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Theme:

‘READING ALOUD STRATEGY AND THE SPEAKING SKILL’

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I, Mg Edgar Guadia Encalada Trujillo, holder of the I.D No. 0501824171 in my capacity as supervisor of the Research dissertation on the topic: **“READING ALOUD STRATEGY AND THE SPEAKING SKILL”** investigated by Miss Hango Díaz Jennifer Dennise with I.D No. 185114476-4, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Directors Board.

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DEDICATION

To my parents, Mariana and Hernan, for trusting in me and giving me the determination to achieve whatever I had proposed in my life, until this moment. I really hope they are proud of me as I always imagined they would be at the end of this journey. They mean the world to me and I love them.

To my siblings, Javier, Mónica, and Anthony who were always there when I needed advice, and were patient when I had a bad day.

To Carlos, who supported me during difficult times and was always by my side.

Jennifer

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Finally yet importantly, to my friends I hope that we can create more memories together.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

THEME: “Reading aloud strategy and the speaking skill”

AUTHOR: Jennifer Dennise Hango Díaz

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ABSTRACT

Speaking is considered difficult to perform and teach in class, but it represents the ability of someone to communicate effectively with others in a real context. That is why teachers must use different strategies to improve their students' learning in this skill. This investigation study was aimed to know about the reading aloud strategy and its usefulness to improve students' speaking skills so more educators can use it in class. The participants were 12 students of seventh grade who belonged to Unidad Educativa “UNIKIDS”, all the procedure was done virtually due to the current sanitary situation. This investigation followed a quantitative approach since the numerical information was collected through the application of a pre-test and a post-test with its respective Cambridge rubric taken from the Key English Test. A T-test for proving the hypothesis was necessary, and the results obtained were analyzed using the SPSS software. The average score students got in the pre-test was 9.7, contrary to the 12.7 points reached in the post-test, once they were exposed to the strategy. It denoted the progress of the group in their oral competence, with a change of 1 point in each criterion over the previous scores. In conclusion, the findings showed the effectiveness of the reading aloud strategy to improve learners' oral skills, it increased students' confidence to speak in class, and provided the opportunity of working with the guidance and non-guidance of the teacher, to build up their knowledge.

Keywords: Speaking skill, reading aloud strategy, English language, learning strategies.

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TEMA: “Reading aloud strategy and the speaking skill”

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RESUMEN

La expresión oral se considera difícil de realizar y enseñar en clase, pero representa la capacidad de alguien para comunicarse eficazmente con los demás en un contexto real. Por ello, los profesores deben utilizar diferentes estrategias para mejorar el aprendizaje de sus alumnos en esta habilidad. Este estudio de investigación tuvo como objetivo conocer la estrategia de lectura en voz alta y su utilidad para mejorar las habilidades de habla de los estudiantes, para que más educadores puedan utilizarlo en clase. Los participantes fueron 12 estudiantes de séptimo grado pertenecientes a la Unidad Educativa "UNIKIDS", todo el procedimiento se realizó de manera virtual debido a la situación sanitaria actual. Esta investigación siguió un enfoque cuantitativo, ya que la información numérica se recopiló mediante la aplicación de un pre-test y un post-test con su respectiva rúbrica de Cambridge tomados de la prueba KET. Se aplicó una T de Student y las puntuaciones obtenidas fueron analizadas utilizando el software SPSS. La media de calificación que obtuvieron los alumnos en el pre-test fue de 9,7 frente a los 12,7 puntos alcanzados en el post-test, después de exponerlos a la estrategia. Los resultados mostraron la efectividad de la estrategia de lectura en voz alta para mejorar la competencia oral de los alumnos, pues les otorgaba confianza y la oportunidad de trabajar con la orientación y no orientación del maestro, para construir su conocimiento.

Palabras clave: habilidad para hablar, estrategia de lectura en voz alta, idioma inglés, estrategias de aprendizaje

CHAPTER 1

THEORETICAL FRAMEWORK

1.1 Investigative background

To back up the project, research has been carried out in different sources like journals and articles. Taking into account worldwide and national thesis, to understand better the variables. These referred to theoretical and field backgrounds, which show investigations regarding reading aloud strategy and speaking skills. Two main points will be presented in the whole project.

Junaid (2017) in his scientific paper carried out a study with the second grade of SMPN 3 Parangloe School in Indonesia, in the academic year 2016-2017, discussed whether the implementation of the reading aloud strategy worked or not in teaching vocabulary. The main aim of this research was to identify the influence of the reading aloud strategy on the improvement of vocabulary. To reach this objective, it was essential to apply a quasi-experimental approach with a control group and an experimental one. All the necessary data was collected through the application of a pre and post-test and analyzed the mean score, standard deviation finally, a t-test was analyzed with the SPSS software all the previous processes helped to obtain the following results. The reading aloud strategy influences how students learn and acquire vocabulary. Learners who study with this strategy showed a significant increase in their vocabulary learning. In conclusion, it increased the awareness of the term content and its features like pronunciation since they articulate the words; they learn while they read aloud.

The following research work made by Albiladi (2019) presented a problem of what specific reading strategies language learners believe are effective in developing their reading skills. It was conducted with 20 adult learners, who were enrolled in two intensive programs in the U.S. The intention was to check the relationship between the uses of several reading strategies in students' four skills. He identified how effective was the implementation of different reading strategies, including reading aloud, in students' skills through a qualitative approach method. The contestants participated in

focus groups, which were guided by semi-structured questions. The focus group sessions were set down and coded using Dedoose, an online-based program used to organize, and code qualitative data. The results indicated that the reading aloud strategy not only has a positive influence on students' reading skills, but it also helps in the development of other language skills such as speaking. It also revealed that students prefer using this strategy over the rest because they receive instant feedback when they mispronounce a word. The investigation concluded that it is important for second language teachers to be aware of students' preferences of some reading strategies to help language learners find the best way to develop their language skills.

Supraba et al., (2020) in their article wanted to know if reading aloud could be effective to develop students' speaking skills. Since the results showed a significant relationship between the speaking skill and the reading aloud strategy while it was used, it can be said this strategy was effective in developing that skill. These results were obtained via the implementation of a quantitative approach, due to they used correlational research. The instruments used were questionnaires and a speaking test. To analyze the data, this research used the SPSS software and then the Likert scale to measure the students' perception. Furthermore, the population for this research was the first semester students of the Faculty of Teacher Training and Education at Cokroaminoto Palopo University. However, only 10 students were selected as a sample for this study. In summary, the strategy significantly contributed to improving students' oral competence.

Another significant contribution was the study elaborated by Ninsuwan (2015). This research presents the problem of finding out whether the reading aloud strategy was a helpful technique to teach English. Its purpose was to analyze the application of the reading aloud with English beginners. The research was done through the appliance of a pre and post-test, along with a final test to a sample of 20 students from 200 learners who took an English Intensive Course in Thailand. The results were analyzed using the SPSS software and indicated it developed certain areas like pronunciation, reading new words, reading unfamiliar sentences, and increased students' confidence. Thanks to the appliance of this method, students can connect with the language in a natural way, where they feel free of trying how to pronounce any word in English,

knowing that there is space for learning. It concluded that reading aloud is a technique that can be helpful for EFL learners, to develop the confidence to pronounce unfamiliar words. This process requires clear articulated words, pauses, besides this enables learners to read and pronounce words correctly and accurately.

The next research article made by Brodin and Renblad (2019) reported a common problem in children, have speech and language disorders, and poor communication development. This investigation had as the main aim to find out if, and how reading aloud created an improvement in children's communicative and language skills. It recognized reading aloud as a useful pedagogical tool, which can help learners to improve their communicative skills and their language development by being read aloud in class and complementing it at home. Since parents can start this strategy from the moment children are born, they can read books or fables aloud, mostly before bedtime when they spend more time together. The study had a mixed approach; they implemented a questionnaire. Among the participants, 573 preschools participated. Data was collected, stored, and processed in a simple computer program. The results showed that reading aloud and storytelling would help the children to develop their communication regarding both speech and development of concepts, this was reflected in a general improvement in students' follow-ups. Finally, the study shows that reading aloud and storytelling can be a pedagogical tool for child development, but it is important to support and train teachers on these strategies, so they can be aware of their efficiency.

The investigation written by Islam and Eltilib (2020) stated the lack of research or implementation of the reading aloud strategy in the Saudi school system- It had the intention to understand the improvement reading aloud could have on the cognitive learning process and the effect it has on motivation. A quasi-mixed method approach was applied; quantitative assessments, surveys, and observations were taken into account to examine outcomes through the triangulation method. The participants of this study were 10 students from two first grade classes from the Saudi Arabia primary school. The results distinguished reading aloud as an efficient tool for teachers and students to impart knowledge. Besides, they mention that this strategy can make learners improve their phonological awareness and understanding of a language.

Consequently, they can put more emphasis on this area, since their main objective is to be able to talk in the target language more accurately. They perform motivated and enjoy the activity, so the retention of vocabulary is better. It concludes that interactive reading fits best to the characteristics of Saudi Arabian students than traditional reading.

The paper written by Gehlot et al., (2020) identified the lack of reading habits in children`s early years and how these are important to enhance their language skills and perception. It was aimed to evaluate two types of readings, aloud and silent, to see their repercussions on learners` language skills of different backgrounds. It was conducted using a survey with semi-structured questionnaires and a longitudinal study was done to obtain qualitative data, the approach of this research. The population was 10 students from different socio-economic sections, in total 30 students were selected as a sample. The results were analyzed using the ATLAS software. It stated that reading aloud is a central activity to develop oratory skills at primary levels, also they mention extensive reading as an example of reading aloud, which is not focused on the grammar of the vocabulary, just how to pronounce words and the flow it implies to read aloud a text quickly. All these characteristics can prepare students to pronounce words legibly and fast. In closing. Loud reading helps to focus on the reading script is important at primary level education and silent reading at next levels of education. This helps to focus on the reading script and silent reading makes the subconscious mind more active.

Finally, the article made by Salguero (2018) established the existent problem of the low level of English in the country, mostly when it comes to oral communication, which is why his project analyzed the importance of activities based on the communication method to develop speaking. He used a mixed approach; the research project was carried out at the Language Center of the Technical University of Ambato. Using a multiple-choice questionnaire open-ended question survey, all the results were analyzed with the Chi-Square method. He mentioned in his results that speaking has certain features that can help in communication, like for instance: intonation, stress, individual sounds, contractions, etc. These characteristics were previously indicated because of several prior types of research, where the reading aloud strategy was used

in class, to improve students' interests and therefore, their engagement in spoken activities to enhance their ability in this skill. To sum up, he identified the activities belonging to the Communicative Method that were used for the learning of the English language in the students, and their importance in English production.

The previous sources are crucial because they represent the big influence that the reading aloud strategy represents on the learners' speaking skills. Through the implementation of different approaches, instruments, and participants to determine its viability to be used in class as a permanent technique, to help in the development of the speaking skill.

1.2 Theoretical framework

1.2.1 Learning process

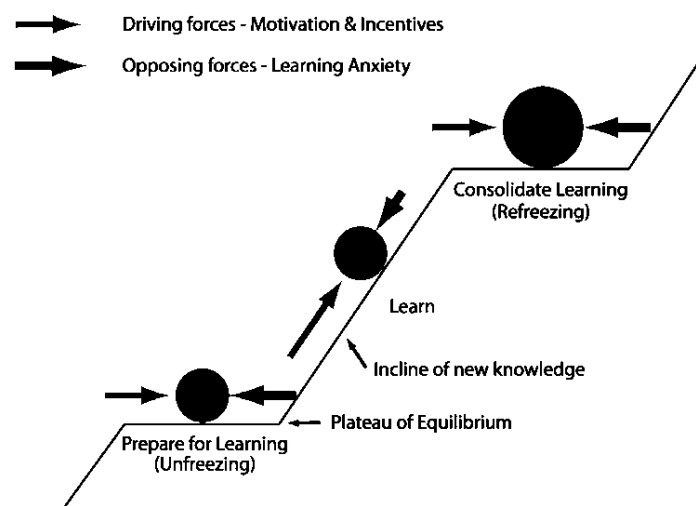
Dharmaraj (2016) states that the learning process is something that starts from very early ages in life, probably since a human being is in its mother's womb until the moment of its death. This endless and fascinating process can create several changes in someone's life in aspects like behavior or unobservable actions. Furthermore, this vital process can be divided into three important segments (Figure1), which must be taken into consideration when teaching at any age:

1. **The preparatory phase:** This can include particular individual motivations to acquire any skill or new knowledge. At this point, interesting and novelty warm-up activities are crucial to awake learners' motivation, educators prepare them to begin and present them an introductory activity relating to the main topic to catch students' attention. Equally important, is the addition of following personal goals to fulfill our needs with learning, which is why knowing and talking with learners, is a great idea to reflect their educational expectations. If they are heard, the learning process can be carried out easily along with the cooperation of all the members of the educational community. Finally, a block to achieve the main goal, in that way learners can find it difficult to reach their objectives and push themselves for it, trying many times but striving more. Motivation plays an important role at the end of this stage; hence, learners must be aware of the possibility of success and failure that exists when practicing something they recently know about. With teachers' lead, they will be able to understand the importance of attempts, individual and group effort (Tarasenkova et al., 2021).
2. **Actual learning phase:** This makes allowances for the learning environment in which the process is being developed, this can be favorable or inauspicious, and in each case, the results will vary positively or negatively. Subsequently, teachers should use different strategies to help learners to succeed, in case they have not reached the objectives established at the beginning. As not everyone learns in the same way, pupils must have the opportunity to reach their goals using the learning strategy that fits best with their necessities. Along with

adequate companionship in the whole process, to assurance the group's success, and continue with a new topic following the same steps previously stated. In addition, interaction in a real context is a useful tool to learn while we exchange opinions with others, and obtain feedback in the process. This is why a human being cannot be isolated from its peers since this would cause the inability to perform everyday activities like playing, reading, or even talking. It is important to understand that the learning process not only takes place in a specific place like a classroom or with a specific instruction like having the aid of a teacher, but it can occur at any place and situation. It can be triggered by a dilemma, experience, or observation of the environment in which the person develops (Lachner et al., 2020).

