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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

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DEDICATION

It is a great satisfaction for me to dedicate this work to my mother. No one in this world could love me as unconditionally as she does every day. To my daughter and son, who waited long hours and days patiently for me. To my husband, my life partner.

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EXTRANJEROS

TEMA:

Scaffolding Techniques and Oral Communication Skills

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DIRECTOR: Licenciada Cristina del Rocío Jordan Buenaño, Mg.

LÍNEA DE INVESTIGACIÓN: Métodos y medios para la enseñanza

FECHA: febrero 2, 2021

RESUMEN EJECUTIVO

Este estudio mediante la aplicación de 4 categorías de técnicas denominadas técnicas Verbal Scaffolding, cuáles de ellas desarrollan habilidades de comunicación oral en estudiantes de inglés como lengua extranjera. El objetivo principal de esta investigación es determinar cuál de estas técnicas antes mencionadas desarrolla las habilidades mencionadas anteriormente. En este estudio se realizó una investigación no experimental, en la que participaron 39 alumnos de 8° grado de la Escuela de Educación Básica Fe y Alegría de Ambato. Los datos recolectados a través de un pre-test, actividades en clase o ensayos con el uso de técnicas y un post-test fueron computarizados, tabulados y analizados mediante una narrativa descriptiva. El objetivo del pre y post test fue evaluar la comprensión y el uso de frases y expresiones básicas en inglés por parte de los estudiantes. Los ensayos o actividades se diseñaron en base a cuatro técnicas de verbal scaffolding para desarrollar la fluidez del inglés de los estudiantes, debido a la pandemia de Covid19 estos ensayos se aplicaron utilizando

herramientas tecnológicas sincrónicas como Zoom. Las técnicas Verbal scaffolding como: el uso de sinónimos y antónimos, retroalimentación correctiva, cognates y familiar chunks y tutoría entre pares (peer tutoring) demostraron ser técnicas importantes en el desarrollo de las habilidades de comunicación oral en el área de la fluidez. Estas actividades se desarrollaron durante 12 semanas a los 39 alumnos. Asimismo, para la correcta verificación de la hipótesis se utilizó la prueba estadística chi-cuadrado de Pearson, así como la prueba estadística T de Student, que se utiliza para determinar si existe una diferencia significativa entre los promedios de dos grupos, en este caso una diferencia significativa entre los promedios del pre y post-test. Estas técnicas estadísticas probaron la hipótesis del estudio. Por lo tanto, las 4 categorías de técnicas de scaffolding antes mencionadas desarrollan la independencia en los estudiantes, demostraron ayudar gradualmente a los estudiantes a trabajar de forma independiente, además, los resultados de estos estudios muestran que la aplicación de las técnicas de scaffolding desarrolla las habilidades de comunicación oral en los estudiantes en el área de fluidez.

Descriptores: Comunicación, inglés, fluidez, oral, independiente, scaffolding, habilidades técnicas, test, verbal

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THEME:

Scaffolding Techniques and Oral Communication Skills

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LINE OF RESEARCH: Methods and means for teaching

DATE: February 2nd, 2021

EXECUTIVE SUMMARY

This study investigated by applying 4 categories of techniques called Verbal Scaffolding techniques, which of them develop oral communication skills in students of English as a foreign language. The main objective of this research is to determine which of these aforementioned techniques develop the skills mentioned before. A non-experimental research was carried out in this study, where 39 8th-grade students from Fe y Alegría Basic Education School of Ambato participated. The data collected through a pre-test, activities in class or trials with the use of techniques and a post-test was computerized, tabulated and analyzed using a descriptive narrative. The objective of pre and post-test was to evaluate students' understanding and use of basic phrases and expressions in English. Trials or activities were designed based on four verbal scaffolding techniques to develop students' English fluency, due to the pandemic of Covid19 these trials were applied using synchronous technological tools like Zoom. Verbal scaffolding techniques like: the use of synonyms and antonyms, corrective feedback, cognates and familiar chunks and peer tutoring proved to be significant techniques in the development of oral communication skills in the area of fluency. These activities were developed during 12 weeks to the 39 students. Likewise, for the correct verification of the hypothesis, the Pearson chi-square statistical test was used, as well as the Student's T statistical test,

which is used to determine if there is a significant difference between the means of two groups, in this case a significant difference between the pre-test and post-test means. These statistical techniques proved the hypothesis of the study. Therefore, the 4 categories of scaffolding techniques before mentioned develop independence working in students, they demonstrated to gradually help students to work independently also these study results show that the application of Scaffolding techniques develops oral communication skills in students in the area of fluency.

Keywords: Communication, English, fluency, oral, independent, scaffolding, skills techniques, test, verbal

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

This study; Scaffolding techniques and oral communication skills met its objectives and looked for results by applying 4 categories of verbal scaffolding techniques to a group of students in order to accept or reject the hypothesis that these techniques develop oral communication skills in students when speaking English. A non-experimental research methodology was used in this study. A research background was conducted to analyze and focus the investigation on diverse topics like the impact of scaffolding techniques, speaking abilities, oral communication strategies, constructivist classrooms, fluency, independence of students, etc. The principal limitation of this study was conducting the investigation in a virtual format due to the pandemic caused by covid19 virus which forced schools to close and caused students to learn online and some other issues like; internet connection, lack of technology equipment, and limited time to work with students in this investigation.

1.2. Justification

This study comes from the researcher's inner motivation to be a better teacher. Her professional interest is looking for alternatives to improve her teaching practice. All professionals in any area look for different ways of professional development, keep updated, and do a better job each day.

The results of this study look for determining better teaching techniques which could be useful to future teachers and also could help students to achieve the objectives in the English subject. Students are the real beneficiaries of this study due to the fact that they are the basis of education and the future generation of professionals, who must have an education that motivates and develops their skills.

This study demonstrates originality because there are other studies in which the scaffolding techniques are related with reading and writing skills. Since, this study looks for showing the results of the scaffolding techniques directly related with the oral communication skills specially speaking English fluently.

Also, for the responsibility to guide students who are the new generation of professionals, offer assistance to produce in them the confidence of being participative and active. It is a task of all educational entities to ensure that our students reach the highest level of knowledge step by step. It is needed to provide the right tools and help them to reach the objectives.

Finally, the researcher has the necessary resources to carry out the objectives or goals indicated in this investigation

1.3. Objectives

1.3.1 General

To determine the effectiveness of scaffolding techniques in the oral communication skill in EFL students from eight year of primary school at Escuela de Educación Básica “Fé y Alegría”.

1.3.2 Specific

- To select scaffolding techniques to foster oral communication skills.
- To analyze the techniques that teachers apply to develop the oral communication skill.
- To evaluate the effectiveness of scaffolding techniques in the development of the oral communication skills.

Independent Variable: Scaffolding techniques

Dependent variable: Oral communication skills

CHAPTER II

RESEARCH BACKGROUND

Over the decades, scaffolding has been a promising technique applied in teaching and learning. Indeed, the metaphor of scaffolding has been used because the name of a theoretical assembly in the area of training in preferred and language teaching in particular. However, this metaphor has additionally been used, greater loosely, for any supportive teaching. The term scaffolding is at first a construction-associated concept. The scaffolding in the constructing career refers back to the transient systems used to assist employees assemble or renovate buildings. The creation of the term in the area of training is going returned to the 1970s. Scaffolding is normally related to the Soviet psychologist Lev Vygotsky, and his work become an impetus for the improvement of this method. However, the English term become utilized in Bruner and Sherwood's (1976) study in which the authors investigated mom–infant interplay in the course of the game of peekaboo. They used the term scaffold to explain the interventions of the mom at some point of the game. The 2nd study that is normally credited with having added the term scaffolding in training is Wood, Bruner, and Ross (1976). Wood et al. used this phrase to explain the position of dad and mom at some point of problem-fixing responsibilities achieved with their children.

“The scaffolding used in classroom contexts refers to the interventions that tutors or teachers make within the students' ZPD to facilitate their learning and improve their current knowledge and skills.” (Gonulal & Loewen, 2018)

Scaffolding is one of the numerous factors of powerful education that may be implemented in the context of language learning. Although instructors are probably passionate about the concept of scaffolding, it ought to be borne in thoughts that scaffolding isn't always sincerely synonymous with instructor assist. Scaffolding is precise just-in-time help that offers college students the pedagogical push that permits them to work at a better stage of activity.

Until recently, teaching concerned just the transmission of knowledge. It was believed there has been an understanding base and the teachers' obligation became to present that

understanding to individuals who have been learning. Literate capacity changed into conceptualized as a strong series of hierarchical abilities to be mastered. Drawing on the academic paradigm contemplated with inside the perspectives of behaviorism and facts processing teachers' drill supplied exercise of remoted abilities that brought about mastery. The purpose changed into to decode textual content and get meaning. The teachers' task changed into offering students with guidelines and abilities to achieve that purpose. Lecture and recitation had been the not unusual place codecs of instruction. However, this manner of considering teaching and mastering has modified to where students actively assemble their very own information and understandings.

The social constructivist version assumes all information is social in nature. Learning happens in a context of social interactions main to understanding. Learners are lively danger takers who are given demanding situations and catch how and why to learn. They are given possibilities to restructure records in approaches that make experience to them. They generate questions and remarks as records will become internalized. Learners first enjoy lively trouble- fixing with others, however step by step they turn out to be balanced trouble solvers. Initially, the instructor or teacher controls and courses the students' tasks. Eventually, the instructor shares the activities with the learners taking the lead. Within the social constructivist perspective, the area where an individual's learning can arise is known as the sector of proximal development. (ZPD). Assistance with inside the ZPD is known as scaffolding and is a prime thing of teaching activity. "Scaffolding characterizes the social interaction that occurs among students and teachers that precedes internalization of the knowledge, skills and dispositions deemed valuable and useful for the learners. It is an instructional tool that reduces learning ambiguity, thereby increasing growth opportunities" (Roehler & Cantlon, 1997)

A study investigated the scope to which scaffolding strategies enhance Saudi English-language college students' speaking abilities. The observer's most important ambitions worried figuring out why most of Saudi college students do not need to take part in conversation responsibilities and tasks and figuring out different approaches to inspire instructors and college students to be extra lively at some point of speaking classes. A mixed-strategies technique, a unique rubric, and a mindset questionnaire to acquire this

observer's information were used. The individuals covered 50 college students from level three with inside the Department of English Language and Literature on the College of Languages and Translation at Al-Imam Mohammed Bin Saudi Islamic University. The test lasted for 7 weeks. A trainer met with every institution for two hours according to week. The individuals had been divided into groups an experimental and a manage group of 25 college students each. The experimental group used diverse scaffolding strategies in every session—which allowed the learners to apply their present knowledge, skills, and techniques in numerous contexts and for lots functions while speaking. The manage group obtained trendy speaking instruction, the trainer gave the scholars time to talk freely without intervention. An independent-pattern check for changed into used of the analysis. The posttest effects confirmed that the experimental group's speaking potential progressed after the pretest. Moreover, the posttests' ordinary effects indicated that the experimental institution outperformed the manage group. This end result emphasized the usefulness of the use of new strategies to train speaking to nonnative speakers. "In this study, although both groups showed a kind of improvement, the experimental group showed a much larger improvement (43.1%) than the control group (16.1%) did. In addition, it was found that the intervening scaffolding strategies had a significant positive effect on the development of speaking skills among EFL students" (Alwahibee, 2019) Listening and speaking courses to develop fluency are the essential ones in English-language programs. However, in nations in which human beings do now no longer speak English, beginners in such courses come across many problems while speaking in English, even when finishing those courses. A lack of real language mastering had produced many students with insufficient oral skills. Therefore, instructors in such environments ought to offer them with new and modern coaching techniques for growing speaking skills. One of the best-regarded strategies is scaffolding. The cause of this method is to inspire shy or hesitant students to take part in talking tasks. Scaffolding, therefore, assists students in talking with their very own words. A study in 2016 examined the impact of intervening scaffolding techniques on Iranian EFL beginners' fluency speaking ability. To do so, a pattern of 60 Iranian EFL learners were given an overall performance on Oxford Placement Test (OPT). The members were randomly assigned to 2 identical groups of experimental and control. The

experimental group turned into taught speaking via intervening scaffolding through supplying flexible possibilities to apply their knowledge, skills, and techniques in specific contexts and for specific purposes. Control group obtained habitual strategies of speaking instruction. Based at the statistical effects of the impartial pattern t-test, intervening scaffolding techniques had been proved to achieve success in improving speaking fluency ability of EFL learners.

“One of the problematic areas for language learners is developing speaking and oral proficiency. Students are often unable to make sense of textbooks' speaking activities and patterns.” (Arfaei Zarandi & Rahbar, 2016). Teachers, on the opposite hand, are worried about a way to offer conditions that lower teacher's speaking time and growth learner's speaking time. Teachers are pressured to offer a huge quantity of training that they're pressed to fulfill the curriculum schedule. This may also impose stress on college students, decline their motivation, and block their progress. A technique that allows to offer situations for each instructor and college students so one can take the benefits of time and reduce the quantity of stress is worthwhile. It appears that scaffolding can divide the assignment of gaining knowledge among teacher, learner, and friends in the region of analyzing comprehension.

Using scaffolding techniques can make a contribution to keep time and strength because it summarizes the information. It has been observed that EFL beginners' usual speaking ability become appreciably advanced once they had been skilled to apply scaffolding techniques. An opening at the effectiveness of academic techniques of scaffolding in speaking permits EFL beginners to exercise and interact language forms inside a greater communicative setting. To sum up, interactive and intervening techniques of scaffolding are recognized because the principal motors to assist EFL beginners enhance their speaking ability.

“The most salient features of scaffolding are collaborativeness, contingency, fading, and the transfer of responsibility.” (Gonulal & Loewen, 2018) Scaffolding must be given just when wanted and must be adjusted to the student's degree of understanding. Instead of giving guide proper away, instructors must act contingently. That is, scaffolding must function inside the student's ZPD; in different phrases instructors or scaffolders must get

admission to the student's degree of comprehension and work on the equal or at a barely better degree.

Speaking may also appear suitable for capable speakers, however it's far in truth a cognitively and socially required skill. To increase learners' speaking abilities especially in fluency, language instructors commonly arrange them into small groups or pairs in which they are able to practice speaking in the target language. Some, however, may also get bored in gaining knowledge of to speak the language due to a perceived loss of success. Scaffolding in speaking is the procedure by which instructors offer supporting tasks to allow beginners to perform a speaking activity which they might in any other case were not able to do nicely on their very own. "Appropriate scaffolding can increase learners' competence in speaking, be it in relation to their application of language knowledge such as grammar, pronunciation and vocabulary or the use of skills and strategies relevant to task demands"(Goh, 2017)

A study tried to research the impact of the 4 scaffolding strategies, particularly Hard, Soft Reciprocal, and Virtual, at the speaking capacity of the Iranian EFL language newcomers and their fluency, lexicon, grammar and pronunciation. At the end, the 4 scaffolding strategies were categorized into the 2 organizations of Traditional (Hard, Soft and Reciprocal) and technology-mediated (Virtual). 120 Maritime students at Kharg Azad University were the participants. Eventually, the students were randomly assigned to the 4 scaffolding organizations. After the actions, the scholars finished a posttest of speaking. It was an impact on the 4 scaffolding techniques, additionally they confirmed a tremendous development of their fluency, grammar, lexicon, and pronunciation. Thus, the findings of this modern examination prolonged in advance understandings of scaffolding in an EFL surroundings and could make contributions to the development of future publications in terms of scaffolding pedagogical aspects.

"Scaffolding treatments had a significant effect on the speaking ability of the learners." (Mirahmadi & Alavi, 2016) Furthermore, the researcher of this study realized from the reality that there hasn't been a well-designed and complex teaching technique to enhance the learners' speaking and listening abilities. Students hold complaining that during their content-based classes, teachers do not provide them the possibility to get

exposed to real English or realistic conditions and that their ears aren't aware of English utterances at everyday speed.

