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LEARNING EDUCATION

“ THE INCIDENCE OF ACTIVE LEARNING ON THE LEVEL OF
SPEAKING SKILL DEVELOPMENT IN STUDENTS ATTENDING
THE TENTH YEAR AT UNIDAD EDUCATIVA LA INMACULADA
DURING THE THIRD TRIMESTER, 2008 – 2009

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CERTIFICATE

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Very grateful,

Karen Virginia Alcívar Loor

Signature

DEDICATION

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SUMMARY

The English language is considered as one of the most important language around the world for this reason it has become very necessary in our daily life, however it not always easy to develop this language as well. Many students point English as a very hard language; it is because into my little experience as a teacher I realized that students do not practice the language in their classrooms because they are not encouraged to do it; finding Speaking a very hard time when they have to do it. But they can learn English and any subjects they want if they are involved into a good teaching and learning strategy or method. After I talked to them and remembering how I was taught English so, I decided to choose "The incidence of active learning method to students of third year of basic education" as my thesis project.

It is quasi- experiment and quantitative research that took place at Unidad Educativa La Inmaculada applying a Pre and post test in order to obtain reliable information that was used to accomplish the objectives of this research.

The information obtained determined the students could learn better English using the different activities that active learning involves, they really started speaking into the classroom without any fear to make a mistake or be embarrassed at pronunciation or fluency.

INTRODUCTION

Teaching and learning process is not always an easy duty , but there are some factors that teachers and students need to follow in order to develop any aspect into the educational English system by the use of the different strategies like active learning, cooperative and collaborative strategies, specially for students who are going to learn a second language it is necessary that they engage into the language in a different way because according to some teachers it becomes a little difficult to get to the students involved with a new language.

This research focus its interest in demonstrate how students learn better a second language and even improve one the most important English skill like speaking by using active learning strategies and it is organized in the following parts:

PART ONE: Describe the problem identification of the research, variables, objectives and justification, showing the importance to adapt a new Teaching method.

PART TWO: Includes the Theoretical Framework that refers to the objective of this research, also some concepts involved in this research as: Active learning method, speaking skills, collaborative and cooperative learning and speaking skill strategies, besides , hypothesis systems that will let establish real outcomes of this research.

PART THREE: Points the methodology that was applied to develop this research like its type and design, and how data was obtained from the population sample, showing the procedure and the proper analysis of the results from the pre- test and post- test as well.

PART FOUR: It focused in explaining in detail, testing and exposing the data collection through a descriptive statistics, by means and standard deviation. It also contains the hypothesis analysis, data analysis and the conclusions and recommendations about this research.

Finally, I presented the bibliography used for this research and some annexes that contain the test done by the students and photos about the students during the active learning process.

PART ONE

PROBLEMATIC

SITUATION

1.1 IDENTIFICATION OF THE PROBLEM

Nowadays English is a very useful and important tool that everybody should know or use in their daily life, so speaking this language is strongly necessary to be able to communicate and to get the necessary information from others.

The most of the students of tenth year at La Inmaculada high school who are learning a second language find speaking English a very hard time when they are asked to do it. Most of the time they feel very frustrated when they have to speak in English. In spite of having a pretty knowledge of grammar their speaking skill has not been involved into the curriculum lesson plan, so they have not developed this skill at all. The students have not been trained to speak in English, because teachers have only focused in teaching English in a traditional way where students are only listener. Even most of the classes have been taught in Spanish so students do not have the opportunity to listen or check their pronunciation and even practice orally this language into the classroom, so when the teacher wants their students speak the language they are not able to build a simple sentence correctly even when they have been taught grammar before, because they were not encouraged and involved to practice their oral English development or pronunciation. For this reason this research is looking for integrating speaking skills development into the classroom in order to improve students' confidence and loosening their tongues, and practice their grammatical and lexical knowledge in context. It is very different knowing a structure or a word and having to produce it orally when it is needed.

There are a lot of new methodological trends all over the world. Active learning might be a good option to improve this situation . This

research tries to determine the incidence of active learning on the students' speaking skill development

1.1.1 Secondary problems

- Do the students seem to be interested in the English Class?
- Do the teachers include an active curriculum to improve their students' speaking skill?
- Have the teacher changed his/her teaching methodology?
- Does the teacher use any teaching strategy to encourage students to develop their speaking skill?
- Do students know how to work into pairs or group work?
- Has the teacher involve their student into an active teaching – learning?

1.2 PROBLEM SETTING

This research would like to answer this question:

Does active learning affect the level of students' speaking skill development at Unidad Educativa La Inmaculada

1.3 VARIABLE WORKING OUT

1.3.1 INDEPENDENT VARIABLE

Active Learning

1.3.2 DEPENDENT VARIABLE

Speaking skill development

Variable working out

Variable	Conceptual definitions	Dimensions	Subdimensions
<p>Independent</p> <p>Active Learning</p>	<p>Active learning</p> <p>Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners and the different techniques where students do more than simply listen to a lecture. Students are DOING something including discovering, processing, and applying information. Active learning "derives from two basic assumptions: (1) that learning is by nature an active endeavour and (2) that different people learn in different ways" (Meyers and</p>	<ul style="list-style-type: none"> - Active learning exercises - Active learning and Policy - Cooperative Learning - Collaborating learning - Techniques: 	<ul style="list-style-type: none"> - Materials - Class discussion - Think-pair share - Role play - Methods - Classroom activities

	<p>Jones, 1993). Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing.</p>	<ul style="list-style-type: none"> - Reading - Lecturing - Paraphrasing spoken statements. - Brainstorming 	
<p>Dependent Speaking Skill</p>	<p>Speaking Skills</p> <p>Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.</p> <p>Speaking situations include face-to-face conversations and telephone calls,</p>	<p>Active speaking exercises</p> <ul style="list-style-type: none"> - Listening / speaking situations: - Interactive, partially 	<ul style="list-style-type: none"> - Reading - Oral comprehension

	<p>in which we are alternately listening and speaking, and in which we have a chance to ask for clarification, repetition, or slower speech from our conversation partner.</p> <p>Here are some of the micro-skills involved in speaking. The speaker has to:</p> <ul style="list-style-type: none"> • pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions. • use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said. • use the correct forms of words. This may mean, for example, changes in the tense, case, or gender. 	<p>interactive, and</p> <ul style="list-style-type: none"> - Non-interactive. - Asking questions - Speech record - Reported speech. - Interviews - Real interaction patterns. 	<ul style="list-style-type: none"> - Listening comprehension - Feedback - Monitoring speech
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	<ul style="list-style-type: none">• put words together in correct word order.• use vocabulary appropriately.• use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.• make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.• make the main ideas stand out from supporting ideas or information.• make the discourse hang together so that people can follow what you are saying.		
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1.4 General Objectives

- ✓ To improve and develop speaking skill through the active learning into the classroom by knowing all their characteristics that this technique involves.

1.4.1 Specific Objectives

- To create confidence with the language by using active learning instructions in order to motivate students and they feel comfortable speaking other language.
- To elaborate specific lesson plans in order to improve the students' speaking skill.
- To develop a new learning methodology including active learning techniques so the teacher can use it into the classroom.
- To involve students and teachers into the active learning technique.
- To incorporate the cooperative and collaborative learning method into the classroom.

1.5 Justification

Research consistently has shown that traditional speech methods, in which professors talk and students listen, dominate college and school classrooms. It is therefore important to know the nature of active learning, the empirical research on its use, the common obstacles and barriers that give rise to faculty members' resistance to interactive instructional techniques, and how faculty, faculty developers, administrators, and educational researchers can make real the promise of active learning.

Active learning is an umbrella term that refers to several models of instruction that focus the responsibility of learning on learners." and using strategies like "active learning" developed out of the work of an earlier group promoting discovery learning.

It has been suggested that students who are actively engaged with the material, are more likely to recall information later¹

The use of these techniques in the classroom is vital because of their powerful impact upon students' learning. For example, several studies have shown that students prefer strategies promoting active learning to traditional lectures. Other research studies evaluating students' achievement have demonstrated that many strategies promoting active learning are comparable to lecture in promoting the mastery of content but superior to lectures in promoting the development of students' skills in thinking and writing. Further, some cognitive research has shown that a significant number of individuals have learned best served by pedagogical techniques than lecturing. Therefore, a thoughtful and scholarly approach to skillful teaching requires that faculty become knowledgeable about the many ways

¹ Bruner, 1961

strategies promoting active learning have been successfully used across the disciplines. Further, each faculty member should engage in self-reflection, exploring his or her personal willingness to experiment with alternative approaches to instruction.

So through an active learning the development of Speaking skill in the Inmaculada high school's students will be increased highly because it will encourage the students to be more fluently and put away the shyness at speaking. And my objective of this research is to look for a new teaching method to rise the English level in this high school, because during the last years learning English as a second language has been only a way to say in this school and I would like to change that saying, and I have realized that students really want to learn how to speak in English, so my goal is to focus how to improve the Speaking skill in students by using an active learning.

PART TWO
THEORETICAL
FRAMEWORK

2.1 The theoretical and conceptual framework

Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject.²

Research and anecdotal evidence overwhelmingly support the claim that students learn best when they are engaged with course material and actively participation in their learning process. And yet the traditional teaching model has positioned students as passive receptors into which teachers deposit concepts and information. The model has emphasized the delivery of course material and rewarded students adept at reflecting the course content on assessments.