3. **Evaluation phase:** Once the student has internalized the content, this must be tested to get long-term knowledge. This is considered a freezing stage because the learner practices and develops critical thinking about the permanent topic. This process can be done with the active participation of the student in exercises, journals, writings, or discussions (Aylward, 2012).

Figure 1. Three Phases of Learning



Source: The Three Phases of Learning
Elaborated by: Aylward, R (2012)

1.2.2 Learning strategies

Oxford (2016) defines learning strategies as a technique that learners can make use of to obtain knowledge. Besides, this can contain behaviors and thoughts that can change a learner's encoding development. Additionally, these are conceptualized as strategies that influence positively the language procedure, facilitating language acquisition. Indeed, these are used to organize and center proper methods in students for learning, according to what is useful for them; since it provides good results, it increases learners' confidence and the feeling of getting knowledge accurately.

Hoque (2017) establishes that learning a second language can be a difficult process for learners; this is performed in a particular scenario, which is a classroom. It is the opposite of the idea of acquisition because it requires formal instruction. Due to it being holistic, students and teachers must interfere. Teachers' role is related to the responsibility of searching different teaching methods, according to students' needs; while students' role is to participate actively and be open-minded to new challenges. There are many reasons to want to learn English, for instance, approve an obligatory program, travel abroad, have an improvement in their curriculum, or internationalize a business. This could play a positive or negative effect on students' interest in learning the new language and therefore their motivation levels could decrease.

Conferring to Myles et al., (2019) clarify that some strategies can be established when referring to this topic, which are the following: Memory, compensation, cognitive, metacognitive, social, and effective strategies. (Table 1)

Many authors disagree with the idea of classifying learning strategies; they differ in the number and the type of strategies. Mostly these are divided into:

1. **Memory:** mental linkages, images, and sound revising well, having actions.
2. **Cognitive:** practice, exchanging images and sounds, reasoning, input, and output creation.
3. **Compensation:** guessing, leaving behind limitations in speaking and writing.
4. **Metacognitive:** planning for learning, evaluating own learning.
5. **Affective:** take down anxiety, take into account your emotions, encourage yourself.

6. **Social:** cooperate with people, create empathy with others, and ask questions (Ranjan & Philominraj, 2020).

Table 1. *Learning strategies*

Memory strategies	e.g. “creating mental images”
Cognitive strategies	e.g. “analyzing and reasoning”, “practising” (both repetition and natural practice)
Compensation strategies	e.g. “guessing intelligently”, “adjusting the message”
Metacognitive strategies	e.g. “setting goals and objectives”, “self-evaluating”
Affective strategies	e.g. “taking risks wisely”, “rewarding yourself”
Social strategies	e.g. “cooperating with peers”, “asking for clarification or verification”

Source: Second Language Learning Theories

Elaborated by: Myles et al., (2019)

1.2.3 Reading strategies

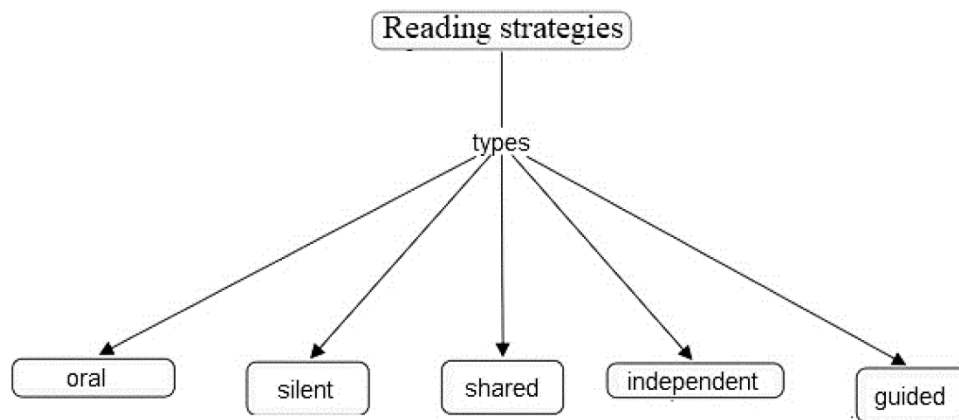
Ali and Razali (2019) define reading strategies as techniques that are employed to reach the comprehension goals whether orally or silently, its two main types. In addition, it can include shared reading, guided reading, and independent reading. (Figure 2)

1. **Oral reading:** This type of reading strategy is characterized by the performance of the reading skill in an oral way, where everyone around can listen and follow; understand the main idea, or just focus on how words are pronounced of a short or long passage.
2. **Silent reading:** This reading strategy aims to help the learner to comprehend the text being read internally as a silent process, where the only one that can understand is the reader, not everybody at the same time. In this strategy, the teacher’s role is to test comprehension using questions, some activities, or a quiz to be sure that the information has been understood.
3. **Shared reading:** Levy et al., (2018) establish that shared reading is characterized for introducing the text first, and then reading it with the children. The kind of text they use can be quite complex. It aims to develop students’

comprehension of the text and the situations. This strategy can be applied when reading books and more strategies can be added to complement the learning.

4. **Guided reading:** the children read the text, once they practice independently in a group formed by the learner with a similar reading rhythm. The role of the teacher is to support students and help them to improve their reading skills by preparing material and selecting books in advance, according to their needs (Ascenzi-Moreno & Quiñones, 2020).
5. **Independent reading:** In this strategy, the learner reads the passage of the text without any guide or help from the teacher. This can be used mostly among teenagers and adults since their level of English is required to start getting meaning, and comprehend the information. Usually, this method is applied with long books, to provide a summary afterward (Knoester & Plikuhn, 2016).

Figure 2. *Reading strategies*



Source: A Review of studies on cognitive and metacognitive reading strategies in teaching reading comprehension for ESL/EFL learners.

Author: Ali & Razali (2019)

1.2.4 Reading aloud strategy

Reading aloud is an educational activity where a text, book, or passage is recited aloud so the others can hear easily what is being said. Educators, parents, or students, can do this to improve a determined area of learning like reading or speaking. This kind of strategy can help learners increase their vocabulary, have a better understanding of things, improve their listening and reading comprehension skills by

recognizing words and concepts of a story, enhance their pronunciation of unknown words in class, and create an environment of security regarding express what they want without being scared of making mistakes, etc. Reading aloud is the preferred activity of reading for students, it allows them to have an instant correction of mispronounced words by their teachers, and they can develop their speaking and pronunciation while they read aloud to an audience or while they hear the teacher perform aloud. This strategy can make it more enjoyable reading for English language learners (Senawati et al., 2021).

In addition, Routman (2015) suggests teachers encourage their students by having a joyful read-aloud in class that learners adore like books, newspapers, short passages, fables, graphic novels, comics, etc. This strategy needs to have students engaged all the time, letting time for learning while enjoying what they hear. This strategy is recommended for all levels, as long as the content goes according to the age range and whatever learners like to read in their free time. To allow them to have a fun experience while learning at the same time. Once teachers get students' commitment to the strategy it will be easier for them to catch words pronunciation and sound natural and sometimes even unconsciously because they are centered in the story that is being read.

The effectiveness of reading aloud lies in that read loudly a text obliges the reader to vocalize reading materials, no matter if this is an email, a story, an article, or a conversation, all of them include certain characteristics like accurate stress, rhythm, tone, and intonation. Therefore, students can enhance their speaking skills. The EFL students pay attention to these prosodic aspects of language since the practice is beneficial for much faster speech coding, besides there is a difference between students that are extroverts, these were more prepared to make mistakes and tried to speak out with few inhibitions with this technique. In the case of extroverts, they continue participating in the same way (Shinozuka et al., 2017).

Proença et al., (2017) state that reading aloud can enhance fluency and oral language. Fluency depends on several factors like accuracy, speed, consistency of pace, and expressiveness; due to teachers have the opportunity to deliver the story with different features like expressions, intonation, and gestures, which can keep children

attentive and receptive to notice the difference between written languages in contrast with the spoken ones. Therefore, in this way, learners can listen to proper speaking native characteristics that can apply in further practices or even a real communicative event in the future, and educators have the chance to check mispronouncing mistakes.

According to Walch (2016) reading aloud strategy has the objective of developing verbal intelligence. Because the teacher, while reading aloud, can use oral language communication to convey a manuscript; learners can practice verbal communication, to deduce meaning and try to interpret what they hear. In addition, students develop the ability to hear and reproduce sounds as they hear them in class. Due to this reason, teachers have the responsibility of studying pronunciation properly to transmit it to the learners. This duty has to be done mostly when it comes to non-native English teachers.

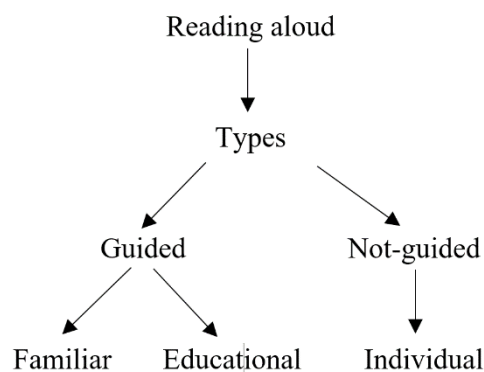
Additionally, Acosta-Tello (2019) establishes three methods of engaging young children. First, the person conducting the read-aloud should create anticipation, so the child focuses on the action. This can be done by using the cover of a book, a picture, or the title, the majority of the time the main image of the reading shows the main characters or the topic of the story. The guide of the read-aloud can ask questions to the participants, so they can share their predictions about the plot, without judging any of the answers. Later on in the reading if a learner predicted correctly, it would be a good idea to mention it so they can make more predictions with future read-aloud activities. Next, it is relevant to create connections with the plot and the characters as a way to engage them actively, so they think of a similar story or they could relate it with a real-life situation. This can be brought up before, during, or after the reading, with questions that can vary according to the connection that the teacher wants to establish, or the story that is being told.

Then, reading with enthusiasm the first requirement for this method is to find an adequate text to read aloud, it is great to use captivating and well-known titles, so the listener can ask to repeat the reading several times. In this way, they will enjoy hearing the story every time. Further, this provides the reader the chance to discover the rhythm of the words, work on pronunciation of curious or unknown words and give the correct intonation to convey meaning. The last method to engage children in a read-aloud is to involve them in a conversation during the reading. Therefore, they can answer simple questions at the beginning that will be more complicated with the completion of the text. These can be

about facts present in the story, making predictions about characters, or the actions they would perform (Mohram et al., 2021).

Muratovic (2014) establishes three types of reading aloud, these are divided according to the purpose or the guide provided. These can be performed at home, in an educational institution, or as an individual process. It is important to mention that the process that is being carried out is similar in all types. (Figure 3)

Figure 3. *Types of reading aloud*



Source: Reading Aloud in the Digital World

Elaborated by: Muratovic, B (2014)

Familiar and educational: The familiar type sets the beginning of the reading aloud process, as children do not have independence regarding books' use, they learn because of hearing their parents loudly the first time. This creates a connection between the child and the reading habit. In addition, if this earliest process would not take place, probably it might be difficult to improve in the next possible scenarios. Reading aloud not only supports the acquisition of linguistic, cognitive, and emotional skills, but it also helps the child at this stage of development to further develop their fundamental knowledge about symbolic function, it stimulates vocabulary acquisition, and its awareness of speech features by having an adult reference to replicate during early years. Therefore, children imitate what they hear. The educational type is conducted inside a classroom, having a teacher as a facilitator of the knowledge, and in charge of sharing with students the correct way of pronouncing words when reading aloud a passage. Besides, it constitutes the longest period in which a learner can practice the strategy to complement learning. The process differs from the previous

one because now the learners are not only passive listeners but they had already acquired the ability to read and understand new information by themselves. That changes the initial dynamic, allowing students to listen to the teacher and imitate pronunciation or start reading by themselves, and equally have feedback from the instructor. These can be pre-created or be created for the student (Ledger & Merga, 2018).

Individual: This final category does not require any kind of help, it is called not guided for that reason, but it only depends on the autonomous practice of the learner. It is the least applied in adulthood, since usually this is experienced for fun or to understand long readings. At this stage in life, learners are not interested in improving their pronunciation, they only read aloud to comprehend better a text or apply other strategies to achieve this goal (García-Rodicio et al., 2018).

Table 2. *Reading aloud process*

Reading aloud process	
1. Select a text	Informational texts and literature.
2. Read aloud	Read in order, popcorn style, or read alone.
3. Pause for comments	Depending on the length.
4. Reread sections	To emphasize pronunciation or stress.