Learning an L2 in early bilingual institutions may be as compared to first language acquisition (L1) in that in each condition kids collect data of the goal language in the course of the interlanguage technique the use of the identical language getting to know techniques and following similar developmental stages. “There is no age limit to start learning new languages as both, L1 and L2 are life- long processes.” (Guillén, n.d.). The sooner children study an L2 the better, supplied that they have got lengthy and great exposure to the target language in addition to lots of possibilities for conversational interaction. In this way, children could have longer time to study, and they may make extra constant development in assessment to individuals who begin later. In relation with English L2 production, findings display that kids observe developmental levels: a primary section with one, or greater phrases appears to be enough to speak in the target language at some point of the primary ranges of L2 acquisition. This holophrastic section is accompanied with the aid of using subsequent greater complicated levels in which easy and complicated sentences appear. During the early levels of L2 production, kids blend the language codes and make developmental mistakes much like L1 learners’ mistakes, which in phrases of acquisition appear to be a part of kids’ language developmental progress. There are some of standards that assist to expand new understandings of the function that school room discourse performs for L2 improvement and that can manual pre- primary instructors in the choice of exceptional practices. For example, being conscious that listening and speaking are the basis abilities all through the primary degrees of language improvement. From now, speaking and collaborating usually in English all through school life, from day one, from begin to complete and anywhere at school might assist toddler learners. One of the scaffolding tools which can assist to increase the auditory and speaking competencies is incorporating easy multisensory and multimodal coaching practices. For example, the use of verbal and non-verbal cues which include facial expressions, hand gestures, frame language and illustrations to facilitate comprehension. In addition, imparting kids with the magic words, greetings, formulas to ask permission or provide out materials inspire participation and equip kids with the primary linguistic equipment to practice English

very early on. “Moreover, in early immersion contexts, it is of utmost importance to allow children time for participation. For example, giving wait time during dialogues and devising activities to elicit children’s speech such as shared reading, singing or reciting.” (Guillén, n.d.) In outlining speech behavior in the context of interaction among teachers and students; observation and interviewing help to deduce language scaffolding strategies, and speech techniques of the teachers and students in CLIL environment. All the strategies n tested on the idea of evaluation parameters of scaffolding strategies and techniques. Troubles and demanding situations that instructors confront training CLIL and a few methods to triumph over those demanding situations have been defined to facilitate the learning process. “Content and Language Integrated Learning (CLIL) is a developing pedagogical approach in education which combines different methods of integrated learning of content and language.” (Yakaeva & Salekhova, n.d.) From all viable approaches of language scaffolding teachers, imparting Math instructions in English, choose to outline unknown phrases and expressions through their semantization: locating synonyms, periphrasis, and reiteration. The goal of these lessons are to examine the specifics of CLIL arithmetic programs implementation in English, specially using scaffolding techniques. Semantization via locating synonyms and periphrasis is a beneficial manner to permit college students each to extend their vocabulary and to spark off receptive vocabulary linking the paradigms of latest and acquainted lexical units. Active language interaction among an instructor and students occurs all through the inductive dialog. An instructor and a pupil are continuously changing each other as a listener and a speaker.

Scaffolding and peer tutoring are crucial factors of cognitive studying theories. “Vygotsky emphasized that social interactions are crucial for development from the very beginnings of a child’s life” (Verenikina, 2008) Cognitive theories of Piaget and Vygotsky have extensively motivated the concept and practice of schooling all around the world. According to each the theorists, knowledge and comprehension is dynamically created by the growing person himself from the external data rather than inactively absorbing it. However, the theoretical move from Piaget to Vygotsky is from person creation to social creation of data. For Vygotsky, the high motive of cognitive improvement is internalization of societal tasks with greater informed students, such as

friends who are intellectually more competent. Particular intellectual systems are crucial for the cognitive improvement which first arise amongst toddler and greater informed students at social stage and after that they may be internalized on the person degree. Scaffolding is help provided to the beginners to apprehend the idea fully. The quantity of scaffolding relies upon on the extent of assignment difficulty. The term was delivered through Wood, Bruner and Ross and the idea changed into based upon Vygotsky's Zone of Proximal Development Scaffolding is normally provided through adults who are superior in knowledge or teachers. In Scaffolding beginners are assisted through questioning, suggesting, displaying, narrating, boosting and recapping. ZPD is the region in which a learner can independently resolve an assignment under help and guidance and that project cannot be completed independently through the beginners. As a result of help, beginners can independently resolve the duties that they had been not able to resolve previously. From now, such form of mastering advances the kid in cognitive development. "Peer tutoring is not only useful for academic development but also helpful for improvement in learners' attitude and motivation to learning. Vygotsky" **(Haider & Yasmin, 2015)** Vygotsky believes friends play a completely giant function in the improvement of kids. The healthful relationship among peers and kids offers possibility to children for a higher type of isolated research and exploration.

A study was designed to analyze the effectiveness of scaffolding and peer tutoring at the overall performance of the beginners of two groups. The findings of the examination reflect that peer tutoring and scaffolding play a crucial function to enhance the beginners' information of English language specially analyzing skills. The study groups in this investigation showed equal instructional degree in the starting of the experiment. However, the beginners educated via scaffolding and peer tutoring accomplished drastically higher than the beginners of the control group. Peer tutoring and scaffolding proved to be an extensive technique of training as evaluate to the traditional method of teaching. The beginners taught via scaffolding and peer tutoring confirmed high quality mind-set towards mastering. They additionally participated actively in the learning process. Also, vocabulary is the foundation for students who learn a foreign language. Nevertheless, students can be bored with the aid of using the particular technique of repetition studying. To this end, a vocabulary game based on a

scaffolding technique for enhancing students' motivation and fulfillment. On the one hand, such technology not only assist students to analyze vocabulary whenever and anywhere, but additionally create embodied studying stories with the aid of letting them to manipulate the avatar in the game with their hands. On the opposite hand, the scaffolding technique followed in this study serves as a complementary mechanism to assist students analyze vocabulary. To compare the effectiveness of the game, this study carried out a quasi- test by dividing the participating students into an experimental group and a manipulate group. The former performed the hand held sensor-based vocabulary game based at the scaffolding approach, at the same time as the final performed the identical game without the help of the scaffolding approach. The findings of this study confirmed that the hand held sensor- based vocabulary game appreciably advanced the low-achieving students' motivation and overall performance in vocabulary learning, but regarded to be less powerful in supporting them keep the vocabulary they discovered via the game. Findings of this study indicated that the group of students who discovered vocabulary through playing on line vocabulary video games got more learning success than folks that found out vocabulary through conventional methods, due to the fact those on line vocabulary video games reinforced the students' aim in self -sufficient learning. "Educational computer game with the scaffolding strategy is helpful to low-achieving students, but is insufficient for the needs of high- and medium-achieving students." (Huang & Huang, 2015) Therefore, the results of the post-test indicated that the game designed in this study improved low-achieving students' vocabulary ability, but was less effective in helping them retain their memory of the vocabulary they learned through the game. In technological areas the impact of using Facebook or other social media web pages improve oral communication abilities for English as Foreign Language students (EFL). In the English Department at Yarmouk University, Jordan a researcher hypothesized that if those beginners practiced Facebook tasks, their oral communicative abilities can be improved. Furthermore, the investigator uploaded the tasks on a Facebook account that have been made available for all the individuals of the study. Results discovered that the recommended Facebook activities have been powerful on enhancing individuals' oral communicative abilities. Then the study advocated that Facebook activities can be used on enhancing different abilities including speaking and

listening or maybe English language pronunciation. “In order to understand learners’ oral communication skills in constructing a store of vocabulary and structures, so these vocabulary and structures are needed to be developed in order to grasp meanings of English contexts.” (Alsalem, 2018)

Improving oral communication skills allows those beginners communicate hesitated, order speeches in a selected manner, keep best control over what they are saying specifically referring to that means perfection, thoughts blindness and learning the artwork of speech with its contents including tuning and versatile voices, press what had to be pressed and take note of exclamations and interrogative parentheses. Most oral skills require excessive ranges of notion and questioning techniques that seized their significance through cognitive efficient and complex approaches performed in lots of steps including internal and outer arousalment, organizing intellectual meanings, changing meanings into signs through preference and synthesizing among them. “Most of the English language learners who speak other languages face difficulties in practicing oral communication skills as their percentage in the most higher skill does not precede even 50%.” (Alsalem, 2018)

In English fluency, collaborative learning highlights a few advantages. Specifically, it discusses a way to increase college students’ fluency skills via collaborative learning. Empirical research must be carried out to offer teachers with strategies that might allow college students to collaborate in the learning procedure so as increase their fluency in speaking English. Teaching procedures followed through Nigerian instructors in teaching fluency do not provide enough emphasis on growing the scholars’ fluency skills in English. They generally dominate the lessons and hardly ever provide the scholars possibility to speak or engage in the studying process. This obstructs the improvement of the scholars’ oral communicative competencies because a student cannot study to speak through listening best but through the exercise of speaking. “Students are not given enough opportunities to practice oral expression or listening comprehension in their classrooms.” (Aliyu, 2017) These are numbers of the demanding situations confronted by Nigerian students in obtaining speaking and listening abilities. Therefore, collaborative learning can be hired in teaching all topics to allow the scholars

to broaden their fluency, it creates a context in which all students may be engaged and use the language in the learning process. Alternatively, it also recommends that there may be a need for the creation of courses in particular for teaching speaking and listening abilities. Oral communication competencies include listening and speaking competencies. They are defined as the maximum essential language competencies due to the fact they're the most typical channels through which most humans come across language and discover ways to use and interpret emotions or messages. They continually move hand-in-hand, due to the fact that one is depending on the opposite for effective communication in most cases. Effective conversation includes the capacity to provide well-articulated speech, as well as ability to receive (listen). Another element that impacts the scholars' fluency when speaking English is the excessive use of mother tongue in- and out of doors the classrooms. In addition, most of the English textbooks emphasize extra on written English than the spoken one that makes college students memorize vocabulary rather than developing speaking skills. These elements avoid the improvement of the scholars' fluency. To broaden oral communication skills, college students need to take part in the classroom's oral tasks. Therefore, adopting collaborative learning technique may also assist the scholars to broaden their oral communication skills. For instance, it would permit the scholars to overcome their speaking tension and anxiousness for the reason that interaction is amongst peers.

“With the globalization, the university graduates are expected to be confident in oral communication so that they can function effectively in the academic and professional settings.” (Studies et al., 2015) To satisfy the needs of highly communicative worldwide, English has emerge as the most preferred language of the world. Every year, numerous books are posted and billions of dollars are applied for learning English as a 2nd or overseas language. Whenever such beginners' enterprise to research and communicate English both as a 2nd or an overseas language, they enjoy a certain stage of tension. This factor of language and communication is referred to as speech anxiety. Anxiety shakes the language beginners' self -belief which adversely impedes their oral performance in the target language. Being absolutely aware about the debilitating consequences of the multi-faceted dilemma of language anxiety, the prevailing studies mission is deemed essential in an effort to benefit fuller understanding of

communication apprehension and devise powerful techniques to overcome tension in ESL/EFL classrooms. “Anxiety or low level of confidence restricts the chances of learning and speaking the target language hence pose serious threat to oral communication.” (Studies et al., 2015) Measuring the amount of tension can be beneficial in developing tutors and students’ awareness regarding anxiety and its bad impact on oral communication. Discovering the sources that initiate tension among language beginners has additionally been one among many targets of this study. Diagnosing the anxiety-scary elements can be beneficial in devising effective remedy for this unsettled phenomenon. Speech anxiety is a general phenomenon experienced by majority of L2 learners effecting both language and educational achievements. Learners who reveal speech tension/conversation apprehension experience uncomfortable when required to participate orally in the target language in the front of others. Students who experience test tension keep in mind oral production as a test situation rather than a chance for enhancing conversation skills. Learners who exhibit worry of terrible evaluations deem mistakes as a risk to their image not as a well-known part of learning process. As a consequence, they're silent and do not take part in activities in ESL classroom. “Speech anxiety makes language learners frightened and shakes their confidence which results in avoidance and withdrawal from speaking activities in EFL/ESL classes.” (Studies et al., 2015) This loss of self -belief is a severe risk to English language learners’ communicative conduct which ends up in avoidance conduct. As exercise makes a person best and language must be practiced if one desires to learn and communicate well. Once a learner stops training the target language, speaking abilities can never be advanced and on every occasion the learner is supposed to speak English, he/she may be confused, worried and anxious.

To enhance the oral communication skills a study consisted of 20 students they all were studying English language, most of them were seniors and junior’s students. The effects of this study found out that the scholars faced many issues associated with speaking skill, which include confusion and embarrassment; students did not consider speaking classes effective at school, and face problems in saying a few words. The effects additionally confirmed that the most common issues have been the restricted quantity of vocabulary amongst students, while the least common issue have been the problem in

understanding questions. Some solutions include training speaking English outside and inside the school room effectively, the usage of the modern social media to speak in English to express the scholars' emotions and needs. Speaking English language ability is one of the vital of 4 language abilities to be evolved as a way of powerful communication in each first and 2nd language learning context. Effective communication by mean of speaking normally creates some of advantages for each speakers and enterprise groups for instance effective speaking ability effects in achievements at some stage in ceremonial speaking activities, job training, activities, job interview, and different enterprise purposes. "We can say any person without oral communication skills will suffer in this era of competition and may find it difficult to achieve a higher position. Speaking" (Eiadeh & Sobh, 2016) Speaking is an interactive technique of building that means that entails generating, receiving and processing information. New techniques must be involved to enhance students' English language speaking ability. It is usually recommended that English teachers create conditions which could inspire beginners to provide English oral interactions because such interactions can offer learners with possibilities to give ideas and assist them to vocalize concrete meaning, by vocalizing concrete meaning, beginners can lean their tendency in the direction of English oral communication activities. In addition, the modern strategies to get the beginners to approach oral communication activities are by generating a task-based learning style of teaching. Traditional learning strategies restrict the students' possibility to have two-manner communication between learners and the teacher. Task-based learning is the right method which could enhance learner' communication ability and through problem fixing activities, instructors get the opportunity to observe how beginners assemble and reconstruct their language.

In today's international context, a loss of comfort in speaking with others may be an unlucky inhibitor to success. We occasionally discover that many college students have trouble in generating a sentence in English without making errors no matter their early exposure to the language at high school. It additionally occurs to graduates who have issues speaking in English at job interviews. In fact, bad English communication at a job interview in this competitive worldwide would possibly cause a big number of unemployed graduates. "Compared with other language skills such as reading, writing,

and listening, speaking or oral communication is the most apprehension causing skill for language learners.” (Aeni et al., 2017) Many speakers face some apprehension based on numerous factors. For example, if a person does not feel competently organized or otherwise lacks background experience about the subject she or he feels absolutely frightened and afraid to talk. This article presents the results of an investigation of maritime academy students’ level of communication apprehension. Graduates in the maritime discipline need fluent English communication abilities that allows them to be successful in the workplace. The maritime enterprise is mainly crucial to Indonesia, due to its geographic position as the largest archipelago country in the world. Due to the international forums in which seafarers work, they need to be able to speak advanced English, the language of international commerce and exchanges.

Unfortunately, in Indonesia, English still has the status as a foreign language that students rarely use and practice. They speak English only in the classroom. This lack of practice is especially critical for maritime students who will end up working in international contexts while commonly acquiring low abilities in English communication. Some degree of worry experienced during oral communication is common for all people and that it could damage or help communication. Anxiety towards public speaking may be very common amongst each university college students and society. Most teaching time is spent giving lectures that target explaining vocabulary and grammar, leaving little time for person and group interactions. In class, teachers commonly expect college students to talk grammatically accurate English. In fact, teachers generally placed stress on college students to produce best sentences while speaking. The effect can be hesitancy, fear, and tension when using the language in actual communicative contexts. Teaching is a dynamic, and complex activity which calls for teachers' online choice-making. One such online choice making is giving corrective feedback, that's an incidental instead of designed factor of language teaching in most cases. When students make errors, teachers normally determine spontaneously about whether or not to offer corrective feedback. Evidently, those choices are inspired by teachers' cognitions. Research into teacher cognitions is significant, as what teachers believe and practice are key to their success in teaching and student success in learning. Teachers agree with correcting students' mistakes in speaking classes; the experienced

teachers, however, believed in the significance of offering corrective feedback to a much more extent than the amateur teachers did. Amateur and experienced teachers believe that offering corrective feedback is the instructors' responsibility; however, both attribute their cognitions to exclusive sources. Amateur teachers believe that teachers must correct learners' errors; scholars want to be confident that they're using accurate forms. Not giving corrective feedback can confuse the students. When students make errors, it is necessary that they do self-correction. It is not a good idea to interfere with the flow in their communication. If it is an extreme error, which makes their communication incomprehensible, it is necessary to provide them the ideal form in their errors. If they do not recognize the correction and repeat the error, provide an explanation for the underlying rules as it indicates that they have got not learned the rules yet. Even occasionally it is good to ask them to repeat the ideal form numerous times, for example, in the case of pronunciation errors. Experienced teachers believed in the value of explicit corrective feedback for their students' L2 acquisition. On the other hand, novice teachers did not consider explicit corrective feedback as an effective type of correction for enhancing L2 learners' oral communication skills. “Novice teachers extrapolate their personal language learning experiences to all other language learners without taking into account the factors that experienced teachers report considering in providing CF due to their teaching experiences, which lead to flexibility in their cognitions about CF” **(Rahimi & Zhang, 2015)**

Learning a language is gaining knowledge of to communicate, so speaking may be taken into consideration as one of the most crucial components of learning a foreign language. However, obtaining speaking ability may be visible as a lot harder for a few college students than different abilities due to the fact there are numerous elements affecting speaking such as age, motivation or the context in which language is learned. Developing speaking competence additionally entails numerous processes. First of all, there's a need for enough linguistic understanding to keep the communication in numerous contexts. However, aside from the capacity to apply language correctly (i.e. linguistic competence), college students need to produce other competences, that is, sociolinguistic, discourse and strategic competences, which can be components of communicative competence. It is believed that students can expand communicative

proficiency by growing the capacity to apply communication techniques which allow them to compensate for deficiencies of their understanding of the goal language. “So, it is obvious that students need to be able to use communication strategies to develop speaking skills.” (Yaman & Mehtap, n.d.) On the one hand, high-quality relationships have been determined among speaking proficiency and using social affective techniques, fluency-oriented techniques, and negotiation for meaning while speaking techniques. On the other hand, bad correlations have been determined among speaking proficiency and using message reduction and alteration techniques and message abandonment techniques. The consequences indicated that social affective techniques, fluency oriented techniques and nonverbal techniques while speaking have been generally employed by excessive talented speakers while low talented speakers were willing to apply message discount and alteration techniques, message abandonment techniques and nonverbal techniques greater frequently. Speaking proficiency is associated with using oral conversation techniques at a certain level. “The results imply that negotiation for meaning strategies, compensatory strategies and affective strategies can be regarded as effective oral communication strategies which help students overcome communication problems, whereas message abandonment strategies and planning/organizing strategies can be considered as less useful in dealing with communication difficulties” (Yaman & Mehtap, n.d.) Thus, in order for college kids to deal with communication breakdowns and attain their communicative goals, they ought to learn in the use of negotiation for meaning techniques, compensatory techniques and affective techniques. “In the process of scaffolding, the teacher helps the student master a skill that the student is initially unable to acquire it independently” (Paper, 2015). Besides problems that are caused by embedded language components, the problem of learning it's also because of the other elements. One of the elements is teaching technique. The strategies which may be use as Role-plays, Communication games, Discussion, Scaffolding Talk. A powerful and efficient study room must be prepared by a powerful and efficient teacher as well. To make the study room powerful and efficient, a teacher must deliver and provide commands in English. Teachers need to pick out the best or efficient technique in speaking class, one of the technique that may be used by instructor in speaking class is Scaffolding Talk. Scaffolding talks is instructors communicate in the language teaching.

