Figure 5. *Pronunciation*
 Source: test
 Elaborated by: Mosquera (2020)

Figure 5 illustrates that 65% of students demonstrated low pronunciation. These results indicate that most of fourth grade is not being able to pronounce correctly. In other words, when students don't have the opportunity to speak in class, they neither get the opportunity to express themselves. In this case, teacher cannot review their mistakes.

Table 7. *Interactive Communication*

Code	Category	Frequency	Percentage
	Poor (1-3)	13	65%
	Fair (4-5)	2	10%
Item	Good (6-7)	1	5%
	Very Good (8-9)	1	5%
	Excellent (10)	3	15%
	Total	20	100%

Source: test
 Elaborated by: Mosquera (2020)

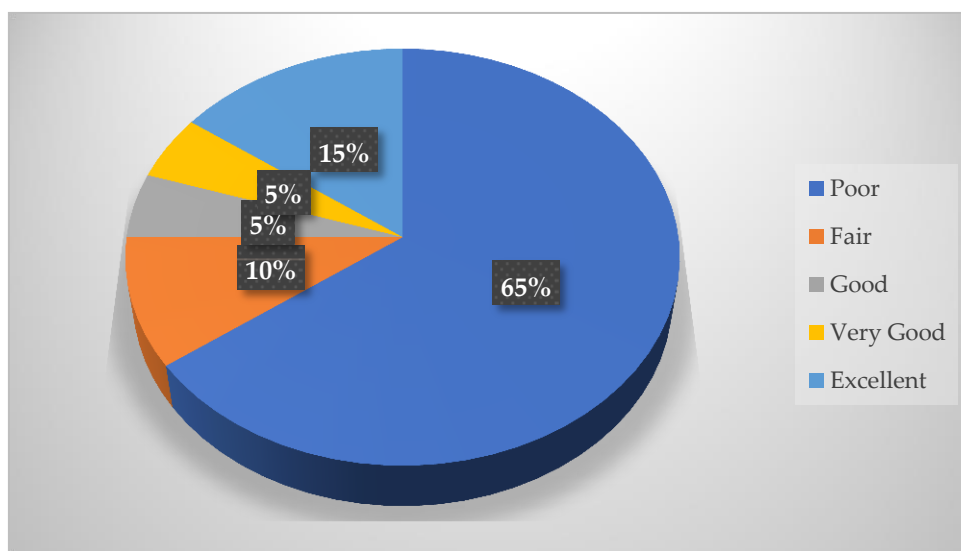


Figure 6. *Interactive communication*
 Source: test
 Elaborated by: Mosquera (2020)

According to Figure 6, 65% of students reported poor interactive communication. This means that students face problems by common grammar mistakes, lack of confidence, anxiety to make mistakes while they are speaking the English language. For that reason, teachers must apply collaborative learning strategies based on technology where the b-learning can offer different options in order to enhance an effective communication.

4.2 Posttest

Table 8. Results obtained by the students in the posttest

Student	Grammar	Vocabulary	Pronunciation	Interactive communication	Total	Scale
S1	8	10	8	9	8,75/10	Very good
S2	9	9	9	9	9/10	Very good
S3	8	9	7	9	8,25/10	Very good
S4	8	7	8	8	7,75/10	Good
S5	7	8	8	8	7,75/10	Good
S6	9	8	8	8	8,25/10	Very good
S7	9	8	8	8	8,25/10	Very good
S8	10	10	9	9	9,5/10	Very good
S9	10	10	8	7	8,75/10	Very good
S10	8	10	7	7	8/10	Very good
S11	8	9	9	7	8,25/10	Very good
S12	8	9	9	7	8,25/10	Very good
S13	7	9	9	10	8,75/10	Very good
S14	7	8	8	10	8,25/10	Very good
S15	9	7	8	10	8,5/10	Very good
S16	9	7	9	9	8,5/10	Very good
S17	8	7	7	9	7,75/10	Good
S18	8	8	7	8	7,75/10	Good
S19	9	8	8	9	8,5/10	Very good
S20	10	9	8	8	8,75/10	Very good
Total	169	170	162	169	167,50	
Mean	8,45	8,5	8,1	8,45	8,37/10	
%	84,50	85	81	84.5	83,75	

Source: test

Elaborated by: Mosquera (2020)

This table represents those students improved their speaking skill with the proposal applied. It means, b-learning is an approach that can offer advantages in the learning process while the teacher uses the correct activities to enhance this skill. The teacher must be prepared to face daily challenges. The results show that students learned new words; they learned how to use the correct words in a sentence. They improved pronunciation and they do not feel fear to speak face to others.

Table 9. General scores obtained by students in speaking skill in the posttest

Code	Category	Frequency	Percentage
	Grammar	169	84,50%
Item	Vocabulary	170	85%
	Pronunciation	162	81%
	Interactive communication	169	84,50%

Source: test
Elaborated by: Mosquera (2020)