Source: Reading is fundamental

Author: Bailey, E (2019)

- 1. Select a text:** There are two types of texts that can be used for this strategy, which are informational texts (non-fiction) and literature (fiction). The first includes a short or long text that is aimed to provide information on certain disciplines like social studies, arts, or science. Whereas literature includes exclusively the use of books that presents fictional characters and situations.
- 2. Read aloud:** The strategy can be applied through some activities like making students read in the order they are sitting. In addition, the popcorn style is a

classic game and the favorite among teachers and students. This involves reading a paragraph and once the learner finds a period, he/she must say “popcorn” and the name of the person who will continue reading. This process is repeated until the whole reading is complete. Finally, the teacher can start giving the model of how the passage is read and students read again by themselves a second time.

3. **Pause for comments:** If the reading is too long, the teacher must make pauses to check if students are following and understanding the text. However, if it is short, it can be read at once and learners’ comments would be received at the end.
4. **Reread sections:** Usually the teacher decides to learn again the text to check if students understood and remember the correct pronunciation of words, they had some difficulties when reading aloud by themselves. Once no pupils have problems with reading the passage fluently and without mistakes, the teacher can consider applying a second text (Bailey, 2019). (Table 2)

1.2.5 Language

Language is seen as a way to understand other's cultures, access other perspectives of the world, besides acquiring an intercultural vision of things. Stating language as the means to achieve interconnection between people. Kurniaw et al., (2019) say that language has to be accompanied by a practicum domain, which implies put it into practice in real life what we know and learned as a foreign language, it indicates being language competent in any situation, mostly communication.

Language is considered merely a human distinction. It is described as a non-instinctive method, which establishes the idea that this is not an impulsive ability but it follows a process of reflection and critical thinking. Moreover, it is used to communicate people's emotions, ideas, and desires voluntarily through several types like symbols, orally, written, among others. Another important representative fact the author mentioned in each language's particularity. Some features like rhythm, symbols, morphology, and phonetics are different from one to another as much as the difference among speakers' ways of articulating words (Sapir, 1921). Speakers of different backgrounds use language as a way to transmit meaning. Chomsky (1957) defines language as a set of sentences, finite or infinite, which way of using its elements is limited due to the reduced number of rules; speakers built and they use the grammatical rules that determine the meaning and establish if the sentence is well written, organized and therefore take it as valid.

1.2.6 English Language skills

English skills represent the main aspects of the language, these are not treated separately but as a crucial set that helps learners to be fully competent to communicate their needs and ideas. This means communicating successfully a message, knowing about it (cognition), and using it (action). It is divided into two categories according to the type of the communicative process: receptive (listening and reading) and productive skills (speaking and writing). Language can take two forms as well. Spoken language and written language. Users/learners have receptive or active participation in this complex system. Further, teachers use several materials in order to train learners' skills like the teaching activities that integrate more language skills. These are the most challenging for pupils, but the best to work in class (Frydrychova, 2016). Another

author that agrees on the same is Setiyadi et al., (2018) he establishes that the set of four skills is necessary to create holistic learning, the integration of the four language skills listening, speaking, reading, and writing in teaching the target language. Even though they may have different perceptions towards the way the language is learned, they have some things in common and the final aim of language learning should be communicative competence. That means that a person can be able to understand, elaborate and interpret what the interlocutor wants to transmit and deliver a proper answer to set a conversation.

Firmansyah (2018) indicates that in primary school children (study development of child psychology of language,)” concludes that some aspects like gender, economic issues, presence of an adult figure, but most importantly the environment, affect language skills. This can determine the way of speaking of a child and its abilities in language, having as an important factor family and social aspects of the learner that can change for worse or for better its language skills.

1.2.7 Productive skills

Active skills as were previously mentioned are separated into two: speaking and writing. These are important and considered as difficult to develop or to teach. Productive skills are defined like this because when developing, learners tend to create something, sounds while they speak and symbols while they write. These skills are more visible than listening and reading, so they can be reinforced with controlled activities where the main objective could be accuracy, to improve the ability to share a discourse successfully (Bobojonova, 2020).

There is an important relationship between productive and receptive skills, once learners are done with listening and reading can advance to the next step, which is to learn about productive skills, where they will produce their ideas and accurately express them through written texts or speech. Active skills need to be completed with confidence, modern ideas, and the use of expressions. Speaking is an interactive skill, especially if it is used to transfer ideas in real-time with another speaker. While writing is an ability that needs to be communicated clearly, it acts as proof of learner’s enhancement, and it can help to the improvement of other skills with the adoption of

new vocabulary and structures of language. The act of writing can be seen as an act of reading and vice versa, this helps to discover new ways of conveying ideas (Ilankumaran & Sreena, 2018).

Productive skills are called active skills as these are practiced the daily life. Learners consciously use them in day-to-day speaking and writing activities. Mostly when it comes to a classroom the improvement of speaking and writing can be achieved with the aid of an instructor and supervision inside a classroom. Speaking is also considered the most natural way to communicate. For most people, the ability to speak a language denotes how much knowledge someone has about it (Radhika et al., 2021).

1.2.8 Speaking skill

Zaim et al., (2020) state speaking is relevant and necessary to make the classroom a place where students can speak with confidence. That is why teachers have to know some characteristics to create a space for real communication. This must be the main aim to achieve in a speaking lesson, to be linked to meaningful communicative activities, which maximize individual language use through engagement. However, learners must be aware that this skill contains three areas of knowledge: (1) Mechanics (using the right words, correct order, and pronunciation) (2) Functions (exchange messages clearly and understand others), and (3) Social and cultural rules and norms (pauses in conversation, roles of participants, when to speak).

The speaking skill was not considered important, until the appearance of the direct and audio-lingual method. It has been misunderstood over the years. Many classes nowadays keep giving topics to their learners to engage them and make them speak spontaneously. Nevertheless, students just won't talk on their own because they are uncomfortable or because they do not like to do it, this is a reality. Textbooks do not present a correct idea to students about what a real conversation looks like, these are prepared speeches with selected words and situations that are not close enough to the reality of learners that will probably not use these expressions, because they do not know how or just the opportunity never appears. Speaking has some characteristics like the following:

- Speaking is an exchange of ideas, that is why it is reciprocal and ephemeral
- It can have short sentences
- Words can adopt several meanings, becoming sometimes ambiguous.
- Discourse can be planned (situations generated by the teacher) unplanned (spontaneous conversation between friends)
- Learners can doubt and have missing connecting words while speaking.
- It can contain errors.
- It can be informal, containing colloquial expressions.
- It can be performed with diverse objectives to convey.
- Meaning depends on the interlocutor and what he/she understands from the context and previous knowledge of the word or sentence (Marlina, 2018).

Hussain (2017) concludes that speaking skill has to be enhanced by teachers in the classroom, but always having in mind the idea that good pronunciation and fluency are key for allowing learners to acquire accurate knowledge. Teachers act as guides in the complete speaking process, supervising and providing comments; making emphasis on students' speaking abilities in the syllabus and individual lessons. The author also provides some examples about activities that can improve pronunciation in class like for example drills, minimal pairs, the explanation of differences between the mother tongue and the L2 language, and finally, reading aloud. This final strategy provides learners the basis to approach the native pronunciation of words, the instructor has to read aloud a text that probably will be difficult for students to pronounce accurately and provide its presentation as a model of how the passage should be read; highlighting intonation, pronunciation, and anticipated mistakes learners can make.

English speakers use many words every time, because speaking skill is important in their lives, in every profession or work. As in, everybody's life is common to speak about many topics, and it is not normal to have problems when speaking for native speakers of the language, but for someone who is learning the language, it can be. This is because it happens in real-time and cannot be planned, for this; the vocabulary used must be extensive to be able to be understood and not interrupt the flow of the conversation and not make the listener feel uncomfortable. To prevent this, there are several techniques to help to articulate words to improve our vocabulary, such as

reading aloud any type of text in a foreign language. To be able to listen to our pronunciation and correct it, if necessary. Apart from gaining confidence to be able to speak more fluently, and prevent the listener from confusing words due to mispronunciation. Once all the subskills are trained, the speaking skill is improved, even though some students think pronunciation is the most important (Pakula, 2019).

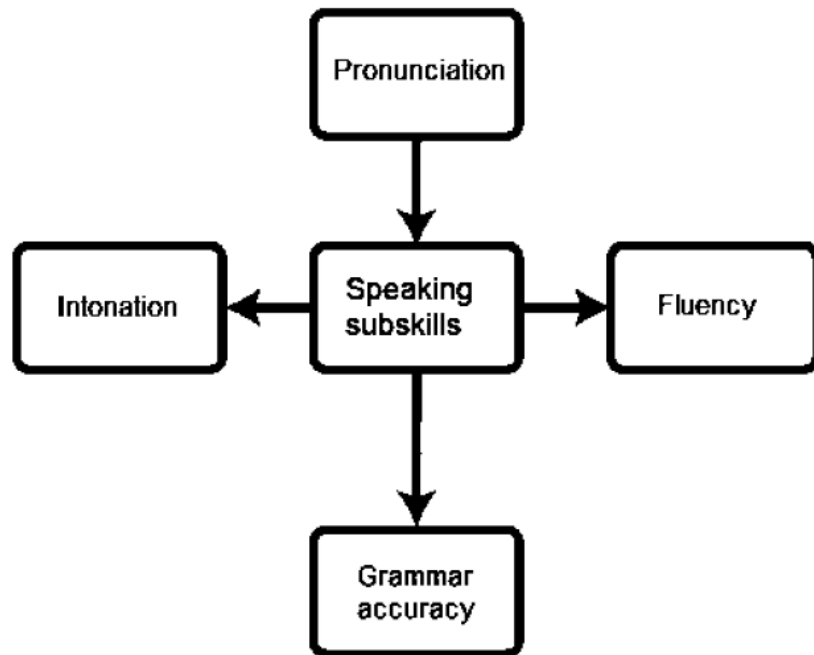
In general, most people who have the ambition to learn a new language have some problems when trying to communicate something with each other or have a conversation, because it is not their native language. In the same way, their vocabulary is limited, when reading alone they can practice having real conversations, but it is better to be with someone else who knows a little more about the language or anyone who can listen to give us an opinion on it. There are some common subskills language learners have problems with when starting a new language as pronunciation, fluency, grammar accuracy, and intonation. (Figure 4)

- 1. Pronunciation:** Shabani & Ghasemian (2017) mention that this subskill represents a complex area when learning any language since it requires a commitment of practice and study. A comparison between an expert speaker with an amateur one shows that mispronouncing can lead to not being understood when speaking. Moreover, they highlight the importance of being aware of speaking subskills as a way to emphasize pronunciation and improve speech. Lastly, a good technique to enhance this subskill is to listen to native speakers and try to copy their pronunciation. In classes, a good alternative would be to listen to the instructor and attempt to articulate autonomously.
- 2. Fluency:** Samifanni (2020) establishes that fluency is the most difficult aspect to improve in speaking since it is the main goal of a language learner. In order to be considered a fluent speaker, it is necessary to demonstrate confidence when communicating ideas. It indicates the level of a speaker to connect ideas logically and clearly, to be understood by another interlocutor. Not focusing on the structure and how they are formed. Additionally, it is important to recognize that a speaker should not be focused on every word that is being said or overthink the structure but have the ability to express themselves thinking spontaneously and calmly.

3. Grammar accuracy: It refers to the importance of having the correct structure of words and sentences when communicating. Usually, this aspect is relegated to the writing skill; however, it is crucial to have it present while talking. Potential grammar errors can cause trouble in transmitting a message to someone else, which is the main purpose of having a conversation. This can occur because the sentence is not well organized or some words are missing to give sense to the idea. Moreover, it helps speakers to avoid two types of problems, communication breakdown, and misunderstandings in speech. These are common issues with foreign language learners, usually when they are starting until they reach a sufficient level of proficiency to avoid making these mistakes (Chaaroui, 2017).

4. Intonation: Zulfugarova (2018) states that intonation refers to how speakers change the pitch of the voice; this can be low, high, or stay the same. This depends on the stress that the words have if they are significant to remark in the sentences, or probably because some of them are less important. Intonation relies on expressing emotions, identifying sentences, orders, and questions to make sure where the intonation may act. Usually, this covers a wide range of words in the statement, according to the type of sentence or what the speaker considers is important to emphasize during the speech. The change of oral pitch can be considered when there is a major change, so it goes up or down dramatically. It is crucial to have in mind that not all the stressed syllables are of equal importance, but they might correspond to the type of sentence.

Figure 4. *Speaking subskills*



Source: Teaching speaking
Author: Pakula, H (2019)

1.3 Objectives

1.3.1 General Objective

To determine how the use of the reading aloud strategy enhances speaking skills at the Unidad Educativa “UNIKIDS” in the students of seventh grade.

1.3.2 Specific Objectives

1. To analyze the types of reading aloud strategies that improve students' speaking skills.
2. To identify the speaking subskills that are developed using the reading aloud strategy.
3. To establish the influence of the reading aloud strategy on students' speaking skills.

Chapter II

METHODOLOGY

The present chapter aims to describe clearly and detailed the methodology used for the collection and analysis of the information used in this study. Here it can be found topics like types of resources, methods, research modality, type of research, design, the procedure of the application method, population, techniques, and instruments for data collection, null and alternative hypothesis, and identification of variables.

