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**THE USE OF BLENDED STRATEGIES AND SPEAKING SKILLS IN
STUDENTS OF 1ST YEAR BGU AT U.E. “LA SALLE”, SCHOOL
YEAR 2020 – 2021**

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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: THE USE OF BLENDED STRATEGIES AND SPEAKING SKILLS IN STUDENTS OF 1ST YEAR BGU AT U.E. “LA SALLE”, SCHOOL YEAR 2020 – 2021, presentado por el estudiante STIVEN RENE CHUIZA CAIZA como requisito previo, para optar al Título de LICENCIADO EN LENGUA INGLESA MENCION EN ENSEÑANSA Y ADMINISTRACION DE SISTEMAS EDUCATIVOS EN TEFL, encontrándose apto para su sustentación.



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Stiven Rene Chuiza Caiza

DEDICATION

This research project is dedicated to my family especially to my dear parents Maria Caiza and Julio Chuiza who have been my support in difficult moments, who has shown me that I can reach my dreams if I fight for them, and my friends who have supported me those days throughout the process. I will always appreciate all they have done for me.

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INTRODUCTION

Communication is a process in which verbalized messages are transmitted using linguistic signs; that is, graphemes and phonemes that involve the use of the word, this is a process between two people in which ideas are exchanged in the form of sounds. In the teaching of the English language, the learner finds it very difficult to verbalize ideas in this language, due to the presence of non-existent phonemes in the Spanish language or due to the lack of agreement between what is written and the way it is pronounced.

This research work seeks to determine the incidence of teaching-learning strategies based on blended techniques in the acquisition of speaking skills in first year BGU students of the U.E. “La Salle” During School Year 2020-2021. The importance of any discipline is not measured by the curriculum or the time load, but by adapting the knowledge it offers in due time and the exact proportion (Díaz Bordenave, 1982). Due to this, mixed teaching-learning strategies can be organized to reach the student at the right time for the student and in the amount that suits her learning style and pace. This research work aims to identify the different strategies offered by ICTs, the impact that their use has as part of mixed teaching-learning strategies, and to what extent they can be considered as an effective tool in the improvement of communicative situations in the English language classes. It presents an innovative proposal with activities mediated through tics that involve the development of orality in the English language with a collaborative approach in which everyone participates, communicates, and gets excited while learning orality in the logical context that is required to learn any language, ie vocabulary, and grammar. The project is structured in four chapters:

Chapter I: among other aspects, it can cover the problem statement, formulation, and systematization of the same, research objectives, justification, delimitation, hypotheses or research premises, and its operationalization.

Chapter II: in which the background of the investigation, Theoretical Framework, contextual framework, conceptual framework, legal framework, among others, are incorporated.

Chapter III: This must cover the methodological aspects used in the development of the degree work.

Chapter IV: includes the development of the Research Proposal. Conclusions. Recommendations, Bibliographic References. Annexes.

CHAPTER 1

1.1. Theme

The use of Blended Strategies and Speaking Skills, in Students of 1st year B.G.U at U.E. “La Salle”, School year 2020-2021

1.2. Background of the problem

English speaking skills are one of the four competencies that students must develop in the learning process. However, in some educational institutions from Ecuador, many teachers are not well prepared with updated strategies because of the lack of training course provided for the institutions where they work, this, in turn, many educational institutions do not get good results when we talk about the acquisition of speaking skills.

At present, the learning process has become more digital and impersonal, in addition, the students and teachers use more technological resources to cover the different steps of the class. All the institutions must be based on international standards that’s why educational curriculum fosters the same importance as other subjects. The new way that Ecuadorian educational institutional teach English as a second language are based on higher academic standards in pedagogical, technical, and innovate concepts since it is focused strictly on the development of language skills applying useful activities through different resources using technology.

Studies have affirmed that Ecuador has poor performance and limited knowledge in English learning due to a lack of effective strategies in an English language teacher. For that reason, it is recommended to apply suitable and interesting activities according to the world's tendency, so students will be able to have the opportunity to interact with their classmates and get better academic results using technology in their learning process.

This research project is based on the Use of Blended Strategies and Its Influence on Speaking Skills in 1st B.G.U Students at U.E. “La Salle” During the School Year 2020-2021, this institution is located in Guayas Province at the north of the city at Florida Norte. This school almost has one hundred students from different technical specializations and not all of them like to learn English, perhaps one of the reasons is because some students are not interested in the traditional or basic activities proposed by the teachers that use classical

strategies with old methods. On the other hand, they are not interested in contributing to new academic changes to increase their knowledge due to a lack of motivation. Teachers try to motivate students to speak using a modern methodology, techniques, or activities such as spelling bee, open houses, fairs, projects, etc. however, the different activities that the institution prepares even using technology are insufficient for enhancing them, so, the learners do not show any kind of interest in.

1.3. Statement of the problem

In what way the use of Blended Strategies influences on the development of English-speaking skills in 1st B.G.U. students at U.E. “La Salle”?

1.4. Systematization of the problem

- What is the approach of blended strategies?
- What is the approach to speaking skills?
- What way can be related blended strategies and technology?
- How important is technology in the learning process?
- What are the principal components of speaking skills?
- What are the specific problems when learning speaking skills?
- How technology can help you practice speaking skills?
- Who benefits from this study about blended strategy and its influence on speaking skills?
- What effect technology has on speaking skills and blended strategies?
- What other objectives will be covered directly or indirectly by addressing the problem of speaking skills?

1.5. Broad objective

To determine the use of blended strategies to enhance speaking skill in first baccalaureate Students at U.E. “La Salle”

1.6. Specific objective

- To determine the theoretical foundations of blended strategies and their influence on speaking skills.
- To identify the importance between blended strategies and speaking skills in the learning English process through techniques and instruments of investigation.
- To design a didactic guide to developing speaking skills through blended strategies to learn English.

1.7. Significance of the study

This research project has remarkable importance for teachers who are searching for new strategies since students could develop and acquire information in an interesting way. Blended strategies are important and helpful in the development of teacher's performance because they tend to improve their practices. Moreover, these strategies reinforce students' knowledge and help their speaking skills.

The purpose of this study is to achieve good students' proficiency showing that the blended strategy is an important resource because it is connected by technology. Technology has a fill of advantages because increases the students' interest. So, the significance of this project is based on how to influence and increase the Speaking skill development in students from 1st B.G.U education year applying blended strategies to obtain efficient results.

In addition, students are intrinsically motivated when the teacher correctly applies the appropriate strategies. The right use of blended strategies has a crucial impact on the educational community such as students, parents, and teachers. First, students reach the learning objectives. Second, parents do not have any worry about their children's performance. In addition, teachers notice the pupils' interest due to their participation in class and their grades.

The principal beneficiaries are the members of the educational community such as students, teachers, and authorities of the institutions. In a few words, teachers are the first beneficiaries in this project since they are going to improve their teaching strategies on teaching speaking skills thanks to blended strategies. Consequently, teachers can help other teachers in the same circumstance according to the experience gain during the application of this project.

Finally, being the blended strategies of vital importance in the learning of this topic, the proposal of this project is the elaboration of a carefully designed guide based on blended strategies and how to apply them in classrooms. This will improve the teachers' teaching strategies that they use in their lessons.

1.8. Scope and delimitation of the study

Responsible institution: Universidad Laica Vicente Rocafuerte de Guayaquil

Responsible: Stiven Rene Chuiza Caiza

Field: Education

Area: English (Speaking Skill)

Population: Student of 1st B.G.U at U.E “La Salle”

Execution period: School year 2020 - 2021

This research should not only be the proposal for 1st-grade students but also to the rest of the students with ages of twelve to fifteen years old, who have problems with speaking skills. In addition, it becomes a new teaching tool for teachers, helping them to update themselves regarding the methodological strategies to be used in their teaching-learning process. The author has given students a pre-test and post-test to assess their knowledge about this theme. The study was carried out during this current school year. Furthermore, it was applied to a total of twenty-five students who are coursing 1st B.G.U.

1.9. Idea to defend

Blended strategies influence positively on speaking skills in Students of 1st Year B.G.U at U.E. “La Salle” During School Year 2020-2021

1.10. Line of research

The line of this research is teacher performance and professionalization, and the sub line is centered on communicative skills in teachers' students.

CHAPTER II

THEORETICAL FRAMEWORK

2. Literature Review

Reviewing some projects from different web sides I found some international and national repositories from various Universities with similar themes related to speaking skills and their development; nevertheless, this project differs from other authors and his theoretical framework. Some research projects have been taken to find contrast and differences on the theoretical foundation which will be able to support this present thesis.

A thesis titled as “*Learner autonomy in a blended learning English language course: a case study of a Pakistani university*”. By the author (Ayesha, 2020). She mentions that digital technologies are the opportunity to promote learning autonomy, employing a mixed-method her focus was the professionals, their instruments were questionnaires completed by 150 students from different universities and interviews with nine teachers and twenty-one students. The data from the questionnaires and interviews were analyzed and indicate that students being passive and teacher dependent, it means that learners accept and carry out their language learning process. It’s important to mention that the teachers call for better training in this area since the teachers have a limited understanding of technology and how to use it. Finally, the author presents a final report where emphasizes students assurance for the active learner involvement in blended learning course with the intentions to explore the available online resources for their growth and autonomous learning.

Calva (2019) has done a thesis titled “*Graphic organizers and the speaking skills in 8th graders at Unidad Educativa Alberto Perdomo Franco during the school year 2018-2019.*” Their research was focused on the use of a set of graphic organizers like a innovative teaching technique that develop and reinforce speaking skills. This project has been useful for its analysis based on the different methods under information quantitative and qualitative. Its results detected the importance of the use of innovative and dynamic resources that help the students to improve their low oral proficiency and how they support their proposal. The collection of information was through three instruments; class observation, surveys, and interviews, intending to interpret the case study, it has a population of 30 teachers and 250 students, however, the representative sample corresponds to 61 between students, teachers, and parents from eight grade of E.G.B. in the chapter 4 the author

proposed a project plan next to a guide with different activities that reinforce communicative skills through graphic organizers.

On the other hand, (Chuya Chuya, 2019), was interested in speaking skills development and he states in their thesis published as “*Application of communicative approach techniques to develop speaking skills in students of high school during the school year 2018-2019*”. How teachers and students play in the process of teaching-learning the English language. In the proposal, the author establishes a guide for developing speaking skills through different techniques that fix the needs of students and teachers. The instruments used in the research were the survey in an impersonal way using the Likert scale since it is a technique of low economic resources and easy to apply. Between the ages of 13 and 15 years, the research population consisted of ten English teachers and sixty-five students. Finally, in the last chapter, the author proposes to establish guidelines to develop speaking skills through communicative approach techniques with the vision of guarantee a better performance of students and teachers.

2.1. Theoretical Foundation

“Blended learning is an approach to education that combines online educational material and opportunities for interaction online with traditional place-based classroom methods” (Lawless, 2019). On the other hand, “The potential of blended learning is almost limitless and represents a naturally evolving process from traditional forms of learning to a personalized and focused development path” (Thorne, 2003, p. 84). At the moment, students indicate that they use technology in a highly sophisticated way, which means that almost the majority can use a mobile phone and handle a system communication, establish wikis, weblogs, or platforms to carry out parts of their course work. In addition, Allan (2007) states the resources or technologies do not only exchange information, files, and documents and plan their face-to-face meetings, but also explore new ideas or debate those ideas allowing us to construct and develop our knowledge (Allan, 2007, p. 122).

Blended learning is important because it breaks down the traditional walls of teaching, ones that do not work for all students, and now this access to present-day technologies and resources we can tailor the learning experience for each student. Giarla (2020) argues than Blended learning also offers flexible time frames that can be personalized to each person, offering them the ability to learn at their own space and pace.

At the present, technology is crucial when we talk about education on the learning or teaching process, many scientific studies demonstrate that not all the student learns at the same way, so educators have the responsibility to find the correct strategy for each student. For that reason, the use of technology as a tool is the best way to offer students a new pedagogic method where students will have active, dynamic, and enthusiastic classes. Technology brings to many teachers to have good results and it is the best resource to adapt for the education because catches their attention and students feel more comfortable working with resources that involve technology.

2.2. Flipped Classroom Background

In 2006, Bergmann and Sams started teaching at Woodland Park High School in Woodland Park, Colorado. Both were from a different state. Thus, Bergmann and Sams were in charge of the chemistry department in a school with near of one thousand students. They began to get along once they notice that they shared the same philosophy in education. To facilitate their work, they initiated planning their chemistry lessons jointly, and to save up time they use to share their responsibilities in the work, for example, both take turns to take care of the lab, and to take a test.

A problem that notices immediately in teaching was that many students had a lack of attendance to lessons due to their participation in other academic activities such as sports. Besides due to students did not live near to school they spent a certain amount of time on the buses to going to and coming from sports events. Consequently, students missed a lot of energy and the Bergmann and Sam's class and had difficulties keeping up. Nevertheless, one day their world changed, one of them realized discover through a magazine that one could be able to record a PowerPoint slide and even uploaded it to YouTube. As a result of this, it is a resource that could be used for students to receive the class that they have missed. Therefore, teachers have started to use programs to record the lesson, so they could send it to the students. Re-teaching the class is a normal activity that the teacher applies for students that present problems, however, due to technology, teachers can just help students to learn without re-teaching the class using technology.

The definition of a flipped classroom is the replacement of direct instruction with video lessons and the encouragement of students to focus on important learning activities with their teachers inside the classroom” Bergmann et al. (2015), cited by (Uzunboylu, H & Karagozlu, D, 2015, p. 856).

Thus, the flipped classroom is a teaching method that requires that task is done also outside of the classroom whereas, the experience of the teacher and his time in the classroom is used to enhance the practice in the acquisition of knowledge. Nevertheless, this method goes beyond showing videos to students. TeachThought Staff (2020), mentions it is about the blending of constructivism methods and instruction that makes the students feel engaged with their learning improving their comprehension and assimilation.

2.2.1. Flipped Classroom Benefits

Human learning is not only a behavior change but a change in the meaning of experience. The human experience is not just thought, but also affectivity and when both are considered together the individual can enrich the meaning of his experience. For a long time, learning was considered a synonym of behavior change educational task was based on constructivism. Nevertheless, human learning goes beyond a simple behavior change; it carries a change in the meaning of the experience.

In order to understand the educational task is necessary to have into consideration three elements of the educational process: teachers and the way of teaching the knowledge structure that defines the curriculum and how it is produced and the social environment in which the educational process is developed. Moreira (1997) established that constructivism theory suggests that when students are exposed to the correct material and have adequate motivation they have meaningful learning instead of only retaining it.

Therefore, the flipped classroom has benefits not only for students but also for teachers. Because students can analyze, watch, and listen to the materials at home and after that do the homework in class with their teacher’s support. Therefore, this method seems to generate a situation in which both sides win.

The flipped classroom is a student-centered method, which means that it focuses on students’ needs. Students are not passive receivers of information, given that the materials

provided are analyzed by themselves at home and they receive needed support at school, in this manner, they learn to learn.

