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FACULTY OF PHILOSOPHY, LETTERS AND SCIENCES OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTICS

TOPIC:

THE INFLUENCE OF TALKING CIRCLES IN THE SPEAKING SKILLS

PROPOSAL

SYSTEM OF SPEAKING ACTIVITIES FOCUSED ON TALKING CIRCLES

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SCHOOL OF LANGUAGES AND LINGUISTICS
PROJECT

TOPIC: THE INFLUENCE OF TALKING CIRCLES IN THE SPEAKING SKILLS

PROPOSAL: SYSTEM OF SPEAKING ACTIVITIES FOCUSED ON TALKING CIRCLES

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Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación *The Influence of Talking Circles in the Speaking Skills* de los estudiantes Bryan Romero Chica y Gabriela Urgiles Tumbaco. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

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- El título tiene un máximo de nueve (9) palabras.
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- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 9 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que los estudiantes están aptos para continuar el proceso de titulación. Particular que comunico a usted para los fines pertinentes.

Atentamente,

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DEDICATION

This thesis is dedicated to my children CARLOS GABRIEL and CARLOS LUIS, you are my greatest motivation, you are my family, you are the reason for my effort throughout these 8 years. I hope you read this when you are young, my greatest wish is that the purity of your hearts be maintained. This is for you with all my love.

Ginnyer Gabriela Urgiles Tumbaco

DEDICATION

This Project is dedicated to my family for nursing me with love and affection and for their dedication to support me for the success of my life as well as to my Friends, which were my company in every moment, helping and having fun at the same time. This is for you.

Bryan Christopher Romero Chica

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ANEXO XIII.- RESUMEN DEL TRABAJO DE TITULACIÓN (ESPAÑOL)

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUAS Y LINGÜÍSTICA

“LA INFLUENCIA DE LOS CÍRCULOS DE CONVERSACION EN LA PRODUCCION ORAL”

Autor: Bryan Cristopher Romero Chica; Ginnyer Gabriela Urgiles Tumbaco

Tutor: MSc. Noemi Estefania Vargas Caicedo

Resumen

La situación conflicto de los estudiantes de tercero de bachillerato de la unidad educativa fiscal “Alejo Lascano Bahamonde” del periodo lectivo 2020 – 2021, se pudo evidenciar la insuficiencia en la producción oral, dificultades al momento de expresarse oralmente y poca participación cuando el docente hace preguntas.

Este estudio de campo estableció como variable dependiente la producción oral y como variable independiente a los círculos de conversación. Se realizó un estudio de los antecedentes históricos de la fundamentación teórica, legal y del contexto de investigación. Además de una encuesta a los estudiantes y una entrevista al docente. Los resultados que se obtuvieron confirmaron la existencia de un problema en la producción oral.

Para reforzar la producción oral y los círculos de conversación, un sistema de actividades orales enfocadas en los círculos de conversación fue creado para incentivar a los docentes a usar los círculos de conversación que a su vez ayudan a desarrollar la producción oral en los estudiantes.

Palabras Claves: produccion oral, circulos de conversacion, EFL.



ANEXO XIII.- RESUMEN DEL TRABAJO DE TITULACIÓN (INGLÉS)

FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN CARRERA DE LENGUAS Y LINGÜÍSTICA

“THE INFLUENCE OF TALKING CIRCLES IN THE SPEAKING SKILLS”

Author: Bryan Cristopher Romero Chica; Ginnyer Gabriela Urgiles Tumbaco

Advisor: MSc. Noemi Estefania Vargas Caicedo

Abstract

The conflict situation of the students of third year of baccalaureate of the fiscal educational unit “Alejo Lascano Bahamonde” of the scholar period 2020 – 2021, showed insufficient speaking skills, difficulties when expressing themselves orally and lack of participation when the teacher asks questions.

This field study establish as a dependent variable the speaking skills and talking circles as independent variable. A study of the historical background of the theoretical and legal foundation and the context of the study. Also, a survey was taken to students and an interview to the teacher from which we could confirm the existence of a problem in the speaking skills.

To reinforce the speaking skills and the talking circles, a system of speaking activities focused on talking circles was created in order to encourage teachers to use talking circles, because these help students improve their speaking skills.