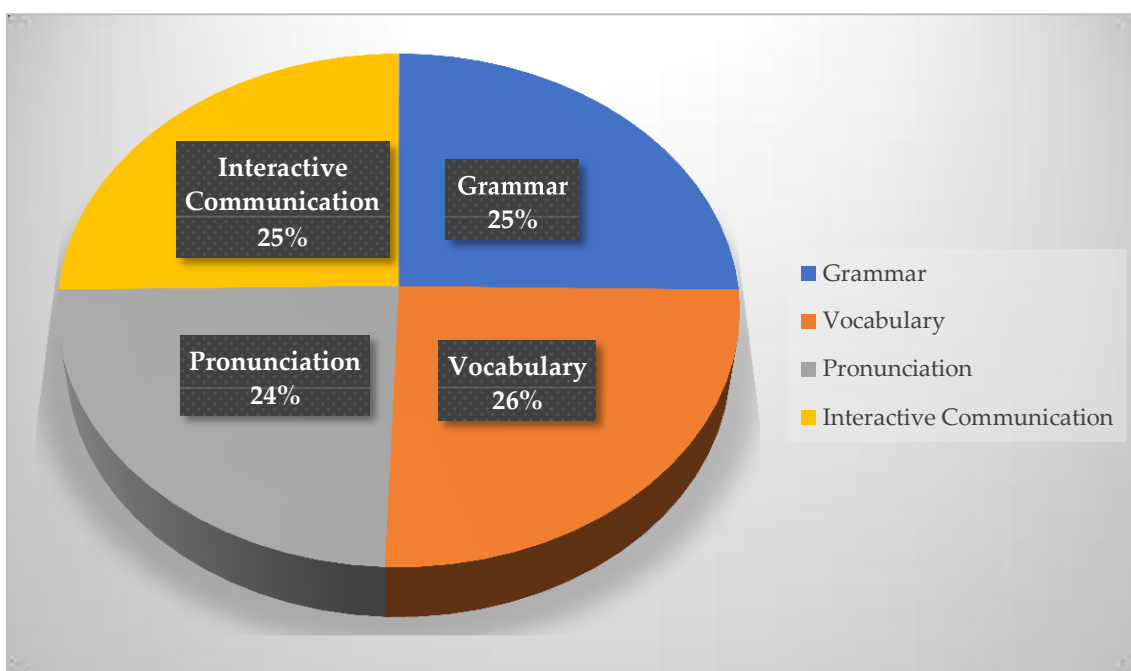


Figure 7. Speaking Skill Criteria results in the pretest
Source: test
Elaborated by: Mosquera (2020)

Figure 7 indicates that after the implementation of the proposal about strategies for speaking skill through the b-learning, students improved this skill. It means, they feel motivated in the different activities made in class. With the use of the strategies, the students developed their speaking skill, specifically the ability to improve the pronunciation, to increase the vocabulary and to be more interactive communication.

Table 10. *Grammar posttest*

Code	Category	Frequency	Percentage
	Poor (1-3)	0	0%
Item	Fair (4-5)	0	0%
	Good (6-7)	3	15%
	Very Good (8-9)	14	70%
	Excellent (10)	3	15%
	Total	20	100%

Source: test
 Elaborated by: Mosquera (2020)

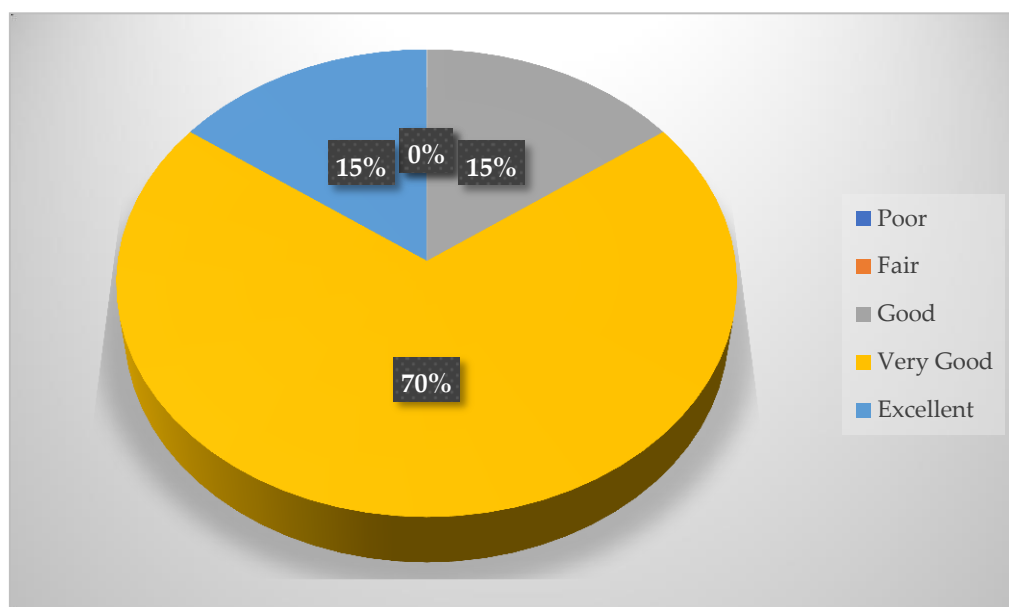


Figure 8. *Grammar posttest*
 Source: test
 Elaborated by: Mosquera (2020)

According to the figure 8, 70% of students improved their grammar. It means that students do can combine two or more complete ideas. Also, they can identify the subject or verb inside the sentences. The high level demonstrated that students assimilate the different strategies in the learning process, where they are being able to write small and correct sentences.

Table 11 *Vocabulary Posttest*

Code	Category	Frequency	Percentage
	Poor (1-3)	0	0%
	Fair (4-5)	0	0%
Item	Good (6-7)	4	20%
	Very Good (8-9)	12	60%
	Excellent (10)	4	20%
	Total	20	100%

Source: test
 Elaborated by: Mosquera (2020)