So that, learners examine critically at home the materials provided by teachers and they make a solution to the problems and utilize the new learning in the classroom, they reduce the frustration with their homework. Due to this, students can make a question in concepts that are new for them, and which are answered immediately by the teacher. Besides, it is beneficial for scholars who cannot be present for illness, or any other reason, keep up with their classmates.

With this approach, teachers do not become obsolete or fewer necessities; in addition, their role is more important than ever because teachers' function is crucial the reason that they have to determine particular needs of students ensuring that all his pupils commit themselves to the learning process.

The flipped classroom is a tool that can help teachers to feel freer when they are in front of the class, considering that there are a variety of students, such as introverts, extroverts, and so on.

Finally, due to this approach, parents can be aware of the content that their children are learning during classes. Therefore, the communication between teachers and parents can also improve. The flipped classroom allows you as a teacher to take more control of students while they hand in their learning processes and a versatile way to share learning content with your students.

The mainly weak point is that to develop a class it is essential the use of a computer and internet access. Those requirements make it difficult for students that live in remote areas, because, they have limited access to resources. Another drawback is that to make it successful, the collaboration of students is vital, however, nothing guarantees that the learners analyze the material at home because they cannot be obligated.

Besides, students have to spend too much time in front of a computer which reduces the time that they share with people. The disadvantage for teachers is that it takes too much time to choose the correct materials to make it meaningful, or so that, adapt them according to the student necessities.

2.3. Gamification

To the final of the 20th Century games were being considered as a manner to raise productivity in the workplace. In this manner, in 2002, the Gamification term is born while Nick Pelling was designing a game-like user interface for commercial electronics devices. In this manner, in 2005 the first current gamification platform called Bunchball is founded by Rajat Paharia. to promote playing on websites. Also, in 2007 Kevan Davis designs a site called Chore Wars. This site is layout to encourage making tasks in a game. In 2008, in a blog article, Social Game Summit in (Growth Engineering, 2019).uses the term “Gamification” formally. And few years after gamification finally got acknowledgment deserved.

Online games can be a good ally for the teacher when those are adapted according to the students’ needs in order to help them to improve any skill. It is well known that children and adolescents are easily caught by video games. Therefore, there are various reasons to use this advantageous resource. For instance, Games capture adolescents' and child interests, no matter their nationality, gender, age, or social status. As well, playing games children always seek to reach an aim which is a challenge for them this manner, games permit them to try several times which is because they are practicing and acquiring knowledge while they are having fun moments. Increasing thereby, their self-esteem. Besides, they must follow rules what make them more disciplined improving like this also their behavior. Thus, using games as a tool for teaching has several benefits.

On the other hand, gamification has also drawbacks. For instance, as students receive immediate feedback it may create high expectations and frustration when the results are not as expected. Also, the cost of the equipment and the software needed in the classroom may be expensive. This causes the fee rise for parents. Another disadvantage is the sometimes the results are unclear, which means, that is not easy to know whether the objectives are reached. Planning a class takes a long time.

2.4. Project-Based Learning

The project-based method has become well known as a teaching method and as a symbol of progressive education. This method appeared in 1918 when the pedagogue William Heard Kilpatrick publish an article called 'The Project Method' as a result of practical experiences.

Hence, to work in a group, to compete and the abandonment of assessment became the main characteristics of this method. William Heard Kilpatrick (1871-1965) considered that education should be more familiarized with society. Consequently, knowledge should be acquired through action and experiments. W. H. Kilpatrick's work was inspired by John Dewey's "learning by doing" which was based on constructivism theory. Dewey points out that the learner needs to practice to absorb the knowledge. Thus, in PBL students acquire expertise facing real-life situations through experimenting with problems that demand to be solved in this case this also will be solved through different technology resources that we have in our houses or schools. For example, computers, the internet, projector, speakers, and cellphone. It is not necessary to obtain each one, just two or three are enough to carry out an activity in a better way. The teacher in the classroom can share the activity using the computer or laptop and the students can use their cellphones, computer, laptop, or iPad to make that activity either in their home or school, this depends on the modality that the students are studying.

Vuollo (2018) cited by Ramazani & Jergeas (2015), describes project-based learning as "a strategy of pedagogical innovation where the learning process is organized around of projects that foster the abilities of XXI century like the collaborative work, the creativity, and the critical thinking", points out that there are three main advantages for using the Project-Based Method into education, first, at all, it develops critical thinking in learners, which prepare them to face with different kind of problems in which solutions have to be found. In the same way, scholars learn about some parameters of directing a project, improve their interpersonal skills due to the cooperative work is basic in this approach, and learn through experiments. As well as they create projects that are framed within real life.

In addition, one of the disadvantages of this strategy is that the teachers require a lot of time to plan the project, besides; it takes too much time to execute the project inside the classroom and students need a lot of guidance and discipline. As well as, (Eeanguloj, 2014), the teacher needs additional work to motivate students, due to; many students prefer the traditional learning method which consists of memorizing and answering questions, instead of analyzing, summarizing, making experiments, verifying, and work collaboratively with peers.

The way to work with PBL and blended learning is by taking advantage of the progressive education that PBL offers us and the autonomy from blended learning. Currently, projects

are being worked on in different institutions with different subjects, this is because, as mentioned above, the PBL allows us to work in a group which allows us to develop interpersonal skills, in this case, blended learning will allow us to give better automation and ease when it comes to exchanging information over a long or short distance, likewise, we will have greater ease with the great information that the internet contains. This can be developed virtual or presential way, even for feedback, the use of both methodologies will make it easier for the student and the teacher. In the practice the teacher will give the student a project which the student individually or in a group must develop under a rubric, it is necessary to mention that the teacher will be their guide tutor for any concern that the student presents regarding the project, also feedback with correction, suggestion, or ideas that allow the student to develop their project in a better way. the student will be able to send their progress and concerns through virtual platforms without the need to be present.

2.5. Types of Communicative Strategies

According to Lewis (2011), there are two main groups of communicative strategies that can be useful for teaching our class.

Achievement Strategies:

-Cooperative Strategies, in the speech the student helps the partner remember the word that wants to say but it forgets.

-Paraphrase Strategy, means converting an idea or paragraph into another that has the same meaning without losing context.

Reduction Strategies:

-Avoidance Strategies, is when the student has problems expressing and change the words to communicate in a better way.

-Compensatory Strategies, it refers to the use of keyword before starting the speech with the object of organizing the message that you want to express.

2.6. Teaching Learning Strategies to Language Students

Shi (2017) cites O'malley (1990) who describes six strategies involving the development of the taxonomy that can help students to have a better performance in the acquisition of a second language, avoiding communication difficulties with a participative class.

-Cognitive Strategy, enable the learner to manipulate knowledge material in direct ways, it occurs through analysis, reasoning, synthesizing, summarizing, and note-taking. It is associate between new and already knows information that helps students feel confidents in the practical hour.

-Metacognitive, students try to control the information, for example, when students control the grammar in a speaking presentation, it happened through the planning, coordination, and feedback of the learning process.

-Compensatory, refers to the use of the context in case that has a misunderstanding, and the compensatory help to make up for missing information through the analysis.

-Affective, in the learning process, is necessarily have regulation of emotions, motivation, and attitude because students have condition emotionally as well as intellectually while practicing with their partners.

-Social, have a good student learning environment depend on the interaction with other learners. This association helps to practice language and cultural understanding.

2.6.1. Stages of Language Learning.

According to Harmer (2015), cited by Ly (2020) teachers use a pattern to practice speaking, this process happens in five stages. The objective of each step or stage is to help the student to have a better understanding and practice when learning to speak

Stage 1: Preproduction, this stage focus on gaining an understanding of the new information like grammar and vocabulary, here the student need to concentrate.

Stage 2: Early Production, at this stage, students try to practice the new word into the different factors of pronunciation, grammar, fluency, etc. They also speak short phrases and use a keyword or familiar phrases to remember the meaning or the grammatical structure.

Stage 3: Speech Emergence, now students have an expanded vocabulary and use at least a minimum of 3,000 words by the end of this stage. Students speak in longer sentences for

a long period and can change information with minimal problems. Reduce the errors in grammar and pronunciation but the comprehension is good.

Stage 4: Intermediate Fluency, students start to think using their second language, and learn over 6,000 different words with their meaning, the speaker is fluently and start to improve the improvisation with excellent comprehension and few grammatical errors.

Stage 5: Advanced Fluency, in this stage people just continue to expand their vocabulary and improve their abilities in their second language

2.7. Speaking skill

In the communicative process, the four language skills are necessary. First, you learn to listen, after that, you learn to speak; is process begins since you were born. Some years later in educational institutions, you develop the other two skills (reading and writing skills). The four skills are related to each other, which means that the four skills are so important. The form in which the message can be sent is in two ways: the method of communication (written or spoken) and the direction of communication that means the transmission of information.

Asfina, (2017) quotes Chaney & Burk, 1998 to define the term of Speaking, which is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Asfina, 2017, p. 234). Speaking is crucial in second language teaching and learning. On the other hand, communication can be presented in different situations, but Bashir said that in real communication situations the learner must depend on memorized survival phrases to meet the most immediate needs (Husna, 2021, p. 471). In the traditional classroom. Speaking is practiced through repetitions of sentences or dialogues and it's excellent, however, Jihan (2021) cites Baker & Westrup (2003) and state the need to practice real communication, which means that the learners need to practice in situations that are similar to life outside the classroom. Topics that you can use could be, talking about their lives; expressing their ideas; talking about the news; or discussing issues. It's better to remember than memorize the words which you need to keep in mind, he recommends associating the word with some picture or a particular definition.

The learning context plays an important role, according to Baker & Westrup (2003) speaking skills have 2 very important elements. First, the accuracy that the speaker does not

make mistakes in pronunciation or grammar, and the second element, fluent, where the speaker does not usually worry unduly about minimal mistakes.

Definition

Humans for a long time could communicate, express, and receive knowledge, ideas, and thoughts through signals or codes that are classified as non-verbal and verbal produced by this same. According to Elnadeef (2019), “The speaking skill is concerned with all these purposes such as expressing feelings, sensations, ideas, and beliefs” (p. 251). Expression, gestures in the face, and body movements are elements that help the development of speaking skills. Speaking is the most common and important means of communication among human beings. The key to successful communication is speaking nicely, efficiently and articulately, as well as using effective voice projection

2.7.1. Components of Speaking

Calle (2018) states that speaking involves individuals being “linguistically competent (knowing how to produce specific points of language, such as grammar, pronunciation, or vocabulary), but also socio linguistically competent (understanding when, why, and in what ways to produce language)” (p.29). The author also mentions three components of speaking and states that are important to pay attention to each one. Vocabulary is the tool that plays a tremendously important role since it illustrates thoughts. Pronunciation and grammar also are very important since if they use incorrect grammar or pronunciation, they will consequently have serious problems of understanding.

Vocabulary

The group of words and phrases that belong to a language join to a cultural meaning or context

Grammar

Set of words that fulfill patterns in the sentences and is related to the two meaning helping to transmit some ideas and thoughts

Pronunciation

The action that is performed to produce sounds, using stress, intonation, tone of voice, rhythm, expressions, and gestures.

2.7.2. Characteristics of the speaking skills

Akteruzzaman (2016) affirms the existence of several factors that involve one major characteristic and complex the process. The author mentions two key components that are crucial to the language learners' process, also, the student feels confident enough to produce and communicate using the second language, these two components are accuracy and fluency. On the other hand, those speaking skills are known as sub-skills or micro-skills and recommends teaching students specific skills. According to Al Hosni (2014), every language learner needs to take into account these speaking skills:

-Speaking accuracy, the term is referred to the correct use of the language system, that are grammar, vocabulary, and pronunciation.

-Speaking fluency, the term is referred to the ability to speak with the acceptable flow, speed, and proper tone of voice.

-Vocabulary, vocabulary is important because if you do not have words to say you cannot communicate, for that reason is important that constantly practice and growing your vocabulary.

-Grammar, the structure of the grammar is important because it avoids misunderstanding, however, is normal to make mistakes while you practice your speaking, do not worry. Take care of the idea or context that you want to share with the community.

-Pronunciation, is a complex area with many factors and sub-skills that you develop whit the practice. The basic component here is that you need to be clear with the words, and another factor like the tone of voice, rhythm, sentence stress, etc. for these skills you need to listen to someone with good pronunciation and try to repeat in the same way as closely as possible.

In addition, Yarwood (2019) show in their book and classification with their respective description of each speaking sub-skills as follows:

Table 1. *The Speaking Sub-Skills.*

Speaking Sub-skills	Application
Fluency Students practice speaking with a logical flow without planning or rehearsing.	Activities that require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterward).
Accuracy with Words & Pronunciation Students practice using words, structures, and pronunciation accurately.	Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common way of working on spoken accuracy
Using Functions Students use specific phrases for purposes like giving advice, apologizing, etc	Activities that stress that verbal communication is for a reason or function. Role-plays and simulations are ideal.
Appropriacy Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary	Activities that stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of the turn. For example, “What’s the damage?” is inappropriate in a four-star restaurant.
Turn-taking Skills Students practice ways of interjecting, eliciting an interjection, or preventing one.	Turn-taking skills involve knowing how and when to interject, eliciting an interjection, or preventing one. Students can practice listening for appropriate gaps to take their turn without irritating the speaker. While speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.
Relevant Length Students practice speaking at a length appropriate to a situation	Activities that demonstrate that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be sufficient in a job interview. Activities which require students to elaborate or be concise are useful.
Responding and Initiating Students practice managing a conversation by making responses, asking for a response, or introducing a new topic or idea	Activities that get students to practice managing a conversation appropriately with specific words and phrases such as, “What do you think about...”, “Speaking of...”, “Really?”, etc. Gestures and other paralinguistic tools are also used in conversation management.
Repair and Repetition Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood	The spontaneous nature of conversation requires that participants constantly have to make sure that what’s being said is understood. When the misunderstanding is

Range of Words and Grammar Students practice using particular grammar and/or vocabulary for speaking on a specific topic or for doing a specific task	suspected, a participant will ‘repair’ parts of the conversation. The most common form of repair is repetition and individual words or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven’t been understood or as listeners they can repeat to seek clarification or correction from the speaker
Discourse Markers Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize)	Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Activities can be used which teach discourse makers and then require students to use them appropriately

Source: Yarwood (2019)

Elaborate by: Chuiza, S. (2021).

The British Council considers fluency as speaking easily, reasonably quickly and without having to stop and pause a lot. The institution suggests language learners check the following aspects to improve their fluency join to other speaking skills.