It is the communication and interaction among the instructor and students in which instructors give commands to assist the knowledge in the language class. It additionally impacts the fulfillment of English speaking atmosphere in the study room because technique belongs to one of the determinants of a success language teaching. The author in this study attempts to suggest that teachers must practice a technique that emphasizes teaching and learning outpace to clear up speaking problems. Thus, teachers must have properly and interesting strategies in teaching to get higher interaction with the beginners. To clear up those problems, from the facet of teaching techniques, the researcher thinks that scaffolding talk is a likely manner to triumph over them because the approach used impact much of the scholars' activities in the learning. After conducting the research of speaking skill to improve the students' speaking skill through Scaffolding Talk technique, the researcher can conclude based on the findings that; the improvement of the students' speaking skill is significant after the students got Scaffolding Talk technique. "When teachers use scaffolding as an instructional technique they model the desired learning strategies or tasks for the students throughout the lesson" (Vacca et al., n.d.) They also teach the students to comprehend the relevant information in levels or stages of comprehension that will then gradually shift responsibility of learning about the concept to the students. Finally, the students' ability to learn is improved because scaffolding emphasizes that teachers interact with students and students interact with one another as they complete a task.

CHAPTER III

RESEARCH METHODOLOGY

3.1. Location

Escuela de Educación Básica Fe y Alegría is demographically located in the urban área; Parroquia Celiano Monge in Tungurahua province, Ambato City. Its address is in Isidro Viteri avenue and Antepara street. It is a fiscomisional school which offers regular education to students from 1st to 10th level of Educación General Básica. There are 477 students whose socio-economic reality corresponds to the middle class. The institution has an adequate infrastructure to house students. It fulfills 100% with the necessary space for the correct functioning of the pedagogical, administrative, recreational areas and basic services. It has electricity, potable water, internet service, it also has 22 teachers of different areas of knowledge. The highest percentage of the student population corresponds to mixed-race ethnic group.

3.2 Materials and Equipment

In the process of the research study the required data were gathered at different junctures prior to, and after the application of verbal scaffolding techniques through employing the following instruments:

Technology: The feasibility and applicability of the technological tools like portable computer, internet and, of course, the availability and accessibility of them led the researcher to take advantages of Zoom in the virtual scaffolding context of teaching speaking. Zoom is a synchronous video conferencing app available for desktops and cellphones systems.

3.3 Research method

Non-Experimental research design was used to conduct the present study.

3.4 Hypothesis - Research Question – Idea to Defend

3.4.1 Hypothesis:

The use of scaffolding techniques develops oral communication skills in EFL students.

3.4.2 Research Question:

Which scaffolding techniques are useful to develop oral communication skills in EFL students?

3.5 Population or Sample

A total of 39 students in 8th level A and B from Escuela de Educación Básica Fe y Alegría were selected to participate in this study.

3.6 Data Collection

A total of 39 participants were invited to attend the pre-test and post-test in oral communicative skill tests designed for the purpose of the study and in line with the research question. The parts and questions aimed for this purpose were developed and prepared by the researcher based on the Common European Framework A2 level. Between the pre and post speaking tests, four verbal scaffolding techniques were applied in the virtual classes.

3.7 Data Processing and Analysis

Principles of scaffolding determine the first role of the teacher as a model who later will act as a guide for the students to become independent participants of their own learning at the end of the process. Therefore, after the pre-test, 12 activities were designed based on four verbal scaffolding techniques to develop students' English fluency. These

activities were developed during 2 hours over 12 weeks to the 39 students. These scaffolding techniques were:

- Synonyms and antonyms
- Corrective feedback
- Cognates and Familiar chunks
- Peer tutoring

Pre-test and post-test focused on evaluating the students' fluency. Fluency as a part of the oral communication skill refers to how comfortable and confident a person is in speaking English. If this person speaks for an extended period of time, that is an indicator of strong fluency. This ability shows that the listener can follow what English speakers are saying and does not get lost. This test consisted of 4 parts which according to the Common European Framework was designed for A2 level in which students can:

- Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment).
- Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters.
- Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

The performance of the 39 students in pre-test and post-test was tabulated and analyzed. A graph is presented below to explain the performance of students in pre-test.

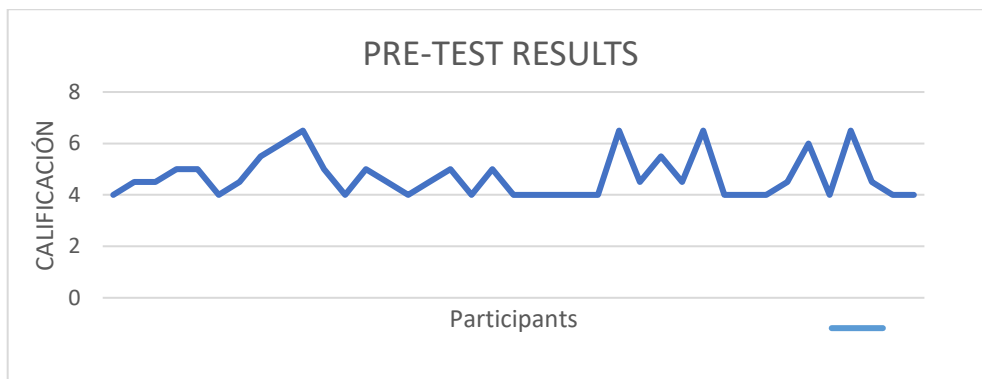


Figure 1 Performance of students in Pre-test
Source: María Esther Naranjo

The blue line in fig. 1 represents the performance of the 39 students in Pre-test.

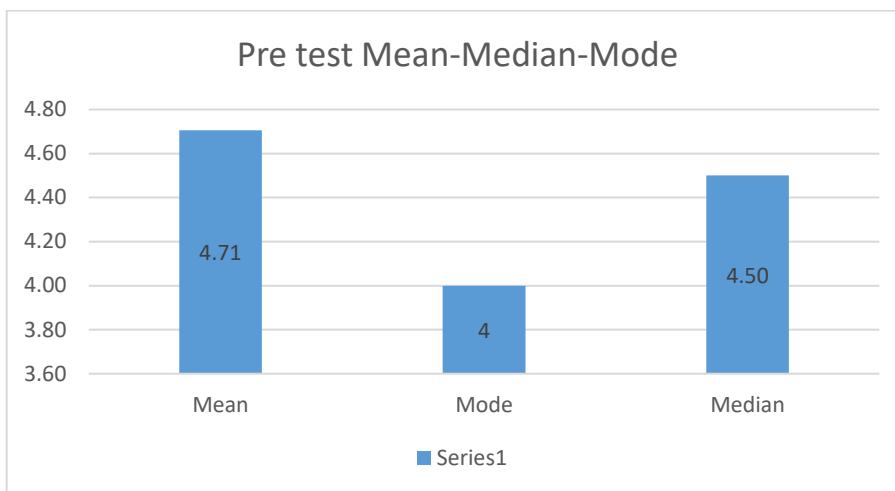


Figure 2. Pre-test Mean-Median-Mode
Source: María Esther Naranjo

Fig 2 represents that the 39 students got a mean of 4,71 grade in the pre-test. This grade is under the expectation parameters from the rubric designed for the test.

Activities after the pre-test

There were 12 activities based on 4 verbal scaffolding techniques. The chart below shows the mean of each activity and the four categories or techniques applied in each task.

Table 1 VERBAL SCAFFOLDING TECHNIQUES AND ACTIVITIES MEAN.

Synonyms and antonyms			Corrective Feedback			Cognates and familiar chunks			Peer Tutoring		
Task 1	Task 2	Task 3	Task 1	Task 2	Task 3	Task 1	Task 2	Task 3	Task 1	Task 2	Task 3
8,00	8,75	10,00	8,00	8,00	8,50	8,00	8,00	8,50	8,50	10,00	6,75
10,00	10,00	9,50	9,00	9,00	7,00	7,50	8,00	8,00	8,00	9,50	6,25
4,00	5,00	10,00	8,00	8,00	7,00	7,50	7,00	8,00	7,50	10,00	10,00

9,50	8,75	10,00	8,00	8,00	8,00	7,75	7,50	8,00	10,00	9,50	4,50
8,00	7,00	6,00	7,00	5,00	8,00	7,75	7,00	8,50	8,00	9,50	8,50
5,00	10,00	9,00	6,00	6,00	7,00	8,00	8,00	9,00	10,00	9,00	7,50
9,50	8,00	10,00	4,00	7,00	8,00	8,00	6,00	8,50	9,50	10,00	5,00
9,50	6,00	9,00	8,00	8,00	8,00	2,00	8,00	9,50	10,00	9,50	6,50
5,00	8,00	7,00	8,00	7,00	6,00	8,00	8,00	9,00	8,00	9,75	9,00
8,50	9,00	10,00	8,00	9,00	7,75	7,75	6,00	8,50	7,50	5,00	8,50
8,50	7,00	7,50	10,00	2,00	8,75	6,00	7,50	9,50	8,00	9,25	6,00
7,00	6,00	7,75	6,00	4,00	8,00	8,00	8,00	8,50	9,00	10,00	4,50
8,50	10,00	10,00	7,00	7,00	7,00	7,00	8,25	9,50	8,00	8,00	9,00
8,50	6,00	10,00	7,00	6,00	8,25	8,00	9,00	8,50	8,00	7,00	8,50
4,00	8,00	5,00	6,00	7,00	8,50	6,00	8,50	9,00	7,00	10,00	10,00
7,00	8,00	6,00	4,00	6,00	7,75	7,50	7,75	8,50	8,00	5,00	7,00
10,00	7,00	10,00	2,00	6,00	8,25	8,00	9,00	8,50	8,50	8,00	8,50
7,00	5,00	10,00	4,00	7,00	7,25	7,00	7,00	8,25	7,00	8,33	8,50
10,00	7,00	6,00	4,00	5,00	7,50	7,00	8,00	7,25	7,00	8,00	8,00
7,00	7,00	8,75	6,00	5,00	10,00	2,00	10,00	8,50	7,00	5,00	9,00

					0		0					
5,00	9,00	8,75	8,00	4,00	10,00	8,00	10,00	8,50	10,00	7,00	9,00	
					0		0					
8,00	8,00	7,75	6,00	7,00	10,00	4,00	9,50	8,50	7,00	8,00	9,00	
					0							
6,00	8,00	8,00	7,00	5,00	10,00	8,00	5,00	8,50	7,00	5,00	8,00	
					0							
8,00	8,00	8,00	8,00	7,00	10,00	6,00	9,00	8,25	8,00	9,00	6,50	
					0							
4,50	7,00	8,00	8,00	6,00	9,50	7,00	8,00	8,00	7,00	8,00	7,00	
6,00	8,00	8,50	8,00	6,00	9,75	7,00	9,00	8,50	7,00	10,00	9,25	
										0		
5,00	8,00	8,00	8,00	7,00	9,75	9,00	9,00	8,00	7,00	9,50	7,50	
8,00	8,00	8,50	4,00	7,00	8,00	7,00	8,50	9,50	7,50	8,50	4,00	
8,00	8,00	8,25	2,00	8,00	8,00	8,00	9,00	9,00	8,00	8,50	4,00	
5,00	7,00	7,00	6,00	7,00	7,00	7,00	9,00	9,50	9,00	9,00	4,50	
8,00	7,25	7,00	8,00	7,00	7,00	4,00	8,00	9,00	9,50	9,00	5,00	
5,00	9,50	10,00	8,00	8,00	7,00	7,00	8,00	9,50	6,50	9,00	6,00	
		0										
10,00	9,50	10,00	9,00	8,00	7,00	4,00	9,00	9,00	8,00	9,00	8,75	
0		0										
5,00	9,00	10,00	6,00	7,00	8,00	7,00	9,00	9,50	9,50	10,00	8,50	
		0								0		
8,00	8,00	9,00	4,00	7,00	8,00	7,00	8,00	9,00	9,50	9,00	7,50	
10,00	9,00	10,00	2,00	7,00	9,00	5,00	9,00	9,50	10,00	9,50	9,00	
0		0							0			
5,00	9,00	9,00	6,00	9,00	7,00	7,00	9,00	9,00	8,50	8,00	8,50	
									8,50			

7,00	8,50	9,00	8,00	8,00	10,00	5,00	7,00	9,00	8,75	8,50	
9,00	7,50	9,00	8,00	7,00	9,50	6,00	7,00	8,50	8,00	8,00	7,75
7,31	7,89	8,60	6,51	6,72	8,23	6,71	8,12	8,71	8,21	8,54	7,43

Source: María Esther Naranjo

Description of the activities

Activity 1.

The first category of verbal scaffolding techniques was the use of synonyms and antonyms. Synonyms are words which mean the same thing and antonyms are words which mean different or opposite things. Activity number 1 consisted of listening to the teacher modeling short sentences like “María is friendly” and replace the nouns to express the same meaning or the opposite meaning like “The girl is kind” (Antonym) or “The morning is warm” (Synonym) After practicing some synonyms or antonyms from different vocabulary, the participants of the study were ready to perform an activity in which they had to replace nouns using synonyms and antonyms in 5 sentences given by the teacher. The 39 students performed the lesson and the mean of their grades was 7,31 over 10 marks. The figure below shows the median and the mode which are 8 points.

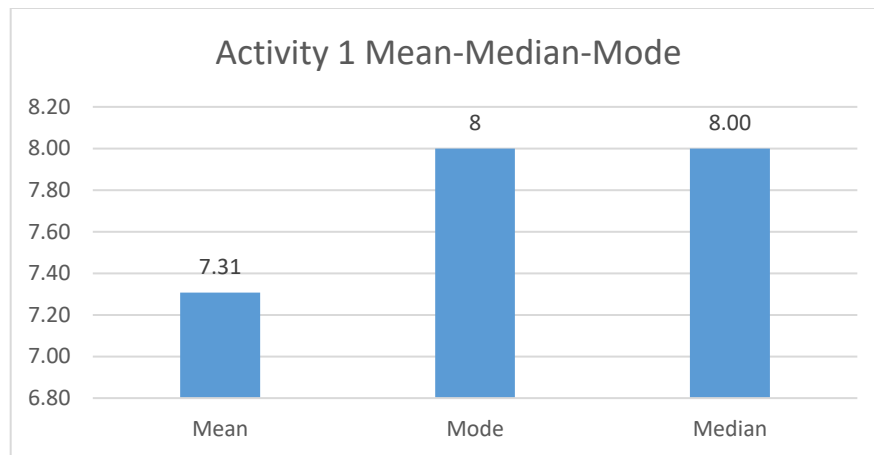


Figure 3 Activity 1 Mean-Median-Mode

Source: María Esther Naranjo

Activity 2

In this activity the participants listened to a song called “The Synonyms and Antonyms (Punk-Rock) Song”, then with the help of the teacher, they identified orally as many synonyms and antonyms as they remembered. After clarifying some new vocabulary words. The participants created a similar song using new synonyms and antonyms found on internet or their English textbook. To evaluate the activity, they performed their song to the rest of the participants. The performance was evaluated through a checklist. The result of the activity showed that they were still confusing the difference between synonyms and antonyms. The mean of the grades was 7,89 over 10.