Keywords: speaking skills, talking circles, EFL.

INTRODUCTION

The development of the speaking skills in our country has not been as successfully as expected in the last few years, even though teachers have put too much effort on teaching speaking skills. The failure of these skills is due to the kind of techniques that teachers have used since a long time ago, such as repetition, memorization, etc.

One reason why the English speaking skills are low is the lack of exposure of the students to the language that they are learning, in this case, English, and it is because most of the students do not have places where to practice English apart from the schools. Another reason is that students themselves do not want to practice it, even inside the schools where is an obligation rather than a choice.

This research project was developed in the fiscal educational unit “Alejo Lascano Bahamonde” and focused on the students of the third year of baccalaureate in the scholar period of 2020 – 2021. The main problem identified was the inaccurate development of the speaking skills, as well as the causes of the problem such as: lack of time during class to practice, lack of use of techniques that help improve speaking skills, etc.

This research project was aimed to improve the speaking skills by proposing a system of speaking activities focused on talking circles. In order to accomplish this goal, bibliographical research was made, from how this technique appeared to how it is used in classrooms nowadays.

This project comprises 4 chapters whose details are the following:

Chapter I: The problem: it describes the research problem, formulation of the problem, General and specific objectives, research questions and the justification.

Chapter II: Theoretical frame: This chapter presents the background of the research, different foundations that support this thesis and the two variables of the investigation are explained in order to have a better understanding of the components on which this thesis focuses.

Chapter III: Methodology: This chapter describes the methodological part of the research. The different types, methods, techniques and instruments used to obtain data are explained in this chapter.

Chapter: IV: The proposal: it contains the title, justification, general and specific objectives, theoretical aspects, feasibility, the description, proposal: System of speaking activities focused on talking circles, conclusions and recommendations.

CHAPTER I

THE PROBLEM

1.1 CONTEXT OF THE RESEARCH

This project will take place in the Fiscal Educational Unit “Alejo Lascano Bahamonde”, and it will be focused on the students of the third year of baccalaureate; these students mentioned before are supposed to have a B1.2 level according to the Ministry of Education of Ecuador.

The Ministry of Education of Ecuador states that the students from the Third year of baccalaureate should manage the ability of communication in English in situations that they are familiar with. They should be able to use long expressions, even though it might be possible that they could not use complex language except from expressions learnt by heart. Sometimes these students have problems searching for linguistic resources, structures, lexis and functional words to express ideas and concepts which lead to hesitation during the communication. They should have intelligible pronunciation even if that pressure the listener. In general, they can make up for those difficulties by using other strategies, but these strategies might need assistance in order to avoid the interruption while communicating.

The skills that we have selected to focus on are the speaking skills, the students of the Third year of baccalaureate according to the level B1.2 stated by the Ministry of Education should be able to interact in most of the situations they are presented to. Also, they should be able to get into conversations without any preparation of the topic they are speaking of, in case they need it they have to know how to ask for directions or talk about current events in a simple way. They should be capable of talking about the future without hesitation and know how to describe the content of a book.

1.2 RESEARCH PROBLEM

We started an initial observation period during an English class in which after a diagnosis to establish if they reach the level B1.2 of English based on the standards stated by the Ministry of Education of Ecuador, we could identify the existence of deficiency of the production of answers to basic questions as ‘what were you doing yesterday?’, Also, they showed difficulties when they tried to talk face to face to different students among the class, and the lack of contribution when interactive activities are taking place in the class. Therefore, the conflict situation is the speaking skills.

1.3 SCIENTIFIC FACT

Deficiency of the speaking skills in the students of third year of baccalaureate from the Fiscal Educational Unit “Alejo Lascano Bahamonde”, during the scholar period 2020 – 2021.

1.4 CAUSES

From the previous diagnosis we could establish the following causes:

- Lack of use of the talking circles as a technique to improve speaking skills.
- Insufficiency usage of techniques in order to ameliorate speaking skills.

As a result, we can say that our independent variable is the talking circles.

1.5 FORMULATION OF THE PROBLEM

How do talking circles influence in the speaking skills of the students of the third year of baccalaureate form the Fiscal Educational Unit “Alejo Lascano Bahamonde” during the scholar period 2020 – 2021?