Table 2. *Speaking Tips.*

Speaking Tips	
• Suggestion 1	• Try to listen to the idiom that you want to learn as much as possible, it will help you to improve your speaking. Activities like songs, podcasts, Tv films, or series on Netflix will help you to feel more confident about speaking.
• Suggestion 2	• Speak and practice in class as possible. If you speak English regularly in class, the teacher can help you with feedback.
• Suggestion 3	• Slow down! It’s not a race. Think carefully about what to say and speak word by word is normal to speak slow.
• Suggestion 4	• Use your knowledge, your vocabulary, and your grammar. Use words and expressions you have used before in class.
• Suggestion 5	• If you don’t remember a word, think of another way to say it. Use synonym or the negative form. For example, if you know the word ‘expensive’, but can’t remember the word ‘cheap’,

	you	could	say:
	<i>It's</i>	<i>not</i>	<i>expensive.</i>
	<i>It's</i>	<i>a</i>	<i>good</i>
			<i>price.</i>
	<i>It's not a lot of money.</i>		
• Suggestion 6	• Listen to yourself while you speak, you can make the exercise in front of the mirror and if you hear a mistake, correct it.		
• Suggestion 7	• Remember to use body language, it can help you to express yourself in a better way.		
• Suggestion 8	• If you don't understand the activity, ask the examiner or your partner, don't be afraid and say: 'Could you repeat that, please?'		
• Suggestion 9	• Try to make long answers. Don't just say 'yes' or 'no'. Explain your answer with a reason or examples.		
• Suggestion 10	• If you can choose the question or topic, choose the one you know something about. It's easier to talk about something you know.		
• Suggestion 11	• Speak with a good tone of voice, the examiner can hear you. If you find this difficult, practice with a friend at home.		
• Suggestion 12	• Ask your teacher what the topics for the exam are? and prepare at home with a friend using different techniques or activities or record yourself on your phone or computer.		
•			
• Suggestion 13	• Prepare constantly and search for the opportunity to show the examiner what you know. Do your best effort and express with your best language and pronunciation.		
• Suggestion 14	• Remember feels nervous in exams is normal. So, take some deep breaths before the exam and try to relax because you work for many days, and you are prepared for the exam.		
• Suggestion 15	• Finally, remember that the examiners are normal human beings, not aliens!		

Source: British Council (2020).

Elaborate by: Chuiza S. (2021).

2.7.3. What makes Speaking difficult?

Speaking is difficult in some aspects. According to Akteruzzaman (2016) It occurs when students begin to practice the second language, below you will see a list of aspects that make it difficult.

Clustering

It is when a person does not speak word by word, but rather in a fluid way.

Redundancy

Students can clarify concepts by using redundancy.

Reduce Forms

It is the contractions of words. It can be difficult for students because it involves phonological attention.

Performance

It is when the students begin to stop and think about some corrections, or mistakes. So, it creates pauses.

Colloquial Language

Students should know well a lot of vocabulary, and the sentences have a correct grammar construction, however, is difficult and complicated to understand a native person during a conversation.

Stress, Rhythm, and Intonation

It is important for the correct capture of the message, use correctly stress, rhythm, and intonation since the interpretation could be different.

Interaction

In this part is important that teachers and students engage while practicing speaking skills in the class. They should interact constantly during the class that is known as participatory class.

2.7.4. Types of Speaking

Ourso (2017), explains in his article that speaking also is considered an art, and in this kind of art many people have the chance to share information with a specific audience with a huge range of participants or small groups from different channels like a TV. The author mentions the difference between four types: ceremonial, demonstrative, persuasive, and informative, which are summarized in the following paragraph.

- **Informative Speaking.** This kind of speaking is used with the object to explain something to the audience, for example, a concept of a word or situation. It can be found in lectures of college or business conferences, the core part of this kind of speaking is that the speaker does not expect the audience to agree with the content.

- **Persuasive Speaking.** This kind of speaking finds in the speech of politicians, church members, or lawyers. Is necessary to have a previous practice with their voice and the inflection since the objective is to convince the audience about his topic, beliefs, or ideas. The speaker uses apply a lot of emotional and strong language.
- **Ceremonial Speaking.** This kind of speaking is used in special events, and use a vocabulary very polite according to the occasion.
- **Demonstrative Speaking.** This kind of speaking requires people have good accuracy and fluency because the speaker need describe actions or situation with a clear context, it also requires a good pronunciation. The main of this kind of speaking is that knowledge is understood about how to do something (Ourso, 2017, p. 425).

2.8. Conceptual framework

In this section of this project, the author provides definitions to clarify the terms used in this investigation.

Blended strategies: Mix of technology and face-to-face instruction. It combines brick-and-mortar classroom learning with online learning, and students have some control over the time, pace, and place of their learning (Al Hosni, 2014).

Skill: The ability to do well in an activity or job, especially because you have practiced it (Cambridge, 2020).

Accuracy: The ability to do something without making mistakes (Cambridge, 2020).

Fluency: Ease in speaking or expressing (Cambridge, 2020).

Activity: An educational task that involves direct experience and participation of the student (Cambridge, 2020).

Language learning: The cognitive process of acquiring skill or knowledge; "the child's acquisition of language (Rodgers, 2001).

Communicative Language Teaching (CLT): This is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language (Spada, 2007).

Communicative Competence (CC): This is the ability to use the linguistic system appropriately and effectively (Finocchiaro & Brumfit, 1983).

Behavior. The reactions or actions of a person or animal in response to internal or external stimuli (Troutman, 2009).

Strategy. The art of, or a scheme for, managing an affair cleverly (Cambridge, 2020).

The following online dictionary can also support the concepts and definitions of the listed words belong to Oxford Dictionaries, Cambridge Dictionary, Macmillan Dictionary.com

2.9. Legal Framework

CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR

Art. 3.- Son deberes primordiales del Estado: Garantizar sin discriminación alguna el efectivo goce de los derechos establecidos en la Constitución y en los instrumentos internacionales, en particular la educación, la salud, la alimentación, la seguridad social y el agua para sus habitantes (pág. 9).

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

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

CÓDIGO DE LA NIÑEZ Y ADOLESCENCIA

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL, 2011

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen

vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

u. Investigación, construcción y desarrollo permanente de conocimientos. - Se establece a la investigación, construcción y desarrollo permanente de conocimientos como garantía del fomento de la creatividad y de la producción de conocimientos, promoción de la investigación y la experimentación para la innovación educativa y la formación científica;

Art. 6.- Obligaciones.

j. Garantizar la alfabetización digital y el uso de las tecnologías de la información y comunicación en el proceso educativo, y propiciar el enlace de la enseñanza con las actividades productivas o sociales;

Art. 19.- Objetivos.

El Estado en todos sus niveles de gobierno y en ejercicio concurrente de la gestión de la educación, planificará, organizará, proveerá y optimizará los servicios educativos considerando criterios técnicos, pedagógicos, tecnológicos, culturales, lingüísticos, de compensación de inequidades y territoriales de demanda. Definirá los requisitos de calidad básicos y obligatorios para el inicio de la operación y funcionamiento de las instituciones educativas.

El Artículo 347 de la Constitución de la República, establece que será responsabilidad del Estado: Incorporar las tecnologías de la información y comunicación en el proceso educativo y propiciar el enlace de la enseñanza con las actividades productivas o sociales.

PLAN DE DESARROLLO SOCIAL

1.4 Garantizar el desarrollo infantil integral para estimular las capacidades de los niños y niñas, considerando los contextos territoriales, la interculturalidad, el género y las discapacidades.

1.5 Fortalecer el sistema de inclusión y equidad social, protección integral, protección especial, atención integral y el sistema de cuidados durante el ciclo de vida de las personas, con énfasis en los grupos de atención prioritaria, considerando los contextos territoriales y la diversidad sociocultural.

1.6 Garantizar el derecho a la salud, la educación y al cuidado integral durante el ciclo de vida, bajo criterios de accesibilidad, calidad y pertinencia territorial y cultural.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Methodology

The current research work applies the inductive method, through which it is possible to gather the primary information and establish a particular conclusion for individual explanations regarding the object of the study. With the help of the application of the research tools, this will be done, which are aimed at determining the use of Blended strategies and Its Influence on Speaking Skills in 1st B.G.U Students at U.E. “La Salle” During the School Year 2020-2021.

Besides, the deductive method is applied, this method allows outlining the idea to defend in the present study, based on principles or premises it will allow to draw logical conclusions.

3.2. Type of research

3.2.1. Descriptive

The research methodology will help find some relevant results, this is the fastest way to understand a phenomenon or fact and find or propose a solution to the problem in the case study. Focused on variables and the objective of the investigation, this study is descriptive because both variables present a relationship with each other. It is focused on “Blended Strategies and its influence on speaking skills”. Due to lack of interest in learning and lack of motivation of students in 1st grade of B.G.U between the ages of 13 to 15 years at U.E “La Salle”.

3.3. Research Approach

In the mixed research method, the qualitative and quantitative either, collecting and analyzing the data obtained based on the questions of this integrates the two types of methods contributing one with the another, either by giving more enhancement to one or seeking balance in both (Queirós, Faria, & Almeida, 2017, p. 123).

3.3.1. Qualitative research

It is a qualitative study because it allows the researcher to collect information, which is used to discover relevant details to help explain the behavior of the population (Mayan,

2001, p. 85). In other words, qualitative research helps to understand why, how, and in what way certain action or behavior occurs throughout perceptions. Finally, the results will demonstrate a satisfactory approach to address the learning difficulties.

This Qualitative research is a research model where the interview will be used to evaluate the 1-year BGU teachers of the “La Salle” Educational Unit, to extract relevant conclusions and perceptions about how the Skill teaching process is Speaks. The objective of the research is to identify the most important problems that students have when applying the teaching of speech.

3.3.2. Quantitative research

The study is also considered quantitative because is a structured way of obtaining and analyzing data. This kind of research involves the use of some important mathematical, statistics, and informatics tools, in order to obtain results from different resources.

The collection of the information was through surveys to give the researcher an idea of how to improve or resolve this educational problem. First, the respective analysis of the outcomes was made. This research aims to figure out the teacher’s needs through the process of observation and evaluation using surveys for students. Once the respective conclusions are drawn and analyzed, the project focuses on implementing a guide of blended strategies to improve speaking skills.

3.4. Techniques and instruments

Survey: The survey is a technique that is carried out by applying a questionnaire to a sample of people. The surveys provide information on the opinions, attitudes, and behaviors of citizens.

In this research, a survey will be carried out among the 1st BGU students of the Unidad Educativa "La Salle" to give the researcher an idea of how the English classes is being carried out.

Interview: An interview is a dialogue between two or more people: the interviewer asks questions, and the interviewee answers them. It is a technique used for various reasons, research, medicine, and personnel selection. In this case, it will be carried out to the 1st BGU English teacher to give the researcher an idea of how to improve or solve this educational problem.

The Pre and Post Tests.

The **Pre-Test** has a similarity with the diagnostic exam since the objective of both is to classify the performance that students have at the beginning of the research showing us their strengths and deficiencies as well. The pre-test aid teachers to find out on which subject need to take account to reach students overall improvement in the English language when speaking is involved, the pre-test also gives an idea of how much improvements are needed for students to improve their performance in their English learning process.

The **Post-Test** will evaluate the students in the adequate and proper process of learning the language and its mastery. With the help of the methodologies and the proposal, the post-test will have a significant and effective valorization. The technique used in the post-test consists of the number of possible answers for each activity to be able to exercise better practice in their English learning process.

3.5.Population and sample

Population refers to a group of people, objects or events, or measurements that are analyzed to ensure and confirm their common features. Unidad Educativa “La Salle” is located in Guayaquil in Guayas province. It has a population of 55 students and 1 teacher who is about to compose the population of the study applied.

The sample is a representation of the population to ensure that the researchers can generalize the findings from the study. Samples are collected with the objective of inferring properties to the entire population.

The study investigation has a representative sample of the total population, which during this investigation corresponds to 20 students from 1st grade B.G.U. and 1 English teacher.

Table 3. *Population.*

<i>Details</i>	<i>N° Population</i>	<i>Percentage</i>
Teachers	1	5%
Students	20	95%
Total	21	100%

Source: Unidad Educativa “La Salle”.

Produced by: Chuiza, S. (2021)

3.6. Analysis of results

3.6.1. Student surveys

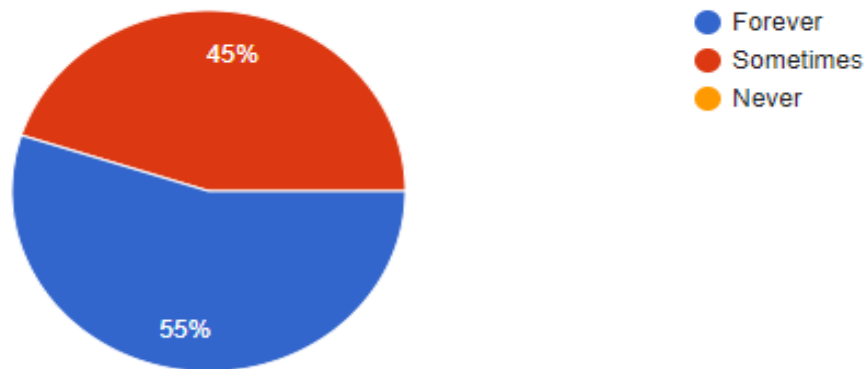
1. Do you consider that carrying out projects as an academic activity is favorable for your learning of the English language?

Table 4. *Carrying out projects as an academic activity.*

Item	Description	Frequency	Percentage
N° 1	Forever	9	55%
	Sometimes	11	45%
	Never	0	0%
Total		20	100%

Source: Survey conducted with students using Google Form.

Produced by: Chuiza, S. (2021)



Graphic 1. *Carrying out projects as an academic activity.*

Produced by: Chuiza, S. (2021)

Analysis: According to the data from the surveys carried out with the students, more than half consider that carrying out projects as an academic activity will always be favorable for their learning of the English language, while the rest consider that sometimes.

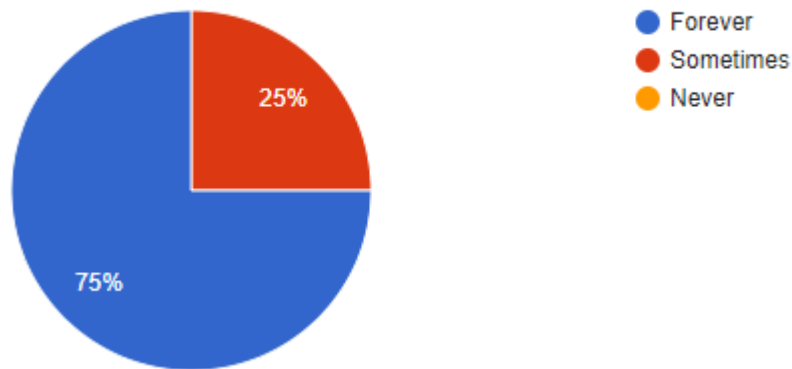
2. Do you consider the use of technology as a favorable resource for your learning of the English language?

Table 5. *Use of technology as a favorable resource.*

Item	Description	Frequency	Percentage
N° 2	Forever	15	75%
	Sometimes	5	25%
	Never	0	0%
Total		20	100%

Source: Survey conducted with students using Google Form.