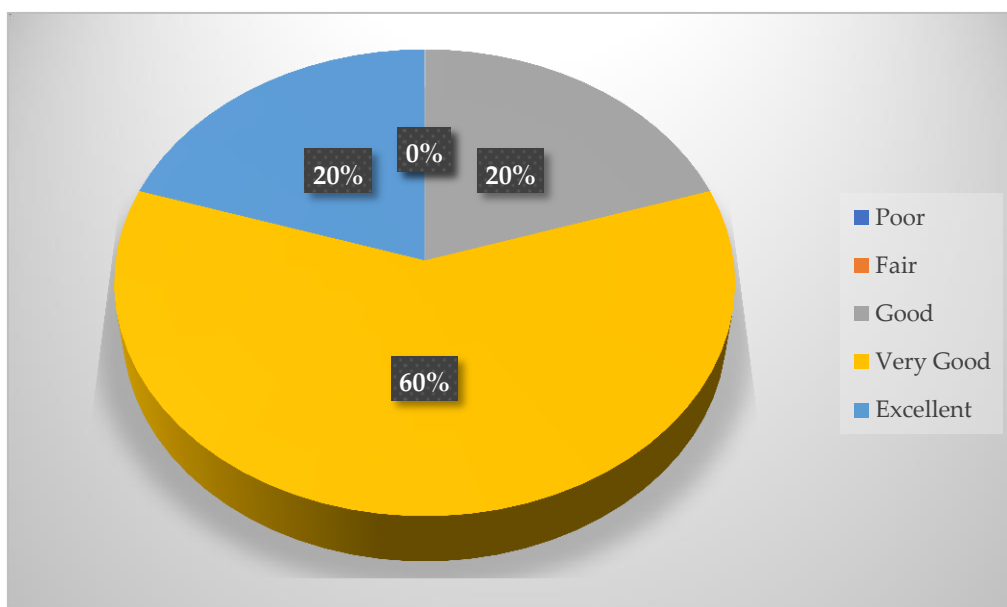


Figure 9. *Vocabulary Posttest*
 Source: test
 Elaborated by: Mosquera (2020)

According to the data observed, 100% of students have a high level of vocabulary. The children increased their new words. This result demonstrated that the different strategies applied on line stimulated their learning process and so, they feel motivated to learn new words, spelling and guessing connotation through the context and adequate use of words.

Table 12. *Pronunciation Posttest*

Code	Category	Frequency	Percentage
	Poor (1-3)	0	0%
	Fair (4-5)	0	0%
Item	Good (6-7)	4	20%
	Very Good (8-9)	16	80%
	Excellent (10)	0	0%
	Total	20	100%

Source: test
 Elaborated by: Mosquera (2020)

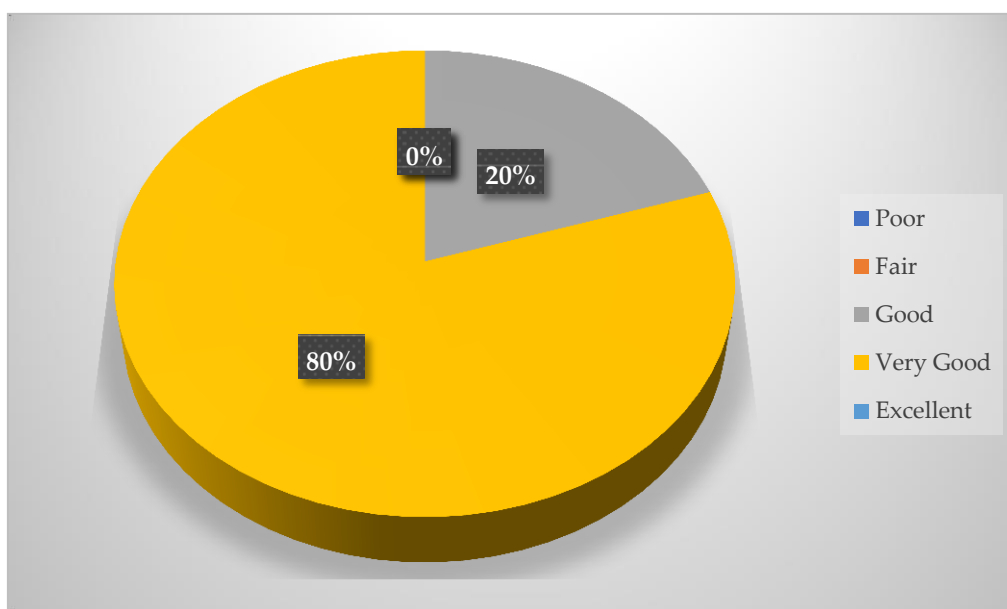


Figure 10. *Pronunciation Posttest*
 Source: test
 Elaborated by: Mosquera (2020)

Figure 10 illustrates that 100% of students demonstrated high pronunciation. These results indicate that most of fourth grade is being able to pronounce correctly. In other words, students used different activities which let them improved their pronunciation. Being more self-confidence to speak during the class without their mistakes.

Table 13. *Interactive Communication Posttest*

Code	Category	Frequency	Percentage
	Poor (1-3)	0	0%
	Fair (4-5)	0	0%
Item	Good (6-7)	4	20%
	Very Good (8-9)	13	65%
	Excellent (10)	3	15%
	Total	20	100%

Source: test
 Elaborated by: Mosquera (2020)

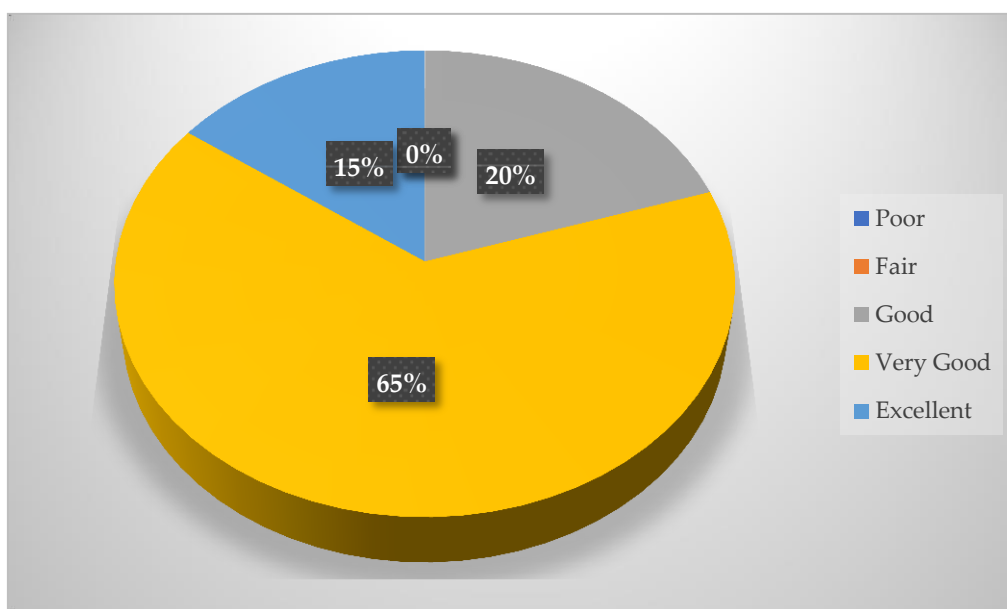


Figure 11. *Interactive communication Posttest*

Source: test
 Elaborated by: Mosquera (2020)

According to Figure 11, 100% of students reported better interactive communication. This result demonstrated that students feel relaxed and being confide when they spoke the English language. It is important to mention that the collaborative learning strategies based on technology helped to open a space to enhance an effective communication.