1.6 OBJECTIVES OF THE RESEARCH

1.6.1 GENERAL OBJECTIVE

To determine the influence of talking circles in the speaking skills through a field, bibliographical and statistical research in order to create a system of speaking activities focused on talking circles.

1.6.2 SPECIFIC OBJECTIVES

- To value the talking circles in the classroom through a field, bibliographical and statistical research.
- To analyze the speaking skills in the classroom through a field, bibliographical and statistical research.
- To create a system of speaking activities focused on talking circles through the interpretation of factual and technical data obtained.

1.7 RESEARCH QUESTIONS

- What is the situation of the students of the third year of baccalaureate from the Fiscal Educational Unit “Alejo Lascano Bahamonde” during the scholar period 2020 – 2021 regarding the talking circles?
- What are the causes that influence the development of the speaking skills?
- Will a system of speaking activities focused on talking circles help improve the development of the speaking skills?

1.8 JUSTIFICATION

Having a good or understandable speaking skills is a huge problem when we are referring to learning a second language, speaking skills are the most important aspect in the communication,

it can be as important or even more than the listening comprehension because these two activities are interconnected, any of them can work without the other one.

Another reason why speaking skills have a major importance while learning a second language is because for some students the classroom is the one and only place where they can speak in English. In classrooms where there is a huge number of students, they rarely have enough time to talk to their teacher individually and this situation reduces the opportunity of the students to receive the instructions they need and the appropriate correction of their mistakes. (Silva & Cano, 2016)

In general, this is one of the most complex abilities because the speaker in a short period of time has to think about what they are going to say, how they are going to say it, and also say it in understandable way without grammatical mistakes or mispronunciation. (MUÑOZ, 2009)

There are lots of techniques that help improve the speaking skills, one of those is the talking circles, the use of this teaching technique opens different ways of how to get to a specific topic through the search of sense while they are constructing their own knowledge. This technique lets students show their ideas, thoughts and experiences about the topics presented which can be very similar to the ones shared by the other participants in the talking circles making students feel a little bit more understood.

This research is very relevant because it has a direct beneficiary, in this case the beneficiaries will be the students from the third year of baccalaureate of the Fiscal Educational Unit “Alejo Lascano Bahamonde” during the scholar period 2020 – 2021. Another direct beneficiary of this research will be the teachers of English as a second language, also parents and the society will be indirect beneficiaries because the direct beneficiaries of this research get involved with them.

The main reason why this research is made is to propose the creation of a system of speaking activities focused on talking circles, this system will be a great help because it will have the proper information about the use of the talking circles as a technique to help improve the development of the speaking skills. When teachers use this technique, the students are the main axis and teachers are only a guide which will have the control of the activities and the topics that will be discussed in the talking circles.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND

English has been one of the most spoken languages for decades, right now is at the third place just behind Mandarin and Spanish which places are number one and two in the list. Even though it is not the most spoken one it is indeed the most popular

During the first years of this century, our country was not too aware of how important English was in the education, therefore most of the students did not care about learning English as a second language. Besides, not all the public institutions offered English as a regular subject, the students who wanted to learn English had to pay for courses taken out of their schools.

Even though English has been included as a subject in the Ecuadorian national curriculum for years it had never been never taken seriously. students were not encouraged to learn it, also most of them thought that learning English would not be useful in the future.

According to (Ledesma, 2017) after the Dakar convention in 2000, all the countries in South America set themselves goals to achieve in order for everybody to have good education. One of those was to include in all the educational institutions English as a foreign language because it is one of the main languages with which people interact around the world.

Ecuador was one of the countries that attended the convention and since then it has been trying to improve their educational curriculum in order to improve the teaching- learning process of languages as a second language, having English as the most important of all. The last changes that have implemented the Ministry of education are trainings to teachers in order to make them

upgrade their linguistic knowledge. If this change continues, we will be able to see how the teaching process is going to be better in the future.

In 2016 the Ministry of Education finally established the English language as mandatory in public educational institutions “With the new regulations in the educative system, the English Language becomes mandatory from second grade Basic General education to third grade of Baccalaureate” (El Comercio, 2016, p. 8)

When the Ministry of Education stated that English would be mandatory for all the public educational institutions, they also gave standards that the students should achieve after finishing each year of their education.