Produced by: Chuiza, S. (2021)



Graphic 2. Use of technology as a favorable resource.

Produced by: Chuiza, S. (2021)

Analysis: According to the data from the surveys carried out with the students, 75% consider that the use of technology is always a favorable resource for their learning of the English language and only 25% believe that sometimes.

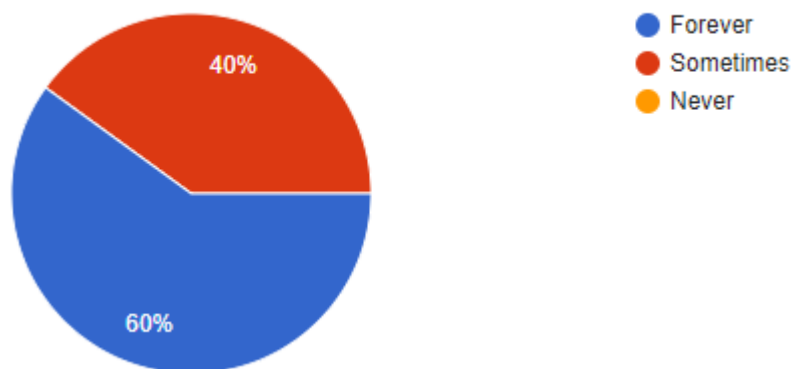
3. Do you have access to technological tools at home to be able to apply the flipped classroom to make learning more dynamic and interactive?

Table 6. *Access to technology tools at home.*

Item	Description	Frequency	Percentage
N° 3	Forever	12	60%
	Sometimes	8	40%
	Never	0	0%
Total		20	100%

Source: Survey conducted with students using Google Form.

Produced by: Chuiza, S. (2021)



Graphic 3. *Access to technology tools at home.*

Produced by: Chuiza, S. (2021)

Analysis: According to the data from the surveys carried out with the students, more than half of them consider that they always have access to technological tools at home to be able to apply the flipped classroom so that the learning of the English language is more dynamic and interactive, while 40% manifests that sometimes.

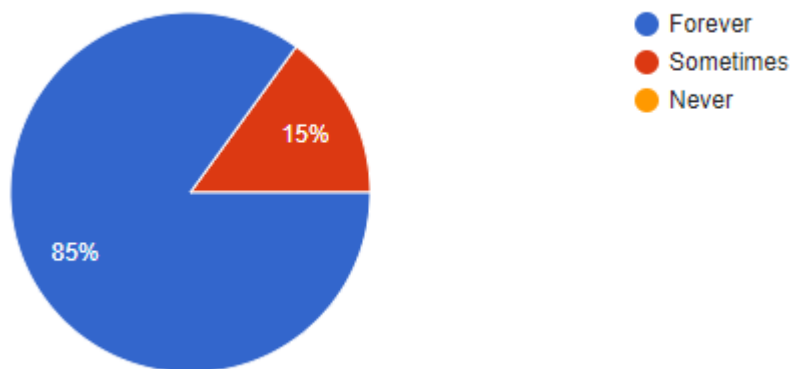
4. Do you think that English learning can be developed through the use of guided and structured activities using dynamic and interactive games?

Table 7. *Learning English through the use of guided and structured activities.*

Item	Description	Frequency	Percentage
N° 4	Forever	17	85%
	Sometimes	3	15%
	Never	0	0%
Total		20	100%

Source: Survey conducted with students using Google Form.

Produced by: Chuiza, S. (2021)



Graphic 4. *Learning English through the use of guided and structured activities.*

Produced by: Chuiza, S. (2021)

Analysis: According to the data of the surveys carried out with the students, 85% believe that learning English can be developed through the use of guided and structured activities through dynamic and interactive games, while a few believe that this can sometimes happen.

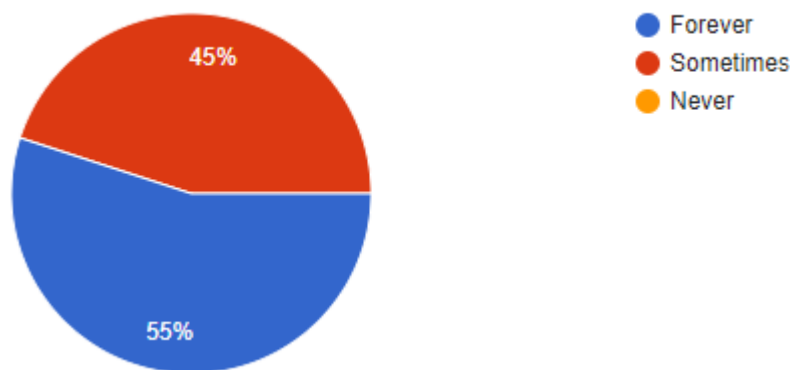
5. Does your teacher use interactive digital media such as videos, apps, etc., during class or for reinforcement to practice pronunciation?

Table 8. Use by the teacher of interactive digital media during class.

Item	Description	Frequency	Percentage
N° 5	Forever	11	55%
	Sometimes	9	45%
	Never	0	0%
Total		20	100%

Source: Survey conducted with students using Google Form.

Produced by: Chuiza, S. (2021)



Graphic 5. Use by the teacher of interactive digital media during class.

Produced by: Chuiza, S. (2021)

Analysis: According to the data from the surveys carried out with the students, 11 states that their English teacher always uses interactive digital media such as videos, applications, etc., during class or as reinforcement for the practice of pronunciation, while the remaining students state that this only happens on certain occasions.

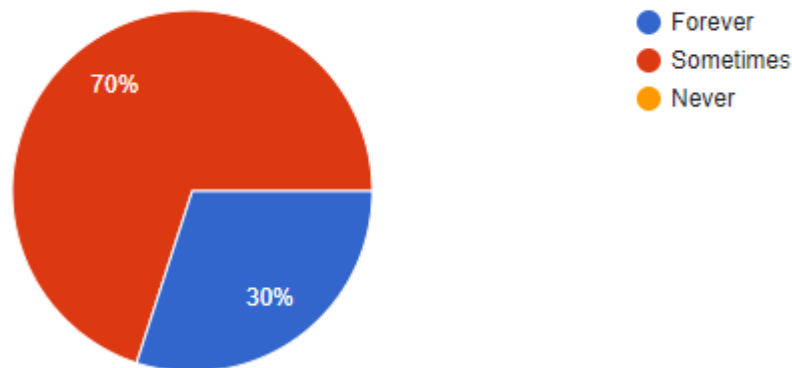
6. Do the activities presented in class contain pronunciation exercises?

Table 9. *Activities presented in class.*

Item	Description	Frequency	Percentage
N° 6	Forever	6	30%
	Sometimes	14	70%
	Never	0	0%
Total		20	100%

Source: Survey conducted with students using Google Form.

Produced by: Chuiza, S. (2021)



Graphic 6. *Activities presented in class.*

Produced by: Chuiza, S. (2021)

Analysis: According to the data of the surveys carried out with the students, 70% believe that sometimes the activities that teachers present in classes contain pronunciation exercises, and only 30% state that this always occurs.

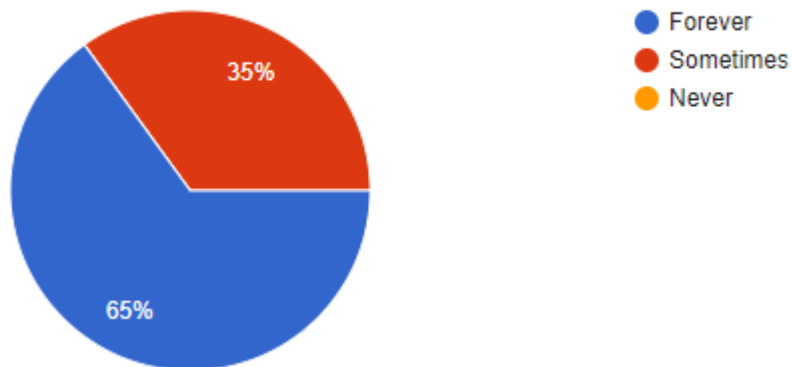
7. During English classes. Does the teacher select the vocabulary according to the topic of conversation?

Table 10. The teacher selects the vocabulary according to the topic of conversation.

Item	Description	Frequency	Percentage
N° 7	Forever	13	65%
	Sometimes	7	35%
	Never	0	0%
Total		20	100%

Source: Survey conducted with students using Google Form.

Produced by: Chuiza, S. (2021)



Graphic 7. The teacher selects the vocabulary according to the topic of conversation.

Produced by: Chuiza, S. (2021)

Analysis: According to the data of the surveys carried out with the students, more than half with 65% believe that the teacher always tries to adapt and select the vocabulary according to the topic of conversation during English classes, while 35% state that this gives sometimes.

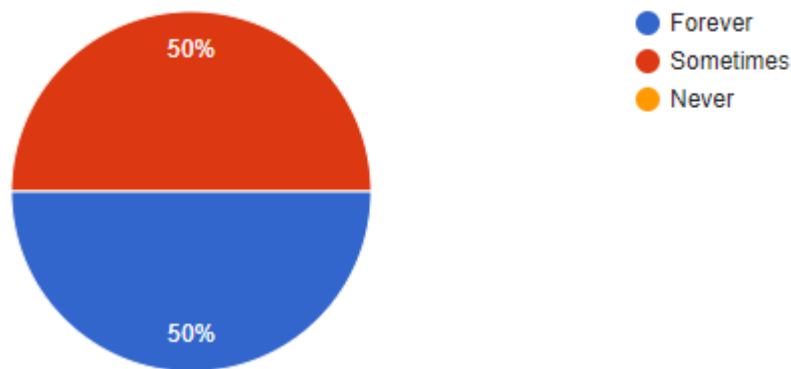
8. During English classes. Does the teacher adapt his language according to the context presented?

Table 11. The teacher adapts his language according to the context presented.

Item	Description	Frequency	Percentage
N° 8	Forever	10	50%
	Sometimes	10	50%
	Never	0	0%
Total		20	100%

Source: Survey conducted with students using Google Form.

Produced by: Chuiza, S. (2021)



Graphic 8. The teacher adapts his language according to the context presented.

Produced by: Chuiza, S. (2021)

Analysis: According to the data from the surveys carried out with the students, half say that the teacher adapts their language according to the context presented during the English class and the other half consider that this only occurs on certain occasions.

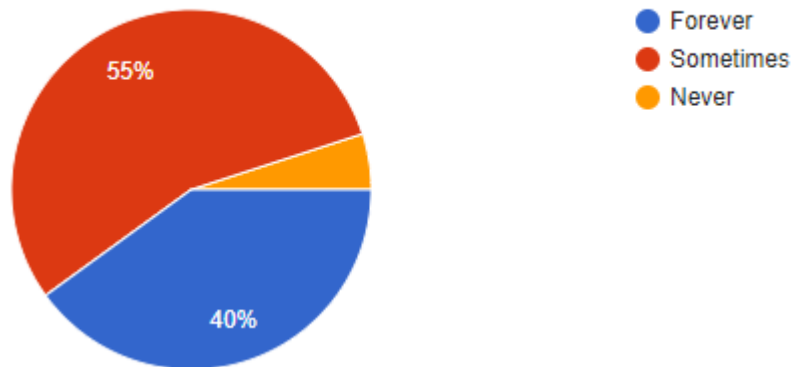
9. Are the topics presented in English classes for the development of dialogues and conversations of interest to you?

Table 12. Interest in the topics presented in classes.

Item	Description	Frequency	Percentage
N° 9	Forever	8	40%
	Sometimes	11	55%
	Never	1	5%
Total		20	100%

Source: Survey conducted with students using Google Form.

Produced by: Chuiza, S. (2021)



Graphic 9. Interest in the topics presented in classes.

Produced by: Chuiza, S. (2021)

Analysis: According to the data of the surveys carried out with the students, more than half say that they are sometimes interested in the topics presented in the English classes for the development of dialogues and conversations, while 40% say that the topics are always of interest to them and only one student says never.

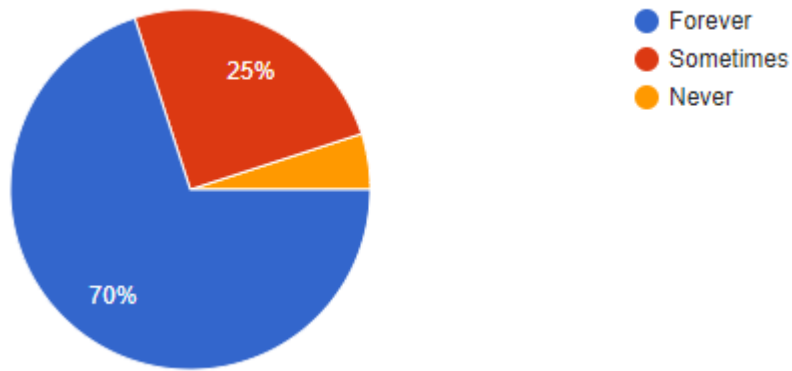
10. Do you think that with the use of technology in the English language learning process, your academic performance will improve?

Table 13. Use of technology in the English language learning process.

Item	Description	Frequency	Percentage
N° 10	Forever	14	70%
	Sometimes	5	25%
	Never	1	5%
Total		20	100%

Source: Survey conducted with students using Google Form.

Produced by: Chuiza, S. (2021)



Graphic 10. Use of technology in the English language learning process.

Produced by: Chuiza, S. (2021)

Analysis: According to the data from the surveys carried out with the students, 70% believe that with the use of technology in the English language learning process they will improve their academic performance, while 25% believe that sometimes and only one believes that never.

3.6.2. Teacher Interview

1. Do you consider that carrying out projects as an academic activity is favorable for the teaching of the English language? Why?

Yes, I consider that it is a very useful activity for students to carry out some course work or project as it is also known, in previous years it could be implemented easily and dynamically in the week of the open house of the institution, now with The new teaching system we look for activities that are coupled with the technological resources that the students have.

2. Do you consider the use of technology as a favorable resource for the learning of the English language in students? Why?

Yes, in my opinion, this new teaching methodology has led many colleagues and me to ally ourselves with technology since it was the only means through which we could provide teaching, to tell the truth at first it was very complicated but with a practice day by day, so, we being learned together thanks to the amount of information and resources that technology provides us.

3. Do you use interactive tools in the flipped classroom application to make teaching more dynamic? Which ones?

Yes, it is usually students who prefer to choose their web platform as a tool to work and present their activities, however, what I generally use are the tools of Google, Prezi, and canvas.

4. Do you think that learning English can be developed through the use of guided and structured activities using play and tics? Why?

Of course, generally, when I use web platforms as a learning tool, the first thing I look for is for them to be dynamic, that is, to have color, texture, and nothing complex at the time of entering or at the time of carrying out the planned activity. It is necessary to mention that the time it takes me to search for the "adequate" resource is extensive because, as there is so much variety, the choice of it becomes complicated.