4.3 Teacher's Interview

The interview was directed to the 4 graders teacher of Unidad Educativa Básica Alejandro Alvear in order to know what are the advantages and disadvantages of the blended learning.

1. What do you think about b-learning?

The teacher mentions that teachers can use blended learning as a new method of teaching. Once the physical school begins, we will apply the same online tools with physical tools. It will help to develop the different skills and so, students will enjoy their learning process.

2. What kind of resources online do you think teachers should use for developing speaking skill?

The teacher indicates that listening to online readings for specific text on you tube

Teachers can use videos and after that, students discuss about it.

Teachers can use games online in order to repeat the words

3. Do you consider that B-learning teaching and learning is more effective than traditional classes? Why

The teacher affirms that Yes, she does. The b learning offers different tool

Students can learn more than they do in a traditional class. In fact, students work faster than they do in the classroom. Also, they have been able to work at their own space and time. They can access to whole resources and materials according to the students' level of knowledge. Students have the opportunity to learn through a diversity of activities that apply to different styles. For me, one of the most important points is the individual plans because the teacher must focus on each student.

4. Are teachers prepared to use the methodology, techniques and adequate resources in the B-learning? Explain

The teacher mentions that No, they are not. During the pandemic, many teachers could not face this challenge. In fact, in many cases, they asked for help to develop their classes. In my opinion, teachers must know the instructional technology and the material development course, both online and b learning approaches help the development of a positive attitude teacher's.

Teachers must learn to use the different online apps and programs to teach concepts and developing different skills.

5. What kind of training do you need to improve your digital competences?

The teacher mentions that it is important to develop all the skills that you need. However, it depends on the situation, because each group is different. It means, if you have students from eighth, ninth tenth grade you will need to develop more skills.

6. What are the challenges that teachers face in moving towards b learning?

The teacher indicates that it is difficult to direct the traditional classroom towards online learning, because many teachers were not prepared for this situation. In fact, most of the teachers did not know how to use a learning platform. However, teachers must face the computer for the whole session and get them involved.

7. Do you know the different instructional designs for b learning?

The teacher indicates that she has never applied an instructional design. However, it believes it is important to learn the various approaches to be developed within the platform.

8. How many students do you think teachers must have in blended learning?

The teacher mentions that this approach should be personalized, that is, almost 25 students. It is important to note that b-learning is an approach that takes more time, as teachers need to design activities and assessments using different online resources.

The teacher mentioned that blended learning was considered as a new method of teaching which will let to offer different learning styles. Besides, the teacher indicated that there are a variety of apps that can help to develop the speaking skill. However, many teachers have not been able to face this challenge. They need to learn the different online apps and programs to teach concepts and developing different skills.

4.4 Class Observation Form

Table 14 Class Observation Form

	Items	Never	Rarely	Sometimes	Often	Always
Access	1. Student can access the learning activities at time convenient to teacher					x
	2. The online material is available at locations suitable for teacher					x
	3. Student is allowed to work at his/her pace to achieve learning objectives				x	
	4. The flexibility allows them to meet their learning goals					x
Interaction	5. Student communicate with other students in this subject using emails, chat line)		x			
	6. Student has the autonomy to ask his/her teacher what he/she does not understand					x
	7. Student regularly participate in self-evaluations			x		
	8. Student participate in peer evaluations	x				
Continued	9. This method of learning enables students to interact with other students and the teacher asynchronously					x
	10. Student enjoys learning in this environment				x	
	11. Student could learn more in this environment				x	
Results	12.					
	13. The activities are planned carefully					x
	14. The presentation of the subject content is clear					x
	15. The organization of each lesson is easy to follow					x

Source: Class observation form
Elaborated by: Mosquera (2020)

According to the access, students sometimes connect at a time convenient to teacher. The online materials were always available at locations suitable for teachers. Students are often allowed to work at his / her pace to achieve learning objectives. The flexibility always allowed them to meet their learning process.

In relation to the interaction, students rarely communicated with other students in this subject using email, chat lines, etc. Students always had autonomy to ask his/her teacher something that they do not understand. They never participated in self-evaluation and in peer evaluation.

It is important to mention that, this method of learning that students and teachers were able to interact one with other asynchronously. Also, students often enjoyed the environment and they could learn more than in traditional courses.

Finally, the activities were always planned carefully. The objectives and content have been always clear and the organization of each lesson was always easy to understand.

4.5 Preliminary conclusions

Based on pre-test scores, Grade 4 students have a low level of oral competence. Students without grammar, neither vocabulary cannot be conveyed. It means, they cannot make sentences because they do not know how to do it. In this case, students cannot understand other opinions, neither have they expressed their ideas. At the same time, students do not pronounce correctly. This result can be a consequence of nerves when they are going to speak or they do not feel self-confident.

Another important point is the Teacher's Survey. In this case, the teacher mentioned that blended learning was a considered as a new method of teaching which will let to offer different learning styles. Besides, the teacher indicated that there are a variety of apps that can help to develop the speaking skill. However, many teachers have not been able to face this challenge. They need to learn the different online apps and programs to teach concepts and developing different skills.