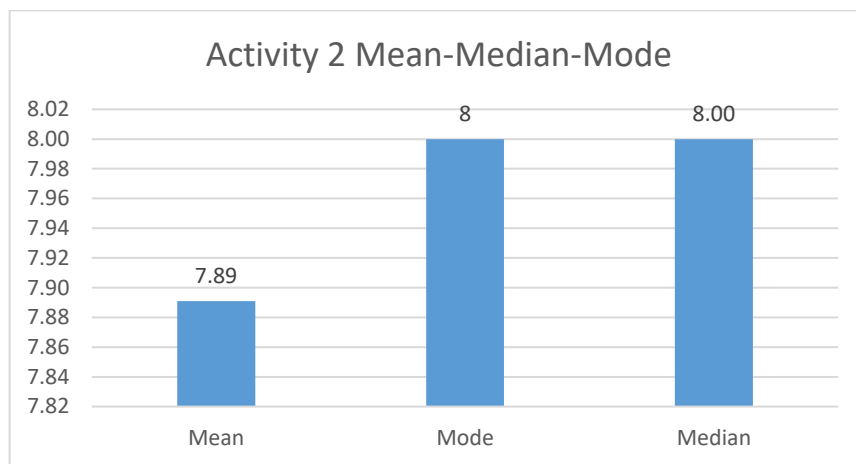


Figure 4 Activity 2 Mean-Median-Mode
Source: María Esther Naranjo

Activity 3

In the final activity (Synonyms and antonyms) from this category “Verbal Scaffolding Techniques” the students were given a short text. While the students listened to the teacher reading the text out loud they were reading it too. In this task the participants circled the synonyms using a green color and circled the antonyms using a red color. Then they exchange their text with a friend through a WhatsApp photo. The objective of this activity was giving the participants the opportunity to check a classmate’s classwork and provide some feedback. To evaluate the activity, the participants looked for a short text on internet, read it aloud to their classmates replacing the nouns using synonyms and antonyms.

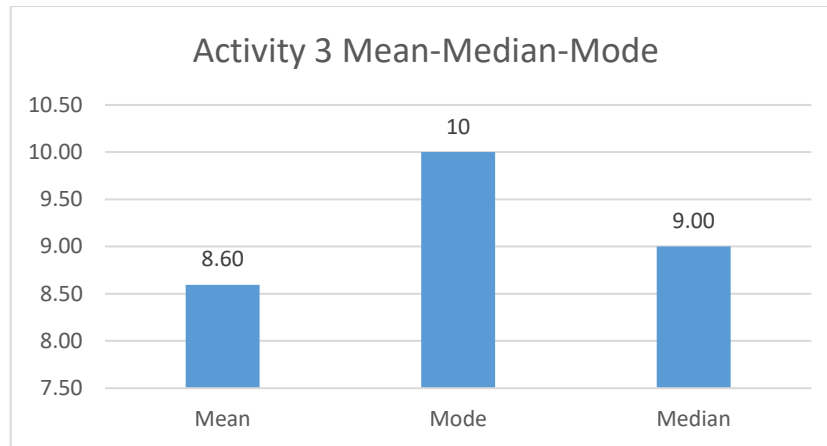


Figure 5 Activity 3 Mean-Median-Mode
Source: María Esther Naranjo

Activity 4

The second category of verbal scaffolding techniques used in this study was corrective feedback (CF) According to (Rahimi & Zhang, 2015) “Telling students directly that their sentences are incorrect can make them anxious and discourage them from speaking in front of their classmates” Therefore 3 corrective feedback types were selected to be applied in this category. They are: elicitation, clarification, and repetition.

In activity 4 the researcher elicited right answers from the participants. The topic for this class was “What did you do last weekend?” in which the participants learned Wh-words. Any time a participant used the wrong grammar form of a wh-word the researcher intervened.

To evaluate this activity, the participants formulated 5 questions using Wh-words. If they made mistakes the researcher elicited the right answers. If they were able to correct the mistake by themselves, they got 2 marks for each sentence.

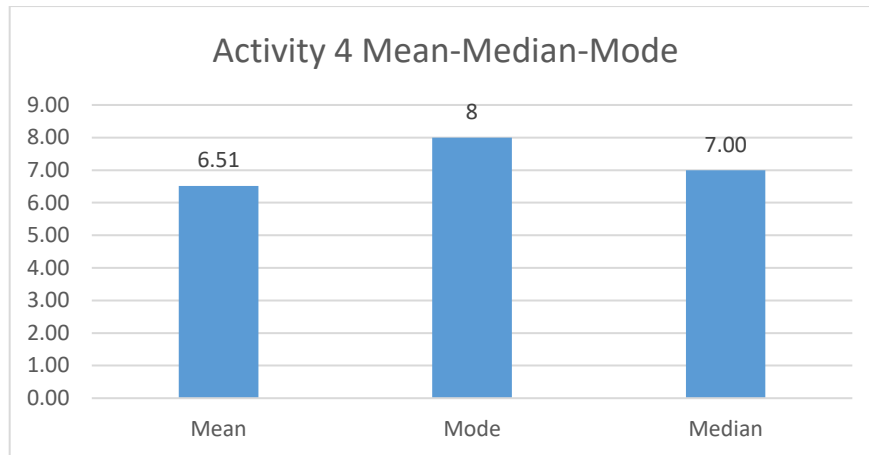


Figure 6 Activity 4 Mean-Median-Mode
Source: María Esther Naranjo

Activity 5

In activity 5 the researcher read aloud a short paragraph about daily routines in the past. The paragraph had some grammar mistakes like: “Last weekend, I woke up at 6am, then I have breakfast and clean my bedroom” The participants heard the paragraph 3 times to identify the grammar mistakes and take notes. Then they had to correct the mistakes they found and repeat the paragraph with no mistakes. There were 10 errors in the whole paragraph, the participants got a grade according to the number of mistakes they found and corrected. If they could not find the error the researcher asked for clarification while the participants were saying their text aloud. In this verbal scaffolding technique, the researcher acted like an observer of the class and just limited her participation if she needed clarification. The mean of the whole group of participants was 6,72. It evidences that the participants are not aware enough when they make grammar mistakes when speaking in English. They showed unconfident.

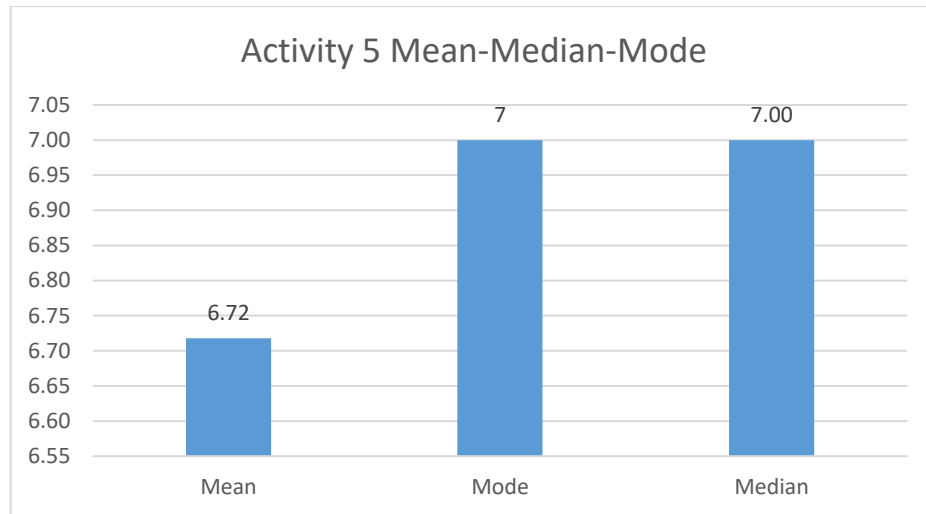


Figure 7: Activity 5 Mean-Median-Mode
Source: María Esther Naranjo

Activity 6

The last activity of this category the researcher tried to make participants draw their attention to their mistakes by repeating them.

For example:

Participant: There is cows in the countryside.

Researcher: There is or there are?

Participant: There are cows in the countryside.

In this activity the participants with little help from the researcher created a short paragraph of their daily routine in the past form. The researcher evaluated the paragraph with a short rubric. The performance of the participants on this activity demonstrated that the general mean of the whole group is 8,23. It shows that the participants are more aware of their mistakes and their fluency when speaking English in the past form about daily routines.

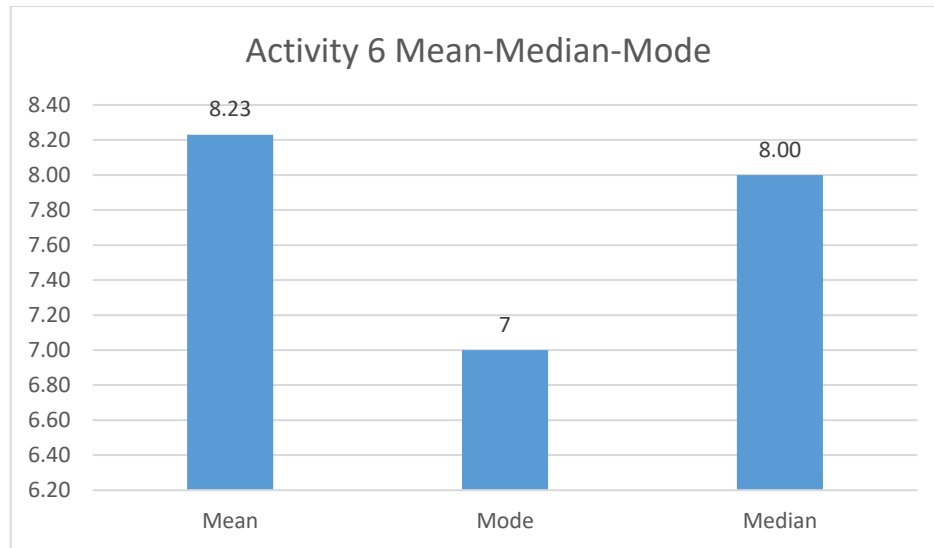


Figure 8: Activity 6 Mean-Median-Mode
Source: María Esther Naranjo

Activity 7

The third category of verbal scaffolding techniques is cognates and familiar chunks. Using chunks in informal conversations make the participant speak more fluent. In this activity the participants wrote some chunks in large pieces of paper and paste them around home. Examples:

“You know”, “I mean”, “the thing is”, “or something” After the researcher explanation about when people use chunks in daily conversations. The participants found new examples of using the chunks mentioned before. Some of the examples said by the participants were; “I had breakfast, I had bread, coffee, eggs, you know”. This activity was evaluated in a short conversation with the participants in which they had to use at least 2 chunks. The performance of this activity was 6,71. The results demonstrated that just some participants were able to follow the conversation using chunks, many of them did know how to use them.

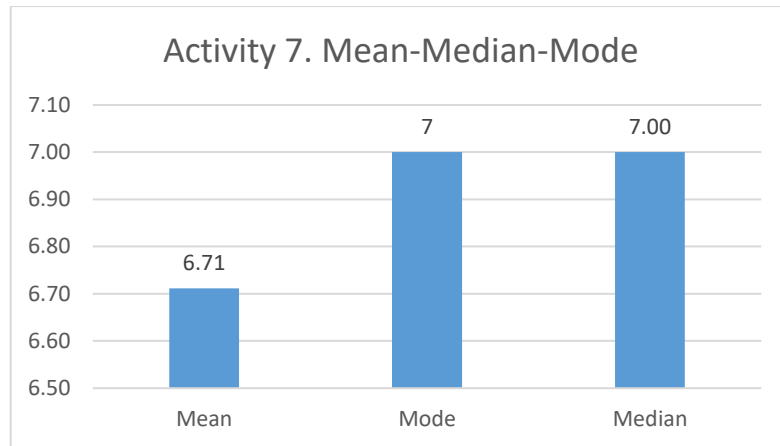


Figure 9: Activity 7 Mean-Median-Mode
Source: María Esther Naranjo

Activity 8 Description

In activity 8 a list of 10 cognates were presented to the participants, they memorized them and used them in a short paragraph. The participation of the researcher in this activity was limited and directed just to give instructions of the activity. After they got their statements examples, they read them aloud to the rest of the class. The activity was evaluated through a checklist. The results show that the mean of the whole group was 8,12 that demonstrates that the participants did it better in this activity than the previous one.

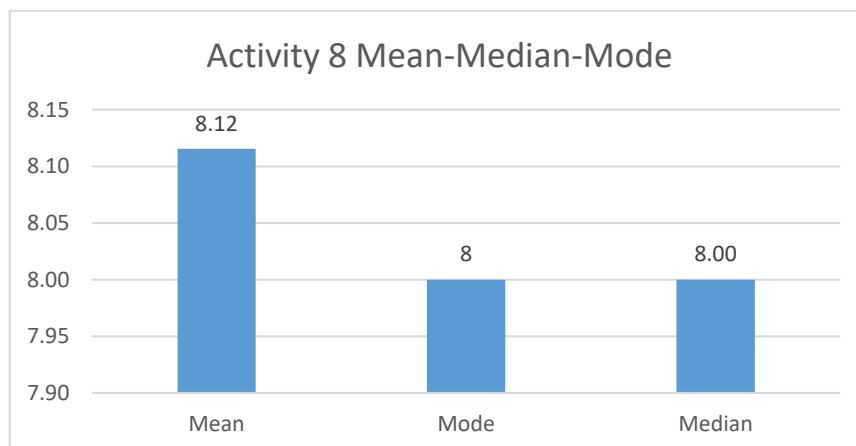


Figure 10: Activity 8 Mean-Median-Mode
Source: María Esther Naranjo

Activity 9 description

To finish with this category of verbal scaffolding techniques called Cognates and familiar chunks. The participants were exposed to series of cognates and familiar chunks read by the teacher in a story. Then the participants work in pairs to create a short story using cognates and familiar chunks. They performed their work to their teacher and classmates and it was evaluated through a checklist. The performance of this activity was 8,71 which demonstrates that they are almost working independently.

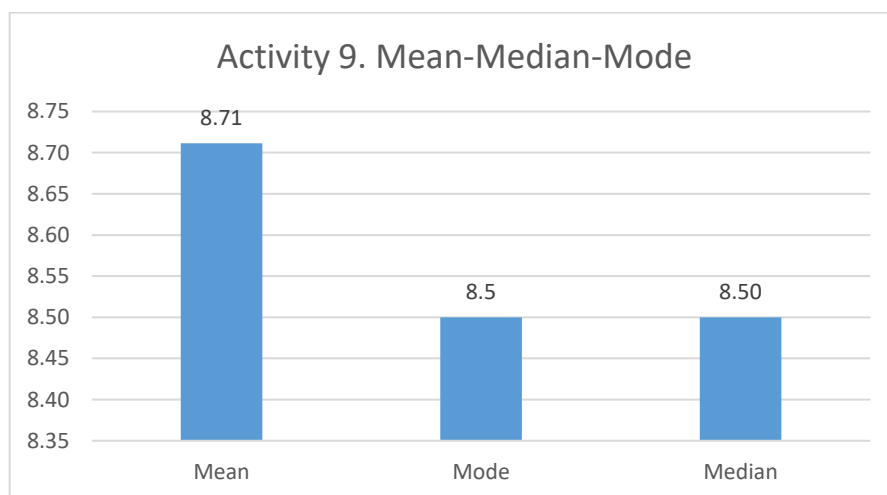


Figure 11: Activity 9 Mean-Median-Mode
Source: María Esther Naranjo

Activity 10 description

The last category of verbal scaffolding techniques applied in these activities was peer tutoring. According to **(Haider & Yasmin, 2015)** “Peer tutoring is not only useful for academic development but also helpful for improvement in learners’ attitude and motivation to learning.” In the following 3 activities developed, the participants of the study worked in pairs. The most proficient students worked together with the ones who needed more help to develop the tasks. In activity 10 the 39 participants first worked individually in creating a tiny project about how to prevent coronavirus infection. Individually, they created a poster in which they explained some basic health rules. Then they joined together in pairs. The teacher assigned each peer tutor. The role of the teacher at this time was just offering

help, monitoring the class and give instructions. The role of the peer tutors was checking their classmates' poster, offering help with the use of synonyms and antonyms, provide feedback, and assist with the use of cognates or familiar chunks. The poster then was evaluated individually and all the 39 participants got a grade based on a short rubric.

Analysis

The graph below shows the mean, the median and the mode of this poster performance. It shows the participants work better when they work in pairs and the guide with a peer tutor. The results also showed that the ones who needed help did it better and most of the times realized about their grammar mistakes. They were aware about the use of synonyms and antonyms, cognates and familiar chunks and feel relax when receiving feedback from their peers. This motivated them to speak slow but more fluent.