5. Do you use interactive digital media such as videos, applications, etc, during class or as reinforcement to improve pronunciation in students?

Yes, in this case, for the speaking area it is generally difficult to find a platform that can be carried out at the time of class, which is why most of the speaking activities were left with certain days in advance for their future qualification.

6. Do the activities that you present in class contain pronunciation practice exercises? Why?

Yes, generally through the use of books that the same institution provides us and that has a specific section with activities for students to practice pronunciation.

7. During English class. Do you select the vocabulary according to the topic of conversation? Why?

Yes, and not only the vocabulary but also the grammar to speed up the activity and not present so many inconveniences.

8. During English class. Do you adapt your language according to the context and reality presented? How?

Yes, at times we use current topics, but we also deal with topics a bit out of date to be able to practice vocabulary from a context that is not being witnessed.

9. Do you think that the topics presented in the English classes for the development of dialogues and conversations are of interest to the students? Why?

Honestly, it is difficult to detect which topic is interesting or not for students, but within a range of 1 to 10, the topics that we deal with at least 6 are of interest to them, since most students want to express an idea or opinion

10. Do you think that the use of technology in the English language teaching process will improve the student's school performance? Why?

In my opinion, it can improve school performance because it uses tools that in one way or another can arouse interest when carrying out an activity, however, it is necessary to bear in mind that this new system or methodology limits us as teachers identify or witness any concern, discomfort or even academic dishonesty, which in my opinion can be very useful but it can also bring many risks.

Analysis

The teacher affirms that the classroom objectives are achieved and affirms that the teaching and learning process is correct. Although the communication and practice of speaking skill depend on the interest that the student has while doing an activity, also the disposition that exist between them. The English teacher stated that the teaching staff is insufficiently trained in strategies and the use of technology, however, the teacher recognizes that the technology is very useful. The teacher is aware of the use of technology that the student applies during the class, for that reason the teacher makes a big effort to find the resources and strategies according to needs that the students present, it means that each topic needs to be interesting or stuck to a trend for the students moreover the activity needs to be very dynamic, finally, the teacher recognizes that it should be practiced speaking skill and sub-skills with greater emphasis since the communication is the basis of any language.

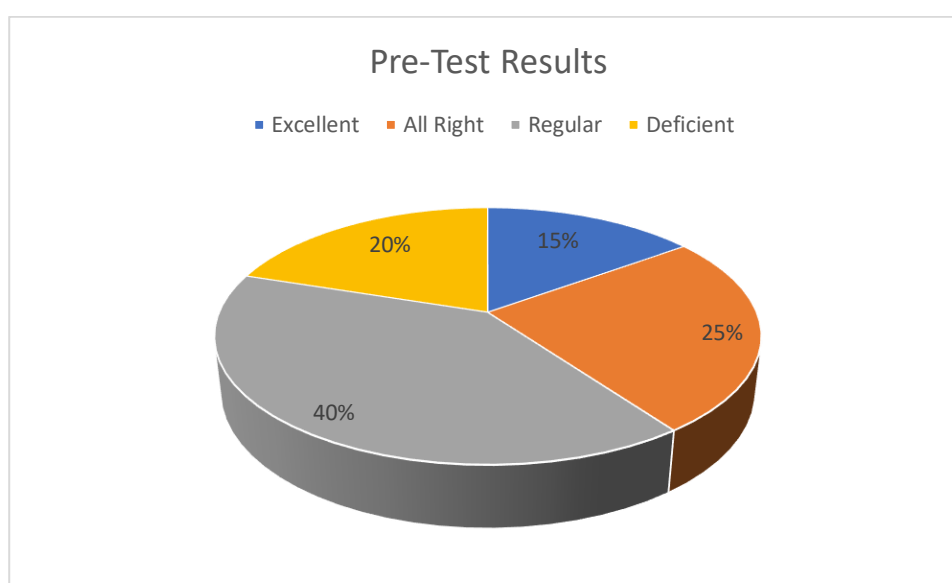
3.6.3. Analysis of the Results of the Pre and Post test

Table 14. Pre-Test Results.

Code	Description	Frequency	Percentage
1	Excellent	3	15%
	All Right	5	25%
	Regular	8	40%
	Deficient	4	20%
	Total	20	100%

Source: Unidad Educativa La Salle.

Produced by: Chuiza, S. (2021)



Graphic 11. Pre-Test Results
Produced by: Chuiza, S. (2021)

Analysis:

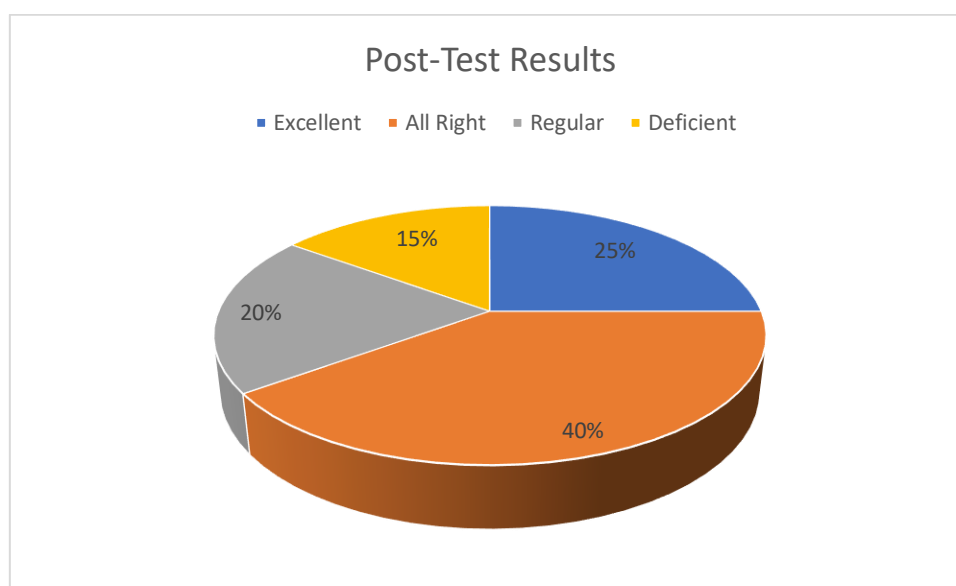
According to the graphic, in the initial evaluation, the students showed the following results, 15% of learners make an excellent speech and do not have problems in speaking skills or their learning process, followed by forty percent of students who had a considerable problem into to achieve his goals, this indicates the existence of a problem and needs to apply blended strategies in speaking class.

Table 15. Post-Test Results.

Code	Description	Frequency	Percentage
2	Excellent	5	25%
	All Right	8	40%
	Regular	4	20%
	Deficient	3	15%
	Total	20	100%

Source: Unidad Educativa La Salle.

Produced by: Chuiza, S. (2021)



Graphic 12. Post-Test Results
Produced by: Chuiza, S. (2021)

Analysis:

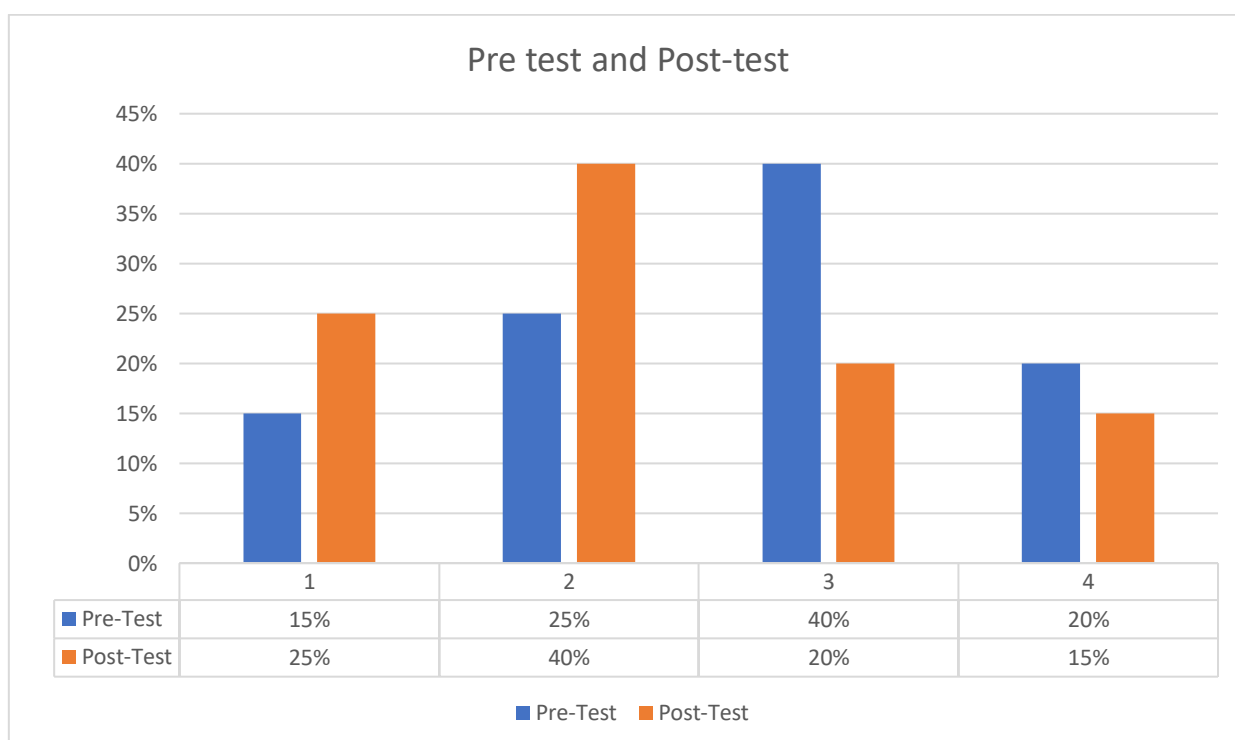
Taking into account the results of the post-test with the students, the result changed, it could be reported that the majority of learners are over the average, showed an increase in the following results, 25% of learners make an excellent speech and do not have problems in speaking skills or their learning process, followed by forty percent of students who had considerable progress into to achieve his goals, this indicates that the students present an evident improvement in their performance in the established activities.

Table 16. Pre-test results and Post-test results

Code	Description	Pre-Test	Post-Test
3	Excellent	15%	25%
	All Right	25%	40%
	Regular	40%	20%
	Deficient	20%	15%
	Total	100%	100%

Source: Unidad Educativa La Salle.

Produced by: Chuiza, S. (2021)



Graphic 13. Pre- Test and Post-Test Results

Produced by: Chuiza, S. (2021)

Analysis:

According to the comparative table, it indicated the need to apply appropriate activities using blended strategies to develop in a better way the speaking skills. The post-test was applied after the application of the proposal; with the purpose of identifying the students' progress. The proposal of this thesis was elaborate and applied a didactic guide with blended strategies that help the students reinforce, perform, and the development of the different skills in their English learning process.

CHAPTER IV

PROPOSAL

DIDACTIC GUIDE TO DEVELOP ORAL SKILL THROUGH THE USE OF MIXED METHODOLOGICAL STRATEGIES THAT PROMOTE THE LEARNING OF THE ENGLISH LANGUAGE

4.1. Introduction

The didactic guide constitutes an important tool in the teaching-learning process that leads to student motivation. Through the didactic guide, the study material is connected with the student through the use of the didactic resource selected and organized by the teacher to achieve the educational objectives.

The main function of the didactic guide is to capture the interest of the student through its motivating capacity, awakening interest in the subject and the subject that the teacher is teaching.

Referring to García Hernández & De la Cruz Blanco (2014), they consider the didactic guide as a mediating instrument that entails the formative action of the student, generating an interactive teacher-student dialogue as part of active didactic strategies that guide the student towards the development of skills. and skills in their learning process.

The didactic guide orients and motivates towards independent study indicating precisely what you have to learn, how to achieve it, and the time it will take to have learned it. It is a unique material, organized by topic using available resources, from printed materials to tics that provide access to videos, platforms, interactive games, etc. (Arteaga Estévez & Figueroa Sierra, 2004, p. 524).

For the authors, the didactic guide is an effective instrument for the fulfillment of its main objective, which consists of improving orality in the learning of the English language, awakening interest in the subject using mixed learning strategies.

This didactic guide is intended to strengthen orality and awaken the interest of students to learn the English language through the development of activities as part of mixed strategies.

4.2.Objectives of the proposal

4.2.1. General

Develop classroom activities that improve speaking skills in English language through the use of Blended Strategies as a pedagogical resource to improve the learning of 1st Year B.G.U at U.E. “La Salle” During School Year 2020-2021

4.2.2. Specific

- Learn to pronounce English words correctly
- Develop fluency in the pronunciation of words in the English language
- Contribute to improving speaking skills using activities based on blended strategies
- Expand vocabulary by finding and discovering new words in the English language.

4.3. Feasibility of the proposal

4.3.1. Technical feasibility

Due to the facilities granted for the socialization of this proposal in the educational institution, as well as putting it into practice, it has the support of the managers who provide computers with internet that constitutes the main resource of the same, which allows the technical feasibility of this proposal

4.3.2. Financial feasibility

The costs incurred in this proposal are fully covered by the author of the same.

4.3.3. Human Feasibility

The participants in this proposal are made up of the educational community in general, but mainly the teachers, who have shown interest in the proposal, which makes it possible to carry it out.

4.4. Description of the proposal

Pronunciation is an aspect of great importance in learning the English language, this goes hand in hand with the acquisition of other types of skills that have to do with critical reading, analysis, comparison carried out in an analytical way that requires the understanding of what is read that generates interest to move on to the development of speaking skills, that is, the correct pronunciation.

It is the interest of the student and his enthusiasm that leads him to practice, self-evaluation, the search for new words and their meaning concerning correct grammar. For this, this teaching guide aims to:

- Generate Interest in the activity that involves the visual and auditory.
- Generate interest in the specific topic (story, riddle, games, etc.)
- Apply blended learning techniques

The activities developed in this didactic guide in addition to improving orality, help to generate excitement for the discovery of new words and new grammatical forms of the English language. It is intended to get out of the routine of meaningless and emotionless educational activities towards the creation of environments in which experiences can be shared, through collaborative learning. Through analysis, discussion, and the expression of opinions, a learning community is generated in which everyone contributes to the development of oral knowledge and mastery of the English language.

4.5. Beneficiaries

The direct beneficiaries of this proposal are the students of 1ST YEAR BGU AT U.E. "LA SALLE", the SCHOOL YEAR 2020 - 2021. The indirect beneficiaries will be the entire educational community and society in general.



UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL
FACULTAD DE EDUCACIÓN
CARRERA DE INGLÉS
GUÍA DIDÁCTICA

**Blended
Teaching**



Figure 1. Blended Teaching
Source: (Best, 2020, pág. <https://www.3plearning.com>)

**DESIGN OF A DIDACTIC GUIDE TO DEVELOP SPEAKING SKILL THROUGH
THE USE OF BLENDED STRATEGIES THAT PROMOTE THE LEARNING OF
THE ENGLISH LANGUAGE**

AUTOR:

STIVEN RENE CHUIZA CAIZA

GUAYAQUIL – 2021

Description of the didactic guide

This teaching guide is composed of 7 activities of different techniques based on the blended strategies. The main resources are the computer with the internet, as well as various virtual teaching-learning tools available on different educational platforms.