2.1 Resources

To carry out this project effectively, human, institutional, material, and economic resources were necessary. The totality of this project was made using technological elements. As well as the delivery and development of the research. (Table 3)

Table 3. *Types of resources.*

Resources	
Human Resources	Research Tutor Researcher Participants
Institutional Resources	Universidad Técnica de Ambato Facultad de Ciencias Humanas y de la Educación Pedagogía de los Idiomas Nacionales y Extranjeros Unidad Educativa “UNIKIDS”
Materials	Technological materials Rubric Exercises to read aloud Books

Source: The researcher

Elaborated by: Hango, J (2021)

2.2 Methods

2.2.1 Research approach

This research has a quantitative character for the following reasons:

Quantitative research

The quantitative research method was chosen for this project since it is based on the collection of a series of data and their analysis, using statistics to find objective information, which helps to determine the relationship of the variables using measurable results obtained from the standardized test and its rubric. In general, in the quantitative method, this information is usually represented in tables and graphics, to exemplify better the findings.

This type of approach applied numerical methods to study an observable phenomenon. Once the information was collected, the results could be presented using different aids like tables or graphics, consistent with the number of evidence that was managed. Its main purpose was to test a hypothesis to obtain measurable data of the incidence of the variables. A relevant characteristic was the objectivity that the researcher had to express while getting outcomes, its participation had to be reduced to apply the experiment using validated data-collection instruments, and do not interfere with opinions regarding what was obtained (Barth & Blasius, 2021). Moreover, this method was aimed to analyze a phenomenon with numerical data in order to accept or deny a hypothesis. Of course, the statistical method is crucial for this author as well, in a quantitative research study, variables are related to answering research or making predictions about the population under study. The final written report has the following structure introduction, literature and theory, methods, results, and discussion (Creswell, 2016). That is why it is important to choose an appropriate instrument for data collection because it depends on the results of any investigation.

2.3 Research Modality

2.3.1 Bibliographical research

This research gathered all the information from several books, journals, articles thesis, and internet documents intending to support the investigation. As well, these sources helped to understand different features of the variables the reading aloud strategy and speaking skill, for instance, definitions, benefits, types, subskills, among

others that were detailed above.

Pant and Sharma (2018) establish this as a guide that shows where the knowledge was constructed from. Besides, it includes several opinions of different authors, which provide the necessary data to be informed about the variables of the investigation, and fulfills the aims proposed. This kind of research adopts the name of bibliographical since the material gathered comes from different written sources. Nowadays, facts do not only come from old books, but with free access to technology is possible to get updated and helpful data in websites, blogs, or online books.

In brief, it is considered as a list of all the sources consulted while writing an article or investigation research, these depend on a good citation from the researcher to validate the information, otherwise, it could indicate plagiarism or not validated evidence.

2.4 Level or type of Research

2.4.1 Exploratory

Boru (2018) stated that this design of the research is used to have a better understanding of the problem. It is described as flexible, since the researcher can change and adapt the strategies applied according to the results gathered, along with the improvement of the subject that is being studied. This type of research can be done, when the existent information is not enough to have a result, or a conclusion about the study. This research project origin was identified according to students' reality in the development of English- speaking skills. So, a general vision of the current teaching-learning process was reflected, since previous investigations were made only using surveys or questionnaires, this quantitative research is aimed to analyze precise data.

2.4.2 Pre experimental research

Farooq et al., (2016) claim that the main characteristic of pre-experimental research is that the subject of the study is a specific participant or group, after the application of an investigative treatment. To test if the research conducted has the potential to cause an influence on the variables, the results are compared but these have to be conducted in different periods with the same participants to be reliable. Depending on the analysis of the results, it can be determined whether the hypothesis is approved or

not. This investigation is centered on the influence of the reading aloud strategy on students' speaking skills.

2.5 Research Design

Experimental Research

It is a scientific research design, in which the experimenter's interest is focused on the effect of environmental changes. This experimentation takes place in a specific setting, according to the subject that is being studied. It can be applied in different areas like the educative, psychological, or medical. To support or reject the hypothesis of the investigation, it is necessary to implement a validated instrument to collect data. Moreover, the variables have to be measurable and able to be manipulated by the examiner. It is divided into three categories quasi-experimental (it contains control and an experimental group), true experiments (applied in medicine or the science field), and pre-experimental (the results are compared before and after the intervention) (Jonassen & Driscoll, 2004).

This was applied in this investigative project since this consists of manipulating the independent variable, in this case, the reading aloud strategy to observe and measure its effects on the dependent variable, the speaking skill. Besides it was indispensable the application of the pre-test, post-test, and interventions were done with one population in different instances to gather information about the influence of the variables and to determine if the reading aloud strategy had an impact on speaking skills.

2.6 Procedure

The totality of the project was done in the virtual modality, due to Covid 19. Therefore, the interventions were applied in synchronic sessions using different technological tools like zoom, nearpod, wordwall, etc. To relate students to the reading aloud strategy. The first step was to select the appropriate group to apply the strategy; the selected group was conformed of 12 children from seventh grade "Newton" at UNIKIDS. (Annex 1)

It was necessary to apply a pre-test. The standardized exam selected was the KET speaking part 2, to know the level students had in this skill. As well as a rubric from Cambridge assessment to evaluate students' performance. In addition, in that session, the researcher explained to the participants how they were going to work, the purpose of the interventions, the skill that was going to be the center of the class, and which online web tools they were going to develop the work in class.

After the researcher had the results from the pre-test, the activities were chosen to enhance students' speaking skills using the reading aloud strategy. Afterward, lesson plans included different activities for students to develop, but the spotlight was undoubtedly the use of the strategy. Hence, every product they had to submit was aimed to practice it, through dialogues, interesting texts, blogs, and diaries, among others. These activities were done mostly individually, except for one activity that was done in pairs, using the two types of reading aloud that were established to be specifically for developing the speaking skill at educational institutions, which were educational (guided) and individual (not guided). (Annex 2)

Students had to read aloud in two ways after the feedback from the researcher and by themselves without any doubt. The material was taken from books according to topics provided by their teacher or created by students. They could record their speaking tasks using tools like Vocaroo and Nearpod, to finally paste their links on google share documents or submit them directly to the teacher. At the end of the seven interventions, the researcher applied the same KET Cambridge exam that was applied before the experiment, to compare results and analyze if the reading aloud strategy had a significant influence on students' speaking skills.

2.7 Population and sample

The participants in this study were 12 students from the seventh grade of EGB parallel “Newton” at Unidad Educativa “UNIKIDS”. The children had an average age of 11 and 12 years old. The sample was formed by the whole course, which means that the strategy was applied to all students of the same level. They shared the same characteristics and background of the language since they had been studying English since previous levels, practicing more hours as this is a bilingual institution.

The population was chosen because as mentioned in the previous chapter by many authors the reading aloud strategy can be applied at all ages, but to enhance communicative skills, it can be better to apply it with children. Since they tend to improve this skill at a young age and they are receptive to the teachers’ voice. Moreover, kids tend to copy the proper pronunciation of words, similar to what they did when they were babies with their parents to learn their mother tongue Spanish. Therefore, the results of this strategy can be more visible at a young age. (Table 4)

Table 4. *Participants’ age and gender*

Participants’ age and gender					
Age	N°	%	Gender	N°	%
	participants			participants	
11	8	66%	Male	4	34%
12	4	34%	Female	8	66%
TOTAL	12	100%	TOTAL	12	100%

Source: UK students’ data

Elaborated by: Hango, J (2021)

2.8 Techniques and instruments for data collection

To gather and analyze information of the two variables, reading aloud and the speaking skill, it was essential to use the second speaking section of the KET (KEY ENGLISH TEST) from Cambridge as pre and post-test, to analyze results. The test was set to A2 level. This measured students speaking knowledge at the beginning of the intervention, and after the strategy was presented. This part is called discussion, consisting of two phases; the first one was letting students talk in pairs about what they

saw in a prompt about different places to spend holidays for 3 to 4 minutes. The picture had some holidays like camping, snowboarding, sightseeing, walking, and going to the beach. They had to answer the question, do you like these different holidays? Explaining why or why not. They had 1 minute to look at the given image. After the interaction, two open-ended questions related to the holiday booklet were asked to each participant in the group. For the second phase, they had to answer two more open-ended questions about the same topic, but these were focused on traveling with family, friends, favorite trips, or places to go on holidays. They had 2 minutes for this last assignment. (Annex 3)

The quiz had its corresponding rubric that assessed grammar and vocabulary, pronunciation, and interactive communication. The assessment scale was distributed into the following punctuation; all of them from 0 to 5, with 0 as the lowest declaring students had many problems with the skill and 5 as the highest score that stated the students were great at speaking. The same rubric was used in the two applications, to compare students' knowledge and enhancement at the end of the post-test. (Annex 4)

The second part of the KET English exam was selected for this investigation project because it was set to an A2 level, the appropriate level for English learners in seventh grade in the country. Besides, it contained a relevant activity using prompts, where students could express their opinions regarding a topic and interact with a partner. The pre-test helped the present project to collect data on the students' speaking level and the post-test measured the influence of the strategy at the end of the interventions. Therefore, it was possible to analyze the main objective, the influence of the strategy on learners' oral performance.

The data was collected by first dividing the course into pairs to provide a pre-test, and recording their scores based on the speaking rubric over 10 according to the Ecuadorian scale and 15 that responded to the Cambridge assessment. The treatment was applied and after the interventions with the group, the post-test was administered to the same group of individuals, and their scores were recorded in the SPSS software following the previous procedure. Finally, the difference between the pre and post-test scores was analyzed, to declare the influence that the reading aloud strategy had on students speaking skills.

2.9 Hypothesis

H0: The use of the reading aloud strategy does not have a positive influence on speaking skills with students of the Unidad Educativa “UNIKIDS”.

H1: The use of the reading aloud strategy has a positive influence on speaking skills with students of the seventh level at Unidad Educativa “UNIKIDS”.

2.10 Variable identification

- Independent Variable: Reading aloud strategy.
- Dependent Variable: Speaking skill.

CHAPTER III

RESULTS AND DISCUSSION

3.1 Analysis and discussion of the results

In this chapter, the data obtained during the application of the pre-test and post-test were analyzed. This process was necessary to understand the relationship between the variables, representing them by graphics and figures, with their correspondent analysis and interpretation to make clear enough what the results denoted. The whole application was done with 12 English learners from 7th grade of the Unidad Educativa “UNIKIDS”, during the subject of language acquisition. Due to the global pandemic emergency, all the investigation was carried out in virtual modality through video calls in the zoom platform.

It is important to state that the KET sample test used was taken from the Cambridge English assessment, and the researcher took into account the second part of the speaking section. The rubric had 5 points as the highest punctuation to reach in each criterion, and 0 as the lowest. With a total of 15 points, it contained three aspects to evaluate which were the following:

First, grammar and vocabulary included control of simple grammatical forms and appropriate range to deal with in daily situations. Second, pronunciation involved control of utterance, stress, and intonation. Finally, interactive communication assessed the ability of the student to respond to instructions, express simple ideas fluently and require very little support. To determine the influence of the reading aloud strategy on students’ speaking skills the results of the pre and post-test were compared and analyzed. The scores were presented in two ways, according to the Ecuadorian score over 10 (Annex 5) and the rubric over 15 (Annex 6), and they were compared in figure 7.

The quantitative data analysis methods used were first, the descriptive analysis that was helpful to find patterns in the obtained information. For example, the mean represented the average for the pre-test 9,75 and the post-test 12,75. The frequency determined the number of times students obtained the KET rubric scales from 0 to 5 for each criterion. Range established the highest and lowest values reached in the pre

and post-test. Then the results were analyzed with the T-test, this took into consideration the pre-test and post-test mean. These were compared with a 5% of significance and detailed the standard deviation of the results. This analysis method was chosen because the sample size was less than 30, independent, which are those different samples, i.e. a sample evaluated on two different occasions. The values are continuous, the sampling has been done randomly within the population, there is homogeneity in the variability of data, and previously a normality test has been performed, which shows that the distribution is approximately normal. All these processes were done in the SPSS software.

For the bibliographical-documental research, the documental analysis was necessary since all the information was taken from primary sources like books, journals, or documents, and these were cited and organized in the theoretical framework. As, it was important to gather important information about the variables to understand them, and explain them in this project.

3.2 Data interpretation

Table 5. Pre-test results

Criteria	KET Rubric Scales						Total of students	Percentage	Average
	0	1	2	3	4	5			
Grammar and vocabulary	0%	8.3%	16.7%	25%	50%	0%	12	100%	3.1
Frequency	0	1	2	3	6	0	12		
Pronunciation	0%	0%	8.3%	50%	41.7%	0%	12	100%	3.3
Frequency	0	0	1	6	5	0	12		
Interactive communication	0%	0%	16.7%	41.7%	41.7%	0%	12	100%	3.3
Frequency	0	0	2	5	5	0	12		
									9.7/15

Elaborated by: Hango, J (2022)

Source: KET test

Analysis and Interpretation:

Table 5 shows the performance of the population conformed of 12 students had at the beginning of the experimentation. Their final average was 9.7 over 15 points, this indicated that learners had some deficiencies in speaking skills. The data was represented in the Ecuadorian score (over 10), so it can be understood in a better way. On this scale, they got 6.4.

The second part of the KET Cambridge exam was taken into consideration. The first criterion of the rubric was about testing the ability to be accurate with grammatical forms. According to the results obtained, nobody got the lowest score (0), and it was represented with 0%. For scale “1”, one student had this result and it was represented with 8.3%, while for the next scale, two students got this score with the 16.7%. For this criterion, three students reached the scale of 3, and it represented 25% of the population. The 50% of the class obtained a scale of 4, it was the most obtained result. The last scale, which was 5, got a 0%.