Among the student population, there have always been those who have the wherewithal to make connections among course concepts, generating and asking themselves meaningful questions and then search for answers, and interact with readings through annotations. But the most of students need to be provided with active learning opportunities to approach this ideal; and even those who are self-directed will learn more and be able to apply their learning more adeptly when course activities are based on active learning.

Active learning shifts the focus of instruction from what you should teach or deliver to students to what you want students to be able to do with the course material. Similarly, students must be prepared to use assigned speaking tasks by reviewing the material from past classes, etc. Not only students are expected to be up-to-date on course material, but they have assimilated the material so they can use and build on it. When students recognize that your course involves active learning, they also recognize that they must be active if they want to succeed in the course.

² Meyers & Jones, 1993, p. 6

Active learning techniques are not educational magic bullets. Of course some of the students may not be willing to abandon their passive roles. But between those who are self-motivated and those who choose to sink, there is most likely a large middle group who, with some facilitation from the teacher, will be active learners and markedly improve their performance and long-term command of the material.

2.2 STRUCTURE

Chapter 1

1. What is active learning?
2. Why using active learning in our classroom?
3. How to incorporate active learning to a classroom?
4. How to elaborate a specific lesson plan including active learning strategies?
5. Elements of active learning

CHAPTER 2

1. What does speaking skill involve?
2. Processes in the speaking skill
3. How are speaking skills assessed?

CHAPTER 3

1. What is Cooperative learning?
2. What does cooperative learning involve?
3. What is collaborative learning?
4. Speaking classroom techniques

CHAPTER 1

1. What is active learning?

Active learning refers to techniques where students do more than simply listen to a speech. Students are DOING something including discovering, processing, and applying information. **Active learning** "derives from two basic assumptions: First, that learning is by nature an active endeavour and secondly that different people learn in different ways"³.

Research shows greater learning when students are engaged in active learning. However, It is important to remember that speech has its place and you should not do active learning without content or objectives. The elements of active learning are talking and listening, writing, reading, and reflecting by other hand Bonwell and Eison state that some characteristics of active learning are:

Students are involved in more than listening, less emphasis is placed on transmitting information and more on developing students' skills, students are involved in higher-order thinking (analysis, synthesis, evaluation), students are engaged in activities (e.g., reading discussing, writing), and greater emphasis is placed on students' exploration of their own attitudes and values.

Surprisingly, educators' use of the term "active learning" has relied more on intuitive understanding than a common definition. Consequently, many faculty assert that all learning is inherently active and that students are therefore actively involved while listening to formal presentations in the classroom. Analysis of the research literature⁴, however, suggests that students must do more than just listen: They must read, write, discuss, or be engaged in

³ Meyers and Jones, 1993

⁴ Chickering and Gamson 1987

solving problems. Most important, to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation. Within this context, it is proposed that strategies promoting active learning be defined as instructional activities involving students in doing things and thinking about what they are doing.

Use of these techniques in the classroom is vital because of their powerful impact upon students' learning. For example, several studies have shown that students prefer strategies promoting active learning to traditional speeches. Other research studies evaluating students' achievement have demonstrated that many strategies promoting active learning are comparable to lecture in promoting the mastery of content but superior to lectures in promoting the development of students' skills in thinking and writing. Further, some cognitive research has shown that a significant number of individuals have learning styles best served by pedagogical techniques other than lecturing. Therefore, a thoughtful and scholarly approach to skilful teaching requires that ability become knowledgeable about the many ways strategies promoting active learning have been successfully used across the disciplines. Further, each faculty member should engage in self-reflection, exploring his or her personal willingness to experiment with alternative approaches to instruction.

Active learning exercises

It is suggested learners work in pairs, discuss materials while role-playing, debate, engage in case study, take part in cooperative learning, or produce short written exercises, etc. While it makes sense to use these techniques as a "follow up" exercise, it may not make sense to use them to introduce material. They can, however, be used to create a context for the subsequent introduction of material. The degree of instructor guidance students need while being

"active" may vary according to the task and its place in a teaching unit.⁵

Active learning exercises can be used to both review previously covered subject matter and introduce new material

Examples of "active learning" activities include:

- A **class discussion** may be held in person or in an online environment.
- A **think-pair-share** activity is when learners take a minute to ponder the previous lesson, later to discuss it with one or more of their peers, finally to share it with the class as part of a formal discussion. It is during this formal discussion that the instructor should clarify misconceptions.
- A **short written exercise** that is often used is the "one minute paper." This is a good way to review materials.

While practice is useful to reinforce learning, problem solving is not always suggested. Sweller suggests solving problems can even have negative influence on learning, instead he suggests that learners should study worked-examples, because this is a more efficient method of schema acquisition. So instructors are cautioned to give learners some basic or initial instruction first, perhaps to be followed up with an activity based upon the above methods.

Active learning and Policy

Policy may be satisfied by demonstrating the instructional effectiveness of active instruction. Rubrics (education) are a good way to evaluate "active learning" based instruction. These instructional tools can be used to describe the various different

⁵ Bonwell and Eison (1991)

qualities of any activity. In addition, if given to the student, they can provide additional guidance.

However other researchers suggest that fifty years of empirical data does not support those using active learning methods early in the learning process. In the past few years Outcome-based education policy has begun to limit instructors to only using those techniques that have been shown to be effective. In the United States for instance, the No Child Left Behind Act requires those developing instruction to show evidence of its "effectiveness".⁶

2. Why using active learning in our classroom?

Active learning is a new way to introduce any class especially English by using different kinds of strategies to teach English. It is therefore important to know the nature of active learning, the empirical research on its use, the common obstacles and barriers that give rise to faculty members' resistance to interactive instructional techniques, and how faculty, faculty developers, administrators, and educational researchers can make real the promise of active learning.

Even though the different activities or techniques that active learning requires sometimes are not well assimilated by students. It is necessary that students get involve in this new process of active learning teaching step by step. So they get used to this new way of learning.

⁶ Kirschner, Sweller, and Clark (2006)

3. How to incorporate active learning to a classroom?

"Students, no matter what their age, need opportunities to engage in activities - with teachers, fellow students, and materials - that help them create their own mental structures and test them, thus making better sense of the world around them."⁷

There may be some resistance to active learning by students who are accustomed to speeches, students who prefer passive learning, or students in large classes (who don't expect it). Thus, It is necessary to prepare the students and explain the objectives and benefits of the active learning techniques explicitly to them. Expect both successes and failures as active learning techniques are tried. Solicit feedback on the activity afterwards from the students to improve it in the future. Some active learning techniques take little faculty preparation and may be done spontaneously; others require much more preparation. Active learning techniques can occur in class or outside of class (e.g., computer simulations, internships, WWW assignments, class Internet discussion lists, independent study research). Active learning can be used with all levels of students from first year through graduate students. Teaching a mass class does not prohibit the use of active learning techniques; in fact, they may be especially important to promote interest and learning in a mass class. Below, I offer a few examples of in-class active learning techniques used in small and large classes, and with all levels of students

Discussion in class is one of the most common strategies promoting active learning with good reason. If the objectives of a course are to promote long-term retention of information, to motivate students

⁷ Meyers and Jones, 1993, p. 20-21

toward further learning, to allow students to apply information in new settings, or to develop students' thinking skills, then discussion is preferable to lecture⁸. Research has suggested, however, that to achieve these goals faculty must be knowledgeable of alternative techniques and strategies for questioning and discussion⁹ and must create a supportive intellectual and emotional environment that encourages students to take risks.

Several additional strategies promoting active learning have been similarly shown to influence favorably students' attitudes and achievement. *Visual-based instruction*, for example, can provide a helpful focal point for other interactive techniques. In-class writing across the disciplines is another productive way to involve students in doing things and thinking about the things they are doing. Two popular instructional strategies based on problem-solving model include the case study method of instruction and Guided Design. Other active learning pedagogies worthy of instructors' use include *cooperative learning, debates, drama, role playing and simulation, and peer teaching*. In short, the published literature on alternatives to traditional classroom presentations provides a rich menu of different approaches faculty can add to their repertoire of instructional skills.

⁸ (McKeachie, 1986)

⁹ Hyman 1980

4. How to elaborate a lesson plan including active learning strategies?

LESSON PLAN 1.1		A1 Level	
STAGES	STRATEGIES	RESOURCES	RESULTS
Warm-up	<p>Brainstorming about famous places around the world ask students if they know or have ever seen or been in a famous place then ask them for adjectives to describe those places</p> <p>Show a poster with different pictures about famous places encourage them to describe those places using adjectives in superlative form</p> <p>Group students into pairs and give them each group a card with a place written on it. Then one of the students tells some characteristics of the place to his/her partner so he / she has to guess what place it is. The teacher walks around to monitor their performance and pronunciation</p>	<p>Board, Pictures, cards, posters</p>	<p>To know some famous places where are some of the wonders of the world.</p>

BASIC	Students listen a conversation about someone going to vacation. Then repeat again the listening part. After make questions about what they listened.	Cd track	Ask questions to get information
Practice	Get students into groups and give them a piece of paper with the dialogue of the previous conversation. Tell them they have to role play the conversation		Practice a conversation using superlatives
Feedback	Show the poster again and call out some students from the groups and ask them to describe some of the places and why they are famous		Ask questions to get specific information.
Evaluation	Give them a worksheet with some information about famous places in Ecuador. Tell them they have to choose one theme and talk about it to the class using superlatives.	Worksheet	Reinforce and realize their new knowledge

MODULE No. 1	Wonders of the world	A1 Level		
Competency:	Talk about places using superlatives			
Capabilities	Evaluation criteria	Unit topics	Methodology and Resources	Duration
Develop students' conversational skill	Role play a conversation.	Wonders of the World	Group and individual work Board Worksheet Posters Cds Brainstorming Class discussion	2 hours.
Use adjectives to describe places	Read a specific topic and talk about it.			