Each activity describes the step-by-step procedure for its development and at the end, the evaluation criteria are analyzed that will allow the teacher in a simple checklist to determine if the objectives set were achieved.

As general guidelines that should be applied before putting into practice each activity is:

- Train the student in the management of the virtual tool to be used
- Provide materials or links in which the student will find the resource to carry out the activities.
- Teach how to search and structure content
- Provide abundant examples through text and video links.

Each teacher will be able to make the necessary changes and establish, due to the flexibility in which the different techniques proposed can be used depending on the diagnosis made and the objectives set in the curricular and class programming.

ACTIVITY 1

STORIES - SPEAKING



Figure 2. Telling Stories
Source: Pérez (2018)

Objective: Improve pronunciation and fluency attending to grammar and vocabulary improvement through the combined technique of telling stories in English.

Strategy: Flipped classroom, Gamification.

Speaking sub skills developed:

- Accuracy
- Fluency
- Vocabulary
- Pronunciation

Resources:

- Technological: Computer or Smart Phone with internet, hearing aids, projector.
- Pedagogical: Youtube, Zoom Platform
- RUBRIC (see annex 5)

Time:

1 session of 45 minutes

PROCESS

Chart 1. Outline of procedures 1

Outline of Procedures 1			
Time	Time	Time	Time
5 mins	Context setting Vocab review	Select five short story in English (three or five minutes)	Whole Class
5 mins	Present target language	Establish groups of five students Ask the participants in each group to watch the video of the story	Group Work
5 mins	Controlled Practice	Make a group meeting Send the groups a questionnaire about the story and have each participant respond by recording their answers (individual practice)	Whole Class
5 mins	Less Controlled Practice	The group designates a member to tell the story to everyone.	Whole Class
10 mins	Written consolidation of oral work	Each participant exposes her response audio and receives criticism and corrections from her classmates. New words discovered in the story are exposed. Talk about new grammatical expressions.	Group Work
10 mins	Freer practice	The members of the other groups will ask questions about the story that can be answered by all the members of the group.	Whole Class
5 mins	Error Correction/Feedback	Teacher provides praise to students on good language, give delayed correction on different errors	Whole Class

Elaborated by: Chuiza, S (2021)

Evaluation criteria:

- Interactive communication
- Vocabulary
- Fluency
- Pronunciation

ACTIVITY 2

SONGS - SPEAKING



Figure 3. Songs - Speaking
Source: Redacción Médica (2017)

Objective: Improve pronunciation and fluency attending to grammar and vocabulary improvement through the combined technique of singing songs in English.

Strategy: Gamification.

Speaking sub skills developed:

- Accuracy
- Fluency
- Vocabulary
- Pronunciation

Resources:

- Technological: Computer or Smart Phone with internet and hearing aids.
- Pedagogical: Youtube, Zoom Platform, lyrics training
- RUBRIC (see annex 5)

Time:

1 session of 45 minutes

PROCESS

Chart 2. Outline of procedures 2

Outline of Procedures 2			
Time	Stage Name	Process	Interaction
5 mins	Context setting Vocab review	Select five short songs in English (three or five minutes)	Whole Class
5 mins	Present target language	Establish groups of five students Ask the participants in each group to watch the video of the song	Group Work
5 mins	Controlled Practice	Make a group meeting Each participant exposes their audio of the song and receives criticism and corrections from their classmates.	Whole Class
5 mins	Less Controlled Practice	The group designates a member to sing the song to everyone.	Whole Class
10 mins	Written consolidation of oral work	New words discovered in the song are exposed. Talk about new grammatical expressions.	Group Work
10 mins	Freer practice	The members of the other groups will make comments about what they think of the interpretation of the group partner.	Whole Class
5 mins	Error Correction/Feedbac k	Teacher provides praise to students on good language, and give delayed correction on different errors	Whole Class

Elaborated by: Chuiza, S (2021)

Evaluation criteria:

- Accuracy
- Fluency
- Vocabulary
- Pronunciation

ACTIVITY 3

GUIDED VISITS - SPEAKING



Figure 4. Guided Visits - Speaking
Source: EnCórdobate (2019)

Objective: Improve pronunciation and fluency attending to grammar and vocabulary improvement through the combined technique of guided tours in English.

Strategy: Flipped classroom, Gamification.

Speaking sub skills developed:

- Accuracy
- Vocabulary
- Fluency
- Pronunciation

Resources

- Technological: Computer or Smart Phone with internet and hearing aids.
- Pedagogical: Youtube, Zoom Platform, Multimeter, Prezi, or Canva.
- RUBRIC (see annex 5)

Time:

1 session of 45 minutes

PROCESS

Chart 3. Outline of procedures 3

Outline of Procedures 3			
Time	Stage Name	Process	Interaction
5 mins	Context setting Vocab review	Practice the last vocabulary used in class	Whole Class
5 mins	Present target language	Establish groups of five students Assign each group a legendary and historical city as Rome, France, or their hometown.	Group Work
5 mins	Controlled Practice	Make a group meeting Each participant exposes their audio of the song and receives criticism and corrections from their classmates.	Whole Class
10 mins	Less Controlled Practice	Once they have individually prepared their guided tour, the group presentations should be made.	Whole Class
10 mins	Written consolidation of oral work	The group designates a member who will carry out the guided visit in the plenary.	Group Work
5 mins	Freer practice	The members of the other groups will make comments about what they thought of the companion's guided tour.	Whole Class
5 mins	Error Correction/Feedback	Teacher provides praise to students on good language, and give delayed correction on different errors	Whole Class

Elaborated by: Chuiza, S (2021)

Evaluation criteria:

- Accuracy
- Fluency
- Vocabulary
- Pronunciation

ACTIVITY 4

ROLEPLAY - GAMIFICATION



Figure 5. Roleplay – Gamification
Source: Adriana (2018)

Objective: Improve pronunciation and fluency attending to grammar and vocabulary improvement through the combined role-playing technique.

Strategy: Gamification, flipped classroom.

Speaking sub skills developed:

- Accuracy
- Vocabulary
- Fluency
- Pronunciation

Resources:

- Technological: Computer or Smart Phone with internet and hearing aids.
- Pedagogical: Youtube, Zoom Platform.
- Scripts and clothes related to the topic.
- RUBRIC (see annex 5)

Time:

1 session of 45 minutes.

PROCESS

Chart 4. Outline of procedures 4

Outline of Procedures 4			
Time	Stage Name	Process	Interaction
5 mins	Context setting Vocab review	Prepare the students beforehand by explaining what the role-play consists of. Allow students to form into groups of their choice	Whole Class
5 mins	Present target language	In a group meeting, they should watch videos in such a way that they can determine the dynamics and scenarios in the game to be represented, etc.	Group Work
5 mins	Controlled Practice	Then, they must designate roles, determine how many will intervene, and so on. Then they will practice in a group and they will have to change the roles so that they see the problem from another perspective.	Whole Class
10 mins	Less Controlled Practice	The group designates the students who are going to present their role-play in the plenary. The members of the other groups will comment on what they thought of the partner's role-play.	Whole Class
10 mins	Written consolidation of oral work	Each participant receives criticism and corrections from her classmates. New words discovered in the game are exposed. Talk about new grammatical expressions.	Group Work
5 mins	Freer practice	The members of the other groups will make comments about what they thought of the role-play	Whole Class
5 mins	Error Correction/Feedback	Teacher provides praise to students on good language, and give delayed correction on different errors	Whole Class

Elaborated by: Chuiza, S (2021)

Evaluation criteria:

- Accuracy
- Fluency
- Vocabulary
- Pronunciation

ACTIVITY 5

TONGUE TWISTER - SPEAKING



Figure 6. Tongue Twister – Speaking
Source: Educación 2.0 (2019)

Objective: Improve pronunciation and fluency attending to grammar and vocabulary improvement through the combined technique of tongue twisters.

Strategy: Gamification.

Speaking sub skills developed:

- Accuracy
- Fluency
- Vocabulary
- Pronunciation

Means

- Technological: Computer or Smart Phone with internet and hearing aids.
- Pedagogical: Youtube, Zoom Platform.
- RUBRIC (see annex 5)

Time:

1 sessions of 45 minutes

PROCESS

Chart 5. Outline of procedures 5

Outline of Procedures 5			
Time	Stage Name	Process	Interaction
5 mins	Context setting Vocab review	Establish groups of three students	Whole Class
5 mins	Present target language	Ask the group to investigate two tongue twisters each.	Group Work
5 mins	Controlled Practice	They meet as a group and then the participants of each group record audio in which each one says their tongue twisters.	Whole Class
5 mins	Less Controlled Practice	The rest criticize and correct the pronunciation of the participants.	Whole Class
10 mins	Written consolidation of oral work	The members of the other groups will comment on what they think about the tongue twisters that the group partner said.	Group Work
10 mins	Freer practice	The group designates the students who will present their tongue twisters in plenary. The members of the other groups will comment on what they think about the tongue twisters of their classmates.	Whole Class
5 mins	Error Correction/Feedback	Teacher provides praise to students on good language, and give delayed correction on different errors	Whole Class

Elaborated by: Chuiza, S (2021)

Evaluation criteria:

- Accuracy
- Fluency
- Vocabulary
- Pronunciation

ACTIVITY 6

EXHIBITIONS - FLIPPED CLASSROOM

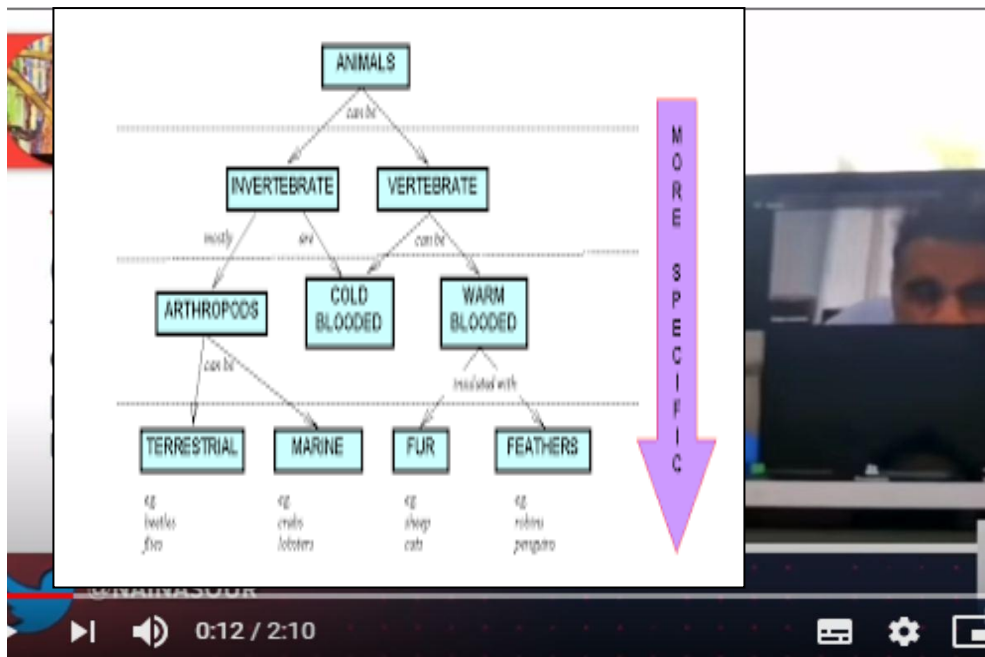


Figure 7. Exhibitions – Flipped Classroom

Source: USAT (2020)

Objective: Improve pronunciation and fluency attending to grammar and vocabulary improvement through the combined exposition technique.

Strategy: Flipped classroom.

Speaking sub skills developed:

- Accuracy
- Vocabulary
- Fluency
- Pronunciation

Resources:

- Technological: Computer or Smart Phone with internet and hearing aids.
- Pedagogical: Youtube, Zoom Platform, multimeter, Canva.
- RUBRIC (see annex 5)

Time: 1 sessions of 50 minutes

PROCESS

Chart 6. Outline of procedures 6

Outline of Procedures 6			
Time	Stage Name	Process	Interaction
5 mins	Context setting Vocab review	Establish groups of four students	Whole Class
5 mins	Present target language	Assign each group a scientific topic of natural sciences or social sciences and ask them to prepare an exposition in English using the multimeter tool.	Group Work
5 mins	Controlled Practice	The group designates the members who will make the presentations in the plenary. Once they have made it in groups of two of their expositions, they will present the expositions to each other.	Whole Class
10 mins	Less Controlled Practice	Presentation in the plenary	Whole Class
10 mins	Written consolidation of oral work	Each participant receives criticism and corrections from their peers. New words discovered in the game are exposed. Talk about new grammatical expressions.	Group Work
10 mins	Freer practice	The members of the other groups will make comments about what they thought about the presentation of their classmates.	Whole Class
5 mins	Error Correction/Feedback	Teacher provides praise to students on good language, and give delayed correction on different errors	Whole Class

Elaborated by: Chuiza, S. (2021)

Evaluation criteria:

- Accuracy
- Fluency
- Vocabulary
- Pronunciation

ACTIVITY 7

PREPARATION OF A FRUIT SALAD - PROJECT-BASED LEARNING



Figure 8. Preparation of a Fruit Salad – Project- Based Learning
Source: Sanz (2020)

Objective: Improve pronunciation and fluency attending to grammar and vocabulary improvement through the combined collaborative project technique.

Strategy: Project-based learning, Flipped classroom.

Speaking sub skills developed:

- Accuracy
- Fluency
- Vocabulary
- Pronunciation

Resources:

- **Food:** Ingredients for making a fruit salad.
- **Operational:** trays, knives, ladles.
- **Technological:** Computer or Smart Phone with internet and hearing aids.
- **Pedagogical:** Zoom Platform.
- RUBRIC (see annex 5)

Time: 4 sessions of 45 minutes

PROCESS

Chart 7. Outline of procedure 7

Outline of Procedures 7			
Session	Stage Name	Process	Interaction
session 1	Context setting Vocab review	Establish five groups of four students Assign each group the corresponding activity by subject according to the detail:	Whole Class
session 2	Present target language	Students hold group meetings to assign tasks to their members related to the assigned part.	Group Work
Session 3	Controlled Practice	Groups one to four send the investigated information to group five.	Whole Class
Session 4	Less Controlled Practice	Group five elaborates a mind map with the information received, designates an exponent; designates who or who will prepare the fruit salad.	Whole Class
Session 5	Written consolidation of oral work	exposition of the mind map about the fruit salad.	Group Work
Session 6	Freer practice	In plenary, group five presents the project and prepares the product (fruit salad)	Whole Class
Session 7	Error Correction/Feedback	Teacher provides praise to students on good language, and give delayed correction on different errors	Whole Class

Elaborated by: Chuiza, S. (2021)

ACTIVITY 7

SESSION 1. CONTEXT SETTING VOCAB REVIEW

Assign each group the corresponding activity according to the group:

Chart 8. Groups of the project – Language and Literature

Group	Subject	Activity
1	Language and literature	Research and write a recipe for making fruits from the Ecuadorian coast and highlands.