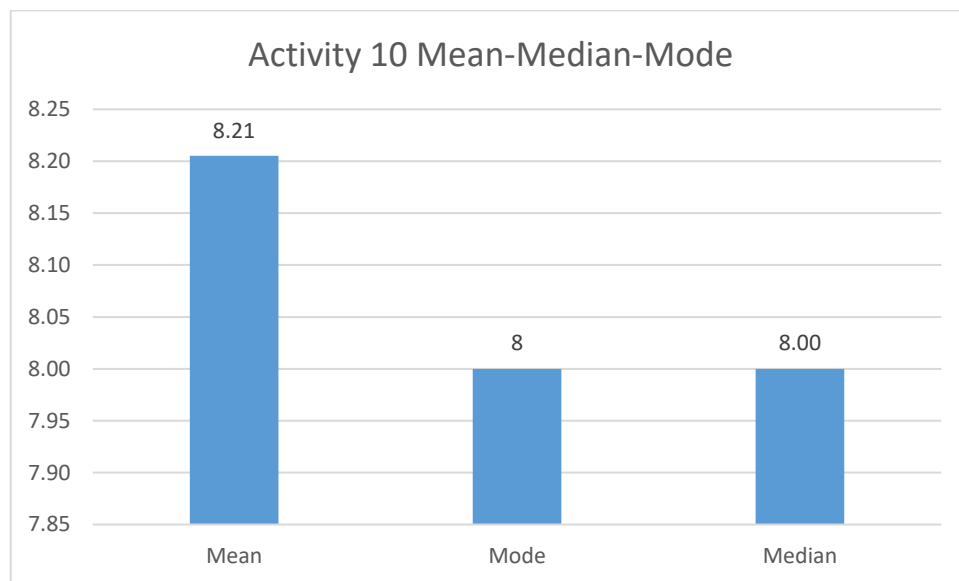


Figure 12: Activity 10 Mean-Median-Mode
Source: María Esther Naranjo

Activity 11 description

In this activity the participants of the study worked together in pairs. The teacher asked them to create a role play of any topic they liked. They were asked to use all the previous techniques they applied in class like, use of synonyms and antonyms, cognates, feedback and familiar chunks. The peer tutors guided the task without giving answers,

instead they helped their peers learned how to find the answers on their own. The role play was evaluated through a rubric.

Analysis

The use of the rubric helped to evaluate the activity. All the 39 participants performed the role play. The peer tutoring scaffolding technique in this activity got good results because the whole group of participants got a mean of 8,54. These results were better than the previous ones in activity 10.

The figure below shows the performance of participants in this activity.

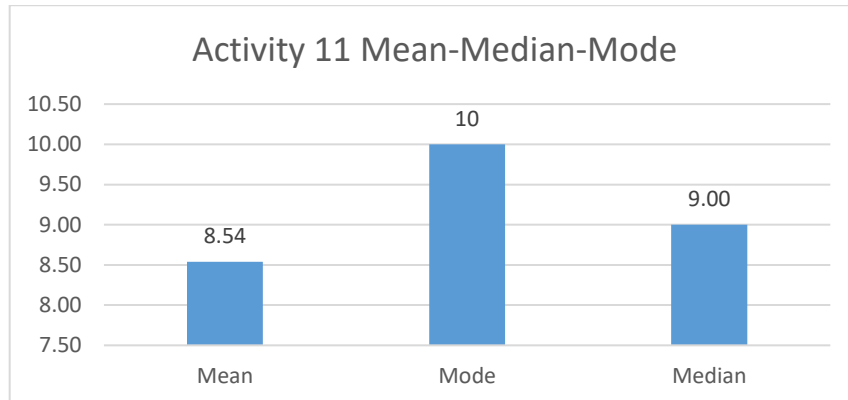


Figure 13: Activity 11 Mean-Median-Mode
Source: María Esther Naranjo

Activity 12 description

In the final task of this category of verbal scaffolding techniques called Peer tutoring the participants got together in pairs and were asked to elaborate a short oral presentation about the topic:

“What are the differences in these pictures?”

Each pair was given two different pictures to compare or contrast and find all the differences on them. Then they described the pictures orally to the class, giving details, using basic English phrases, etc.

Analysis

This final activity was evaluated through a short oral presentation rubric. The performance of this activity demonstrated that they worked by themselves in finding the differences in the pictures and looked for the right vocabulary words to present them to the class. They worked cooperatively with no help from the teacher. The students' performance in this activity was 7,43 over 10 points.

The figure below shows the mean, median and mode of this activity.

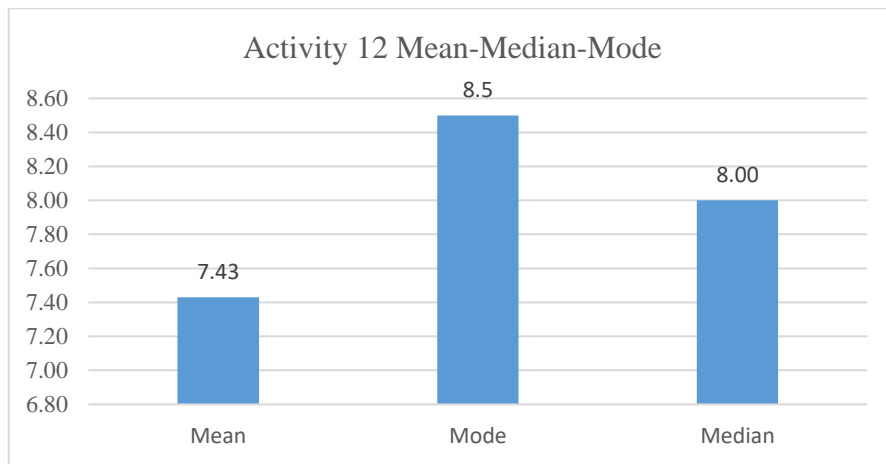


Figure 14: Activity 12 Mean-Median-Mode
Source: María Esther Naranjo

After these activities were performed by the participants of the study, the researched applied a post-test which is the same as the pre-test.

A graph is presented below to explain the performance of students in post-test.

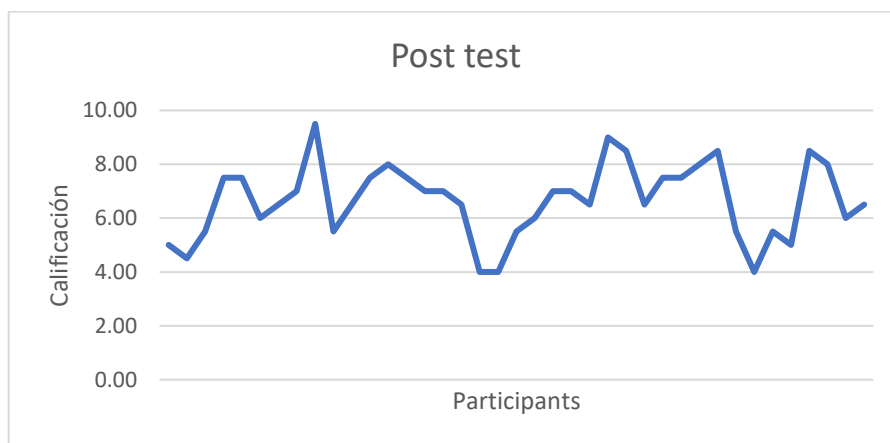


Figure 15: Performance of students in post-test
Source: María Esther Naranjo

The blue line in fig. 15 represents the performance of the 39 students in Post-test.

Students' T-test

In statistics, a method of testing hypotheses about the mean of a small sample drawn from a normally distributed population when the population standard deviation is unknown.

H₀: There is no statistically significant difference between the samples.

H₁: There is statistically significant difference between the samples.

Table 2

PAIRED SAMPLE STATISTICS

Paired sample statistics

	Mean	N	Std. Deviation	Std. Error mean
Par 1 PRE	4,7051	39	,83286	,13336
POST	6,6410	39	1,39052	,22266

Source: María Esther Naranjo

Table 3

PAIRED SAMPLE CORRELATIONS

Paired sample correlations

	N	Correlation	Sig.
Par 1 PRE & POST	39	,304	,060

Source: María Esther Naranjo

Table 4

*PAIRED SAMPLES TEST***Paired samples test**

	Paired Differences					t	gl	Sig. (2-tailed)
	Mean	Standar deviation	Std. Error mean	95% Confidence interval of the difference				
				Lower	Upper			
Par 1 PRE - POST	-1,93590	1,38687	,22208	-2,38547	-1,48633	-8,717	38	,000

Source: María Esther Naranjo

Interpretation:

In table 4, pre-test and post-test results were analyzed to compare their means. The significance level is 0,05%. To accept the H_0 , the significance level should be more than 0,05% if it is lower than 0,05 the H_0 is rejected and H_1 is accepted. In this table, the t-statistic is 8,717 with 38 degrees of freedom. The corresponding two-tailed p-value is 0.000, which is lower than 0,05. We conclude that the mean difference of pre-test and post-test is different from 0. It means that there is statistically significant difference between the samples. Applying scaffolding techniques develops oral communication skills in EFL students.

3.8 Response Variables or Results

Table 5

PRE AND POST TEST RESULTS

ESTUDIANTES	Pre-test	Post-test
ACOSTA FREIRE OLIVER ALEXANDER	4,00	5,00
ANALUIZA LASLUISA JOSELYN PRISCILA	4,50	4,50
CACERES LLOACANA ANGHI FERNANDA	4,50	5,50
CANDO NUÑEZ ROMINA SALOME	5,00	7,50
CASTAÑEDA RODRIGUEZ CRISTIAN JOEL	5,00	7,50
CASTILLO CARRERA ANNETTE NICOLE	4,00	6,00
CHACHA CRIOLLO DOMENICA MAYTE	4,50	6,50
CHANGOBALIN BONILLA STEVE ALEXANDER	5,50	7,00
GUERRA CHIGUANO DANIELA FERNANDA	6,00	9,50
GUZMAN CHAUCA MELISSA MICAELA	6,50	5,50
ILLESCAS ALARCON MELANIE DANIELA	5,00	6,50
LOPEZ ACOSTA DOMENICA ANAHI	4,00	7,50
MOROCHO ERAS RUBI ALEJANDRA	5,00	8,00
PEREZ CEDEÑO JOHAN JOSUE	4,50	7,50
PEÑAFIEL FUENTES VALERIA ANAHI	4,00	7,00
PILAMALA MORALES EMILIO SEBASTIAN	4,50	7,00
PUJOTA CORONEL LUIS MATHIAS	5,00	6,50
RAMIREZ TIBANLOMBO JHOSELYN KAROLINA	4,00	4,00
SANTAMARIA BUENAÑO JOHANA STEFANY	5,00	4,00
UNDA BOMBON ALAN FARYD	4,00	5,50
YAGUAR ZAMBRANO JERSON ADONIS	4,00	6,00

ZAVALA GUATO RUSBEL ARIEL	4,00	7,00
APOLO PEREZ DIEGO ARMANDO	4,00	7,00
CASA PUCHA KERLY DAYANA	4,00	6,50
GAMBOA OLAYA NAYLIN BRISETTE	6,50	9,00
GARAY ACOSTA NICOL ESTEFANI	4,50	8,50
JAIMES ROZO ANELL JESUS	5,50	6,50
LEDESMA VICENTE ROBINSON MATEO	4,50	7,50
LOPEZ LOPEZ EMILY KATHERINE	6,50	7,50
MOLINA JOSUÉ	4,00	8,00
MORA COBA BRAYAN RAUL	4,00	8,50
MOREJON PILAPANTA JEREMY EDUARDO	4,00	5,50
PANATA CEVALLOS ADOMAIR XIOMARA	4,50	4,00
PEREZ AGUIRRE ERICK JAIR	6,00	5,50
PLAZA VALERO LIGIA JAHAIRA	4,00	5,00
SANCHEZ NOVOA ANGEL JOEL	6,50	8,50
SOLIS GAVILANES SAMANTHA ABIGAIL	4,50	8,00
ULLOA ULLOA CRISTHOFER ARIEL	4,00	6,00
ZAMORA VACA PAULA SIRIANYS	4,00	6,50
Mean	4,71	6,64
Median	4,50	6,50
Mode	4	7,50

Source: María Esther Naranjo

The table 2 represents the result of the participants in pre and post-test.

Pearson' Test

Pearson chi-square test (X^2) is one of the most used statistical techniques in the assessment of data counting or frequencies, mainly in the analysis of contingency tables ($r \times c$) where categorical data are summarized.

H₀: The use of scaffolding techniques does not develop oral communication skills in EFL students.

H₁: The use of scaffolding techniques develops oral communication skills in EFL students.

The crusade table below relates the two variables of this research.

Table 6

*CRUSADE TABLE PRE-TEST*POST-TEST*

Crusade table Pre- test*Post-test

		POST-TEST				Total	
		,MEETS EX	BELOW EXP	EXCEEDS E	NEEDS IMP		
PRE-TEST	BELOW E	Recuento	6	1	0	9	16
		Recuento esperado	7,0	1,2	,8	7,0	16,0
	NEEDS I	Recuento	11	2	2	8	23
		Recuento esperado	10,0	1,8	1,2	10,0	23,0
Total		Recuento	17	3	2	17	39
		Recuento esperado	17,0	3,0	2,0	17,0	39,0

Source: María Esther Naranjo

Table 7

CHI SQUARE TEST

Chi-Square Test

	Value	gl	Asymptotic Significance (2 sided)
Pearson Chi Square	2,693 ^a	3	,441
Razón de verosimilitud	3,401	3	,334
N of valid cases	39		

a. 4 cells (50,0%) have expected count less than 5. The minimum expected count is ,82.

Source: María Esther Naranjo

Interpretation:

With the data of this study, the researcher has enough evidence to reject H_0 . According to table 4 above it is observed that asymptotic significance (2 sided) is $0,441 > 0,05$; it does not reject the H_1 . Therefore, the variables are dependent. The use of scaffolding techniques develops oral communication skills in EFL students, it rejects the H_0 ; The use of Scaffolding techniques does not develop oral communication skills in EFL students

CHAPTER IV

RESULTS AND DISCUSSION

The research was designed to investigate the effectiveness of scaffolding techniques on the performance of 39 students from 8th grade. The findings of the study reflect that scaffolding techniques play a vital role to enhance the students' oral communication skills in the area of fluency and develop positively their independence which is the principle of scaffolding. Pre-test and post-test focused on evaluating the students' fluency. The performance of the 39 students in pre-test and post-test was tabulated and analyzed.

The graph below represents the performance of participants in pre-test and post-test.

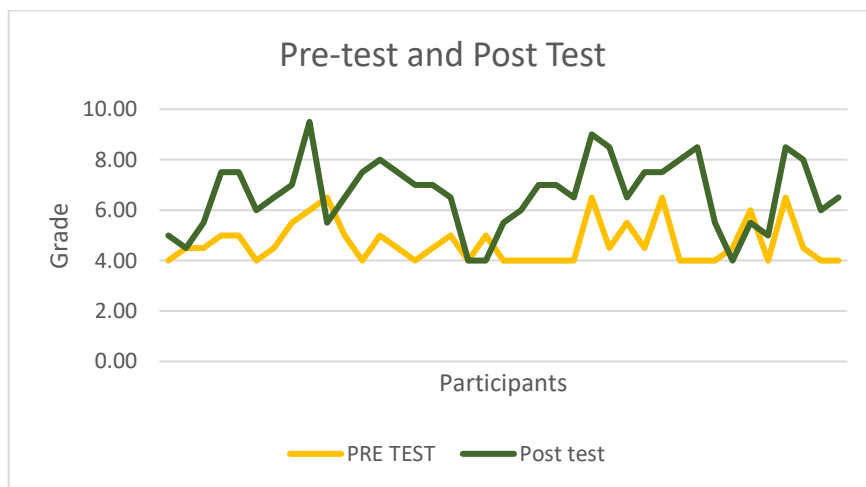


Figure 16: Performance of students in pre-test and post-test

The yellow line in fig. 16 represents the performance of the 39 students in Pre-test. The green line in fig. 16 represents the performance of students in Post-test. In post-test and after applying the 4 categories of scaffolding techniques the group performed significantly better than in the pre-test. The graph shows that maximum marks scored by the group in pre-test are 6,50 and the minimum score is 4,00 whereas the group in post-test scored highest 9,50 marks and minimum 4,00 marks. The results go in the favour of the post-test results.

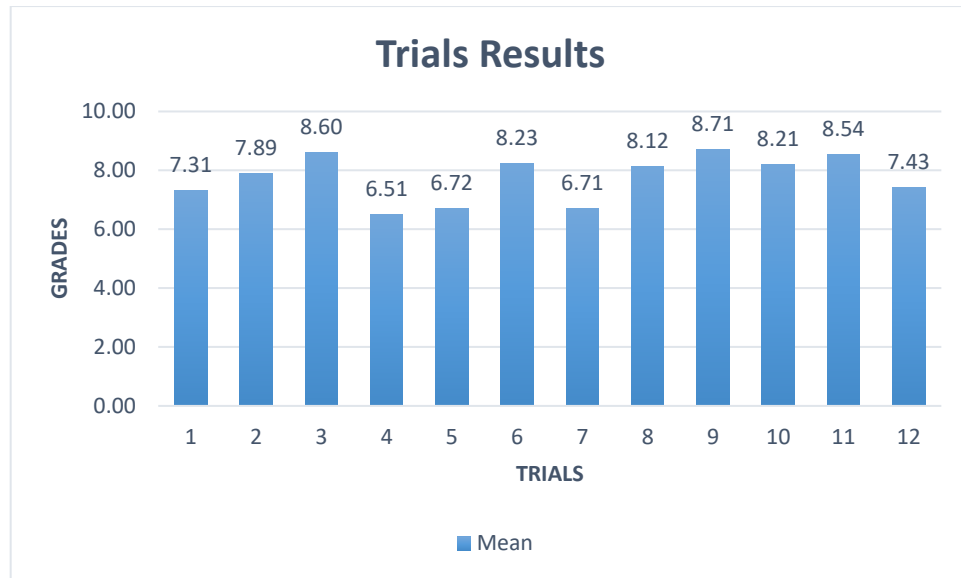


Figure 17: : Trials Results

After the pre-test, figure 17 shows 12 trials or activities performance. These trials were designed based on four verbal scaffolding techniques to develop students' English fluency. Verbal scaffolding techniques like: the use of synonyms and antonyms, corrective feedback, cognates and familiar chunks and peer tutoring proved to be significant techniques in the development of oral communication skills in the area of fluency. These activities were developed during 12 weeks to the 39 students.