5. Elements of active learning

There are four basic elements that are the building blocks of active learning strategies. Another way to look at the four elements is as methods of teaching using active learning techniques.¹⁰ These four elements are:

Talking and Listening

Reading

Writing

Reflecting

All four of these items require "different cognitive activities that allow students to clarify, question, consolidate, and appropriate new knowledge."

These four items are skills that we all need to improve upon and we will serve our students well, by addressing and understanding them.

TALKING & LISTENING

There is not one of us (including our students) who is not bombarded by too much noise and chatter on a daily basis. So why do we address talking as a part of active learning when we express ourselves out loud we have a tendency to pull ideas together and organize our thoughts. How many of us have said, "I just need to talk it out" or "I'm just talking off the top of my head." What we are indeed doing, is formulating the multitude of ideas that we have bouncing around our brains. Therefore, students need to talk (and

¹⁰ Meyers and Jones (1993)

listen) to each other because it requires them to nail down their thoughts and to organize their thought processes.

One talking-listening, problem solving process is known as TAPPS - Thinking Aloud Pair Problem Solving¹¹. In this process, two students are paired together and one student is given a problem to solve. He/she reads the problem aloud and then starts to try and solve the problem by talking through it. The other student is engaged in "active listening" which requires him/her to listen to the problem solver and help organize and clarify the verbalized thoughts. It is very important that the problem solver verbalize everything that he/she is thinking. Another part of this process is to assign a knowledgeable student with one that is struggling which allows them to develop a mentoring relationship. Another similar activity might include allowing students to form small groups and have them summarize the major points of a reading assignment.

Active listening is a very big part of this process. If students are to learn to talk through a problem-solving situation, they must also be able to listen and to process what another person is saying. Listening is a difficult task for us all to learn; it is a task that must be practiced. In fact, too often we are not actively listening, but are trying to formulate our next statement and in actuality not listening at all. One way to help students learn to listen is to have them rephrase what their partner said, before they are allowed to state their thoughts.

In this class the use of group brain storming is important to support this element of active learning. For example, the teacher might ask them to discuss the advantages and disadvantages of speaking English, then to present their thoughts to the class. The teacher will address each item, to ensure that their ideas are on track and

¹¹ (Lochhead and Whimbey, 1987)

reasonable. To make sure everyone in the group has an input, I require each person in the group to give us one idea and explain it. This method ensures more bold, vocal students will not overshadow quieter, more reserved students. Another method is to make the quieter student the group spokesman ahead of time, which allows the more timid students to prepare to speak so they are not surprised.

WRITING

Writing requires and allows us to explore our thoughts and to expand upon them. Writing supports active learning when it allows our students, not to rewrite someone else's thoughts, but to delve into their own thoughts and to build upon and grow them. There are a variety of exercises that incorporate writing, as well as other supporting techniques. One of these is the "Write-Learn-Share" process ¹². This technique may be implemented in any number of ways. The teacher may pose a question and then ask the students to write down their thoughts. When a few are finished, give a notice such as "OK, finish the thought you are working on." Keep the flow moving, don't wait until all students are finished. Next, ask students to share their ideas either to the class or to a smaller group, then to the larger class.

Into the class the research use this element in this manner. He might ask a question such as "What are the most famous monument in Ecuador?" or "What are the main natural features in our country?" Sometimes the teacher will ask them to list ideas on their own; other times She ask them to brain storm in a group, write down their responses in a coherent manner, or just tell the class about their possible answers encouraging speaking in this way by asking each group for their ideas, they are not allow to repeat and idea, though they must be innovative in their ideas. This environment create a

¹² Harmin, 1994

discussion of ideas as they go, but typically to keep the class moving, while the teacher is recording the ideas on the chalkboard and moving on. 3

When we ask students to write, we must provide them explicit instructions by defining and explain words such as "analyze" or "critique". What exactly do these words mean and do they mean the same thing to me as they do to another professor?

Toby Fulwiler (1987) offers the following suggestions:

"Analyze: Take apart and look at something closely.

Compare: Look for similarities and differences; stress similarities.

Contrast: Look for differences and similarities; stress differences.

Define: Explain exactly what something means.

Describe: Show what something looks like, including physical features.

Evaluate: Make a value judgment according to some criteria (which it be wise to make clear)

Justify: Argue in support of something; to find position reasons.

Prove: Demonstrate correctness by use of logic, fact or example.

Summarize: Pull together the main points.

Synthesize: Combine or pull together pieces or concepts." ¹³

¹³ Meyers and Jones, 1993, p. 26)

READING

Reading is central to a college education but we can not assume that students understand how to read critically. Reading critically involves scanning, sorting, summarizing, understanding, relating items, identifying faulty logic or hidden messages, prioritizing, etc. To make students more attentive readers, research suggests that we provide them with study questions before they read the assignment or to summarize, in writing, what they have read. These exercises lead to greater comprehension, because they must pay attention to the information to draw out the requirements by note-taking, highlighting, underlining, and circling key words.

The bottom line is that gathering information from text is a central requirement throughout one's educational experience. Therefore we must provide students with guidance and structure so that later they may provide themselves the structure and therefore gain the intended information from their readings.

Into the class reading is always a good strategy; specially into small groups which are given a specific text to read so they can develop their speaking by discussing their ideas and of course developing their English understanding as well.

REFLECTING

". . . we all realize how important periods of quiet reflection are a sources of insight into our personal and academic lives."¹⁴ We must reserve time for our students to reflect on new material that is introduced. This reflecting period allows students to sort through the information, put it in perspective in their minds with regard to

¹⁴ (Meyers and Jones, 1993, p. 28)

existing information, to think of linkages with other existing information, to construct new, related thoughts or questions, and to allow ideas to mature.

Journals are an excellent method for incorporating reflecting into the curriculum. Some adherents to journaling reserve class time for writing while others ask students to reflect at home or later in the day. The journal may include information such as what was covered in class today, what did they learn, and how did they feel at the end of class.

Into the class a journal was introduced to write about what are important or meaningful in their daily life or only writing about a specific topic previously chosen by themselves and after into small groups just discussing about their ideas

At the ending of the class is always necessary summarize the class by doing a feedback about what they have learned during the process of the class by asking questions to them and encourage them to tell the class examples in which demonstrate their understanding and in this way to fill a possible emptiness or confusion about a specific topic by any student. Of course in this process not all of them have caught the enough information for this reason it is necessary to do a warm up of the previous lesson.

In conclusion, reading and listening, writing, reading and reflection are all necessary components of an active learning classroom. Each element is really a part of others and the elements emphasize and support the others. The use of these elements will help students learn to sort and prioritize new material, think and analyze critically, express their ideas in writing and specially speaking which it is our main goal in this process.

CHAPTER 2

1. What does speaking skill involve?

One trend has been to focus on communication activities that reflect a variety of settings: one-to-many, small group, one-to-one, and mass media. Another approach has been to focus on using communication to achieve specific purposes: to inform, to persuade, and to solve problems. A third trend has been to focus on basic competencies needed for everyday life -- for example, giving directions, asking for information, or providing basic information in an emergency situation. The latter approach has been taken in the Speech Communication Association's guidelines for elementary and secondary students. Many of these broader views stress that oral communication is an interactive process in which an individual alternately takes the roles of speaker and listener, and which includes both verbal and nonverbal components.

2. Processes in the speaking skill

To develop speaking skills in students is not easy at all and it is necessary to follow some steps that are going to permit them to develop their speaking easily. There are some micro skills in this process that will be specified below:

- pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.

- use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- put words together in correct word order.
- use vocabulary appropriately.
- use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- make the main ideas stand out from supporting ideas or information.
- make the discourse hang together so that people can follow what you are saying.

3. How are speaking skills assessed?

The overall goal of assessment is to improve student learning. Assessment provides students, parents/guardians, and teachers with valid information concerning student progress and their attainment of the expected curriculum. Assessment should always be viewed as information to improve student achievement. Assessments are based on the levels of achievement and standards developed for the curricular goals. Assessment and evaluation measure whether or not learning and/or learning objectives are being met. One could look at assessment and evaluation as the journey (assessment) versus the snapshot (evaluation). Assessment requires the gathering of evidence of student performance over a period of time to measure learning and understanding. Evidence of learning could take the form of dialogue, journals, written work, portfolios, and tests along with many other learning tasks. Evaluation on the other hand occurs when a mark is

assigned after the completion of a task, test, quiz, lesson or learning activity. A mark on a spelling test will determine if the child can spell the given words and would be seen as an evaluation. Assessment would be a review of journal entries, written work, presentation, research papers, essays, story writing, tests, exams etc. and will demonstrate a sense of more permanent learning and clearer picture of a student's ability.