Elaborated by: Chuiza, S (2021)



Figure 9. What is scaffolding? – Project- Based Learning
Source: Sanz (2020)

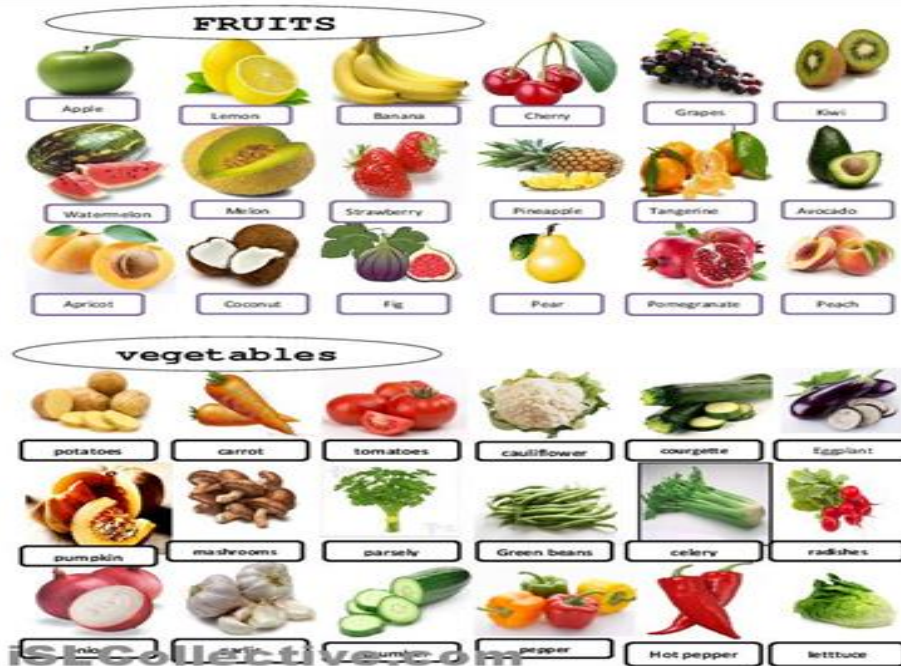


Figure 10. Fruits and vegetables – Project- Based Learning
Source: Siver (2020)

Establish five groups of four students and assign each group the corresponding activity by subject according to the detail.

Kids learn best through active play, so play some activities to help them learn about healthy eating.

1. Pretend farmers' market

Transform your play kitchen into a local farmers' market. Be sure to remove any foods that are not fruits and vegetables. Talk to your kids about how farmers grow these foods and then sell them at the market. You can also plan a trip to your local farmers' market.

2. Make healthy plates

Have students cut out pictures of fruits and vegetables from magazines and help them glue these pictures onto paper plates. Discuss with your kids what a healthy plate looks like. Talk about the types of food and serving sizes.

3. Teach Through Taste

Studies show that people, including kids, use all of their senses when processing information. That's why it's important to include some activities that let your kids actually taste these great foods.

4. Food of the week

Introduce a new fruit and/or vegetable to your kids every week. Discuss different ways to cook and eat them, and let the kids explore these fruits by touching, smelling and eating.

5. Make food

Teenagers love being in the kitchen, and it's the perfect environment for teaching healthy eating habits. Teach your students how to make healthy meals such as vegetable soup, fruit salad or some healthy snacks

6. Teach by Growing

There may be no better way to show kids the real value of fruits and vegetables than by showing them how they grow. This close-up view of these amazing foods is sure to pique your kids' curiosity.

ACTIVITY 7

SESSION 2. PRESENT THE TARGET LANGUAGE

Chart 9. Groups of the project – Natural Science

Group	Subject	Activity
2	Natural Sciences	Investigate the vitamins that fruits provide for the functioning of the human body

Elaborated by: Chuiza, S (2021)



Students hold group meetings to assign tasks to their members related to the assigned part.

7. Visit a local orchard

Plan a trip to your local orchard so your kids can see first-hand how these foods grow. If possible, be sure to pick your own fruits, such as apples, blueberries, peaches or strawberries. Call ahead to see what fruits are in season and if they are ready to be picked.

8. Plant a garden

You can also grow your own vegetables right at home.

Plant an indoor or outdoor garden to help you kids learn how to plant, care for and grow different types of vegetables.

9. Grow sprouts

Sprouts are an easy project with few supplies and fast results. Students can watch sprouts change every day! Common seeds for sprouting are alfalfa and mung beans, but there are many options available.

Be sure to talk to your kids about all the different types of fruits and vegetables while doing any of these games or activities, and ask them what types of fruits and veggies are their favorites. Finally, give students plenty of time to ask as many questions as they want. This will keep them interested in these amazing healthy food options for many years to come.

SESSION 3. CONTROLLED PRACTICE

Groups one to four send the investigated information to group five.

Chart 10. Groups of the project – Natural Science

Group	Subject	Activity
3	Mathematics	Investigate the amount of fruit production in Ecuador for internal consumption and export.

Elaborated by: Chuiza, S (2021)

Investigate the amount of fruit production in Ecuador for internal consumption and export.



Figure 11. Fresh plaza – Project- Based Learning
Source: Siver (2020)

Tips for having a good academic writing

Students start by saying exactly what the pie charts or bars show.

The second sentence in the introduction should summarize the single most important thing for the chart.

In the second paragraph describe the survey results in more detail. Use a Variety of language to describe proportions, fractions and percentages.

Use expressions for comparing like While... however.

In the conclusion, summarize the bigger picture and mention the most significant percentages or about the amount of fruit production in Ecuador for internal consumption and export.

SESSION 4. LESS CONTROLLED PRACTICE

Group five elaborates a mind map with the information received, designates an exponent; designates who or who will prepare the fruit salad.

Chart 11.

Group	Subject	Activity
4	Social studies	How to prepare fruit salad

Elaborated by: Chuiza, S (2021)



Figure 12. Preparation of a Fruit Salad – Project- Based Learning
Source: Sanz (2020)

Description

This fruit salad is delicious and easy to make. It is also very healthy. You will need about thirty minutes to cut all the fruit. Try to make it for your next party.

Write True or False

1. This is a vegetable salad _____
2. It is delicious and healthy _____
3. You need one hour to make it. _____
4. You can make it for a party. _____
5. It is difficult to make. _____

Ingredients (write the fruit you see in the photo)



Figure 13. Preparation of a Fruit Salad
Source: Sanz (2020)

Directions

Place the following sentences in the correct order

Cut the strawberries and the kiwis

Put all the fruit in a bowl and mix it

First, cut the watermelon in half

Then, scoop out the watermelon to make a bowl,

Don't cut the grapes and blueberries because they are small

Finally, put the fruit salad in the watermelon and serve cold

1.
2
3
4
5
6

SESSION 5. WRITTEN CONSOLIDATION OF ORAL WORK

Exposition of the mind map about the fruit salad.

Chart 12.

Group	Subject	Activity
5	Product exhibition and preparation (fruit salad project)	Exhibition on a conceptual map of the contributions of the other groups and preparation of the fruit salad in Zoom session.

Elaborated by: Chuiza, S (2021)



Figure 14. Preparation of a Fruit Salad – Project- Based Learning

Source: Jackson, A (2021)

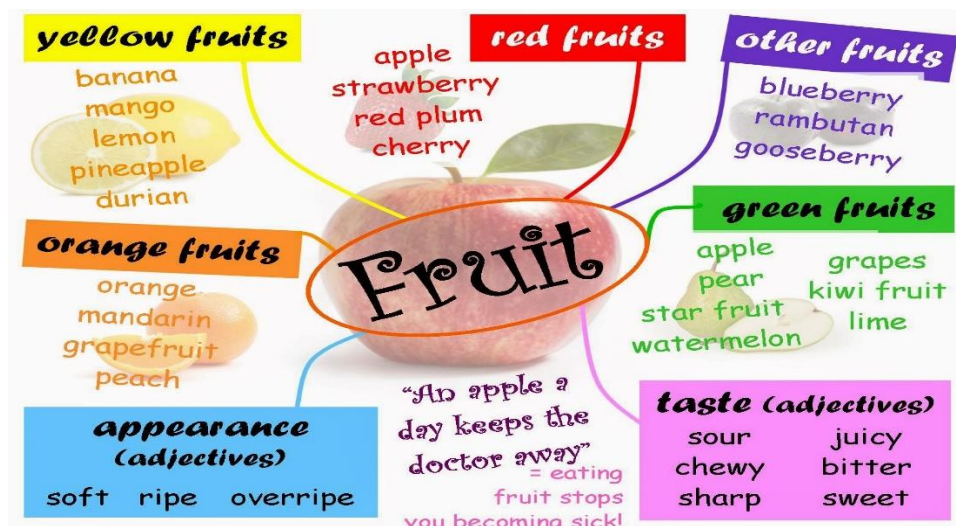


Figure 15. Mind map – Project- Based Learning

Source: Martinez, (2014)

Draw a mind map and write the types of fruit to be added in the fruit salad

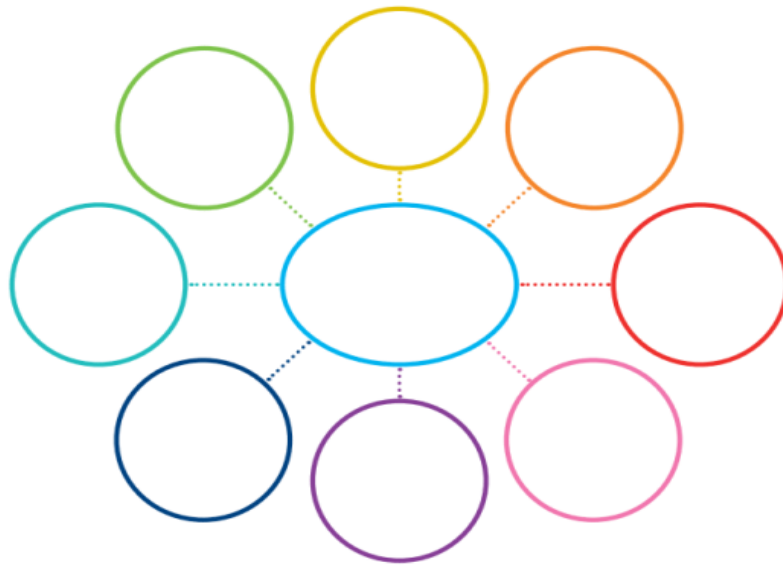


Figure 16. Mind map
Elaborated by: Chuiza, S (2021)

SECTIONS 6 AND 7

Session 6 Free practice

In plenary, group five presents the project and prepares the product (fruit salad)

Session 7 Error Correction/Feedback

Teacher provides praise to students on good language, and give delayed correction on different errors

Evaluation criteria:

- Accuracy
- Fluency
- Vocabulary
- Pronunciation

CONCLUSIONS

The completion of this research study has allowed the author to discover the impact of blended learning in acquiring the English language and developing speaking skills. In the educational field, communication is essential, so it is necessary to know its dimensions in order to transfer this knowledge to the classroom. Teachers must be trained as to provide pedagogical resources and make their classes fun and interesting so students are able to improve their English vocabulary and speaking skill development.

It began by determining the theoretical foundations of mixed strategies and how they influence the acquisition of oral skills that lead to academic improvement in the English language of students. Effective communication between teachers and students can make a big difference in learning and motivation. It is important that teachers know the impact they generate on students and use fun teaching strategies to create a warm and participatory environment. Through the design of an intervention proposal, it is important to show how blended learning as interactive teaching method can be used as a methodology to work any content. Students will internalize communicative aspects and at the same time work on other themes.

Surveys were carried out in order to know the opinions of the students of 1st BGU students of the "La Salle" Educational Unit about how they have carried out their English classes so far and what they think of mixed strategies through the use of tics to improve your pronunciation.

Interviews were carried out with the English teachers of 1st BGU students of the "La Salle" Educational Unit that allowed to know how they consider the problem of deficiencies in the orality of the students should be solved and in what way they believe that mixed strategies would influence to get over it,

When analyzing the results, it was possible to show that both students and teachers consider that mixed strategies constitute a good teaching-learning strategy for the development of orality in the English subject and their desire to find a solution to their problem of learning deficiency. orality in the area of English through its use. In this way, the proposal of a didactic guide was made to develop oral ability using mixed methodological strategies that promote the learning of the English language. The proposal contains entertaining activities used as part of mixed strategies with motivating

characteristics and in a collaborative context that lead to developing other skills such as handling grammar and learning new words.

RECOMMENDATIONS

Permanently investigate new methodologies that, through the use of tics, make contributions to the teaching-learning process, adapting to the rapid changes that technology imposes and taking advantage of it as tools to achieve educational objectives.

Train English teachers in educational innovation in such a way that, through a reflective attitude, they find new ways to organize the class with new, innovative, and pleasant elements for a generation that has fully identified with technology in which the image and the Sound play a preponderant role when communicating.

Search in the middle for the elements available to arrive in each class, at the right time and with the exact measure, with knowledge, practical workshops, collaborative approaches, and experiences based on the student's daily life. Adapt the various activities proposed to the context of each learning situation, without affecting the learning objective.

Use didactic materials as real and artificial objects during the development of English classes, which allow us to understand the meaning of the words and thus develop the lexicon in the student body. It is recommended to apply dynamic activities that involve learning strategies for students to construct, memorize, interact and communicate actively in the process of learning the English language.

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ANNEXES



UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL
FACULTAD DE EDUCACIÓN CARRERA DE INGLÉS

Annex 1. Students' survey

Objective: To collect information about the use of speaking skills using technology and blended strategies in students of 1st year BGU.

Instructions: Select the option that you think is convenient for each question, please answer honestly.

CONTENT OF THE QUESTION		Forever	Sometimes	Never
1	Do you consider that carrying out projects as an academic activity is favorable for your learning of the English language?			
2	Do you consider the use of technology as a favorable resource for your learning of the English language?			
3	Do you have access to technological tools at home to be able to apply the flipped classroom to make learning more dynamic and interactive?			
4	Do you think that English learning can be developed through the use of guided and structured activities using dynamic and interactive games?			
5	Does your teacher use interactive digital media such as videos, apps, etc., during class or for reinforcement to practice pronunciation?			
6	Do the activities presented in class contain pronunciation exercises?			
7	During English classes. Does the teacher select the vocabulary according to the topic of conversation?			
8	During English classes. Does the teacher adapt his language according to the context presented?			
9	Are the topics presented in English classes for the development of dialogues and conversations of interest to you?			
10	Do you think that with the use of technology in the English language learning process, your academic performance will improve?			