In relation to the class observation form, the teacher and students were always connected. The activities were elaborated correctly. The objective and content were clear. However, the teacher had some problems about evaluation. He/she needed to elaborate different kinds of evaluation, where students can apply self-evaluation and peer evaluation. It is imperative to mention, that b-learning is described as integrated learning, it means, collaborative learning where teachers must implement appropriate methods of evaluation.

CHAPTER IV

THE PROPOSAL

5.1 Title

A blended learning workshop to enhance Speaking Skills

5.2 General Objective

To enhance the speaking skills in students of fourth grade at Unidad Educativa Alejandro Alvear with the use of the proposed guide.

5.3 Specific Objectives

- To improve students' performance in speaking skill using the blended learning.
- To design different activities using online resources
- To apply this course to enhance Speaking Skills

5.4 The proposal framework

The proposal was elaborated in fourth modules. Each one of them presents the different activities directed to enhance and develop students' performance in speaking skill.

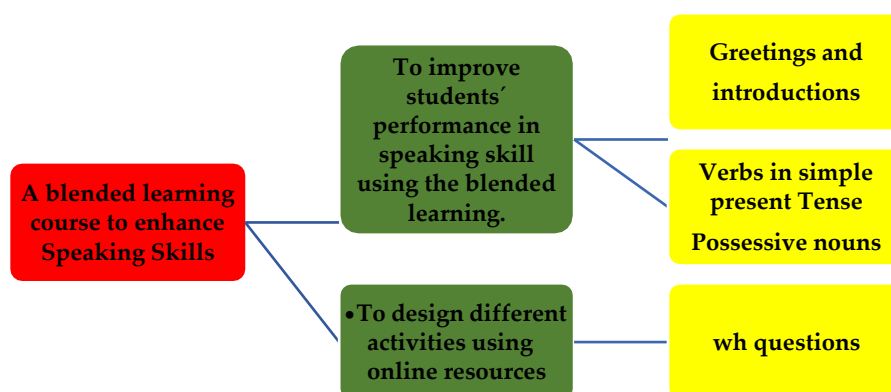


Figure12. *Blending Learning course to enhance Speaking Skills*

Elaborated by: Mosquera (2020)



Figure 13. Ingles is fun

Elaborated by: (Clipart Library, 2016)

**A BLENDED LEARNING COURSE TO ENHANCE
SPEAKING SKILLS**

HEIDY SAMANTA MOSQUERA VILLAGÓMEZ



Figur14. English Learn

Elaborated by: (Carátulas y Portadas, 2020)

Content

Module 1 Greetings and introductions

Module 2 Verbs in simple present tense

Module 3 Possessives nouns

Module 4 Wh questions

Introduction

Speaking skill is considered the main skill to communicate effectively. It gives us the ability to express verbally and in a way that the listener can understand. Also, it allows us to make connections about different aspects that people want to communicate.




The blended learning course is a new approach to teaching that helps the students to enhance the speaking skill through different resources online. Besides, this course is divided into fourth modules which are related to a variety of speaking issues.

Each module has different activities and strategies. The teacher used video, podcast, SlideShare, online games, zoom, and voki. At the beginning of each module, the teacher makes a virtual class, in this section, indicates a priori knowledge, content, examples and activities to enhance speaking skill.

At the same time, in the face-to-face class, the teacher makes feedback about each content. During the classes, the teacher applies different activities in order to reinforce knowledge and develop the ability to speak. It is important to mention that all activities were designed for fourth grade. However, the teacher is free to choose the best activities depending on his group.

Table 15. *Module 1*

<p>Module 1</p> <ul style="list-style-type: none">• Greetings and• Introductions <div data-bbox="588 414 1114 707" data-label="Image"></div> <p><i>Figur15. Greetings and Introductions</i></p> <p>Elaborated by: Mosquera (2020)</p>
<p>Objective: Students will be able to greet in different ways and introduce himself or herself and say where he/she is from</p>
<p>Resources:</p> <ul style="list-style-type: none">• Computer• Internet• Zoom• SlideShare• Podcast• Video <p>Time:</p> <p>Two classes, 45 minutes</p>
<p>Structure</p> <p>There will be a voki to present the lesson unit and the objective.</p> <p>SlideShare about greetings and introductions</p> <p>Teacher will use zoom to make an interactive class to explain the SlideShare.</p> <p>After that, students will see a video about greeting and introductions https://www.youtube.com/watch?v=KKh_CallEp8</p> <p>In the face-to-face classes, students will greet as many of their classmates as possible. They will have a pair work in front of the class to say where they are from. Then, students will make a circle with a ball, which take in their hands and say “I am_____or My name is”. When this activity finish, students must mention “My name is _____and I come from_____</p> <p>At home, students will make a mental map using the following page https://www.paredro.com/10-plantillas-de-mapas-mentales-descargables-gratis/ about the greetings and introductions.</p>

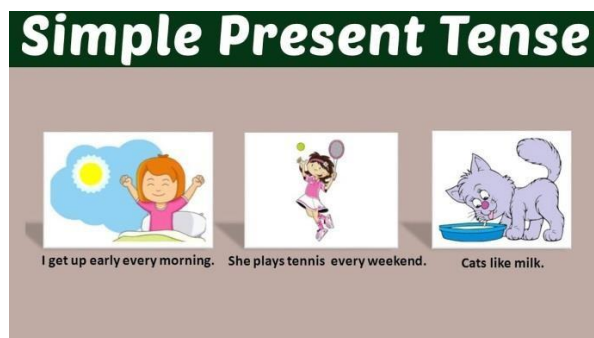
Evaluation: students must make a video where they introduce another person and say where they are from.	
 <small>www.khanacademy.com</small> 10 pts.	Complete on time. All problems completed and organized with few or no errors. All necessary work/steps shown. Proper tools used when needed (graph paper, ruler)
 <small>www.khanacademy.com</small> 9 pts	Complete on time. Completed to the best of your ability but there are some errors. Effort is made to complete all questions. Questions you did not understand are attempted with explanation of your difficulty
 <small>www.khanacademy.com</small> 6 pts	Complete on time. Only half of the work is completed. Questions are partially answered and/or only partial work is shown.
Inc. 0-4 pts	Completed late with no excuses. Only answer is recorded. HAS TO BE REDONE!!!