Effective teachers will use both assessment and evaluation techniques regularly and on a daily basis to improve student learning and to guide instruction. Even though many students have mastered basic listening and speaking skills, some students are much more effective in their oral communication than others. And those who are more effective communicators experience more success in school and in other areas of their lives. The skills that can make the difference between minimal and effective communication can be taught, practiced, and improved.

The method used for assessing oral communication skills depends on the purpose of the assessment. A method that is appropriate for giving feedback to students who are learning a new skill is not appropriate for evaluating students at the end of a course. However, any assessment method should adhere to the measurement principles of reliability, validity, and fairness. The instrument must be accurate and consistent, it must represent the abilities we wish to measure, and it must operate in the same way with a wide range of students.

Two methods are used for assessing speaking skills. In the observational approach, the student's behavior is observed and assessed unobtrusively. In the structured approach, the student is asked to perform one or more specific oral communication tasks. His or her performance on the task is then evaluated. The task can be

administered in a one-on-one setting -- with the test administrator and one student -- or in a group or class setting. In either setting, students should feel that they are communicating meaningful content to a real audience. Tasks should focus on topics that all students can easily talk about, or, if they do not include such a focus, students should be given an opportunity to collect information on the topic.

Both observational and structured approaches use a variety of rating systems. A holistic rating captures a general impression of the student's performance. A primary trait score assesses the student's ability to achieve a specific communication purpose -- for example, to persuade the listener to adopt a certain point of view. Analytic scales capture the student's performance on various aspects of communication, such as delivery, organization, content, and language. Rating systems may describe varying degrees of competence along a scale or may indicate the presence or absence of a characteristic.

A major aspect of any rating system is rater objectivity: Is the rater applying the scoring criteria accurately and consistently to all students across time? The reliability of raters should be established during their training and checked during administration or scoring of the assessment. If ratings are made on the spot, two raters will be required for some administrations. If ratings are recorded for later scoring, double scoring will be needed

In spite of using these methods of assessment in some cases it was hard to make a correct judgment while I was trying to assess my students because there were some cases in which they could do some of the activities given to them but there were many times in which they could not accomplish the parameters of the assessment.

Specially when they were working into groups because in some cases not all them work at all in the different tasks to do, or simply their leader partners just cover them to get a good score , so the individual assessment was sometimes hard to score. (see Annex 1)

Reading assessment

In order to determine if a struggling reader is becoming proficient, you'll need to watch carefully to see if they exhibit characteristics of competent readers. These characteristics will include: making effective use of cueing systems, bringing in background information, moving from a word by word system to a fluent reading for meaning system. Assessing Reading Fluency is intended to assist practitioners in monitoring students' fluency development. Assessments are discussed in terms of three components of fluency: Accuracy, or accurate decoding of words in text; Automaticity, or decoding words with minimal use of attentional resources; and prosody, or the appropriate use of phrasing and expression to convey meaning. Did they understand the story? Did they answer the questions refers to the story? Can they say a short version about what they read? Did they enjoy the reading?

Accuracy and Automaticity in Reading

Fluent readers decode words accurately and automatically, without (or with minimal) use of their limited attention or conscious cognitive resources. The theory that supports this aspect of fluency begins with the notion that readers have limited attentional resources. If they have to use a large portion of those resources for word decoding, those resources will not be available for use in comprehension. The theory of automaticity in reading suggests that proficient word decoding occurs when readers move beyond conscious, accurate

decoding to automatic, accurate decoding ¹⁵. At the automatic level, readers are able to decode words with minimal attention to the activity of decoding. Most adult readers are at this level of processing. They do not have to examine closely or sound out most of the words they encounter; they simply recognize the words instantly and accurately on sight. This type of processing frees the reader's conscious attention to comprehend or construct meaning from the text.

Prosody in Reading

While it is good for readers to have the additional cognitive capacity that comes from automaticity in word decoding, they also need to actively use that capacity to make sense of the text. Readers can employ their attention for comprehension or for other tasks. All readers have had the experience of accurately and automatically decoding words while thinking about something else and, as a result, not comprehended the passage.

This is the point where fluency connects directly to comprehension. The prosody component of reading fluency stresses the appropriate use of phrasing and expression¹⁶. When readers embed appropriate volume, tone, emphasis, phrasing, and other elements in oral expression, they are giving evidence of actively interpreting or constructing meaning from the passage. Just as fluent musicians interpret or construct meaning from a musical score through phrasing, emphasis, and variations in tone and volume, fluent readers use cognitive resources to construct meaning through expressive interpretation of the text.

¹⁵ LaBerge & Samuels, 1974; Samuels, 2002; Stanovich, 1991

¹⁶ Dowhower, 1987, 1991; Schreiber, 1980, 1987, 1991; Schreiber & Read, 1980

In a sense, then, reading fluency is multidimensional – one dimension stresses the importance of accuracy in word decoding, a second dimension focuses on quick and automatic recognition of words in connected text, and a third dimension stresses expressive and meaningful interpretation of text. These dimensions are related to one another – accurate and automatic reading creates the conditions for expressive reading. All three are important for effective comprehension and overall good reading. All must be taught, and all must be monitored.

CHAPTER 3

1. What is Cooperative learning?

Cooperation is working together to accomplish shared goals. Within cooperative activities individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. The idea is simple. Class members are organized into small groups after receiving instruction from the teacher. Then they work through the assignment until all group members successfully understand and complete it.

Cooperative efforts result in participants striving for mutual benefit so that all group members:

- Gain from each other's efforts. (Your success benefits me and my success benefits you.)
- recognize that all group members share a common fate. (We all sink or swim together here.)
- know that one's performance is mutually caused by oneself and one's team members. (We can not do it without you.)
- feel proud and jointly celebrate when a group member is recognized for achievement. (We all congratulate you on your accomplishment!).

Research has shown that cooperative learning techniques:

- promote student learning and academic achievement
- increase student retention

- enhance student satisfaction with their learning experience.
- help students develop skills in oral communication .
- develop students' social skills.
- promote student self-esteem.
- help to promote positive race relations.

2. What does cooperative learning involve?

It is only under a certain environment that cooperative efforts may be expected to be more productive than competitive and individualistic efforts. So there are some conditions or terms that are involved into the cooperative learning process:

1. Positive Interdependence (sink or swim together)

- Each group member's efforts are required and indispensable for group success
- Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities

2. Face-to-Face Interaction

(promote each other's success)

- Orally explaining how to solve problems
- Teaching one's knowledge to other
- Checking for understanding

- Discussing concepts being learned
- Connecting present with past learning

3. Individual & Group Accountability (no hitchhiking! no social loafing)

- Keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be.
- Giving an individual test to each student.
- Randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class.
- Observing each group and recording the frequency with which each member-contributes to the group's work.
- Assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers.
- Having students teach what they learned to someone else.

4. Interpersonal & Small-Group Skills

- Social skills must be taught:
 - o **Leadership** : It is ultimately about creating a way for people to contribute to making something extraordinary happen.¹⁷ Students of leadership have produced theories involving traits, situational interaction, function, behaviour, power, vision and values, charisma, and intelligence among others

¹⁷ Alan Keith of Genentech

o **Decision-making** : It can be regarded as an outcome of mental processes (cognitive process) leading to the selection of a course of action among several alternatives. Every decision making process produces a final choice. The output can be an action or an opinion of choice.

o **Trust-building** or **trust fall** is a trust-building game often conducted as a group exercise in which a person deliberately allows the learner to fall, relying on the other members of the group (spotters) to catch him. There are many variants of the trust fall. For instance, in one type, the group stands in a circle, with one person in the middle with arms folded against his chest and falls in various directions, being pushed by the group back to a standing position before falling again. A group member yells "double up!" if his own strength proves insufficient and immediate backup is needed to prevent the person from falling. In another variant, a person stands on an elevated position (such as a stage, stepping stool or tree stump) and falls backward, relying on multiple people to catch him. This variant is potentially more dangerous and therefore it is all the more crucial to have the rest of the group in position and ready to catch him before the learner steps onto the platform.

o **Communication** : Communication is commonly defined as "the imparting or interchange of thoughts, opinions, or information by speech, writing, or signs ,it is therefore an act or instance of transmitting any information and a process by which information is exchanged between individuals through a common system of symbols, signs, or behaviour. Even communication can be perceived as a two-way process in which there is an exchange and progression of thoughts, feelings or ideas towards a mutually accepted [clarification needed] goal or direction.

Conflict-management skills

Individuals sometimes encounter stress and negative emotion out of an interaction—whether or not they ever confront each other about their feelings.

Wherever choices exist there is potential for disagreement. Such differences, when handled properly, can result in richer, more effective, creative solutions and interaction. But alas, it is difficult to consistently turn differences into opportunities. When disagreement is poorly dealt with, the outcome can be contention. Contention creates a sense of psychological distance between people, such as feelings of dislike, bitter antagonism, competition, alienation, and disregard.

5. Group Processing

- Group members discuss how well they are achieving their goals and maintaining effective working relationships
- Describe what member actions are helpful and not helpful
- Make decisions about what behaviours to continue or change.