Annex 2. Teachers' survey



UNIVERSIDAD LAICA VICENTE ROCAFUERTE

DE GUAYAQUIL

FACULTAD DE EDUCACIÓN CARRERA DE INGLÉS

Objective: These question aims to obtain valuable and real information from the English teacher about the problem of speaking skills and the use of blended strategies in 1st-grade students at a school.

Instructions: Answer each question honestly, as the information provided is confidential as the interview is ANONYMOUS.

1. Do you consider that carrying out projects as an academic activity is favorable for the teaching of the English language? Why?
2. Do you consider the use of technology as a favorable resource for the learning of the English language in students? Why?
3. Do you use interactive tools in the flipped classroom application to make teaching more dynamic? Which ones?
4. Do you think that learning English can be developed through the use of guided and structured activities using play and tics? Why?
5. Do you use interactive digital media such as videos, applications, etc, during class or as reinforcement to improve pronunciation in students?
6. Do the activities that you present in class contain pronunciation practice exercises? Why?
7. During English class. Do you select the vocabulary according to the topic of conversation? Why?
8. During English class. Do you adapt your language according to the context and reality presented? How?
9. Do you think that the topics presented in the English classes for the development of dialogues and conversations are of interest to the students? Why?
10. Do you think that the use of technology in the English language teaching process will improve the student's school performance? Why?

Annex 3. Speaking Pre-Test



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL FACULTAD DE EDUCACIÓN CARRERA DE INGLÉS

(1° grade BGU students)

Student's name _____

Date: _____

A1 Movers Speaking

Summary of procedures

The usher introduces the child to the examiner.

1. The examiner greets the candidate and asks the candidate for their name and age.
2. The examiner demonstrates what is required and shows the candidate two pictures that look similar, but have some differences. The examiner then asks the candidate to describe four differences between the two Find the Differences pictures, e.g. 'Here there is one fish, but here there are two.'
3. The examiner shows the candidate a sequence of four pictures that show a story. The examiner tells the candidate the name of the story and describes the first picture in the story, e.g. 'These pictures show a story. It's called "The windy day". Look at the pictures first. (Pause) It's a windy day. Charlie and Jack are going to the cinema with Mum. Mum is giving them their tickets. She's saying "Don't lose your tickets!"' The examiner then asks the candidate to describe the other three pictures. The title of the story and the name(s) of the main character(s) are shown in the story.
4. The examiner shows the candidate four sets of four pictures where one picture in each set is the 'odd one out. The candidate has to identify which picture is the odd one out in the remaining three sets and say why e.g. 'You don't eat a book. You read it.'
5. The examiner asks the candidate some personal questions on topics such as school, weekends, friends, and hobbies, e.g. 'Now let's talk about you and your family. How many people live in your home?'

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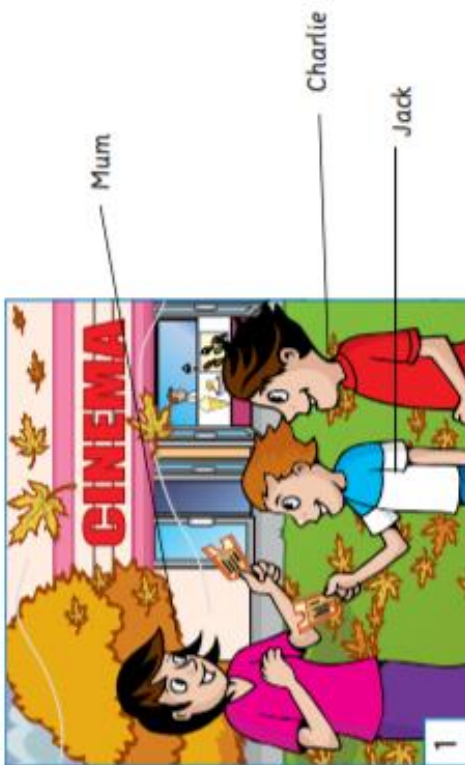


TEST ONE



MOVERS SPEAKING. Find the Differences

The Windy Day

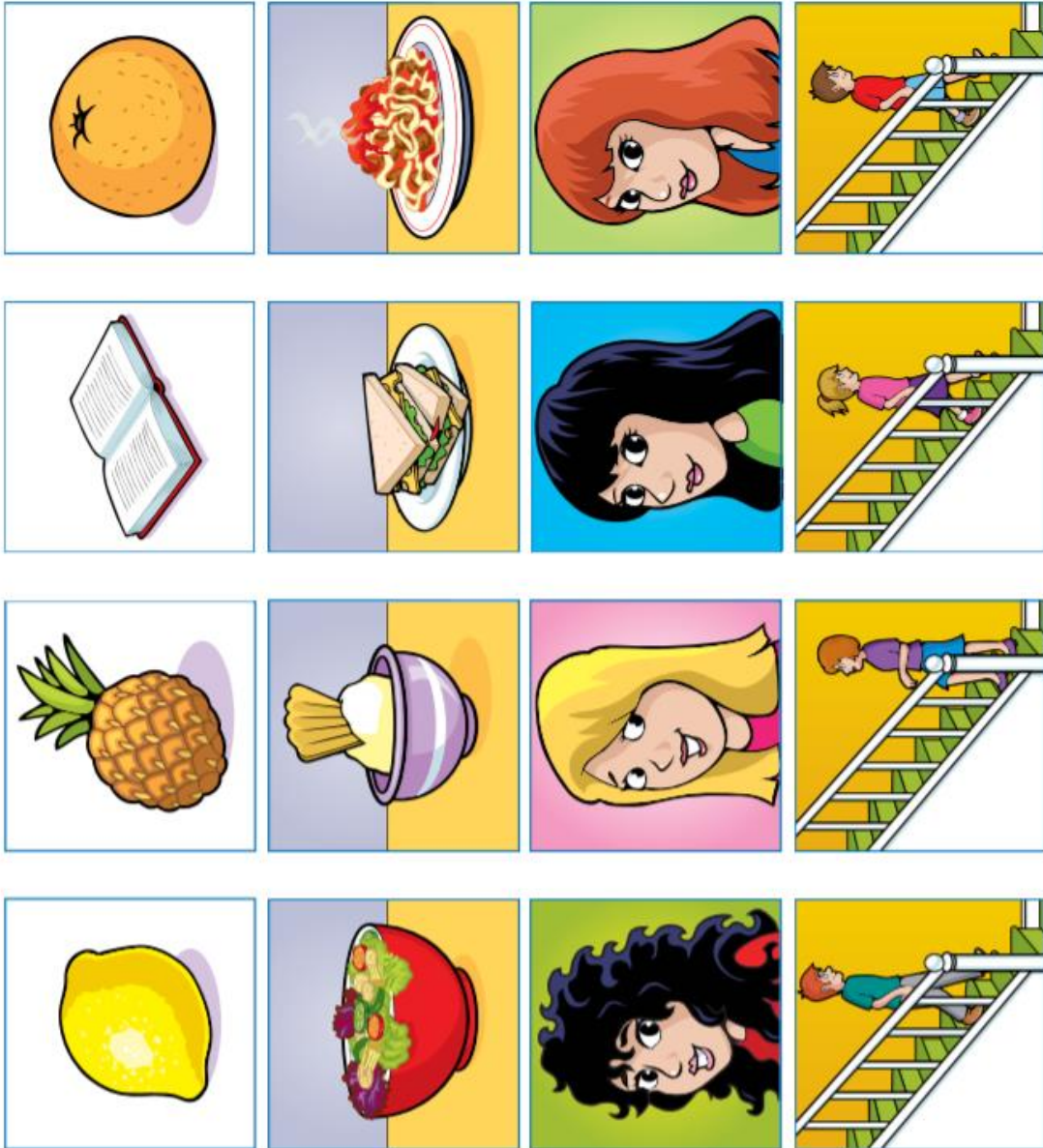


MOVERS SPEAKING. Picture Story

TEST ONE



UNIVERSIDAD LAICA VICENTE ROCAFUERTE
DE GUAYAQUIL



TEST ONE

MOVERS SPEAKING. Odd-one-out



Annex 4. Speaking Post-Test

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

DE GUAYAQUIL

FACULTAD DE EDUCACIÓN CARRERA DE INGLES

(1° grade BGU students)

Student's name _____

Date: _____

A2 Flyers Speaking

Summary of procedures

The usher introduces the child to the examiner.

1. The examiner greets the candidate and asks for their name, surname, and age.
2. The examiner demonstrates what is required and shows the candidate two pictures that are similar but have some differences. The examiner reads statements about the examiner's picture. The candidate must look at the candidate's picture, identify six differences and say how the picture is different, e.g. (examiner) 'In my picture, the helicopter's on the left.' (candidate) 'In my picture, it's on the right.'
3. The examiner shows the child the candidate's copy of the Information Exchange. The examiner first asks the child questions about a person, place or object, related to the information the child has, e.g. 'What's the name of George's castle?' and the child answers. The child then asks the examiner questions, e.g. 'What's the name of Grace's castle?' and the examiner answers.
4. The examiner shows the candidate a sequence of five pictures that show a story. The examiner tells the candidate the name of the story and describes the first picture in the story, e.g. 'These pictures tell a story. It's called "Grandma's busy day". Just look at the pictures first. (Pause) Paul's parents are going out for the day. Paul is going to spend the day with Grandma. Paul's mum is saying, "Be good and don't make Grandma tired!"' The examiner then asks the candidate to describe the other four pictures. The title of the story and the name(s) of the main character(s) are shown in the story.
5. The examiner asks the candidate some personal questions on topics such as school, holidays, birthdays, family, and hobbies, e.g. 'Now let's talk about films. When do you watch films?'



TEST ONE

A2 FLYERS SPEAKING. Find the Differences – Candidate's copy



TEST ONE

A2 FLYERS SPEAKING. Find the Differences – Examiner's copy



George's castle

Where / castle	mountain
Name	Black Castle
Who lives	queen
How old	500 years
Interesting	yes

A2 FLYERS SPEAKING. Information Exchange – Candidate's copy



Grace's castle

Where / castle	?
Name	?
Who lives	?
How old	?
Interesting	?

TEST ONE



Grace's castle

Where / castle	forest
Name	Silver Castle
Who lives	artist
How old	1000 years
Interesting	no

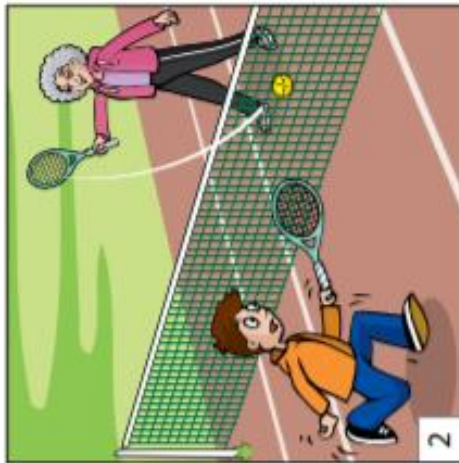


George's castle

Where / castle	?
Name	?
Who lives	?
How old	?
Interesting	?

A2 FLYERS SPEAKING. Information Exchange – Examiner's copy

TEST ONE



Paul Grandma

TEST ONE TEST ONE

A2 FLYERS SPEAKING. Picture Story



Annex 5. Rubric to mark students' speaking pre-post test and activities of didactive guide

UNIVERSIDAD LAICA VICENTE ROCAFUERTE

DE GUAYAQUIL

FACULTAD DE EDUCACION CARRERA DE INGLES

Oral Evaluation					
Teacher:				Date:	
Student:				Grade:	
RATING SCALE					
Criteria	Excellent (4pts)	All Right (3pts)	Regular (2pts)	Deficient (1pts)	Points
Pronunciation / Fluency	Speaks clearly and without hesitation	Speaks nearly all the time with a bit of hesitation, certain words are difficult to understand.	Speaks with some difficulty, some words are difficult to understand.	Speaker cannot be understood.	
Vocabulary	Use vocabulary appropriate for the audience. Increase your audience's vocabulary by defining words that might be new to your audience.	Use vocabulary appropriate for the audience. It includes 1-2 words that might be new to most of the audience but does not define them.	Uses basic vocabulary with some non-impeding errors.	Uses several (5 or more) words or phrases that are not understood by the audience.	
Accuracy	The student can accurately answer almost all the questions posed on the subject by his classmates.	The student appropriately uses a limited range of structures with some non-impeding.	The student uses basic structures with some non-impeding.	The student does not appropriately use structures.	
The tone of voice/ volume	The tone of voice is high enough to be heard by all members of the audience throughout the presentation.	The tone of voice is high enough to be heard by all members of the audience at least 80% of the time.	The tone of voice is high enough to be heard by all members of the audience at least 60% of the time.	The tone of voice is often too weak to be heard by all members of the audience.	

Annex 6. Validation of the proposed Project Plan




UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Annex 1 Validation of the proposed Project Plan

THE USE OF BLENDED STRATEGIES AND SPEAKING SKILLS IN
STUDENTS OF 1ST YEAR BGU AT U.E. "LA SALLE", SCHOOL YEAR
2020 – 2021.

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: I really like your proposal, the activities are creative in order to engaged students in the learning process, congratulations!

Name:	Msc. Norma Hinojosa Garcés	 Signature
Occupation:	Teacher	
Phone number:	0993742876	

Author: Stiven Rene Chuiza Caiza

Annex 7. Extra rubric for assessing speaking skill

EXTRA RUBRIC FOR ASSESSING SPEAKING SKILL DEVELOPMENT

	POOR	FAIR	GOOD	VERY GOOD
Grammar and vocabulary To show a good degree of control of simple grammatical forms and a range of appropriate vocabulary.				
Pronunciation Is mostly intelligible and has some control of phonological features at both utterance and words level				
Interactive communication Maintains simple exchanges and requires very prompting and support				

Elaborated by: Chuiza, S (2021)

Annex 8. Validation of the proposed Project Plan




UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Annex 7 Validation of the proposed Project Plan

THE USE OF BLENDED STRATEGIES AND SPEAKING SKILLS IN
STUDENTS OF 1ST YEAR BGU AT U.E. "LA SALLE", SCHOOL YEAR
2020 – 2021.

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: It's clear that these ideas will allow teachers to complete an excellent final application and get great results on their graders.

Name:	MSc. Luis Leon Veliz	
Occupation:	Professor	
Phone number	0997127878	

Author: Stiven Rene Chuiza Caiza

Annex 9. Validation of the proposed Project Plan



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project Plan

THE USE OF BLENDED STRATEGIES AND SPEAKING SKILLS IN STUDENTS OF
1ST YEAR BGU AT U.E. "LA SALLE", SCHOOL YEAR 2020 – 2021.

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: This guide promotes the use of technology in class, something that is very important to know because the majority of teachers are facing problems during their speaking classes.

Name:	MSc. Francisco Villao	
Occupation:	High School Principal	
Phone number	0992831226	

Author: Stiven Rene Chuiza Caiza