Source: Greetings and Introductions
 Elaborated by: Mosquera (2020)

Table 16. *Module 2*

Module 2

- Verbs in Simple Present Tense



Figur16. Verbs in Simple Present Tense

Elaborated by: TOMi.digital, (2020)

Objective: Students must identify simple present verb tense

Resources:

- Computer
- Internet
- Zoom
- Online game
- Video
- Podcast

Time:

Two classes, 45 minutes

Structure

There will be a voki to present the lesson unit and the objective.

Activate prior knowledge through the following Video about habits
https://www.youtube.com/watch?v=qD1pnquN_DM

The Teacher will ask students to identify the possible verbs in the video and to make a list.





The Teacher will use zoom to make an interactive class to explain the content seen in the video. During the online class, The Teacher describes what they do at school, she /he will give some examples. The Teacher will identify the verbs for each of the sentences.

When the class finishes, students will play with the following game about verbs
<https://www.turtlediary.com/game/choose-the-present-tense-verb.html>

In the face-to-face classes, the teacher will pick up an online tale and pretend to read it. Ask your students what are you doing? They will say “you are reading a tale” but teacher will tell the students “I read the tale every day”. At this moment, the teacher will make a list of things that they do as a routine. He will

write five sentences on the board.
 Then, students will work in pair to mention their habitual actions. This activity is front of the class.
 After that, teacher will make a brainstorming about the verbs more used during one day.

Evaluation: students must make a podcast about their habit's actions.

   	<p>Complete on time. All problems completed and organized with few or no errors. All necessary work/steps shown. Proper tools used when needed (graph paper, ruler)</p>
<p>10 pts.</p>	<p>Complete on time. Completed to the best of your ability but there are some errors. Effort is made to complete all questions. Questions you did not understand are attempted with explanation of your difficulty</p>
<p>7-9 pts</p>	<p>Complete on time. Only half of the work is completed. Questions are partially answered and/or only partial work is shown.</p>
<p>5-6 pts</p>	<p>Completed late with no excuses. Only answer is recorded. HAS TO BE REDONE!!!</p>
<p>Inc. 0-4 pts</p>	

Source: Verbs in Simple Present Tense
 Elaborated by: Mosquera (2020)

Table 17. *Module 3*

Module 3

- **Possessive nouns**



Figure 17. Possessive Nouns

Elaborated by: Writeawriting, (2018)

Objective: Students must identify a possessive noun

Resources:

- Computer
- Internet
- Zoom
- Online game
- Video
- Podcast

Time:

Two classes, 45 minutes

Structure

There will be a voki to present the lesson unit and the objective.

Activate prior knowledge through the following Video about possessive nouns







<https://www.youtube.com/watch?v=h8Ms5zj4AOk>

The teacher will write five sentences about possessive nouns and at the same time, he/she will put a podcast about the pronunciation of the sentences. The students must read the sentences and listen to the podcast. Then, they must make a podcast about the same sentences. The students must upload the video to the platform. Then, each student must write to the chat a positive comment about their classmates.

After that, the teacher will explain the possessive nouns using zoom. The teacher will show a video and explain the different steps seen about possessive noun <https://www.flocabulary.com/unit/possessive-nouns/video/>

In the face-to-face classes, the teacher will use the video seen before to discuss certain points and display questions for discussion. Then, the teacher will take two objects of their students and, the teacher will ask “what is this”? The rest of the class will respond with, for example, Marie’s back. After that, the teacher will write on the board Marie’s back. Ask students if the apostrophe is needed and why. Also, ask where to put the apostrophe. In this case, a student can add apostrophe and explain why the appropriate place is.

Evaluation: Students must create a video to explain who the five personal objects are.

  + 10 pts.	<p>Complete on time. All problems completed and organized with few or no errors. All necessary work/steps shown. Proper tools used when needed (graph paper, ruler)</p>
  7-9 pts	<p>Complete on time. Completed to the best of your ability but there are some errors. Effort is made to complete all questions. Questions you did not understand are attempted with explanation of your difficulty</p>
  5-6 pts	<p>Complete on time. Only half of the work is completed. Questions are partially answered and/or only partial work is shown.</p>
Inc. 0-4 pts	<p>Completed late with no excuses. Only answer is recorded. HAS TO BE REDONE!!!</p>

Source: Possessive Nouns
 Elaborated by: Mosquera (2020)

Table 18. *Module 4*

<p>Module 4</p> <ul style="list-style-type: none"> • Wh questions 	
<p>The figure consists of six cards arranged in a 2x3 grid. Each card has a title, a definition, and an illustration. Top row: <ul style="list-style-type: none"> Who: is a person. Illustration: a boy in a blue cap and orange shirt. What: is a thing or an action. Illustration: a basket of fruit and a girl jumping rope. When: is a time. Illustration: a clock, a sun, and a moon. Bottom row: <ul style="list-style-type: none"> Where: is a place. Illustration: a house. Why: is the reason something happened. Illustration: a hand pointing to a thought bubble, and two children sitting at a table. How: is a number, or the way something is done. Illustration: the number 2, a plus sign, a glass, an equals sign, and a boy. </p>	
<p><i>Figure 18. Wh Questions</i></p> <p>Elaborated by: English Learning Together, (2019)</p>	
<p>Objective: Students will be able to ask questions about different aspects.</p>	
<p>Resources:</p> <ul style="list-style-type: none"> • Computer • Internet • Zoom • Online game • Video • Podcast • SlideShare 	
<p>Time:</p> <p>Two classes, 45 minutes</p>	
<p>Structure</p> <p>There will be a voki to present the lesson unit and the objective.</p> <p>Warm up</p> <p>The Teacher will use zoom to make an interactive class. He/she will make an introductory activity about</p>	

an informal conversation with the students in order to make questions about the places where they live, things that they enjoy doing, etc.