3. What is collaborative learning?

Collaborative Learning is a relationship among learners that requires positive interdependence, individual accountability, interpersonal skills, trust, leadership, decision making, and conflict resolution, face-to-face promoted interaction, and processing (reflecting on how well the team is functioning and how to function even better). In the collaborative learning environment, the learners are challenged both socially and emotionally as they listen to different perspectives, and are required to articulate and defend their ideas. In so doing, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's or a text's framework.

The concept of collaborative learning, the grouping and pairing of learners for the purpose of achieving a learning goal, has been widely researched and advocated - the term "collaborative learning" refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal. The learners are responsible for one another's learning as well as their own. Thus, the success of one learner helps other students to be successful. In which the learning setting give learners the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and be actively engaged.

Proponents of collaborative learning claim that the active exchange of ideas within small groups not only increases interest among the participants but also promotes critical thinking. There is persuasive evidence that cooperative teams achieve at higher levels of thought and retain information longer than learners who work quietly as individuals. The shared learning gives learners an opportunity to engage in discussion, take responsibility for their own learning, and thus become critical thinkers. And also collaborative learning (CL)

involves students working in teams to accomplish a common goal, under conditions that include the following elements ¹⁸ .

Positive interdependence. Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.

Individual accountability. All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

Face-to-face promotive interaction. Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging one another's conclusions and reasoning, and perhaps most importantly, teaching and encouraging one another.

Appropriate use of collaborative skills. Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.

Group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Collaborative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as CL to the extent that the listed elements are present.

¹⁸ Johnson, Johnson, and Smith, 1991

4. Speaking classroom techniques

Asking Questions

Many post beginner to lower intermediate students are quite capable of expressing their ideas reasonably well. However, they often run into problems when asking questions. This is due to a number of causes: teachers are the ones that usually ask questions, the inversion of the auxiliary verb and subject can be especially tricky for many students. This simple exercise focuses specifically on the question form and helping

Asking Questions

Exercise 1: Ask an appropriate question for the response

- A steak, please.
- Oh, I stayed at home and watched tv.
- She is reading a book at the moment.
- We are going to visit France.
- I usually get up at 7 o'clock.
- No, he is single.
- For about 2 years.
- I was washing up when he arrived.
-

Exercise 2: Ask questions to fill the gaps with the missing information

Student A

Frank was born in _____ (where?) in 1977. He went to school in Buenos Aires for _____ (how long?) before moving to Denver. He misses _____ (what?), but he enjoys studying and living in Denver. In fact, he _____ (what?) in Denver for over 4 years. Currently, he _____ (what?) at the University of Colorado where

he is going to receive his Bachelor of Science next _____ (when?). After he receives his degree, he is going to return to Buenos Aires to marry _____ (who?) and begin a career in research. Alice _____ (what?) at the University in Buenos Aires and is also going to receive _____ (what?) next May. They met in _____ (where?) in 1995 while they were hiking together in the _____ (where?). They have been engaged for _____ (how long?).

Student B

Frank was born in Buenos Aires in _____ (when?). He went to school in _____ (where?) for 12 years before moving to _____ (where?). He misses living in Buenos Aires, but he enjoys _____ (what?) in Denver. In fact, he has lived in Denver for _____ (how long?). Currently, he is studying at the _____ (where?) where he is going to receive his _____ (what?) next June. After he receives his degree, he is going to return to _____ (where?) to marry his fiancée Alice and begin a career in _____ (what?). Alice studies Art History at the _____ (where?) and is also going to receive a degree in Art History next _____ (when?). They met in Peru in _____ (when?) while they _____ (what?) together in the Andes. They have been engaged for three years.

- **Think-Pair-Share** - Involves a three step cooperative structure. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.
- **Three-Step Interview (Kagan)** - Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions.

During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

- **Round Robin Brainstorming (Kagan)**- Class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.
- **Three-minute review** - Teachers stop any time during a lecture or discussion and give teams three minutes to review what has been said, ask clarifying questions or answer questions.
- **Numbered Heads Together (Kagan)** - A team of four is established. Each member is given numbers of 1, 2, 3, 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.
- **Team Pair Solo (Kagan)**- Students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help (mediation) than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, they

progress to a point they can do alone that which at first they could do only with help.

- **Circle the Sage (Kagan)**- First the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question, who had visited Mexico, who knows the chemical reactions involved in how salting the streets help dissipate snow. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.
- **Partners (Kagan)** - The class is divided into teams of four. Partners move to one side of the room. Half of each team is given an assignment to master to be able to teach the other half. Partners work to learn and can consult with other partners working on the same material. Teams go back together with each set of partners teaching the other set. Partners quiz and tutor team mates. Team reviews how well they learned and taught and how they might improve the process.
- **Role Playing** - Here students are asked to "act out" a part. In doing so, they get a better idea of the concepts and theories being discussed. Role-playing exercises can range from the simple (e.g., "What would you do if a Nazi came to your door, and you were hiding a Jewish family in the attic?") to the complex. Complex role

playing might take the form of a play (depending on time and resources); for example, students studying the wonders of the world so, they might be asked to recreate a situation in which they are in Egypt visiting the pyramids, students teams prepare their impressions about what they are seeing and taking different role as they want. And then they have to present it to the class.

2.3 HYPOTHESES SYSTEM

2.3.1. Alternative Hypothesis H 1

- The active learning affects positively the English speaking skill development.

2.3.2. Null Hypothesis N 0

- The active learning does not affect the English speaking skill development.

PART THREE

METHODOLOGICAL DESIGN

3. METHODOLOGICAL DESIGN

3.1. Research Type and design

The research is basic, descriptive and of field. The research design is quasi-experimental, quantitative and transversal.

3.2. Population and sample

The whole population of Tenth basic year of the Unidad Educativa La Inmaculada was considered. They were 28 students.

3.3. Field work

The field work took place in the Tenth basic year of the Unidad Educativa La Inmaculada during the first trimester 2008-2009 school year. A pre-test was administered to students in order to determine their previous knowledge of English and the post-test let us know if they had improved their speaking skill after using active learning in class.

3.4. Data collection

A test was the technique applied for gathering data.

3.5. Data analysis procedures

Data was analyzed by using statistical procedures like, means, variance and standard deviation.

PART FOUR

DATA ANALYSIS

4.5 Data Analysis: Table 1. Comparative Analysis of Pre- test and Post- test

Nº	Student	EVALUATION CRITERIA										TOTAL	
		Pronunciation		Grammar		Vocabulary		Fluency		Comprehension		Pre- test	Post- test
		Pre- test	Post- test	Pre- test	Post- test	Pre- test	Post- test	Pre- test	Post- test	Pre- test	Post- test		
1	Aveiga Fernando	2	3	3	3	2	4	2	3	3	3	12	16
2	Cedeño Carla	1	2	1	3	1	3	1	2	1	2	5	12
3	Cevallos Rosa	1	3	3	4	2	4	3	3	2	3	11	17
4	Chávez Camila	2	3	2	4	3	4	2	3	2	3	11	17
5	Chávez Roberto	1	2	1	2	1	2	1	4	1	2	5	12
6	Darquea Juan	3	4	1	3	4	3	4	2	2	4	14	16
7	Delgado Elizabeth	2	4	3	4	3	4	2	3	4	3	14	18
8	Farias Denisse	1	2	1	2	1	3	1	2	1	2	5	11
9	Galárraga Leonela	3	4	3	3	4	4	2	4	3	4	15	19
10	Intriago Juan	2	3	2	3	2	3	1	3	1	3	8	15
11	Loor Claudia	2	2	1	2	1	3	2	2	1	3	7	12
12	Macias Dario	1	2	1	3	2	3	1	2	2	3	7	13
13	Mero Josselyn	4	4	4	4	3	4	2	4	3	4	16	20
14	Moreira Ricardo	2	4	2	3	2	4	2	4	3	4	11	19
15	Moreira Lizzy	1	3	1	3	1	3	1	2	1	3	5	14
16	Moreno Thalia	3	3	3	3	1	3	3	3	3	3	13	15
17	Muñoz Lauren	2	4	2	4	2	4	2	4	3	4	11	20
18	Muñoz Katerine	1	3	1	3	2	3	1	3	1	3	6	15
19	Pazmiño Elisa	3	4	3	4	2	4	2	4	3	4	13	20
20	Plaza Ariana	4	4	4	4	3	4	3	4	3	4	17	20
21	Panta Luiggi	3	4	3	4	3	4	3	4	3	4	15	20
22	Sabando Romina	2	4	2	4	2	4	2	4	2	4	10	20
23	Silva José	1	3	1	3	2	3	1	3	2	3	7	15
24	Rivadeneira Liborio	2	4	2	4	2	4	2	4	2	4	10	20
25	Velasquez Melqui	2	4	2	4	1	4	2	4	1	4	8	20
26	Velasco Adrián	2	4	3	4	2	4	2	4	2	4	11	20
27	Vilela Aldo	1	3	2	4	1	4	1	3	1	3	6	17
28	Zambrano Arián	2	3	2	3	2	3	2	3	2	4	10	16

According to the above table it is noticeable that the students of tenth year of basic education at Unidad Educativa La Inmaculada have really adapted to the new teaching and learning method as you can see in the table some students improved satisfactorily like the students Melquisedec Velasquez, Velasco Adrián, Rivadeneira Liborio who engaged quickly in the process and learned how to work into group to improved their speaking skill after their first presentation I could see a great change in their English speaking and how active learning became part of their learning and now it is very noticeable their change as the most of the students, However there were some isolated cases where some students could not engage into active learning because of their little interest about learning English like Chavez Roberto and Loor Claudia who both of them got a low advanced in their speaking skill.