Consequently, an average of 3.1 over 5 points was achieved for the first standard of the rubric. On the other hand, for the pronunciation section, none of the students got the scales 0, 1, and 5, these three share the 0%. The scale 2 had the 8.3%, while the majority of the students reached scale 3 with a high 50%, the missing percentage belongs to scale 4 with 41.7%. In addition, the last criterion about interactive communication had the same 0% for scales 0, 1, and 5. Whereas scale 2 had 16.7%, scales 3 and 4 shared the same 41.7%.

Finally, based on the results it can be concluded that even the participants of the experimentation who belong to a bilingual institution, still had some problems completing speaking activities like those that were presented in the pre-test. However, they had a picture as a prompt that helped them to have a regular performance. It can be said that the criterion in which they had the lowest average was pronunciation, followed by the other two that shared 3.3%. There is not a big difference in the final averages of the subskills, since these showed to be leveled. These results go according to what Marlina (2018) established about the lack of real interaction in classes among students, having only prepared dialogues that do not fit their reality. For this reason, they could not start a conversation with little prompts included in the pre-test with a classmate and their speaking performance was deficient.

Table 6. Post-test results

KET Rubric Scales									
Criteria	0	1	2	3	4	5	Total of students	Percentage	Average
Grammar and vocabulary	0%	0%	0%	25%	33.3%	41.7%	12	100%	4.1
Frequency	0	0	0	3	4	5	12		
Pronunciation	0%	0%	0%	8.3%	41.7%	50%	12	100%	4.4
Frequency	0	0	0	1	5	6	12		
Interactive communication	0%	0%	0%	16.7%	50%	33.3%	12	100%	4.2
Frequency	0	0	0	2	6	4	12		
									12.7/15

Source: KET test

Elaborated by: Hango, J (2022)

Analysis and Interpretation:

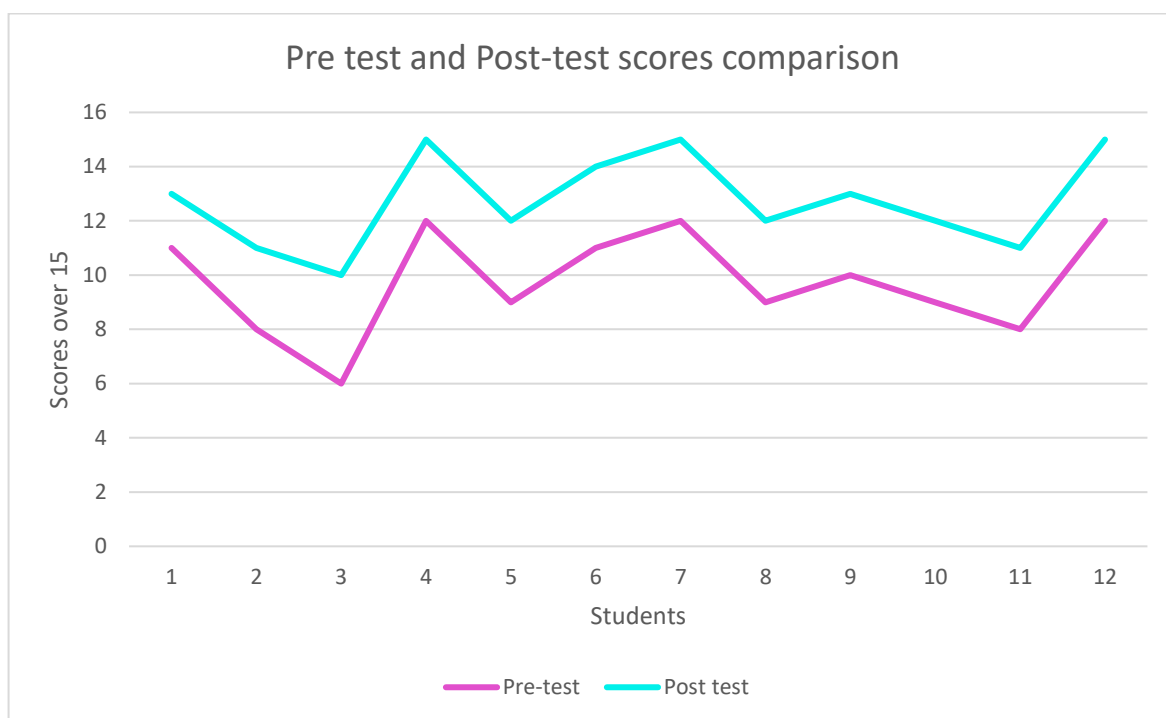
Table 6 shows the outcomes of the post-test, it is essential to mention that the assessment was the same as the pre-test with its correspondent rubric, it was a KET exam taken from Cambridge. Therefore, the scales were similar and these went from 0 to 5, and the total of points was 15. According to the results obtained, the average difference between the application of the pre-test and the post-test was 3 points. It settled the effectiveness of applying the reading aloud strategy in class, as the improvement was visible in the final average of the treatment.

The grammar and vocabulary criterion established that 0% of the students got the scales 0, 1, and 2. Moreover, scale 3 got 8.3% of the total, followed by 33.3% and 41.7% with '4' and '5' respectively. Thus, the average obtained was 4.1 over 5 points. In addition, in the pronunciation part, the results for scales '0', '1' and '2' were 0%. While the rest of the percentage of students was for scales '4' and '5' with 41.7% and 50% correspondingly. Its average was 4.4% over 5. Finally, in the interactive communication part, students' performance for scales '0', '1' and '2' was 0%.

Nevertheless, on a scale of 4, half of the students got this score, so it was symbolized with 50% of the total, followed by 33.3% on a scale '5'. The average for this part was 4.2 over 5.

These results mean that the use of the reading aloud strategy to improve students' speaking skills were effective, the results showed an improvement in three criteria of the rubric, which evaluated speaking subskills as fluency, grammatical accuracy, pronunciation, and intonation. The treatment was focused on improving them, the activities applied with the group were chosen according to their level, interests and centered on improving their speaking learning; as a result, learners were able to complete the evaluation with little or no prompting at the end of the treatment process. As cited previously Routman (2015) mentioned the importance of joyful reading aloud to get students' attention and improve their abilities. Since they tend to get distracted in class, mostly when the topic is boring for them. Hence, the use of this material helps to develop their ability and as reflected in the results, these were better than before the interventions in the pre-test.

Figure 5. Pre-test and Post-test scores comparison



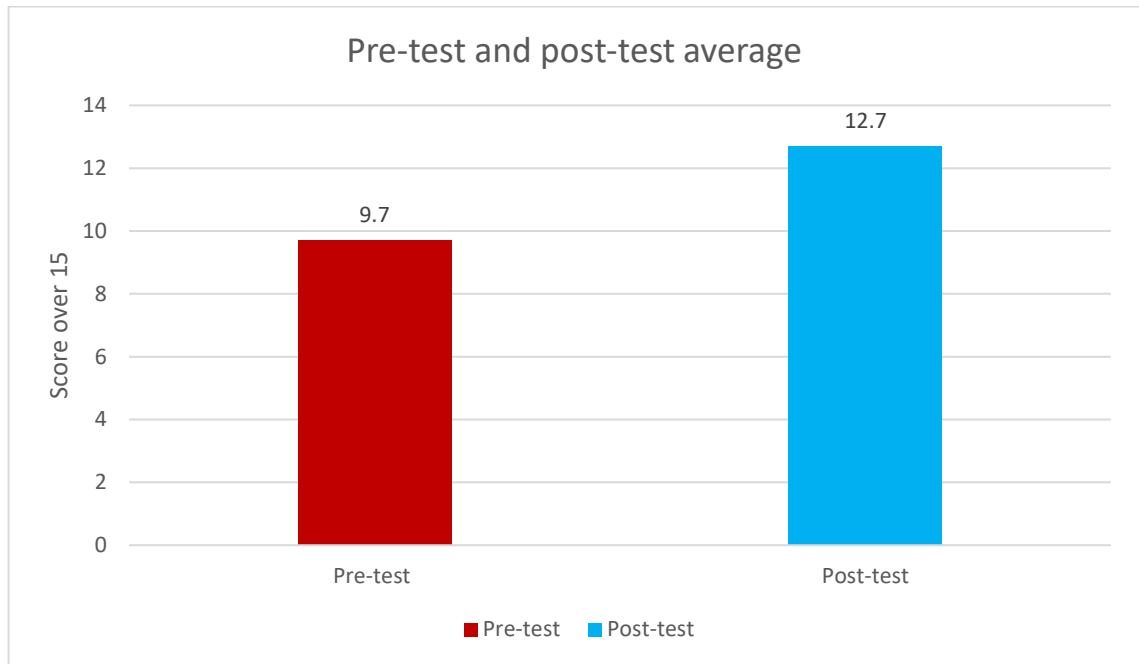
Source: KET test

Elaborated by: Hango, J (2022)

Analysis and Interpretation:

Figure 5 displays the comparison of the pre-test and post-test scores (annexes 4 and 5), these results were obtained by 12 students of seventh grade in the KET exam from Cambridge. This was taken before and after the application of the reading aloud strategy and had a standardized rubric which was over 15 points. It can be seen in the figure that in the pre-test, the lowest score was 6 points and the highest was 12. These results indicated a regular knowledge of their speaking. After the interventions, the results for the post-test are different since the lowest score was 10, and the highest score was 15. After being instructed, the students had a better performance in their speaking skills by using the strategy, and it was reflected in the grades they had in the final evaluation. As Proença et al., (2017) stated the big influence the strategy has on oral competence, enhancing some subskills like pronunciation, fluency, intonation, etc. Once they heard the teacher reading aloud, they paid attention to the proper way of saying a word. Moreover, this is corroborated by the comparison figure and the visible improvement from one test to another.

Figure 6. Pre-test and Post-test average



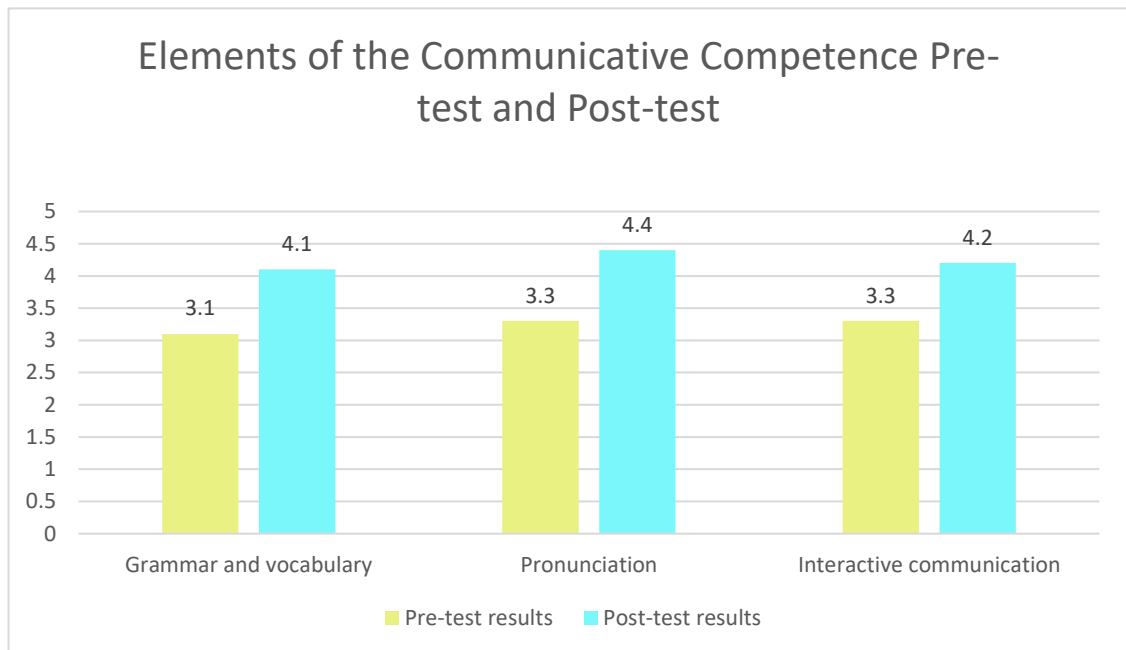
Source: KET test

Elaborated by: Hango, J (2022)

Analysis and Interpretation:

Figure 6 presents the difference between the average of the pre-test and the post-test scores over 15 points. The average number of students got in the pre-test was 9.7, against the 12.7 points reached in the post-test. It denotes the general improvement of the group formed by seventh grade 'Newton' at UNIKIDS in their oral competence, with a variance of 3 points. The significant gap between the two averages indicates the effectiveness of the strategy since it supposes an important change in the abilities of students to speak the language. The results go along with Muratovic (2014) who categorized the types of reading aloud, in which the educational part was the most effective to improve speaking skills because the educational field has a strong influence on children's first years. This was done individually and with the guidance of the class instructor, and these established the difference in the final averages.

Figure 7. *Elements of the Communicative Competence Pre-test and Post-test*



Source: KET test

Elaborated by: Hango, J (2022)

Analysis and Interpretation:

Figure 7 introduces the average obtained by the participants in the pre-test and post-test. The Cambridge rubric evaluated grammar and vocabulary, pronunciation, and interactive communication. All these were scored over 5 points and an average of 15 marks. In the first criterion of the pre-test, learners got an average of 3.1, to later get 4.1 points in the post-test. For the pronunciation section, students reached 3.3 and after the strategy, they got 4.4 points. In the last criterion, the average was 3.3 to reach finally 4.2 points in the post-test. These results pointed out a major development in these elements, especially pronunciation that got the highest average. Therefore, it is likely to determine that the reading aloud strategy works to develop learners' speaking skills. These findings go along with Pakula (2019) who mentioned that second language learners usually pay more attention to the pronunciation part since they want to communicate and be understood by others, but equally, students improved generally in the rest of the subskills because these are necessary to complement their speaking.