The teacher will show a video about wh questions <https://www.slideshare.net/christinazubova7/question-words-33991483> and explain how wh questions work.

Also, the teacher will put a song about wh question. All students must sing it in order to practice speaking skill. <https://www.youtube.com/watch?v=0knOmm3yPrk>

The teacher will make some questions about the video. For example, what it is about?

The teacher will play the online game about wh questions. The student must listen and select the correct option. <https://www.tinytap.com/activities/g1wt9/play/wh-questions>.

In the face-to-face classes, the teacher will the grammatical function of the wh questions and how to use each one. The teacher will explain with examples, what is your name? where do you live? Etc.

After that, the teacher asks the students cut and color the flower with wh words.

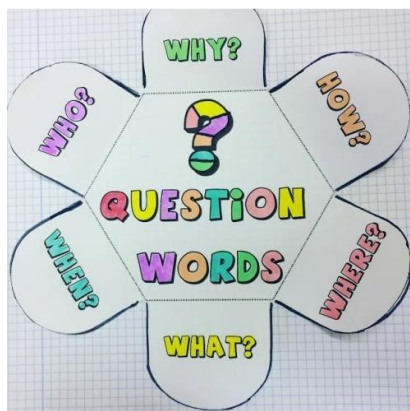


Figure 19. Questions Words

Elaborated by: (English primary teacher, 2018)




The student must work in pair, each one has to ask something using the flower. Another student must respond.

Then, the teacher will a worksheet with sentences that the students have to write in order <https://ensenaringlesencasa.com/segundos-pasos/whs-questions-whatwherewhenhowwhichwhyhow/>

At the end of the class, teacher will use a game to practice using question words <https://www.eslgamesplus.com/question-words-what-where-who-why-when-which-how-grammar-activity/>

The students must select the correct option.

Evaluation: the teacher will send five questions and the student have to respond and create a podcast with the answers.

 <small>www.ck12.org</small> 10 pts.	Complete on time. All problems completed and organized with few or no errors. All necessary work/steps shown. Proper tools used when needed (graph paper, ruler)
 <small>www.ck12.org</small> 7-9 pts	Complete on time. Completed to the best of your ability but there are some errors. Effort is made to complete all questions. Questions you did not understand are attempted with explanation of your difficulty
 <small>www.ck12.org</small> 5-6 pts	Complete on time. Only half of the work is completed. Questions are partially answered and/or only partial work is shown.
Inc. 0-4 pts	Completed late with no excuses. Only answer is recorded. HAS TO BE REDONE!!!

Source: Wh Questions

Elaborated by: Mosquera (2020)

CONCLUSIONS

The present study was aimed at analyzing the benefit of using blending learning on enhancing 4 graders' speaking skill at Unidad Educativa Básica Alejandro Alvear, school during the year 2020-2021. At the same time, this research established three specific objectives to develop it.

Firstly, to identify the theoretical foundations of blending learning and speaking skill. In this case, the researcher checked that blended learning offer different alternatives to work together virtually as a learning experience. Also, the students can be connected without barriers of time and location. This experienced allowed to them, to be self-confident to develop the ability of speech. The blended learning offers different tools to generate interactivity between teachers and students. Teachers design different learning activities to make a significant learning.

Secondly, to study the benefit of using blending learning as an approach to enhance speaking skill through techniques and instruments of investigation. In this case, the study applied three instruments. The results obtained after the application of the pretest indicated that Grade 4 students have a low level of oral competence. Students without grammar, neither vocabulary cannot be conveyed. It means, they cannot make sentences because they do not know how to do it. In this case, students cannot understand other opinions, neither they express their ideas. At the same time, students do not pronounce correctly. This result can be a consequence of nerves when they are going to speak or they do not feel self-confident.

However, after the implementation of the proposal about strategies for speaking skill through the b-learning, students improved this skill. It means, they feel motivated in the different activities made in class. With the use of the strategies, the students developed their speaking skill, specifically the ability to improve the pronunciation, to increase the vocabulary and to be more interactive communication.

According to teacher's Survey. In this case, the teacher mentioned that blended learning was a considered as a new method of teaching which will let to offer different learning styles. In relation to the class observation form, the teacher and students were always connected. The activities were elaborated correctly. The objective and content were clear. However, the teacher had some problems about evaluation. He/she needed to elaborate different kinds of evaluation, where students can apply self-evaluation and peer evaluation.

Finally, to design a teacher's guide with activities based on blended learning to develop speaking skills in 4 graders. This proposal had a positive effect on the development of the students' speaking skills. These activities motivated students to enhance their speech. Also, this proposal helped to add new information in a different way to learn.

RECOMMENDATION

It is suggested to assess the speaking proficiency level of the students more often since it will allow know the weakness and strengths they have in relation to this skill. This method will encourage them to increase their level and become better.

It would be appropriate to be informed about all advantages that blended learning has to teach. This approach has infinite resources to motivate the students participate and being self-confident of their learning process. Besides, this proposal would be implemented by other teachers in order to enhance the speaking skill.

Finally, it is important to mention that this proposal can be used for future researchers to continue studying and designing different activities based on blended learning in order to develop a different class.

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ANNEXES

UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL

Annex 1 Class Observation Form

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
CARRERA DE INGLÉS

Class Observation Form

Date: _____ **Time:** _____ to: _____

Title: The benefit of using blending learning on enhancing 4 graders' speaking skill at Unidad Educativa Básica Alejandro Alvear, school year 2020-2021

Objective: To know the advantages and disadvantages of blending learning on enhancing 4 graders' speaking skill.

Directions: The researcher must observe the class through the zoom or teams.
According to these observations, he will check the most appropriate box.