A chi square test and a t-student test were applied to the variables demonstrating that they are dependent and proved that the use of scaffolding techniques develops oral communication skills in EFL students. H_0 was rejected. The outcome of present research is in line with the previously conducted studies such as Goh, 2017, Aeni et al, 2017. These studies also highlight the positive effects of scaffolding techniques on the fluency area of oral communication skills in students.

CHAPTER V

5.1 Conclusions

The conclusions of the research are as follow:

1. The scaffolding techniques applied in this study showed to be effective in the oral communication skills. Students' oral communication skills were determined by applying a pre-test which established that the group of participants is academically low because their scores mode is 4,00 and after the enforcement of scaffolding techniques the student's oral communication skills were determined by applying a post-test. The participants of the study were exposed to 4 categories of verbal scaffolding techniques The results of the post-test showed that these techniques enhanced their oral communication skills in the area of fluency because the mean of the post-test was 6,64.
2. The scaffolding techniques selected for this study were: synonyms and antonyms, corrective feedback, cognates and familiar chunks and peer tutoring and they demonstrated that they all foster the oral communication skills in the area of fluency because there is substantial difference between mean and median scores of pre-test and post-test which indicates that the participants performed better after the application of the 4 categories of verbal scaffolding techniques.
3. According to the research background in this study the techniques that teachers apply to develop the oral communication skill are language development focused and they are varied. It has been observed that EFL beginners' usual speaking ability become appreciably advanced once they had been skilled with scaffolding techniques.
4. The effectiveness of scaffolding techniques in the development of the oral communication skills was proved through the application of statistical techniques like Pearson' chi square test and T de Student. These statistical techniques proved the hypothesis of the study. Therefore, the scaffolding techniques that develop independence working in students are 4 categories of techniques called verbal scaffolding techniques that were applied in this study, they demonstrated to gradually help students to work independently. They also supported the

communicative and functional approach where the practice of language is essential to speak fluently. These techniques have been of great importance in foreign language acquisition since it helps improving oral production in students and gives the learners the opportunity to do it by themselves giving them a sense of autonomy.

4.2 Recommendations

1. Based on the results collected in the present study and the reference contribution it is recommended to apply these 4 categories of scaffolding techniques to develop oral communication skills in students.
2. Extend the time and the number of activities based on scaffolding techniques mentioned in this study to get better results in students' oral communication skills.
3. Further studies should also be conducted on different levels of students or skills of English language and also should encourage the researches to apply other scaffolding techniques like procedural or instructional scaffolding techniques.
4. Activities based on scaffolding must be attractive to students in order to motivate them to speak the English language and they must promote independence work in learners at the same time.

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5.4 Annexes

Pre-test and Post-Test

SCAFFOLDING TECHNIQUES AND ORAL COMMUNICATION SKILLS

AUTHOR: Lic. Maria Esther Naranjo

Independent Variable: Oral communication skills

This test focuses on evaluating the students' fluency. Fluency as a part of the oral communication skill refers to how comfortable and confident a person is in speaking English. If this person speaks for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that the student to be evaluated is trying to make. This skill means that the listener can follow what English speakers are saying and does not get lost.

Objective of the test:

The objective of this test is to evaluate students' understanding and use of basic phrases and expressions in English. The contents that comprise this test are: understanding of elementary spoken English, ability to introduce themselves, answer basic questions and interact with other people using a basic level of English.

ORAL COMMUNICATION SKILLS

Time: 7-9 minutes

CEF: A2 Test

LEVEL: 8TH

AVERAGE AGE: 12

Part 1

Examiner asks

- What is your name?
- What is your surname?
- How old are you?

Look at these two pictures. (The pictures are similar but they have some differences)



Describe four differences in the pictures. (There are 6)

Part 2



Mike's teacher



Noe's teacher

Name	Rosie	Name	?
What / teach	Math	What / teach	?
Young / old	Young	Young / old	?
Why / like	Kind	Why / like	?
Pet	dog	Pet	?

- What is Mike's teacher name?
- What does she teach him?
- Is she young or old?
- Why does Mike like her?
- Does she have a pet?
- Ask me some questions about Noe's teacher

Part 3

Story: Joshua and his friends help an old woman.



Joshua and his friends are playing in the snow with their sledges. It is lunch time and they are hungry.

Continue with the story.

How are they feeling?

Part 4

Answer these questions.

- Where do you live?
- How do you go to school?
- Where can you do sports?
- Which places do you like going?
- Tell me about your favorite hobby.

RUBRIC

	Exceeds Expectations (2.5)	Meets Expectations (2)	Needs Improvement (1.5)	Below Expectations (1)
<p>Oral Communication Skills</p> <p>Content</p> <p>Part 1</p>	Understands and talks about the differences between the pictures. Talks about color, size, number, position, how people/things look, what people are doing, etc.	Understands and talks about the differences between pictures. When talking includes most details about color, size, number, position, how people/things look, what people are doing, etc.	When talking includes some details about color, size, number, position, how people/things look, what people are doing, etc.	Includes few details about color, size, number, position, how people/things look, what people are doing, etc.
<p>Oral Communication Skills</p> <p>Knowledge</p> <p>Part 2</p>	Demonstrates a thorough knowledge of the subject matter. Able to use the examiner's questions to further demonstrate understanding of the topic. Answers questions with short answers and asks questions to get information.	Demonstrates a working knowledge of the subject matter. Able to satisfactorily answer the examiner's questions and provides additional information upon request. Answers questions with short answers and asks questions to get most information.	Demonstrates a basic knowledge of the subject matter. Able to address the examiner's questions by repeating parts of the presentation but does not provide any additional information.	Demonstrates little or no knowledge of the subject. Unable to answer the examiner's questions or comment further on any part of the pictures.
<p>Oral Communication Skills</p> <p>Stays on Topic</p> <p>Part 3</p>	The entire story focuses on the topic. Able to follow the sequence without deviating from subject. Understands the beginning of the story and then continues with it. Describes the pictures properly.	Majority of the story focuses on the main topic. Understands the beginning of the story and then continues with it. Describes most pictures.	Some parts of story are unrelated to the topic or uses unrelated vocabulary to construct the story. Understands some parts of the beginning of a story and then continues. Describes few pictures.	More than half of the story does not directly address the topic. Does not understand the beginning of the story and does not continue it.
<p>Oral Communication Skills</p> <p>Quality of Information</p>	Understands and answers the personal questions. All information is clear. Extensive and relevant	Understands and answers to most personal questions. All information is clear. Includes many details and strong examples.	Information relates to the questions but needs more details to fully support his/her ideas. Uses little relevant	Information does not include details related to the questions. The information is not relevant.

	Exceeds Expectations (2.5)	Meets Expectations (2)	Needs Improvement (1.5)	Below Expectations (1)
Part 4	details are used.		information.	

Created by: María Esther Naranjo



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO

MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamín, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "ORAL COMMUNICATION SKILLS TEST" PERTENECIENTE A LA
 INVESTIGACIÓN: **SCAFFOLDING TECHNIQUES AND ORAL COMMUNICATION SKILLS**

AUTORA: Lic. María Esther Naranjo Villacrés

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE

2R- REGULAR

3B- BUENO

4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Pregunta 1				✓				✓				✓				✓
Pregunta 2				✓				✓				✓				✓
Pregunta 3				✓				✓				✓				✓
Pregunta 4				✓				✓				✓				✓

Observaciones:

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Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

Realizado por:

Lic. María Esther Naranjo Villacrés

C.J: 180495741-1



Firmado digitalmente por:
CRISTINA DEL
ROCIO JORDAN
BUENAÑO

Validado por:

Mg. Cristina Jordán Buenaño

C.J. 1804010500



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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
POSGRADO

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Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "ORAL COMMUNICATION SKILLS TEST" PERTENECIENTE A LA INVESTIGACIÓN:

SCAFFOLDING TECHNIQUES AND ORAL COMMUNICATION SKILLS

AUTOR/A: Lic. María Esther Naranjo Villacrés

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE

2R- REGULAR

3B- BUENO

4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Part 1				x				x				x				x
Part 2				x				x				x				x
Part 3				x				x				x				x
Part 4				x				x				x				x

Observaciones:

Ac



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Avda. Los Chasquis y Río Payamin, Ambato - Ecuador

A handwritten signature in blue ink, appearing to read 'Naranjo Villacrés', written over a horizontal line.

Realizado por:

Lic. María Esther Naranjo Villacrés

C.I: 180495741-1

A handwritten signature in blue ink, appearing to read 'Cajas', written over a horizontal line.

Validado por:

Dr. Diego Cajas

C.I: 1715484877



UNIVERSIDAD TÉCNICA DE AMBATO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
 POSGRADO
MAESTRÍA EN PEDAGOGÍA EN LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS, COHORTE 2019
 Avda. Los Chasquis y Río Payamino, Ambato - Ecuador

FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO "ORAL COMMUNICATION SKILLS TEST" PERTENECIENTE A LA INVESTIGACIÓN:

SCAFFOLDING TECHNIQUES AND ORAL COMMUNICATION SKILLS

AUTOR/A: Lic. María Esther Naranjo Villacrés

Señale mediante un ✓, según la validación para cada pregunta:

1D- DEFICIENTE 2R- REGULAR 3B- BUENO 4O- ÓPTIMO

PARÁMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables y enunciados				Calidad técnica y representatividad				Redacción y lenguaje de las preguntas			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
Parte 1				✓				✓				✓				✓
Parte 2				✓				✓				✓				✓
Parte 3				✓				✓				✓				✓
Parte 4				✓				✓				✓				✓

Observaciones:

Ac
11-



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Avda. Los Chasquis y Río Payamino, Ambato - Ecuador

A handwritten signature in blue ink, appearing to read 'María Esther Naranjo Villacrés'.

Realizado por:

Lic. María Esther Naranjo Villacrés

C.I: 180495741-1

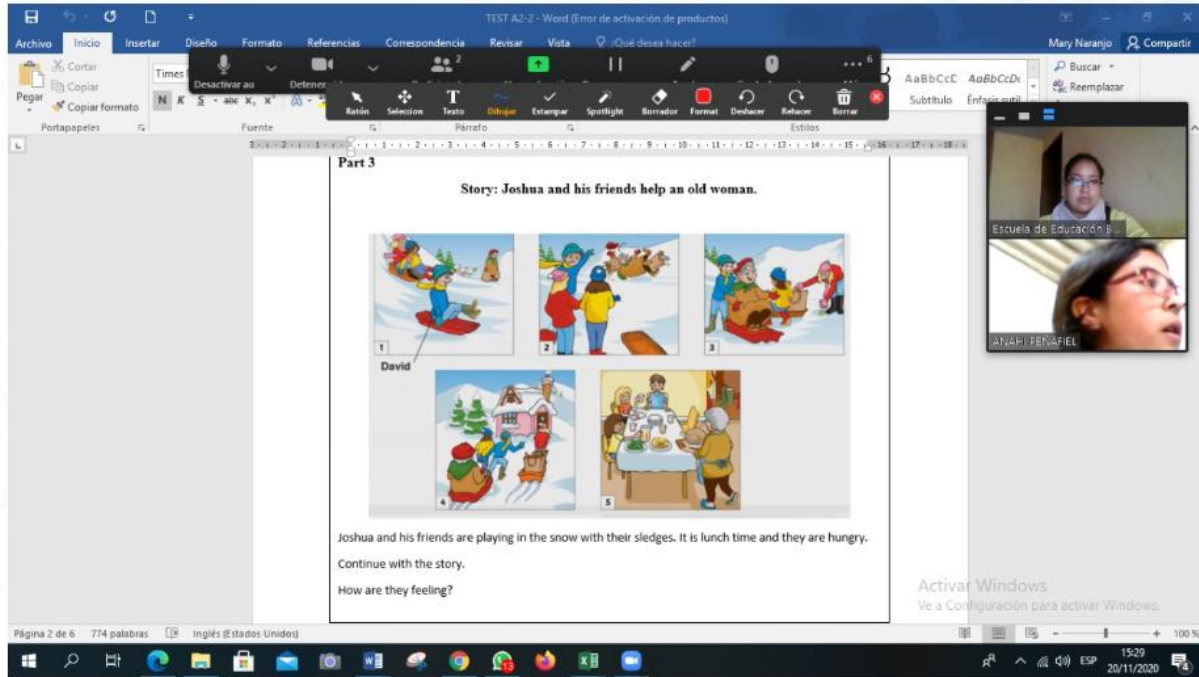
A handwritten signature in blue ink, appearing to read 'Lina Mariela Sanchez Sailema'.

Validado por:

Mg. Lina Mariela Sanchez Sailema

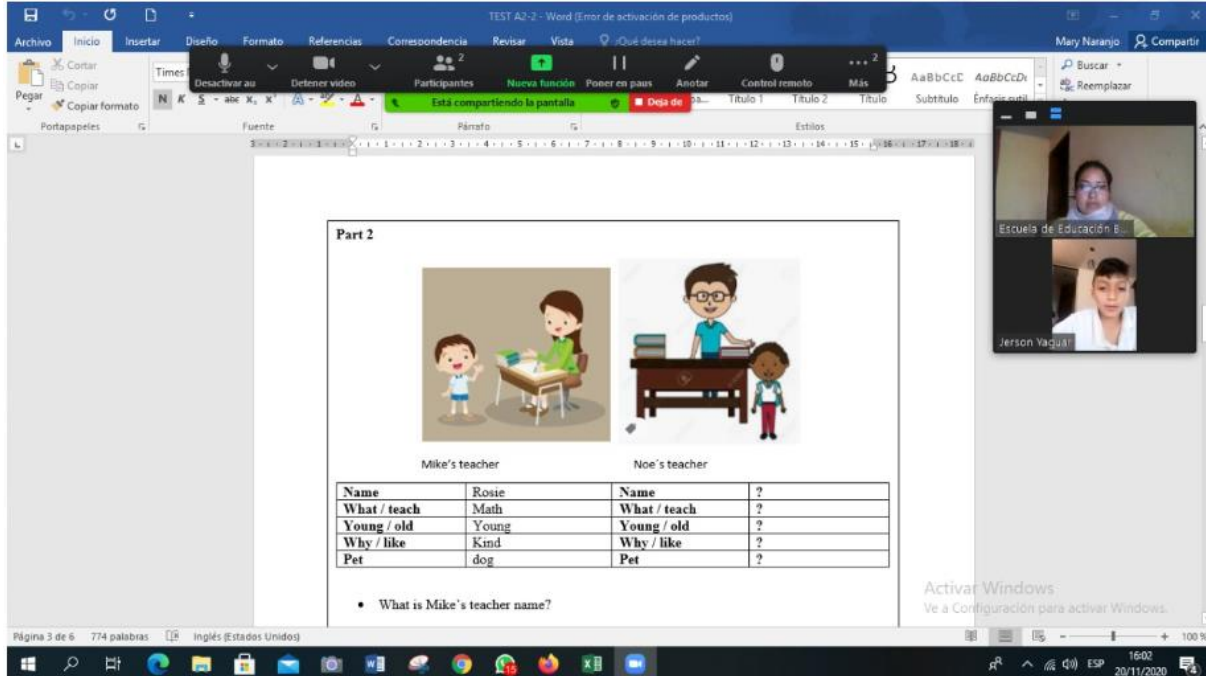
C.I: 180333879-5

Screenshot 1: Pre-test application



Fuente: María Esther Naranjo

Screenshot 2: Pre test application



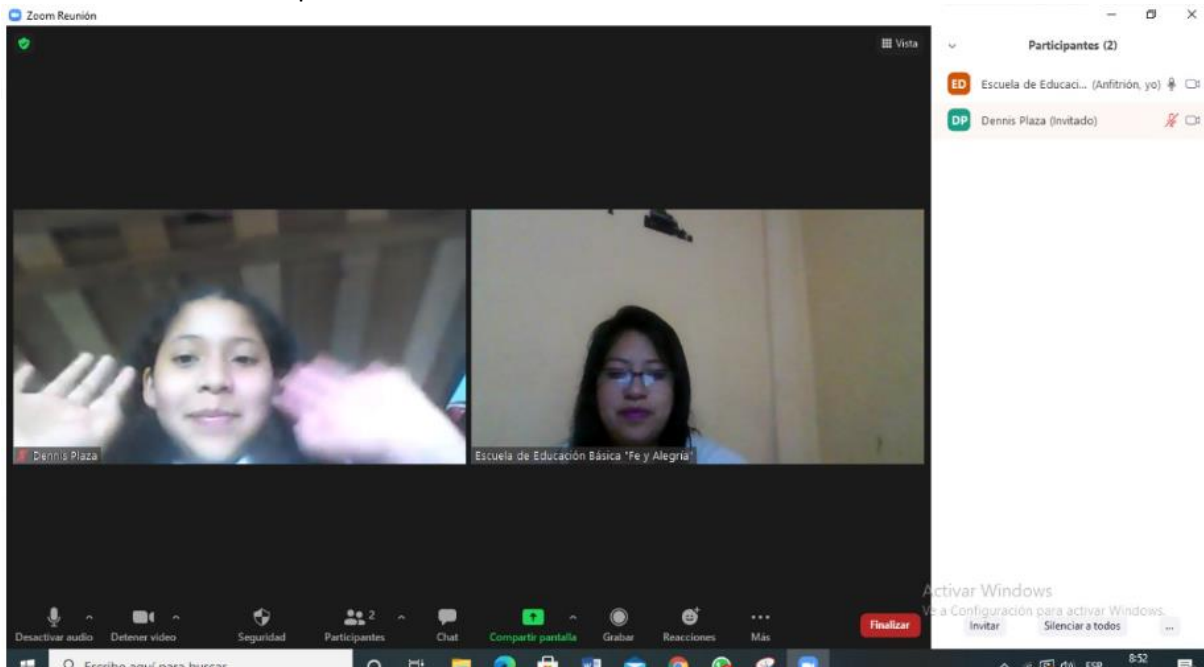
Fuente: María Esther Naranjo

Screenshot 3: Scaffolding techniques application virtual class



Fuente: María Esther Naranjo

Screenshot 4: Post-test application



Fuente: María Esther Naranjo

Carta compromiso de la Institución

CARTA DE COMPROMISO

Ambato, 15 de mayo de 2020

Doctor
Víctor Hernández del Salto
PRESIDENTE DE LA UNIDAD DE TITULACIÓN DE POSGRADO
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN
UNIVERSIDAD TÉCNICA DE AMBATO
Presente.-