3.3 Hypothesis verification

Null hypothesis

H0: The use of the reading aloud strategy does not have a positive influence on speaking skills with students of the seventh level at Unidad Educativa “UNIKIDS”.

Alternative Hypothesis

H1: The use of the reading aloud strategy has a positive influence on speaking skills with students of the seventh level at Unidad Educativa “UNIKIDS”.

After the implementation of the reading aloud strategy, the results obtained were analyzed through the SPSS software. The procedure was the following; first, it was necessary to apply a test of normality to know the distribution of the data. The Shapiro-Wilk`s normality test was chosen, due to the size of the sample containing less than 50 students. After that, it was necessary to apply the T-test to accept or deny the null or the alternative hypothesis.

Statistical method:

To know the distribution of the results, the following data required a parametric test, specifically the Shapiro-Wilk`s normality test, since it had two important assumptions. The first establishes that the data has to be quantitative (scalar) and the sample was small, it consisted of 12 students, which is under 50.

Table 7. *Shapiro-Wilk Normality Test*

Pair	Statistic	df	Sig.
Pre-test	0,920	12	0,288
Post-test	0,920	12	0,283

Source: Software SPSS

Elaborated by: Hango, J (2022)

Analysis and Interpretation:

Table 7 reflects the criteria of Shapiro-Wilk's test state that the distribution is normal when the value obtained is higher than the level of significance 0.05. On the other hand, if it is below or equal to 0.05 there is no normality in the numeric outcomes. In the case of the gathered data, the test determined that the values of the pre-test (0,288) and the post-test (0,283) were above 0.05, so as a result the normality for both distributions was accepted. This meant that the assumptions for applying the t-test are fulfilled, the samples are parametric and present normality in their distribution.

Related Samples Comparison

Table 8. Paired Samples Statistics

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre_test_results	9,75	12	1,913	,552
	Post_test_results	12,75	12	1,712	,494

Source: Software SPSS

Elaborated by: Hango, J (2022)

Analysis and Interpretation:

Table 8 presents the average of the pre-test and post-test applications; the pre-test average is 9.75 while the post-test mean is 12.75, there is an increment of 3 points. These results support that once the interventions were done with the students at the Unidad Educativa "UNIKIDS" their speaking subskills had a relevant change from one test to the other. This implies that the whole group was affected positively since the difference between the results is 3 points.

Table 9. Paired Samples T-test

	Paired Samples Test					t	df	Sig. (2-tailed)
	Paired Differences							
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pre_test_results - Post_test_results	-3,000	,426	,123	-3,271	-2,729	-24,372	11	,000

Source: Software SPSS

Elaborated by: Hango, J (2022)

Analysis and Interpretation:

Table 9 shows the results obtained by applying the T-test in the pre-test and post-test scores. The results belonged to a comparison of one related sample; this means that these were gathered in different instances of the experimentation but with the same population and tool to evaluate. The T-test establishes that the level of significance to accept the alternative hypothesis is under 0.05; in contrast, if the Sig. (2 tailed) the value was equal or superior the null hypothesis would be accepted. As it can be seen in the table that the value of the Sig. (2 tailed) of the comparison of the pre-test and post-test is equivalent to 0,000. This quantity is smaller than the 5% of significance, so the null hypothesis (**H0**: The use of the reading aloud strategy does not have a positive influence on speaking skills with students of the seventh level at Unidad Educativa “UNIKIDS”) was rejected. Therefore, the investigator accepted the alternative one (**H1**: The use of the reading aloud strategy has a positive influence on speaking skills with students of the seventh level at Unidad Educativa “UNIKIDS”).

The statistical results exposed the significant improvement that the reading aloud strategy applied in classes can cause to students’ speaking skills. This impacted positively on the population selected, thus at the end of the intervention, learners’ scores could increase and at the same time show the reliability of the strategy to make a change on students’ oral competence.

3.4 Discussion

After the whole data was analyzed statistically, it was demonstrated that the use of the reading aloud strategy signified an important improvement in students' speaking skills. According to the reliable data obtained in the standardized pre-test and the post-test with its corresponding rubric, it can be said that at the beginning of the research the learners had some deficiencies in their speaking abilities. Nevertheless, the reading aloud strategy played a crucial role to enhance the lowest points they had, and as these were chosen according to their interests, their engagement in classes grew day by day.

Based on the comparison of the final averages of both tests, it is important to mention that the whole's group performance was greater than before. It went from being a low 9.7 to become a 12.7 over 15 points. Divided into the three different criteria of the Cambridge rubric (grammar and vocabulary, pronunciation, and interactive communication) the improvement was approximately 1 point per subskill. Moreover, it is important to highlight that pronunciation was the one that got the highest development out of the rest of the criteria. Additionally, the benefit of the reading aloud strategy improving the speaking skills can be supported by several investigations, in which the progress was visible in all of them. For instance, in the research work of Supraba et al., (2020) the correlational study demonstrated the significant relationship between the reading aloud strategy and the speaking skill, since the result of the T-test was under 0.05 accepting the alternative hypothesis. Moreover, the study of Islam and Eltilib (2020), applied a paired T-test and a survey in which the results once again indicated the reliability of the strategy with solid results statistically analyzed. Additionally, the investigation presents similar outcomes with those of the project by Ninsuwa (2015) in which these presented the importance of the strategy to develop confidence when pronouncing an unfamiliar word, or making pauses correctly when speaking. Since the results showed an improvement in their post-tests results like the twelve students from the parallel 'NEWTON' of UNIKIDS did in this study.

The findings revealed the importance of developing speaking competence in class because it can be considered as one of the most difficult skills to manage for students. However, with the application of different strategies and methodologies in class like the one proposed in this project, this could stop from being a problem, to become an opportunity to practice and learn English in a varied way.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

The reading aloud strategy is a relegated technique that is not implemented in everyday classes nowadays as it should be. It is crucial to understand its importance to improve learners' oral communication since this investigation showed its usefulness and students' willingness to participate in them once the teacher looks for interesting topics, which help them to learn and have fun at the same time. The following conclusions respond to the objectives in this project:

The reading aloud strategy had an important effect on students' speaking skills at Unidad Educativa "UNIKIDS". Since the strategy had the flexibility to fit with any English topic, all the activities were aimed to engage students using interesting reading aloud texts. This allowed them to be focused on the lessons, be motivated to practice, and develop their oral competence. What has been learned was the possibility of working with students on several topics and practicing speaking at the same time; students enjoyed the lesson and participated. This is a facility for teachers, as speaking is one of the most difficult skills to enhance in class.

The reading aloud strategy is divided into two important types; this activity can be guided or not guided. In the case of the first category, the strategy is developed in two scenarios the familiar and the educational. On the contrary, implementing the strategy without a guide is considered an individual process. All of them have a strong influence on the ability of a person to speak in different stages of life like childhood, teenage years, and adulthood. However, as it depended on the environment in which was developed and the age of the students, only the educational and individual kinds were carried out during the experimentation. The importance of using both types was understood since both can act as a means to challenge students to perform tasks by themselves or help them to discover knowledge at the end of each application. Practicing speaking in a varied way, using the same strategy so they already know the procedure.

The KET Cambridge rubric used evaluated three criteria, vocabulary and grammar, pronunciation, and interactive communication. These contained subskills like grammar accuracy, pronunciation, intonation, and fluency. According to the statistical analysis, these four were developed at the end of the interventions. Since, the criteria increased approximately one point in the post-test results, which were scored over five points, the change was significant. It is important to remark that the most affected subskill was pronunciation, with a small difference from the others. It was recognized the strategy is useful when it comes to improving the previously mentioned subskills, mostly at a young age as the participants, who were around 11 to 12 years old. At the end of the interventions, the speaking level was better than at the beginning.

To sum up, the influence that the reading aloud strategy had over students' speaking skills is evident; as the data collected of the pre-test showed, in the beginning, the learners had some problems with this skill, nevertheless, the post-test marks displayed the progress students made at the end of the application of the strategy. These, along with the T-test results revealed a significant development of the participants' oral performance. Besides, it was learned the relevance of the strategy applied during an everyday lesson. This leaves no doubt to start using it as a trustworthy activity in next classes, to influence students' speaking knowledge positively during early years in education.

4.2 Recommendations

To help in the implementation of the strategy to develop the speaking skill in the classroom or to support any further researchers on the topic, the following recommendations were done:

To apply the reading aloud strategy in any English lesson. Not only because it can enhance students' oral performance in aspects like accuracy, pronunciation, intonation, and fluency. However, it can be used with any topic of the class, so it can increase students' motivation to learn and speak in the classroom. Since, they get the opportunity of making mistakes freely and being corrected at the moment, or just listen and follow the teacher's modeling.

While implementing the reading aloud strategy in class is important to identify correctly students` age and their level of English as a group. Because, in that way teachers would be able to look for the best type of reading aloud, whether if the pupils need some guidance from the instructor before starting or if they can start by themselves, to be corrected once they have tried.

Teachers should be worried about learners` abilities with the spoken language, as this would be useful when traveling abroad to communicate with foreigners or in any situation they can encounter in their own country where English is required. Therefore, developing its subskills should be an obligation for educators to fulfill students` expectations, give them the chance of being accurate by practicing each component of the skill, and be competent at the level they are.

Finally, for further investigations on the topic, it can be suggested that it is important to apply the reading aloud strategy in small teams in the class. In this way, students can share what they know with their classmates, this is another way of introducing or testing a read-aloud activity.

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Annexes

Annex 1: School Approval

CARTA DE COMPROMISO

Ambato, 25/10/2021

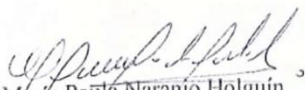
Doctor
Marcelo Núñez
Presidente
Unidad de Integración Curricular
Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros
Facultad de Ciencias Humanas y de la Educación

MSc. Maria Paula Naranjo Holguín en mi calidad de Directora de "Unikids" Unidad Pedagógica ABC English - Kids, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Integración Curricular bajo el Tema: "READING ALOUD STRATEGY AND THE SPEAKING SKILL" propuesto por la estudiante Jennifer Dennise Hango Díaz, portadora de la Cédula de Ciudadanía 1851144764, estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros 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


María Paula Naranjo Holguín
1801913722
(03) 3700820
mnaranjo@unikids.edu.ec



Annex 2: Lesson Plans

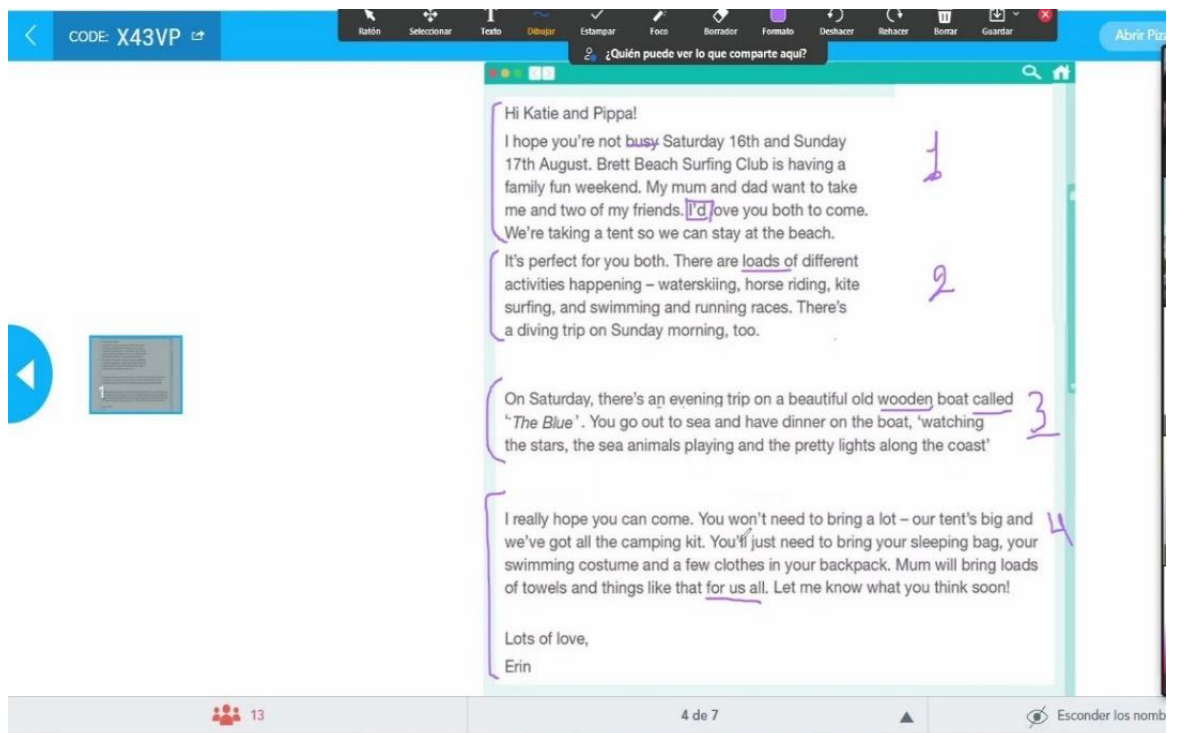
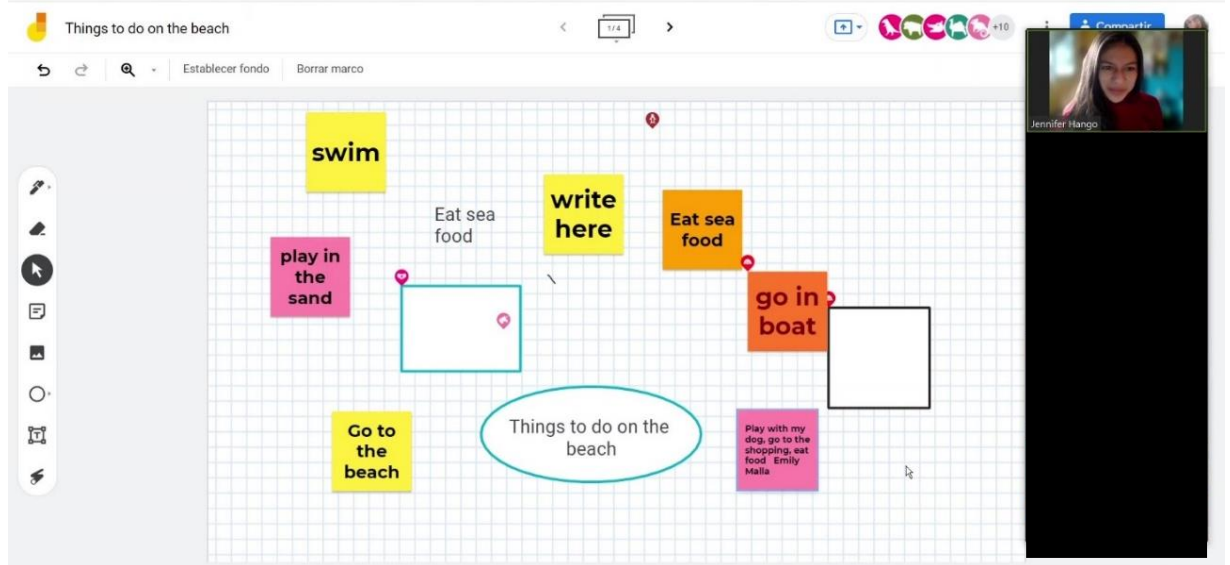
Lesson plan 1: Holidays on the beach