Table 2. Calculation of the Mean and The Standard Deviation by the short Method for the pre- oral test.

Score student	Frequency	X	Fx¹	FX²
20 - 17	1	2	2	4
16 - 13	7	1	7	7
12 - 9	9	0	0	0
8 - 5	11	-1	-11	10
4 - 1	0	-2	0	0
Total	28			21

$$C = \frac{\sum fx^1}{N} = \frac{-3}{28} = -0.107$$

$$AM = 7$$

$$Ci = -0.107 * 3 = -0.321$$

$$C^2 = 0.011449$$

$$\mathbf{M = 7.321}$$

$$i = 3$$

$$SD = i \sqrt{\frac{\sum fx^2}{N} - C^2}$$

$$SD = 3 \sqrt{\frac{21}{28} - 0.011449}$$

$$SD = 3 \sqrt{0.738}$$

$$\mathbf{SD = 2.57}$$

The students of Tenth year of basic education at Unidad Educativa la Inmaculada in their pre- test got an arithmetic media of 10 that means their speaking skill evaluated through the different parameters like grammar, vocabulary, pronunciation, fluency and comprehension is very low for that reason the active learning will be used to improve those skills.

Table 3. Calculation of the Mean and The Standard Deviation by the short Method for the post- oral test.

Score student	Frequency	X	Fx¹	FX²
20 - 17	15	0	0	0
16 - 13	9	-1	-9	9
12 - 9	4	-2	-8	16
8 - 5	0	-3	0	0
4 - 1	0	-4	0	0
Total	28		17	25

$$C = \frac{\sum fx^1}{N} = \frac{17}{28} = 0.60$$

$$AM = 18$$

$$Ci = 0.36 * 3 = 1.08$$

$$C^2 = 0.36$$

$$\mathbf{M = 19.08}$$

$$i = 3$$

$$SD = i \sqrt{\frac{\sum fx^2}{N} - C^2}$$

$$SD = 3 \sqrt{\frac{25}{28} - 0.36}$$

$$SD = 3 \sqrt{0.53}$$

$$\mathbf{SD = 2.18}$$

The students of Tenth year of basic education at Unidad Educativa la Inmaculada in their post- test after applied the active learning method got an arithmetic media of 18 that means their speaking skill evaluated through the different parameters like grammar, vocabulary, pronunciation, fluency and comprehension increased considerably giving a rewarding result.

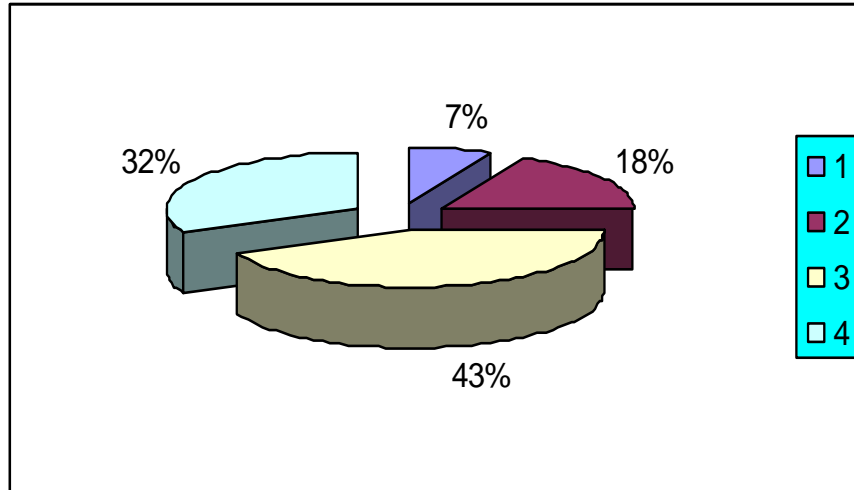
4. 6 Analysis of results

The mean and the standard deviation calculated in the pre- test gave a low result about the students' speaking skill but after used active learning and the students were tested in the post test the results of the mean gave an acceptable number and therefore the standard deviation applied to verified a concise indication about the performance of the students and how it was distributed.

4.6.1 Analysis by Parameters

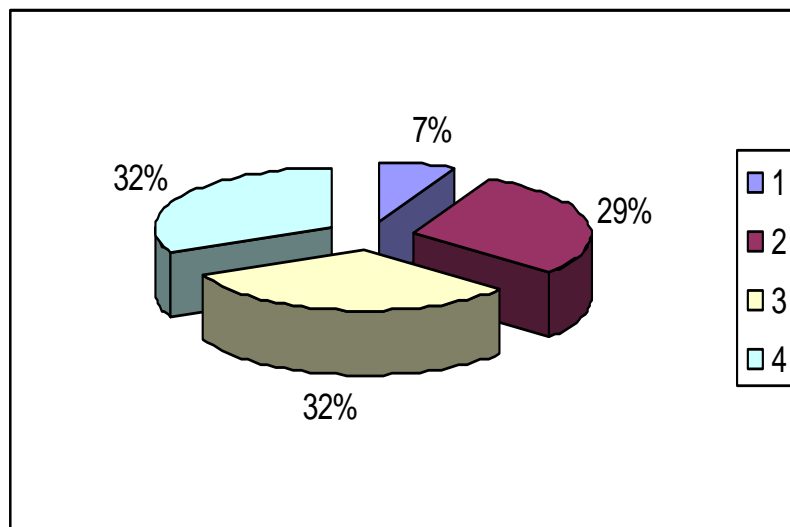
Pre- test: Pronunciation

Indicators	Frequency	Percentage	Test Performance
4. Has not a determined foreign accent	2	7%	The percentage of 43% of the students show that they have problems at pronunciation
3. Always intelligible, though one is conscious of a definite accent.	5	18%	
2. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	12	43%	
1. Occasionally has problems with pronunciation and it is necessary be asked to repeat..	9	32%	



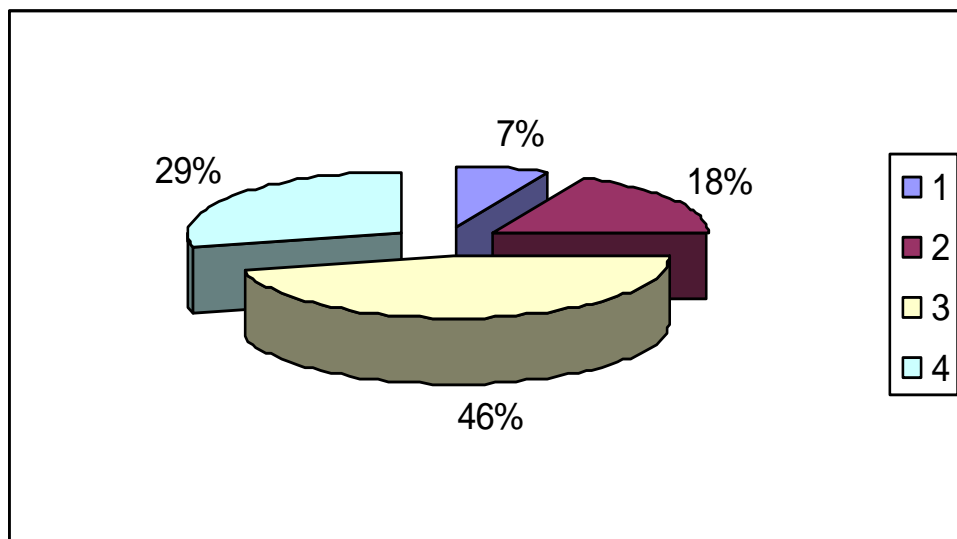
Pre- test: Grammar

Indicators	Frequency	Percentage	Test Performance
4. Makes few noticeable errors	2	7%	The percentage of 32% of the students show that they make grammar errors and use only basic grammar patterns
3. Occasionally makes grammar errors	8	29%	
2. Makes frequent errors of grammar and word order which occasionally obscure meaning.	9	32%	
1. Mostly rephrase sentences and restrict himself to basic patterns and grammar that make speech virtually unintelligible	9	32%	