(Nombre del representante de la Empresa) Jhonson Humberto Castillo López en mi calidad de Gerente/Presidente/Director/Coordinador de la Empresa/ Institución Escuela de Educación Básica Fe y Alegría Ambato, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "SCAFFOLDING TECHNIQUES AND ORAL COMMUNICATION SKILLS" propuesto por la estudiante MARIA ESTHER NARANJO VILLACRÉS, portadora de la Cédula de Ciudadanía 180495741-1, de la Maestría en Pedagogía en los Idiomas Nacionales y Extranjeros Mención Inglés Cohorte 2019, de la Facultad de Ciencias Humanas y de La Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.


.....
Jhonson Humberto Castillo López
Nombre del Gerente/Presidente/ Director/Coordinador de la Empresa.
Cédula de Ciudadanía, 1600190514
No teléfono convencional, 032847714
No teléfono celular, 0987062712
Correo electrónico, jhonh_01@hotmail.com

REVISADO
15 MAY 2020
NOTA
Ing. Jhonson Castillo, Esc.
DOCENTE

Fuente: María Esther Naranjo

Lesson Planning – Week 7

Teacher: María Naranjo
Date: October 12 to 16

Grade: 8th
JORNADA: Vespertina

PARALELO: A-B

INSTRUCTIONS:

- The activities below should be kept in your portfolio.
- Use the dictionary to search for unknown words.
- Project: Conozco, cuido y conservo mi entorno.

Topic: To be


Objective: Students will be able to make comparisons.

Class Link: <https://zoom.us/j/92726503169>

PROJECT/ WEEK	PROJECT NAME	ACTIVITIES	RESOURCES	Scaffolding Technique	OBSERVATIONS
1 - 2	Resolver conflictos me permite convivir en paz y armonía.	<p>Week 7 Read the Look at Ana’s and Toni’s IDs and read the examples given about then.</p> <p>She is friendly hungry</p> <p>He is</p>	Notebooks Pens Computers Cellphones English	Synonyms and antonyms	Please check your children include date, name and week number (Chequear que sus niños pongan su nombre, fecha y número de semana) Ask the Teacher in case of doubts (Comuníquese y pregunte a la profesora en caso de alguna duda) Encourage your

		<ul style="list-style-type: none"> • Make other comparisons using synonyms and antonyms between the two kids. Use is + adjective to describe someone's personality Maria is friendly/kind/respectful. • Use have/has to describe a physical characteristic. Jose has short hair. • Record the descriptions in the exercise #1. Then, send it to your teacher by WhatsApp 			<p>children complete the activities carefully (Motivar a que los chicos completen sus actividades correctamente) Accompaniment of the weekly agenda to your children (Acompañamiento a sus hijos en el cumplimiento de las actividades semanalmente)</p>
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FIRMAS DE RESPONSABILIDAD:

DOCENTE TUTOR	COORDINADOR DEL NIVEL	COORDINADOR PEDAGÓGICO
NOMBRE: Lic. María Naranjo 	NOMBRE: Lic. Miguel Villalva	NOMBRE: Lic. Miguel Villalva

Lesson Planning –Week 8

TEACHER: María Naranjo
DATE: 19 al 23 de octubre

GRADE: 8th
JORNADA: Vespertina

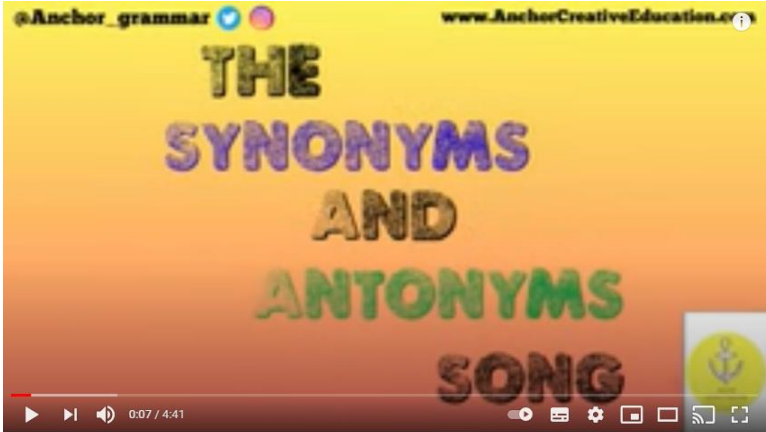
PARALELO: A-B

INSTRUCTIONS:

- The activities below should be kept in your portfolio.
- Use the dictionary to search for unknown words.
- Project: Conozco, cuido y conservo mi entorno.


SCAFFOLDING TECHNIQUE: Synonyms and antonyms

Class Link: <https://zoom.us/j/92726503169>

PROJECT/ WEEK	PROJECT NAME	ACTIVITIES	RESOURCES	OBSERVATIONS
1 - 2	Resolver conflictos me permite convivir en paz y armonía.	<ul style="list-style-type: none"> • Week 8 • Listen to the song: https://www.youtube.com/watch?v=xMYYXmTIZI  • Write as many synonyms and antonyms as you can _____ _____ 	Notebooks Pens Computers Cellphones English	<p>Please check your children include date, name and week number <i>(Chequear que sus niños pongan su nombre, fecha y número de semana)</i></p> <p>Ask the Teacher in case of doubts <i>(Comuníquese y pregunte a la profesora en caso de alguna duda)</i></p> <p>Encourage your children complete the activities carefully <i>(Motivar a que los chicos completen sus actividades correctamente)</i></p> <p>Accompaniment of the weekly agenda</p>

		<p>_____ - _____</p> <p>_____ - _____</p> <p>_____ - _____</p> <ul style="list-style-type: none"> • Write a new part for the song <p>_____</p> <p>_____</p> <p>_____</p> <ul style="list-style-type: none"> • Perform the song in the class. 		<p>to your children (Acompañamiento a sus hijos en el cumplimiento de las actividades semanalmente)</p>
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FIRMAS DE RESPONSABILIDAD:

DOCENTE TUTOR	COORDINADOR DEL NIVEL	COORDINADOR PEDAGÓGICO
<p>NOMBRE: Lic. María Naranjo</p> 	<p>NOMBRE: Lic. Miguel Villalva</p>	<p>NOMBRE: Lic. Miguel Villalva</p>

Lesson Planning – Week 9

TEACHER: María Naranjo
DATE: 26 al 30 de octubre

GRADE: 8th
JORNADA: Vespertina


PARALELO: A-B

INSTRUCTIONS:

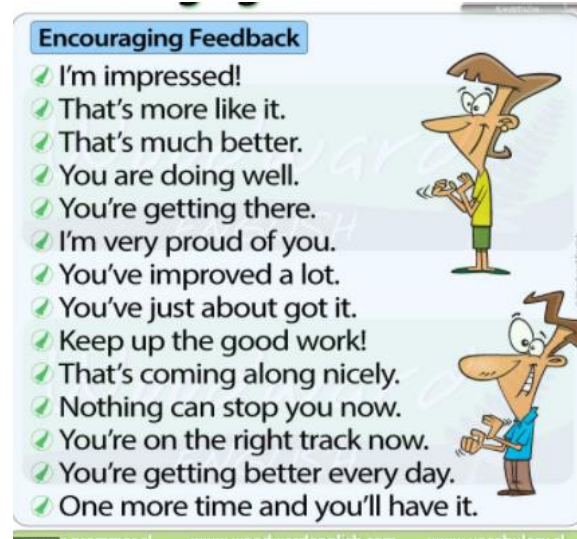
- The activities below should be kept in your portfolio.
- Use the dictionary to search for unknown words.

SCAFFOLDING TECHNIQUE: Synonyms and antonyms

Class Link: <https://zoom.us/j/92726503169>

PROJECT/ WEEK	PROJECT NAME	ACTIVITIES	RESOURCES	OBSERVATIONS
1 - 3	Resolver conflictos me permite convivir en paz y armonía.	<ul style="list-style-type: none"> • Read this text and circle the synonyms green and the antonyms red. <p style="text-align: center;">The Little Hangletons all agreed that the old house was "creepy." Half a century ago, something <u>strange</u> and <u>horrible</u> had happened there, something that the older <u>inhabitants</u> of the village still liked to discuss when topics for gossip were <u>scarce</u>. The story had been <u>picked</u> over so many times, and had been embroidered in so many places, that nobody was quite sure what the <u>truth</u> was anymore. Every version of the tale, however, started in the same place: Fifty years before, at daybreak on a <u>fine</u> summer's morning, when the Riddle House had still been well kept and <u>impressive</u>, a maid had entered the drawing room to find all three Riddles dead.</p> • Exchange their text with a friend through a WhatsApp photo. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Check a classmate's classwork and provide some feedback. Use 	Notebooks Pens Computers Cellphones English	<p>Please check your children include date, name and week number (Chequear que sus niños pongan su nombre, fecha y número de semana)</p> <p>Ask the Teacher in case of doubts (Comuníquese y pregunte a la profesora en caso de alguna duda)</p> <p>Encourage your children complete the activities carefully (Motivar a que los chicos completen sus actividades correctamente)</p> <p>Accompaniment of the weekly agenda to your children (Acompañamiento a sus</p>


some phrases like these.



- Look for a short text on internet, read it aloud to your classmates replacing the nouns using synonyms and antonyms.

hijos en el cumplimiento de las actividades semanales)

FIRMAS DE RESPONSABILIDAD:

DOCENTE TUTOR	COORDINADOR DEL NIVEL	COORDINADOR PEDAGÓGICO
NOMBRE: Lic. María Naranjo 	NOMBRE: Lic. Miguel Villalva	NOMBRE: Lic. Miguel Villalva

Lesson Planning – Week 10

TEACHER: María Naranjo
DATE: 04 al 06 de noviembre

GRADE: 8th
JORNADA: Vespertina


PARALELO: A-B


INSTRUCTIONS:

- The activities below should be kept in your portfolio.
- Use the dictionary to search for unknown words.
- Topic: Wh-words.


SCAFFOLDING TECHNIQUE: Corrective Feedback

Class Link: <https://zoom.us/j/92726503169>

PROJECT/ WEEK	PROJECT NAME	ACTIVITIES	RESOURCES	OBSERVATIONS
1 - 4	Resolver conflictos me permite convivir en paz y armonía.	<ul style="list-style-type: none"> • Answer the question: “What did you do last weekend?” • Look at the wh-word and discuss which words they make reference. <div style="text-align: center;">  </div>	Notebooks Pens Computers Cellphones English	<p>Please check your children include date, name and week number (Chequear que sus niños pongan su nombre, fecha y número de semana)</p> <p>Ask the Teacher in case of doubts (Comuníquese y pregunte a la profesora en caso de alguna duda)</p> <p>Encourage your children complete the activities carefully (Motivar a que los chicos completen sus actividades correctamente)</p>

		<ul style="list-style-type: none"> Complete the chart using the information in the picture. <table border="1"> <thead> <tr> <th>WH word</th> <th>What do you use it for?</th> <th>Example wh-question/ answers</th> </tr> </thead> <tbody> <tr> <td>How</td> <td>Description/process</td> <td>HOW is the class? It is interesting</td> </tr> <tr> <td>Why</td> <td></td> <td></td> </tr> <tr> <td>What</td> <td></td> <td></td> </tr> <tr> <td>Where</td> <td></td> <td></td> </tr> <tr> <td>When</td> <td></td> <td></td> </tr> <tr> <td>Who</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Read the answers and make the question. <p> a.? Robert. b.? 39 years old. c.? USA. d.? Pilot. e.? 8766 2341 </p> 	WH word	What do you use it for?	Example wh-question/ answers	How	Description/process	HOW is the class? It is interesting	Why			What			Where			When			Who			Accompaniment of the weekly agenda to your children (Acompañamiento a sus hijos en el cumplimiento de las actividades semanalmente)
WH word	What do you use it for?	Example wh-question/ answers																						
How	Description/process	HOW is the class? It is interesting																						
Why																								
What																								
Where																								
When																								
Who																								

FIRMAS DE RESPONSABILIDAD:

DOCENTE TUTOR	COORDINADOR DEL NIVEL	COORDINADOR PEDAGÓGICO
NOMBRE: Lic. María Naranjo 	NOMBRE: Lic. Miguel Villalva	NOMBRE: Lic. Miguel Villalva

Lesson Planning Week 11

TEACHER: María Naranjo
DATE: November 9 to 13

GRADE: 8th
JORNADA: Vespertina

PARALELO: A-B

INSTRUCTIONS:

- The activities below should be kept in your portfolio.
- Use the dictionary to search for unknown words.
- Topic: Living in the countryside


SCAFFOLDING TECHNIQUE: Corrective Feedback

Class Link: <https://zoom.us/j/92726503169>

PROJECT/ WEEK	PROJECT NAME	ACTIVITIES	RESOURCES	OBSERVATIONS
2 - 1	Por un ambiente sano, una consciencia de la vida y del entorno.	<ul style="list-style-type: none"> • Read aloud a short paragraph about daily routines in the past. <div style="text-align: center;"> <p><i>Jon's Daily Routine</i> likes →</p>  <p>Jon's daily routine is a little boring but he likes it. He usually get up at about 6:00 or 6:30 in the morning, after his alarm clock wake him up. First, he brush his teeth and shave and wash his face. Then, he get dressed and go downstairs to have breakfast with his family. He always has coffee, cereal, and lots of fruit. That's him in the picture with his wife. He take a bus to work because he doesn't like to drive, and he always arrive at his office before 8:00. Five o'clock is his favorite time of the day because he finish work and hurry back home and see his wife and children again. He has two boys, Thomas, who is six years old and Patrick, who is eight. They eat dinner together in their dining room at around 6:00, and after that he spend time with his wife and kids at home. They really enjoy watching their favorite TV programs together. In addition, two or three times a week he do exercise in the evening, so he can stay strong and healthy. He think that this is very important! Finally, at about 9:30, he go to bed, read for a while, and then fall asleep. Sure, some people think his daily routine is a little boring – but on weekends and holidays he love to fly airplanes ... for fun! It's his favorite hobby.</p> </div>	Notebooks Pens Computers Cellphones English	<p>Please check your children include date, name and week number (Chequear que sus niños pongan su nombre, fecha y número de semana)</p> <p>Ask the Teacher in case of doubts (Comuníquese y pregunte a la profesora en caso de alguna duda)</p> <p>Encourage your children complete the activities carefully</p>

		<ul style="list-style-type: none"> • Read the paragraph 3 times to identify the grammar mistakes and take notes. • Correct the mistakes you find and repeat the paragraph with no mistakes. <p>There are 10 errors in the whole paragraph</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>		<p>(Motivar a que los chicos completen sus actividades correctamente)</p> <p>Accompaniment of the weekly agenda to your children (Acompañamiento a sus hijos en el cumplimiento de las actividades semanalmente)</p>
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FIRMAS DE RESPONSABILIDAD:

DOCENTE TUTOR	COORDINADOR DEL NIVEL	COORDINADOR PEDAGÓGICO
NOMBRE: Lic. María Naranjo 	NOMBRE: Lic. Miguel Villalva	NOMBRE: Lic. Miguel Villalva

Lesson Planning week 12

TEACHER: María Naranjo

GRADE: 8th

PARALELO: A-B

DATE: November 16 to 20


JORNADA: Vespertina

INSTRUCTIONS:

- The activities below should be kept in your portfolio.
- Use the dictionary to search for unknown words.
- Topic: Pros and cons of living in the countryside
- Objective: To talk about the differences between two places using there is /are.