Teacher: Jennifer Hango

Subject: Language acquisition

Level: Seventh grade

<p>Group: 12 students from 7th grade, 8 women and 4 men</p> <p>Date: 01/12/2021</p> <p>Duration: 40 mins</p>		
<p>Topic: Holidays on the beach</p> <p>Aims:</p> <ul style="list-style-type: none"> To recognize types of activities to do at the beach. To perform accurate reading aloud. 		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity</p> <p>Write three activities that you can do on the beach.</p> <p>The teacher provides the link and gives instructions to students of writing some activities to do on the beach.</p>	<p>Jamboard</p> <p>https://jamboard.google.com/d/1BK77ffvKrLvqbQLbijHPqdjUD2_3kBv58QLhN7eHU4/edit?usp=sharing</p>
Study 20 mins	<p>The teacher introduces the reading of the day, which is an email about “A holiday on the beach”, that contains several activities to do at that place.</p> <p>The teacher starts reading each paragraph, and then she makes a pause to select a participant from the group to read the same paragraph. Therefore, students practice hearing the teacher reading aloud. All students read the text, while the teacher checks pronunciation and intonation.</p> <p>Next, the students have to complete an advertisement with information from the reading.</p>	<p>Nearpod:</p> <p>https://app.nearpod.com/?pin=BCCAAF521FDfEDCA14C24BA0D2488F02-1</p>
Activate 10 mins	<p>Students have to practice reading the whole text by themselves, taking into account the teacher`s feedback.</p> <p>The teacher explains to her students how to record their voices on Nearpod.</p> <p>Students submit their recordings.</p>	<p>Nearpod recordings:</p> <p>https://utaedu-my.sharepoint.com/:u:/g/personal/jhango4764_uta_edu_ec/EYFgJKdzEThOkQUwkHX7RSMBn4FLi1EhLV8xrBjNaiPsW</p>



Source: The researcher
Elaborated by: Hango, J (2021)

Lesson plan 2: Holidays on the mountain

Teacher: Jennifer Hango

Subject: Language acquisition

Level: Seventh grade

<p>Group: 12 students from 7th grade, 8 women and 4 men Date: 07/12/2021 Duration: 40 mins</p>		
<p>Topic: Holidays on the mountain Aims:</p> <ul style="list-style-type: none"> • To recognize types of activities to do at the mountain. • To perform accurate reading aloud. 		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity</p> <p>The teacher shares with students a Nearpod link.</p> <p>The teacher shows a “virtual reality activity” in which there is a 3D image of a mountain, and asks them to name what they think the reading of the day will be about.</p> <p>Students participate and predict according to what they observe.</p>	<p>Nearpod</p> <p>https://app.nearpod.com/?pin=5FA88C44A49056E3C722A458D606754A-1</p>
Study 20 mins	<p>The teacher introduces the reading of the day, which is a text about “A holiday on the mountain”, that contains several activities to do at that place.</p> <p>The students start reading each paragraph, applying the game called “popcorn” so another classmate must follow the text and continue reading. Therefore, students practice hearing their classmates reading aloud. All students read the text, while the teacher checks pronunciation and intonation.</p> <p>Teacher shows an image, which contains things to carry when going to the mountain, and tells students to select 5 they would carry with them.</p>	<p>Nearpod</p>
Activate 10 mins	<p>Students have to practice reading the whole text by themselves, taking into account the teacher’s feedback.</p> <p>The teacher explains to her students how to record their voices on Nearpod.</p> <p>Students submit their recordings.</p>	<p>Nearpod recordings:</p> <p>https://utaedu-my.sharepoint.com/:u:/g/personal/jhango4764_uta_edu_ec/Ec_eaPIqYpB9Dit3x0SaDZJ0ByHQhHE-zpQgDEXd7AP47yQ?e=mZPuYd</p>

Esta compartiendo la pantalla Dejar de

Slide 4 / 6

¿Quién puede ver lo que compartes aquí?

adventure weekend

Students are going to the Brecon Beacons in Wales for our adventure weekend in May this year. The Brecon Beacons are mountains and the weather there can be sunny one minute and raining or foggy and cold the next. Please make sure that your son or daughter brings the right clothes. See the kit list below. It's important students don't bring too many clothes because each group is going to carry everything they need for camping and cooking.

There are lots of different walks in the mountains. We know that some students don't walk very much, so our walk over the two days is only 25 km long.

- Students spend Saturday and Sunday hiking.
- Students camp for one night, on Saturday.
- Students sleep in tents in groups of three or four.

We are travelling to the Brecon Beacons by bus. The bus leaves from the school on Saturday at 6 am and returns on Sunday at 8 pm. Please contact Mr Jones at the school if you have any questions or would like more information.

KIT LIST

CLOTHES	OTHER KIT
• walking boots	• backpack
• waterproof trousers and jacket	• towel
• walking socks	• sleeping bag
• underwear	• torch
• T-shirts	• wash bag
• pyjamas	• first-aid kit
• sweaters	• plate, bowl, mug, knife, fork, spoon
• trainers (for the evening)	• water bottle
• walking trousers (not jeans!)	
KIT FOR EACH GROUP	YOU MAY ALSO WANT:
• tent	• warm hat or sun hat
• map and compass	• gloves
• food	• sun cream
	• sunglasses
	• playing cards
	• snacks

Jennifer Hango

CODE: H6DT5

nearpod

Abrir Pizarra + Actividad

Enter VR

philliproberts@mac.com / 360cities.net

Jennifer Hango

12 3 de 7 Esconder los nombres de los estudiantes

Source: The researcher
 Elaborated by: Hango, J (2021)

Lesson plan 3: Holidays

Teacher: Jennifer Hango

Subject: Language acquisition

Level: Seventh grade

<p>Group: 12 students from 7th grade, 8 women and 4 men</p> <p>Date: 08/12/2021</p> <p>Duration: 50 mins</p>		
<p>Topic: Holidays</p> <p>Aims:</p> <ul style="list-style-type: none"> • To describe holiday`s activities. • To create a dialogue about holidays. • To perform accurate reading aloud. 		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity</p> <p>The teacher shows a hangman game to the students, and they have to name letters until they complete the words related to activities to do on the beach.</p>	<p>Hangman link:</p> <p>https://acortar.link/q37Iu5</p>
Study 30 mins	<p>The teacher shows a slideshare presentation about a dialogue, its definition, purpose and content.</p> <p>The teacher introduces a sample of a dialogue on google docs about vacations and tells the students to work in pairs to create their own dialogue following the example.</p> <p>The teacher creates the teams, shares each team`s link, enters to each room to check teamwork and solve doubts.</p>	<p>Slideshare presentation: https://es.slideshare.net/rksen/dialogue-25100544</p> <p>Google docs (dialogue sample)</p> <p>https://docs.google.com/document/d/1yTpV-DuKFISh-rWG0sasFhe07ftiyjXJ5t4WOOM2Yak/edit?usp=sharing</p>
Activate 10 mins	<p>Students have to practice reading the whole dialogue they created. They must record it in Vocaroo.</p> <p>The teacher explains to her students how to record their voices in Vocaroo and shares with them the Vocaroo link.</p> <p>Students submit their recordings and paste the link in the google doc.</p>	<p>Vocaroo: https://vocaroo.com/</p> <p>Vocaroo recordings:</p> <p>https://docs.google.com/document/d/1ovAQVPCtWPga4XmYSRuPBIN18XFet_V46bvh6S-7OVs/edit?usp=sharing</p>

Group 1-dialogue ☆ 🌐 ☁

Archivo Editar Ver Insertar Formato Herramientas Complementos

Sección de Grupos - En curso

- Sala 1
 - Cesar Jurado
 - Emilia Parreño
 - Jennifer Hango
- Sala 2 Entrar
 - Leslie Brito
 - Valentina Gallegos
- Sala 3 Entrar
 - DANNA
 - Emmanuel Álvarez
- Sala 4 Entrar
 - Emily Malla
 - Jose Gabriel - Jose proXDYT
- Sala 5 Entrar
 - Arianna Andrade
 - Isabel Delgado

Transmitir mensaje a todos Detener todas las sesiones

Replace the your own a only one of in the follow

Vocaroo | O

Names:

Link: https:

Speaker 1:

Speaker 2: Good morning, I am fine. What about you?

Speaker 1: I am fine too. So how was your holiday?

Speaker 2: It was amazing. Thanks for asking. How was your holiday?

Vocaroo - El servicio líder en grabación de voz. Subir ↕

00:00 00:12

https://voca.ro/18zLxwmOEBfw

Código QR Incrustar Descargar ⚙ Eliminar

Jennifer Hango

UK SCHOOL

NEWTON UK

Source: The researcher
Elaborated by: Hango, J (2021)

Lesson plan 4: Shopping

Teacher: Jennifer Hango

Subject: Language acquisition

Level: Seventh grade

<p>Group: 12 students from 7th grade, 8 women and 4 men</p> <p>Date: 09/12/2021</p> <p>Duration: 40 mins</p>		
<p>Topic: Shopping</p> <p>Aims:</p> <ul style="list-style-type: none"> • To identify products and ways of shopping • To perform accurate reading aloud. 		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity</p> <p>The teacher shares with students a Nearpod link in which students will find a “shopping quiz”, they have to choose the best option to find out what kind of buyer they are.</p> <p>The teacher shows the results and students participate by sharing their results with their classmates.</p>	<p>Nearpod</p> <p>https://app.nearpod.com/?pin=592B7EB71AE39A89D1E7E0F2DC72E66D-1</p>
Study 20 mins	<p>The teacher introduces the reading of the day, which is a text about “shopping and spending money” that contains several tips for saving money. The teacher starts reading each paragraph, and then she makes a pause to select a participant from the group to read the same paragraph. Therefore, students practice hearing the teacher reading aloud. All students read the text, while the teacher checks pronunciation and intonation.</p> <p>Then, the teacher show a shopping list as an example. The students have to create their own shopping list.</p>	<p>Nearpod</p>
Activate 10 mins	<p>Students have to practice reading the whole text by themselves, taking into account the teacher`s feedback.</p> <p>The teacher explains to her students how to record their voices on Nearpod.</p> <p>Students submit their recordings.</p>	<p>Nearpod recording:</p> <p>https://utaedu-my.sharepoint.com/:u:/g/personal/jhango4764_uta_edu_ec/ER1eAQM_-DVH17MLYXnUsMABHmxZzuJ_sawUPew90DXIXdA?e=Nt1S1M</p>

CODE: RUFDY nearpod ▶ Abrir Pizarra

Do the shopping quiz. Choose yes or no for each sentence.







Imagen de fondo del Dibujo




Arianna Andrade: Enviado



Valentina: Enviado




Emmanuel Álvarez: Enviado




Esperando dibujo

Danna Plaza




Esperando dibujo

Leslie Brito



Cesar Jurado: Enviado




Emily: Enviado


12
3 de 5 ▲
 Esconder los nom

CODE: RUFDY Abrir Pizarra + Actividad 15

Ratón
Seleccionar
Tecla
Dibujar
Estampar
Foco
Borrador
Formateo
Destacar
Reborrar
Buscar
Enviar
Guardar

¿Quién puede ver lo que comparte aquí?





SPENDING MONEY

Different people do different things with money when they have it. Some keep it until they can buy something they really want, and some spend it all very quickly.