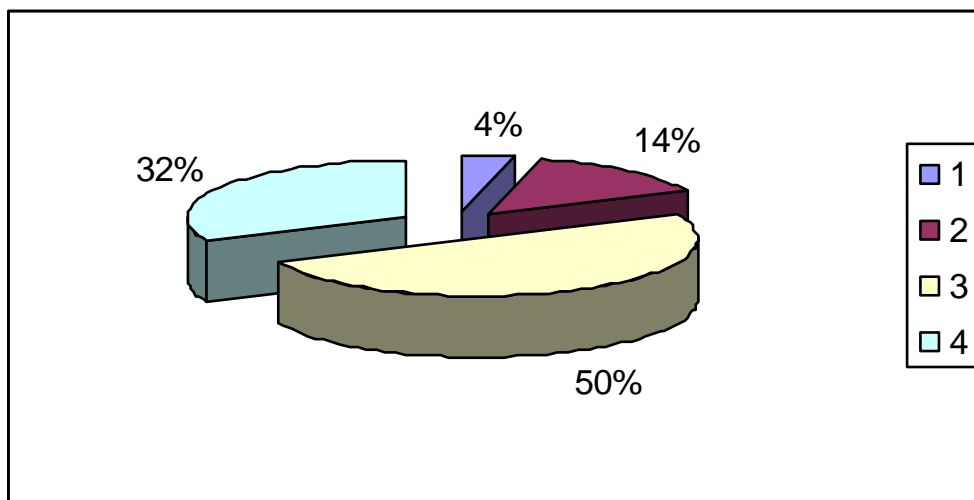
Pre- test: Vocabulary

Indicators	Frequency	Percentage	Test Performance
4. Use of vocabulary and idioms is near that of a native speaker.	2	7%	A 46% of the students do not have an advanced vocabulary. It is very restricted.
3. Occasionally uses inappropriate terms or must rephrase sentences.	5	18%	
2. Often uses the wrong word; conversation limited because of vocabulary.	13	46%	
1. Comprehension difficult due to limited vocabulary and word misuse making Conversation impossible because of vocabulary limitations.	8	29 %	



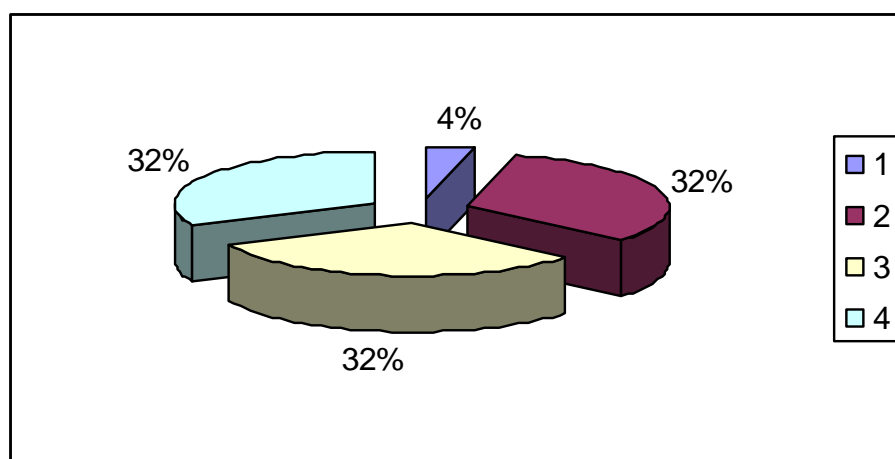
Pre- test: Fluency

Indicators	Frequency	Percentage	Test Performance
4. Speech in everyday conversation and class discussion is fluent.	1	4%	A 50% of the students need or look for help when they have to speak.
3. Speed of Speech seems to be slightly affected by language problems.	4	14%	
2. Discourse is frequently disrupted as student searches for the correct manner of expression.	14	50%	
1. It is hard to speak with fluency because of being afraid to make errors pronunciation making speech halting and fragmentary.	9	32%	



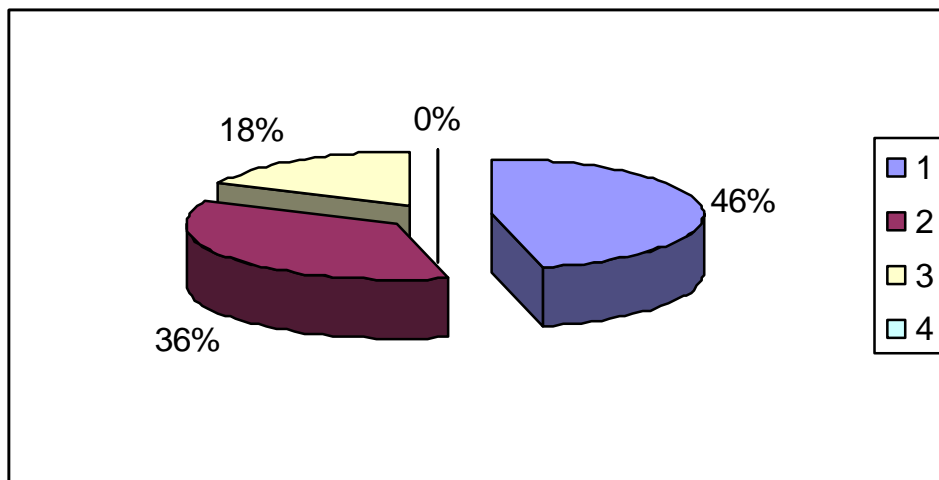
Pre- test: Comprehension

Indicators	Frequency	Percentage	Test Performance
4. Appears to understand everything without any difficulty.	1	4%	The percentage of 32% of the students show that they need to be repeated to understand what it is said.
3. Has some difficulties to comprehend the whole context of a speech.	9	32%	
2. Always it is necessary to ask for repetition to understand.	9	32%	
1. Only can comprehend a simple conversational English at slower than normal speed with frequent repetitions .	9	32%	



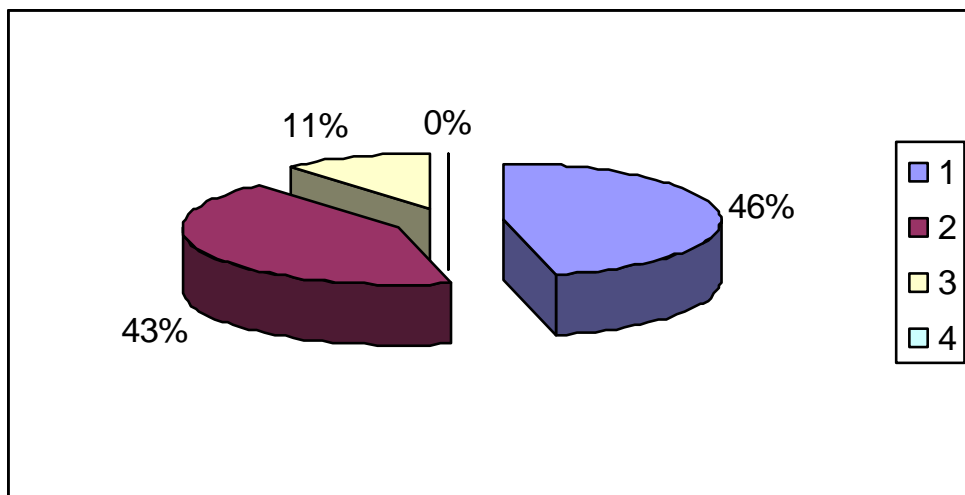
Post- test Pronunciation

Indicators	Frequency	Percentage	Test Performance
4. Has not a determined foreign accent	13	46%	A 46% of the students show that they have improved their fluency
3. Always intelligible, though one is conscious of a definite accent.	10	36%	
2. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.	5	18%	
1. Occasionally has problems with pronunciation and it is necessary to ask for repetition.			



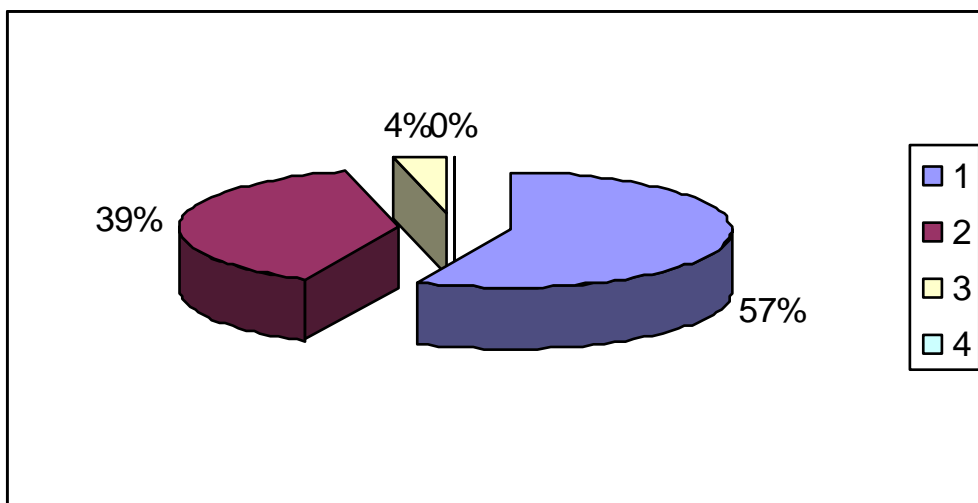
Post- test: Grammar

Indicators	Frequency	Percentage	Test Performance
4. Makes few noticeable errors	13	46%	The percentage of 46% of the students show that they less errors grammar.
3. Occasionally makes grammar errors	12	43%	
2. Makes frequent errors of grammar and word order which occasionally obscure meaning.	3	11%	
1. Mostly rephrase sentences and restrict himself to basic patterns and grammar that make speech virtually unintelligible			