		1 = Never	2 = Rarely	3 = Sometimes	4 = Often	5 = Always
	Items	1	2	3	4	5
Access	16. Student can access the learning activities at time convenient to teacher					
	17. The online material is available at locations suitable for teacher					
	18. Student is allowed to work at his/her pace to achieve learning objectives					
	19. The flexibility allows them to meet their learning goals					
Interaction	20. Student communicate with other students in this					

	subject using emails, chat line)					
	21. Student has the autonomy to ask his/her teacher what he/she does not understand					
	22. Student regularly participate in self-evaluations					
	23. Student participate in peer evaluations					
Continued	24. This method of learning enables students to interact with other students and the teacher asynchronously					
	25. Student enjoys learning in this environment					
	26. Student could learn more in this environment					
	27.					
Results	28. The activities are planned carefully					
	29. The presentation of the subject content is clear					
	30. The organization of each lesson is easy to follow					

Source: Taken and adapted from Chang and Fisher (2003).



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
Annex 2 Pretest/Posttest

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
CARRERA DE INGLÉS
STUDENTS' SPEAKING PRE TEST/POST TEST

Title: The benefit of using blending learning on enhancing 4 graders' speaking skill at Unidad Educativa Básica Alejandro Alvear, school year 2020-2021

Student's name: _____

Grade: _____

Date: _____

Objective: To identify the Students' English Level

Directions: The researcher will apply the following instrument in order to assess the speaking language proficiency according to the level. In this pretest, the researcher will take into account vocabulary, grammar, pronunciation, communication and fluency.

SPEAKING TEST DIRECTIONS:

This is a speaking test. It is integrated by three tasks. Each part has its directions. You can express yourself the best you can. Furthermore, it is relevant that you speak clearly and answer each question according to the instructions.

Task	Instruction	Time	Evaluation Criteria
Task 1	Describe a picture	10 minutes	Grammar
Task 2	Answer the questions	15 minutes	Vocabulary
Task 3	Express an opinion	10 minutes	Pronunciation communication

Source: Adapted from UCLES (2011).

Task 1:

Describe a picture

Directions: teacher shows a picture. Students must look at the picture and they will describe it, according to the questions made for the teacher.

Time: You will have 10 minutes to answer the questions about the picture



Figure20. Zoo

Elaborated by: (Pngtree, 2021)

1. What do you see on the picture?
2. How many animals are there? (you must mention them)
3. What are people doing?
4. What do you think about the picture?
5. How many colors are there? (you must mention them)

Task 2:

Answer the questions

The Painted Desert

Directions: The teacher divides the class into pairs. Students will read and answer the five questions. Listen carefully and try to speak as clear as possible.

Time: you will have 15 minutes to answer the questions

- Where is the painted desert located?
- Why is it called painted?
- How many acres of land does it cover?
- Name two things you might see in the painted desert?
- What happened to some of the trees here?

Task 3:

Express an opinion using the following phrases, I think... In my opinion ...

Directions: In groups of three, choose one of the following statements and express your agreement or disagreement.

Time: you will have 10 minutes to give your opinion.

1. Cell phone is an important tool
2. The video game has a positive aspect for kids
3. The virtual classes are better than regular classes. Why?



UNIVERSIDAD LAICA VICENTE ROCAFUERTE

DE GUAYAQUIL

Annex 3 Assessment Rubric

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL						
CARRERA DE INGLÉS						
<p>Title: The benefit of using blending learning on enhancing 4 graders' speaking skill at Unidad Educativa Básica Alejandro Alvear, school year 2020-2021</p> <p style="text-align: center;">Assessment Rubric</p> <p>Objective: To evaluate the different aspects observed during the pretest and posttest.</p> <p>Directions: the researcher must add the number in the column that checked in the pretest and posttest Form according to each item.</p>						
Criteria	Tasks 1/2/3/	Poor 1-3	Fair 4-5	Good 6-7	Very good 8-9	Excellent 10
<p>Grammar and vocabulary</p> <ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 						
<p>Pronunciation</p> <ul style="list-style-type: none"> Is intelligible Intonation is generally appropriate. Sentences and word stress are generally accurately placed. Individual sounds are generally articulated clearly. 						
<p>Interactive communication</p> <ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support. 						

Source: Adapted from UCLES (2011).



UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL
Annex 4 Teacher´s Survey

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
CARRERA DE INGLÉS

Title: The benefit of using blending learning on enhancing 4 graders´ speaking skill at Unidad Educativa Básica Alejandro Alvear, school year 2020-2021

Teacher´s Survey

Objective: To know the advantages and disadvantages of blending learning on enhancing 4 graders´ speaking skill.

1. What do you think about b-learning?
2. What kind of resources online do you think teachers should use for developing speaking skill?
3. Do you consider that B-learning teaching and learning is more effective than traditional classes? Why?
4. Are teachers prepared to use the methodology, techniques and adequate resources in the B-learning? Explain
5. Why do you consider that B-learning help the students to improve their speaking skill?
6. What are the challenges that teachers face in moving towards b learning?
7. Do you know the different instructional designs for b learning?
8. How many students do you think teachers must have in blended learning?

Source: Adapted from UCLES (2011).




**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL VALIDATION OF THE PROPOSED
PROJECT PLAN**

**THE BENEFIT OF USING BLENDING LEARNING ON ENHANCING 4
GRADERS' SPEAKING SKILL AT UNIDAD EDUCATIVA BÁSICA
ALEJANDRO ALVEAR, SCHOOL YEAR 2020-2021**

RATING SCALE

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension		X			
Creativity		X			

Comments: The activities need more explanation.

Name:	Mélida Campoverde	 Signature
Occupation:	University Professor	
Phone Number:	0986103613	




**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL VALIDATION OF THE PROPOSED
PROJECT PLAN**

**THE BENEFIT OF USING BLENDING LEARNING ON ENHANCING 4
GRADERS' SPEAKING SKILL AT UNIDAD EDUCATIVA BÁSICA
ALEJANDRO ALVEAR, SCHOOL YEAR 2020-2021**

RATING SCALE

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility		X			
Relevance		X			
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments: The activities were designed accordingly to the range of age and interest of the students. Good job.

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