Do you spend too much money? Do you spend your money as soon as you get it? Lots of teenagers love shopping. But if you want to keep your money for longer, read our tips.


- In a notebook, write down a list. Look at your list at the end of the month and decide if anything was not a good thing to buy.
- When you go shopping, take a list of all the things you want to buy
- Buy things from a market. The prices are often better there than in shops
- When you are in a shop, ask yourself: why am I buying this – or do I only want it at this minute?
- Don't buy something only because it's cheaper than usual. You probably don't really need it.
- Use cash if possible – with a card is too easy to forget how much you are spending. You can't spend more cash than you've got!
- Do things that are fun and free: talk to friends, go for a walk, ride your bike, play board games or borrow a book from the library

1

2

3

4



Jennifer Hango

The screenshot displays a Nearpod classroom interface. At the top, a blue header bar contains a back arrow, the code "RUFDY", the Nearpod logo, and buttons for "Abrir Pizarra" and "+ Actividad". The main content area features a yellow document icon titled "SPENDING MONEY" and the instruction: "Read aloud today's text about 'SPENDING MONEY' and record yourself. Be careful with pronunciation." Below this is a table with two columns: "Estudiante" and "Respuesta". The "Respuesta" column is currently empty. A list of student names is shown on the left: Aniamia Andrade, Valentina, Emmanuel Álvarez, Danna Plaza, and Leslie Brito. Each name has a blue arrow pointing to the right in the "Respuesta" column. On the right side, there is a video feed of a woman named Jennifer Hango. At the bottom, a grey bar shows a group icon with the number "12", the page number "5 de 5", and a button labeled "Esconder los nombres de los estudiantes".

Estudiante	Respuesta
Aniamia Andrade	
Valentina	
Emmanuel Álvarez	
Danna Plaza	
Leslie Brito	

Source: The researcher
Elaborated by: Hango, J (2021)

Lesson plan 5: Video games

Teacher: Jennifer Hango

Subject: Language acquisition

Level: Seventh grade

<p>Group: 12 students from 7th grade, 8 women and 4 men</p> <p>Date: 14/12/2021</p> <p>Duration: 40 mins</p>		
<p>Topic: Video games</p> <p>Aims:</p> <ul style="list-style-type: none"> • To discuss about popular video games • To perform accurate reading aloud. 		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity</p> <p>The teacher shares with students a Nearpod link in which they will find a picture. The students must write what they think is happening in the image, and what they observe.</p> <p>Students participate and then read what they wrote.</p>	<p>Nearpod</p> <p>https://app.nearpod.com/?pin=20D6C28CF1A97E0E1E50DC385FF52527-1</p>
Study 20 mins	<p>The teacher introduces the reading of the day, which is a text about “Professional gamers”.</p> <p>The students start reading each paragraph, applying the game called “popcorn” so another classmate must follow the text and continue reading. Therefore, students practice hearing their classmates reading aloud. All students read the text, while the teacher checks pronunciation and intonation.</p> <p>Then, the teacher shows an activity where students have to list their favorite video games. Once everybody participates, the teacher will start a short discussion about the most popular video games among the class.</p>	<p>Nearpod</p>
Activate 10 mins	<p>Students have to practice reading the whole text by themselves, taking into account the teacher`s feedback.</p> <p>The teacher explains to her students how to record their voices on Nearpod.</p> <p>Students submit their recordings.</p>	<p>Nearpod recordings:</p> <p>https://utaedu-my.sharepoint.com/:u:/g/personal/jhango4764_uta_edu_ec/EaGWUPwC0c5Hoe_bVpHSijQBSB0nUyPw4uPISC6VRxEW0Q?e=S9JXoF</p>

CODE: REBF6

¿Quién puede ver lo que compartes aquí?

Becoming a professional gamer

If you're a very good video game player, perhaps you could become a professional gamer. But it's not easy.

You have to love playing games, and you have to spend a lot of time playing them. The first thing to do is to decide what game you want to play as a professional. Then you have to spend as much time as possible playing it, and learning everything you can about it.

It's important to play the game against better players. You have to find out how they play differently from you. And you must practise by working hard on the things that are difficult for you. Also, don't try to improve too many things all at the same time.

But practising on your own will not be enough. Soon, you must join a group of gamers. It's the only way to become a great player. Talking with others about how you play is really good for your game. Learn the rules of the group before you join – each group is different.

Taking part in tournaments is important too, starting with small local tournaments. It's a great way to see if you play well or not. Later, when you play better, you should enter bigger tournaments with more players taking part.

Do you think you could do this as a job?

Jennifer Hango

CODE: REBF6

nearpod

Abrir Piz

Do you play video games? If yes, which ones?

Joaquin: Yes, I play Roblox, Minecraft and Genshin Impact (3 hearts)

Alegria Naranjo <3: i like to play undertale, minecraft, roblox (3 hearts)

Ariana Diaz: yes, Minecraft, Roblox and friv (3 hearts)

Leslie Brito: No, I don't play videogames because I don't like them. (1 heart)

Nicolas Perez: I play Roblox, Ark and minecraft (2 hearts)

Camilo: ROBLOX CALL OF DOOTUY FREE FIRE GTA 5 WARFANE AN REALM ROYAL (2 hearts)

Emmanuel Álvarez: Normally, I play videogames like roblox, minecraft, among others. (4 hearts)

Valentina Gallegos: I don't like them. (2 hearts)

Victoria Garzón: Yes, I play Roblox, Minecraft, and Fre Fire (2 hearts)

Arianna: Yo si juego videojuegos, los cuales son, Fortnite, Roblox, Minecraft, Call of Duty (3 hearts)

Danna Plaza: If i play some games for example roblox (0 hearts)

Share thoughts and/or images here (250 characters)

Post

Source: The researcher
 Elaborated by: Hango, J (2021)

Lesson plan 6: Routines

Teacher: Jennifer Hango
Level: Seventh grade

Subject: Language acquisition

<p>Group: 12 students from 7th grade, 8 women and 4 men Date: 15/12/2021 Duration: 50 mins</p>		
<p>Topic: Routines Aims:</p> <ul style="list-style-type: none"> • To describe routine's activities. • To create a diary entry about routines. • To perform accurate reading aloud. 		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity</p> <p>The teacher shares a Jamboard link in which students will have to answer to the question: What did you do before you come to school?.</p> <p>The students write their answers and read them later.</p>	<p>Jamboard link: https://jamboard.google.com/d/1Vx6mINSZfqHayEPmUz25Qf93tOVro-aJWfQSZfDTB8k/edit?usp=sharing</p>
Study 30 mins	<p>The teacher shows a power point presentation about a diary, its definition, content and characteristics.</p> <p>The teacher introduces a sample of a diary entry about weekend routines and tells the students how to write one, useful phrases and the parts it contains.</p> <p>The teacher shares a worksheet so students can write their diary entry.</p>	<p>Power point presentation. https://utaedu-my.sharepoint.com/:p:/g/personal/jhango4764_uta_edu_ec/Efv3mYdaHJ5BkNuC0_BM434BAa5EraA1uJnxTn-4k4SKtw?e=Hi6fyo</p> <p>Liveworksheets: https://www.liveworksheets.com/fx2164330vh</p>
Activate 10 mins	<p>Students have to practice reading the whole diary entry they created. They must record it in Vocaroo.</p> <p>The teacher shares with her students the Vocaroo link.</p> <p>Students submit their recordings and paste the link in the google doc.</p>	<p>Vocaroo recordings: https://vocaroo.com/ https://docs.google.com/document/d/1fCroFovHAEFR2mpruv_eB2-i9aRVWCOagY0tdlhCy3U4/edit?usp=sharing</p>

Presentación de PowerPoint | Esta compartiendo la pantalla | Deja de

Ahora los participantes pueden ver su aplicación

My diary

September 16, 2021

DATE

Dear diary,

INTRODUCTORY PHRASE

Today was a good day! I went to my school. My students were all happy and they liked my lesson in English. I loved the experience. I met new friends.

TEXT

I will be writing soon again

Jennifer

NAME

TASK 1. Make notes for you. Then write about your weekend.

always

usually

never

hardly ever

sometimes

My weekend

On Saturday, I usually go and play my cats

LINK: <https://voca.ro/1hBaAdRHPlay>

LIVEWORKSHEETS

¡Terminado!

Source: The researcher
 Elaborated by: Hango, J (2021)

Lesson plan 7: Hobbies

Teacher: Jennifer Hango
Level: Seventh grade

Subject: Language acquisition

<p>Group: 12 students from 7th grade, 8 women and 4 men Date: 16/12/2021 Duration: 50 mins</p>		
<p>Topic: My favorite things Aims:</p> <ul style="list-style-type: none"> • To describe hobbies and favorite things. • To create a blog entry • To perform accurate reading aloud. 		
Time	Activity	Resources
Engage 10 mins	<p>Warm-up activity</p> <p>The teacher shares a bamboozle activity in which students will have to choose a number, look at the picture and guess what is the hobby.</p> <p>The students share their answers.</p>	<p>Bamboozle link: https://www.baamboozle.com/game/333013</p>
Study 30 mins	<p>The teacher shows a presentation about blogs, and tells students about its definition, content, types and characteristics.</p> <p>The teacher introduces a sample of a blog entry about and tells the students how to write one, useful phrases and the parts it contains.</p> <p>The teacher shares a worksheet so students can write their blog entry.</p>	<p>Genially presentation. https://view.genial.ly/61bfabfd50a1170d5f2060b4/presentation-blog</p> <p>Liveworksheets: https://www.liveworksheets.com/2-jo1199655gy</p>
Activate 10 mins	<p>Students have to practice reading the whole blog entry they created. They must record it in Vocaroo.</p> <p>The teacher shares with her students the Vocaroo link.</p> <p>Students submit their recordings and paste the link in the google doc.</p>	<p>Vocaroo recordings: https://vocaroo.com/ https://docs.google.com/document/d/1S2RlaoN6MwVZUZW56DcrWoTqiRBZSbvtBBIZLfM-GzI/edit?usp=sharing</p>

MY BLOG

Write a blog about your favorite game, book or a hobby you have.

Then, record yourself reading aloud your blog in vocaroo:
<https://vocaroo.com/> and paste your link here.

Link:

WRITE TWO SHORT PARAPGRAPHS.

LIVEWORKSHEETS

¡Terminado!

Video call participant: Jennifer Hango

NOW WRITE YOUR OWN BLOG

BLOG

a blog about your favorite game, book or a hobby you like
 record yourself reading aloud your blog in vocaroo:
<https://vocaroo.com/> and paste your link here.

SHORT PARAGRAPH

LIVEWORKSHEETS

Ejercicio de Reading aloud blog

Ficha online de para... Puedes hacer los ejercicios online o descargar la ficha como...

Liveworksheets

genially

¿Quieres hacer contenidos tan geniales como este? **REGÍSTRATE AHORA**

Video call participant: Jennifer Hango

Source: The researcher
 Elaborated by: Hango, J (2021)

Annex 3: Pre-test and Post-test

Part 2 (5-6 minutes)

Phase 1

Interlocutor

⌚ 3-4 minutes

Now, in this part of the test you are going to talk together.

Place **Part 2 booklet**, open at **Task 2b**, in front of candidates.

Here are some pictures that show **different holidays**.

Do you like these different holidays? Say why or why not. I'll say that again.

Do you like these different holidays? Say why or why not.

All right? Now, talk together.

Candidates

.....
⌚ Allow a minimum of 1 minute (maximum 2 minutes) before moving on to the following questions.

Interlocutor / Candidates

Use as appropriate.
Ask each candidate at least one question.

Do you think....
...beach holidays are fun?
...city holidays are interesting?
...camping holidays are exciting?
...walking holidays are expensive?
...holidays in the mountain are boring?

Optional prompt
Why?/Why not?

What do **you** think?

Interlocutor

So, **A**, which of these holidays do you like best?
And you, **B**, which of these holidays do you like best?

Thank you. (Can I have the booklet, please?) Retrieve **Part 2 booklet**.

Phase 2

Interlocutor

⌚ Allow up to 2 minutes

Now, do you prefer to go on holidays with your friends or with your family, **B**? (Why?)

And what about you, **A**? (Do you prefer to go on holidays with your friends or with your family?) (Why?)

Which country would you like to visit in the future, **A**? (Why?)

And you, **B**? (Which country would you like to visit in the future?) (Why?)

Thank you. That is the end of the test.

Do you like these different holidays?



Source: KET Test (Speaking part 2)
Author: Cambridge English Language Assessment

Annex 4: KET Speaking Rubric

A 2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Source: KET Test rubric

Author: Cambridge English Language Assessment

Annex 5: Pre-test scores

N°	Score /10	Score /15
Student 1	7.3	11
Student 2	5.3	8
Student 3	3.3	6
Student 4	8	12
Student 5	6	9
Student 6	7.3	11
Student 7	8	12
Student 8	6	9
Student 9	6.7	10
Student 10	6	9
Student 11	5.3	8
Student 12	8	12
Average	6.4	9.7

Source: Pre-test results

Elaborated by: Hango, J (2022)

Annex 6: Post-test scores

Nº	Score /10	Score /15
Student 1	8.6	13
Student 2	7.3	11
Student 3	5.3	10
Student 4	10	15
Student 5	8	12
Student 6	9.3	14
Student 7	10	15
Student 8	8	12
Student 9	8.6	13
Student 10	8	12
Student 11	7.3	11
Student 12	10	15
Average	8.4	12.7




Source: Post-test results

Elaborated by: Hango, J (2022)

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