SCAFFOLDING TECHNIQUE: Corrective Feedback

Class Link: <https://zoom.us/j/92726503169>

PROJECT/ WEEK	PROJECT NAME	ACTIVITIES	RESOURCES	OBSERVATIONS
2 - 2	Por un ambiente sano, una conciencia de la vida y del entorno.	<ul style="list-style-type: none"> • Look at the pictures and write P for Pros (advantages) and C for Cons (disadvantages) of living in the countryside. Compare your answers with those of your family. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Compare which places are in the city and which are in the countryside. 1. _____ barns in the countryside. 	Notebooks Pens Computers Cellphones English	<p>Please check your children include date, name and week number (Chequear que sus niños pongan su nombre, fecha y número de semana)</p> <p>Ask the Teacher in case of doubts (Comuníquese y pregunte a la profesora en caso de alguna duda)</p> <p>Encourage your children complete the activities carefully (Motivar a que los chicos completen sus actividades correctamente)</p>

		<p>2. _____ a farm in the countryside</p> <p>3. _____ crops in the city.</p> <p>4. _____ buses in the city.</p> <ul style="list-style-type: none"> • Send an audio to your teacher by WhatsApp explaining what did you do last week in the countryside and what you can find in that place. 		<p>Accompaniment of the weekly agenda to your children (Acompañamiento a sus hijos en el cumplimiento de las actividades semanalmente)</p>
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FIRMAS DE RESPONSABILIDAD:

DOCENTE TUTOR	COORDINADOR DEL NIVEL	COORDINADOR PEDAGÓGICO
<p>NOMBRE: Lic. María Naranjo</p> 	<p>NOMBRE: Lic. Miguel Villalva</p>	<p>NOMBRE: Lic. Miguel Villalva</p>

Lesson Planning Week 13

TEACHER: María Naranjo

GRADE: 8th

PARALELO: A-B

DATE: November 23 to 27

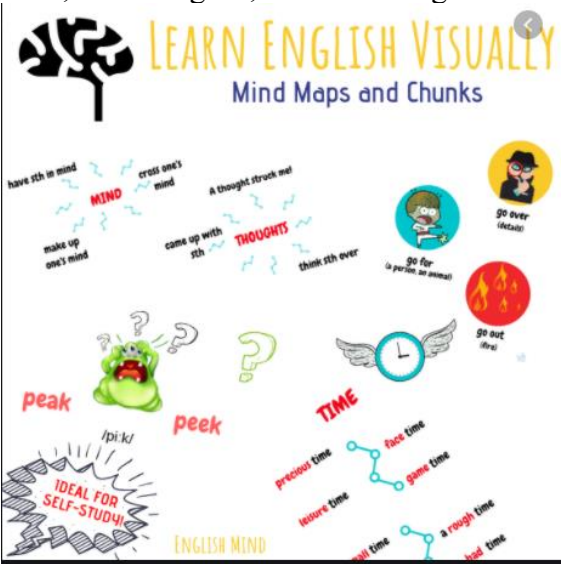
JORNADA: Vespertina


INSTRUCTIONS:

- The activities below should be kept in your portfolio.
- Use the dictionary to search for unknown words.


SCAFFOLDING TECHNIQUE: Cognates and familiar chunks

Class Link: <https://zoom.us/j/92726503169>

PROJECT/ WEEK	PROJECT NAME	ACTIVITIES	RESOURCES	OBSERVATIONS
2 - 3	Por un ambiente sano, una consciencia de la vida y del entorno.	<ul style="list-style-type: none"> • Write some chunks in large pieces of paper and paste them around home. Examples: “You know”, “I mean”, “the thing is”, “or something 	Notebooks Pens Computers Cellphones English	<p>Please check your children include date, name and week number (Chequear que sus niños pongan su nombre, fecha y número de semana)</p> <p>Ask the Teacher in case of doubts (Comuníquese y pregunte a la profesora en caso de alguna duda)</p> <p>Encourage your children complete the activities carefully (Motivar a que los chicos completen sus actividades correctamente)</p> <p>Accompaniment</p>

		<ul style="list-style-type: none"> Explanation about when people use chunks in daily conversations. <p style="text-align: center;"> I can't get enough of it. I adore... I'm crazy about... I'm keen on... LIKES I enjoy... I fancy...  I take pleasure in doing it. I'm keen on cycling and swimming. I always take great pleasure in spending my time with you. I simply adore fish and chips. Adrenaline junkies just can't get enough of doing sports. </p> <ul style="list-style-type: none"> With a friend, write a short dialogue in which you can add at least 2 chunks. 	<p>of the weekly agenda to your children (Acompañamiento a sus hijos en el cumplimiento de las actividades semanalmente)</p>
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FIRMAS DE RESPONSABILIDAD:

DOCENTE TUTOR	COORDINADOR DEL NIVEL	COORDINADOR PEDAGÓGICO
NOMBRE: Lic. María Naranjo 	NOMBRE: Lic. Miguel Villalva	NOMBRE: Lic. Miguel Villalva

Lesson Planning Week 14

TEACHER: María Naranjo
FECHA: 30 de noviembre al 04 de diciembre

GRADE: 8th
JORNADA: Vespertina























































PARALELO: A-B

INSTRUCTIONS:

- The activities below should be kept in your portfolio.
- Use the dictionary to search for unknown words.


SCAFFOLDING TECHNIQUE: Cognates and familiar chunks

Class Link: <https://zoom.us/j/92726503169>

PROJECT/ WEEK	PROJECT NAME	ACTIVITIES	RESOURCES	OBSERVATIONS																		
2 - 4	Por un ambiente sano, una consciencia de la vida y del entorno.	<ul style="list-style-type: none"> • Memorize these cognates <table border="1" style="width: 100%; text-align: center;"> <tr> <td>actor </td> <td>drama </td> <td>motor </td> </tr> <tr> <td>animal </td> <td>conductor </td> <td>pasta </td> </tr> <tr> <td>auto </td> <td>robot </td> <td>hospital </td> </tr> <tr> <td>doctor </td> <td>idea </td> <td>perfume </td> </tr> <tr> <td>banana </td> <td>inspector </td> <td>radio </td> </tr> <tr> <td>coyote </td> <td>kilo </td> <td>taxi </td> </tr> </table> <ul style="list-style-type: none"> • Use them in a short paragraph or short sentences. • _____ 	actor 	drama 	motor 	animal 	conductor 	pasta 	auto 	robot 	hospital 	doctor 	idea 	perfume 	banana 	inspector 	radio 	coyote 	kilo 	taxi 	Notebooks Pens Computers Cellphones English	<p>Please check your children include date, name and week number (Chequear que sus niños pongan su nombre, fecha y número de semana)</p> <p>Ask the Teacher in case of doubts (Comuníquese y pregunte a la profesora en caso de alguna duda)</p> <p>Encourage your children complete the activities carefully (Motivar a que los chicos completen sus actividades correctamente)</p> <p>Accompaniment</p>
actor 	drama 	motor 																				
animal 	conductor 	pasta 																				
auto 	robot 	hospital 																				
doctor 	idea 	perfume 																				
banana 	inspector 	radio 																				
coyote 	kilo 	taxi 																				

		<ul style="list-style-type: none"> • _____ • _____ • _____ • _____ • Read them aloud to the rest of the class. 		of the weekly agenda to your children (Acompañamiento a sus hijos en el cumplimiento de las actividades semanalmente)
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FIRMAS DE RESPONSABILIDAD:

DOCENTE TUTOR	COORDINADOR DEL NIVEL	COORDINADOR PEDAGÓGICO
NOMBRE: Lic. María Naranjo 	NOMBRE: Lic. Miguel Villalva	NOMBRE: Lic. Miguel Villalva

Lesson Planning Week 15

TEACHER: María Naranjo

GRADE: 8th

PARALELO: A-B

DATE: December 07 to 11


JORNADA: Vespertina

INSTRUCTIONS:

- The activities below should be kept in your portfolio.
- Use the dictionary to search for unknown words.


SCAFFOLDING TECHNIQUE: Cognates and familiar chunks

Class Link: <https://zoom.us/j/92726503169>

PROJECT/ WEEK	PROJECT NAME	ACTIVITIES	RESOURCES	OBSERVATIONS
2 - 5	Por un ambiente sano, una consciencia de la vida y del entorno.	<ul style="list-style-type: none"> • Listen and read this passage. Identify the cognates. <p>FIRST LECTURE STRATEGY: COGNATES</p> <p>Diseases you can catch from your Pet.</p>  <p>The family pet is considered a true member of the family. It is important to note that these animals are capable of transmitting diseases to humans. Pets harbor a number of germs and parasites including <u>bacteria</u>, <u>viruses</u>, protozoans, and fungi. Pets can also carry <u>fleas</u>, <u>ticks</u>, and <u>mites</u>, which can infect humans and transmit disease. Pregnant women, infants, children younger than 5, and individuals with suppressed <u>immune systems</u> are most susceptible to contracting diseases from pets. The most effective way to prevent pet-related disease is to wash your hands properly after handling pets or pet excrement, avoid getting scratched or bitten by pets, and ensure your pet is properly vaccinated and receives routine veterinary care. Below are some common diseases that you can catch from you</p>	Notebooks Pens Computers Cellphones English	<p>Please check your children include date, name and week number (Chequear que sus niños pongan su nombre, fecha y número de semana)</p> <p>Ask the Teacher in case of doubts (Comuníquese y pregunte a la profesora en caso de alguna duda)</p> <p>Encourage your children complete the activities carefully (Motivar a que los chicos completen sus actividades correctamente)</p> <p>Accompaniment</p>

		<ul style="list-style-type: none"> Listen and read the passage. Identify the familiar chunks. <div data-bbox="745 245 1355 679" style="background-color: #f9e79f; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center;">CHUNK PARAGRAPH EXAMPLE</p> <p>Auggie believes that true friendship is unconditional and he must help Jack even if it might put him in danger. In the woods, while at camp, Auggie thinks, "This was the point where I knew I should runaway as fast as I could but Jack was still on the ground and I wasn't about to leave him." (pg. 266) Jack and Auggie are being bullied by seventh graders after they see Auggie and begin to make fun of him. Jack is on the ground because he defended Auggie against the seventh graders; in return they push Jack. As a result, Jack tells Auggie to run so that he doesn't get hurt, but Auggie, although he might be risking his health, he believes that he must stay and help defend Jack.</p> </div> <ul style="list-style-type: none"> Work in pairs to create a short story using cognates and familiar chunks. <hr/> <hr/> <hr/> <hr/> <ul style="list-style-type: none"> Perform your work to the teacher and classmates 		<p>of the weekly agenda to your children (Acompañamiento a sus hijos en el cumplimiento de las actividades semanalmente)</p>
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FIRMAS DE RESPONSABILIDAD:

DOCENTE TUTOR	COORDINADOR DEL NIVEL	COORDINADOR PEDAGÓGICO
NOMBRE: Lic. María Naranjo 	NOMBRE: Lic. Miguel Villalva	NOMBRE: Lic. Miguel Villalva

Lesson Planning Week 16

TEACHER: María Naranjo
FECHA: December 14 to 18


CURSO: 8th **PARALELO:** A-B
JORNADA: Vespertina

INSTRUCTIONS:


- The activities below should be kept in your portfolio.
- Use the dictionary to search for unknown words.

SCAFFOLDING TECHNIQUE: Peer tutoring

Class Link: <https://zoom.us/j/92726503169>

PROJECT WEEK	PROJECT NAME	ACTIVITIES	RESOURCES	OBSERVATIONS
3 - 1	“Decisiones responsables cuidan mi planeta”	<ul style="list-style-type: none"> • Create a poster in which you explain some basic health rules.  <p>Joined in pairs. The role of the peer tutors is checking your classmates' poster, offer help with the use of synonyms and antonyms, provide feedback, and assist with the use of cognates or familiar chunks.</p>	Notebooks Pens Computers Cellphones English	<p>Please check your children include date, name and week number (Chequear que sus niños pongan su nombre, fecha y número de semana)</p> <p>Ask the Teacher in case of doubts (Comuníquese y pregunte a la profesora en caso de alguna duda)</p> <p>Encourage your children complete the activities carefully (Motivar a que los chicos completen sus actividades correctamente)</p>

FIRMAS DE RESPONSABILIDAD:

DOCENTE TUTOR	COORDINADOR DEL NIVEL	COORDINADOR PEDAGÓGICO
NOMBRE: Lic. María Naranjo 	NOMBRE: Lic. Miguel Villalva	NOMBRE: Lic. Miguel Villalva

Lesson Planning Week 17

TEACHER: María Naranjo

GRADE: 8th

PARALELO: A-B

DATE: December 21 to 23

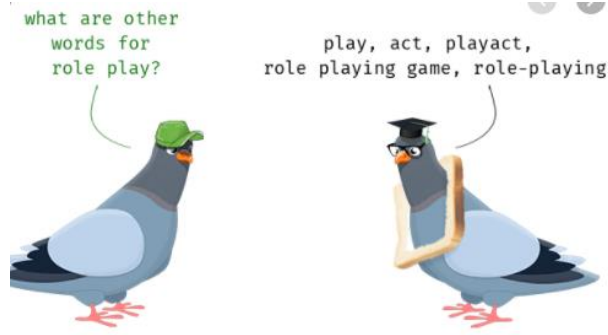
JORNADA: Vespertina

INSTRUCTIONS:


- The activities below should be kept in your portfolio.
- Use the dictionary to search for unknown words.

SCAFFOLDING TECHNIQUE: Peer tutoring

Class Link: <https://zoom.us/j/92726503169>

PROJECT WEEK	PROJECT NAME	ACTIVITIES	RESOURCES	OBSERVATIONS
3 - 2	"Decisiones responsables cuidan mi planeta"	<ul style="list-style-type: none"> • Work together in pairs. Create a role play of any topic you like. Use all the previous techniques you applied in class like, use of synonyms and antonyms, cognates, feedback and familiar chunks. <div style="text-align: center;">  </div> <ul style="list-style-type: none"> • Peer tutors guide the task without giving answers, help peers on how to find the answers on their own. 	Notebooks Pens Computers Cellphones English	<p>Please check your children include date, name and week number (Chequear que sus niños pongan su nombre, fecha y número de semana)</p> <p>Ask the Teacher in case of doubts (Comuníquese y pregunte a la profesora en caso de alguna duda)</p> <p>Encourage your children complete the activities carefully (Motivar a que los chicos completen sus actividades correctamente)</p> <p>Accompaniment of the weekly agenda to your children (Acompañamiento a sus hijos en el cumplimiento de las actividades semanalmente)</p>

FIRMAS DE RESPONSABILIDAD:

DOCENTE TUTOR	COORDINADOR DEL NIVEL	COORDINADOR PEDAGÓGICO
NOMBRE: Lic. María Naranjo 	NOMBRE: Lic. Miguel Villalva	NOMBRE: Lic. Miguel Villalva

Lesson Planning Week 18

TEACHER: María Naranjo

DATE: January 4 to 8

GRADE: 8th

PARALELO: A-B


JORNADA: Vespertina

INSTRUCTIONS:


- The activities below should be kept in your portfolio.
- Use the dictionary to search for unknown words.

SCAFFOLDING TECHNIQUE: Peer tutoring

Class Link: <https://zoom.us/j/92726503169>

PROJECT WEEK	PROJECT NAME	ACTIVITIES	RESOURCES	OBSERVATIONS
3 - 3	"Decisiones responsables cuidan mi planeta"	<ul style="list-style-type: none"> • Get together in pairs and elaborate a short oral presentation about the topic: "What are the differences in these pictures?" <div style="text-align: center;">  </div> <p>Find all the differences on them. Then describe the pictures orally to the class, giving details, using basic English phrases, etc.</p>	Notebooks Pens Computers Cellphones English	<p>Please check your children include date, name and week number (Chequear que sus niños pongan su nombre, fecha y número de semana)</p> <p>Ask the Teacher in case of doubts (Comuníquese y pregunte a la profesora en caso de alguna duda)</p> <p>Encourage your children complete the activities carefully (Motivar a que los chicos completen sus actividades correctamente)</p> <p>Accompaniment of the weekly agenda to your children (Acompañamiento a sus hijos en el cumplimiento de las actividades semanalmente)</p>

FIRMAS DE RESPONSABILIDAD:

DOCENTE TUTOR	COORDINADOR DEL NIVEL	COORDINADOR PEDAGÓGICO
NOMBRE: Lic. María Naranjo 	NOMBRE: Lic. Miguel Villalva	NOMBRE: Lic. Miguel Villalva