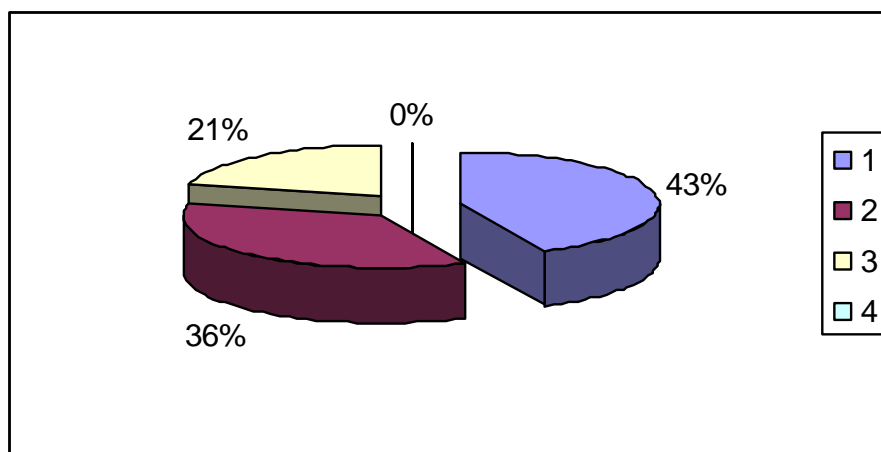
Post- test: Vocabulary

Indicators	Frequency	Percentage	Test Performance
4. Use of vocabulary and idioms is near that of a native speaker.	16	57%	The percentage of 57% of the students show the used the most of the vocabulary given
3. Occasionally uses inappropriate terms or must rephrase sentences.	11	39%	
2. Often uses the wrong word; conversation limited because of vocabulary.	1	4%	
1. Comprehension difficult due to limited vocabulary and word misuse making Conversation impossible because of vocabulary limitations.	0	0%	



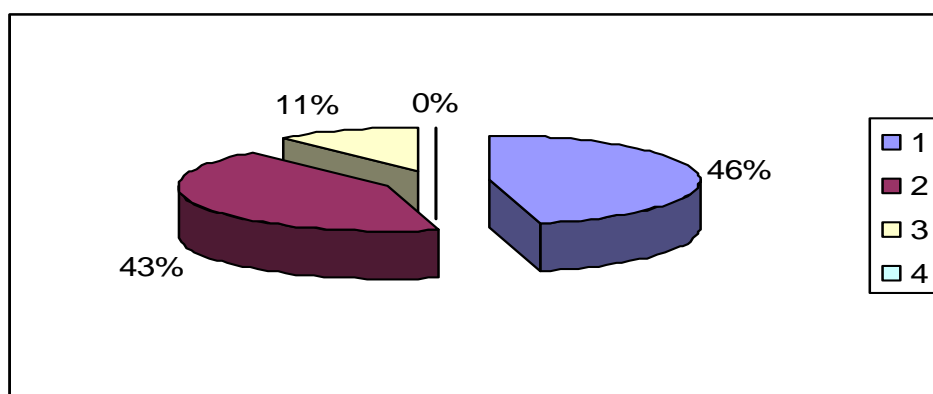
Post- test: Fluency

Indicators	Frequency	Percentage	Test Performance
4. Speech in everyday conversation and class discussion is fluent.	12	43%	The percentage of 43% of the students got better their fluency.
3. Speed of Speech seems to be slightly affected by language problems.	10	36%	
2. Discourse is frequently disrupted as student searches for the correct manner of expression.	6	21%	
1. It is hard to speak with fluency because of being afraid to make errors pronunciation making speech halting and fragmentary.	0	0%	



Post- test: Comprehension

Indicators	Frequency	Percentage	Test Performance
4. Appears to understand everything without any difficulty.	13	46%	The percentage of 46% of the students understand most of the directions given to them in English.
3. Has some difficulties to comprehend the whole context of a speech.	12	43%	
2. It is always necessary to ask for repetition to understand.	3	11%	
1. Only can comprehend a simple conversational English at slower than normal speed with frequent repetitions .			



4.7 Hypothesis Test

- The null hypothesis is rejected, therefore the work hypothesis is accepted as valid, that is to say, the active learning technique affects positively in their English speaking skill process in the tenth year of basic education at Unidad Educativa La Inmaculada high school.

4.8 Conclusions

- We have demonstrated by testing the hypotheses that active learning affects positively on improving students' speaking skill: therefore the active learning method has had effective results on students of tenth year of basic education at Unidad Educativa La Inmaculada, and it has contributed to improve their learning skills.
- The students got really involved into each lesson that started taking more importance to the English lessons.
- After using Active learning the students got enough confidence to speak English into the class, and even outside the classroom.
- The students felt better working into group than working by themselves. It means they learned to use the collaborative and cooperative strategies.
- Active Learning was a very good strategy because it kept the students totally immerse into the different activities and according to the results of the post- test the active learning strategies help students to improve their English skills.

4.9 Recommendations

- The active learning method as the many teaching and learning strategies are a very useful tool that every teacher should use into the classroom because it helps to give motivation and encouragement to the students. Nowadays it is very noticeable that students learn better by practicing everything they do.
- It is important to carry out a specific teaching and evaluation plan so you can notice what classroom strategies work better with the students in order to know if they feel good or not with the new strategies.
- It is recommended that teachers encourage students to take part of each lesson and create a confidence environment in which they feel they are learning.
- It is important that every school has its own English area with the enough material resources like audio or videos that are very important for students to improve their listening and speaking skill as well.

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ANNEX

ANNEX 1

Pre- oral test Speaking Self-assessment

Oral Language Rating Sheet

Score 0 to 5

Student: _____ Rater: _____ Date: _____

Pronunciation

- ____4. Has not a determined foreign accent
- ____3. Always intelligible, though one is conscious of a definite accent.
- ____2. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
- ____1. Occasionally has problems with pronunciation and it is necessary to ask for repetition.

Grammar

- ____4. Makes a few noticeable errors
- ____3. Occasionally makes grammar errors
- ____2. Makes frequent errors of grammar and word order which occasionally obscure meaning.
- ____1. Mostly rephrase sentences and restrict himself to basic patterns and grammar that make speech virtually unintelligible.

Vocabulary

- ____4. Uses of vocabulary and idioms is near that of a native speaker.
- ____3. Occasionally uses inappropriate terms or must rephrase sentences.
- ____2. Often uses the wrong word; conversation limited because of vocabulary.

____1. Comprehension difficult due to limited vocabulary and word misuse making Conversation impossible because of vocabulary limitations.

Fluency

____4. Speech in everyday conversation and class discussion is fluent.

____3. Speed of Speech seems to be slightly affected by language problems.

____2. Discourse is frequently disrupted as student searches for the correct manner of expression.

____1. It is hard to speak with fluency because of being afraid to make pronunciation errors making speech halting and fragmentary.

Comprehension

____4. Appears to understand everything without any difficulty.

____3. Has some difficulties to comprehend the whole context of a speech.

____2. It is always necessary to ask for repetition to understand.

____1. Only can comprehend a simple conversational English at slower than normal speed with frequent repetitions .

ANNEX 2

Post- oral test Speaking Self-assessment Oral Language Rating Sheet

Student: _____ **Rater:** _____ **Date:** _____

Pronunciation

- ___5. Has a determined foreign accent
- ___4. Always intelligible, though one is conscious of a definite accent.
- ___3. Occasionally has problems with pronunciation
- ___2. Pronunciation problems necessitate concentrated listening and occasionally lead to misunderstanding.
- ___1. Randomly it is necessary be asked to repeat.
- ___0. Does not speak at all. Pronunciation can not be measured.

Grammar

- ___5. Makes few noticeable errors
- ___4. Occasionally makes grammar errors
- ___3. Makes frequent errors of grammar and word order which occasionally obscure meaning.
- ___2. Mostly rephrase sentences and restrict himself to basic patterns
- ___1. grammar errors and word order are so severe that make speech virtually unintelligible.
- ___0. Does not speak enough English to measure grammar.

Vocabulary

- ___5. Use of vocabulary and idioms is near that of a native speaker.
- ___4. Occasionally uses inappropriate terms or must rephrase sentences in the conversation or speech.

___3. Often uses the wrong word; conversation limited because of vocabulary.

___2. Comprehension difficult due to limited vocabulary and word misuse.

___1. Conversation impossible because of vocabulary limitations.

___0. Does not speak enough English to measure vocabulary.

Fluency

___5. Speech in everyday conversation and class discussion is fluent.

___4. Speed of Speech seems to be slightly affected by language problems.

___3. Discourse is frequently disrupted as student searches for the correct manner of expression.

___2. It is hard to speak with fluency because of being afraid to make errors pronunciation.

___1. Speech is halting and fragmentary; conversation is virtually impossible.

___0. Does not speak enough English to measure fluency.

Comprehension

___5. Appears to understand everything without any difficulty.

___4. Has some difficulties to comprehend the whole context of a speech.

___3. Always it is necessary to ask for repetition to understand.

___2. Only can comprehend a simple conversational English at slower than normal speed.

___1. Only can understand a speech at a slower speed with frequent repetitions

___0. Does not speak enough English to measure comprehension.

PHOTOS OF THE STUDENTS OF THE TENTH YEAR OF BASIC EDUCATION AT UNIDAD EDUCATIVA LA INMACULADA



Students working into groups

The high school



Students working into pairs