The English language learning guidelines (ELL) depend on the Common European Framework of Reference for Languages: Learning, instructing, appraisal CEFR as they give a typical premise to the express portrayal of goals, substance, and strategies. The capability levels set by the CEFR and established as the benchmarks for Ecuador's ELLS are A1, A2, and B1. The movement of the levels is the accompanying:

- Level A1: At the finish of ninth year of general basic education.
- Level A2: At the finish of first year of baccalaureate.
- Level B1: At the finish of third year of baccalaureate.

The English Language Learning Standards are formed contemplating the informative language segments and the language abilities as a center aspect of the program: (a) listening, (b) speaking, (c) reading, and (d) writing.

Though many projects and trainings have been offered by the Ministry of Education to teachers in order to have a better quality of the teaching process in public institutions, there are some people who say that the English levels in students whether they are from high school or college have not increased at all and are still low. That is the case of (El Comercio, 2017) which implies that around 85 000 people took tests all over the country as a result the average per grade that they got was 49,32 out of 100 points. From this group, adult people reached a grade of 47,26, while young people, between 18 to 20 years old, obtained higher grades, in this case 53,57, which it is almost 12% more than adults.

In our country, English speaking skills levels are low among students, even though most of teachers use different techniques in order to improve these skills. According to (RAO, 2018) the failure on the process of teaching speaking skills is because most of teachers have been teaching them just like memorization of dialogues, repetition of drills and recite memorized textbook dialogues instead of a process where both teachers and students participate in the classroom. This process requires a lot more practice and motivation from teachers to students in order to achieve a good English level.

Throughout the years, teachers have set fluency as the main goal of students to achieve when they are learning speaking skills, but some of them prefer to put accuracy on top rather than fluency. As (OÑATE, 2010) states in her thesis project, students that learn only accuracy do not always learn fluency along, and the same happens with the students that only learn fluency, they lack accuracy while they are speaking. This has become a huge controversy among teachers because when they try to teach both fluency and accuracy at the same time there is always one of them left behind.

Most of the research done in Latin American regarding the speaking skills agrees on one of the main causes of the lack of improvement of the speaking skills is the almost null exposure of the students to the target language, in this case English, and in order to have good results the students have to be exposed during the first stages of learning.

2.2 THEORETICAL FOUNDATIONS

2.2.1 PHILOSOPHICAL FOUNDATION

Knowledge is one of the biggest virtues that a man can own and put into practice, associating happiness with a moral kind of life in which the main axe will be the self-control, sobriety and caring for the others, we can conclude that what is right and the virtue are built together from reason and passion. (SOCRATES, 470-399). This means that knowledge is not only something that we can acquire, but also something that we can create using the reasoning and passion that we put on what we want to learn, no matter if it is something general or specific.

As stipulated (GOMEZ & RODRIGUEZ, 2008), education for thought cannot focus exclusively on learning and knowledge; thinking leads [...] to the internal requirement of being "reasonable."

The main purpose of being reasonable is that it allows us to think clearly about things that in one way or another will help us create and improve our knowledge.

As we grow up emotionally and physically what people learn the most are the values that come from their families or the society in which they live. These values can influence a lot on how everyone speaks or how they communicate with the rest.

Values, as ideals and priorities of human activities, characterize the inner world of a personality and features of national and cultural world outlook fixed and reflected in the language. Understanding of the language as “a mirror of a basic system of values” is completed with understanding that the language not only reflects, but also forms and influences a person. (ZERKINA, LOMAKINA, & KOSTINA, 2015)

2.2.2 PSYCHOLOGICAL FOUNDATION

The meaningful learning is the one that drives you to the making of structures of information through the relationship between the new information and the previous ideas of the students.

Therefore, nowadays, the theory of constructivism is very popular. As (Ortiz, 2015) stated, this theory allows the students to form their own knowledge, and during this process teachers are only guides that make this process a little bit easier for the students.

According to (DIAZ-BARRIGA & HERNANDEZ, 2002) the most important educational principles related to the constructivist creation of learning and teaching are the following:

- The learning process is an internal construction, it is also subjective and personal.
- The learning process becomes easier due to the interaction with others, therefore, is it social and cooperative.
- The start line of every learning process are the previous knowledge and experiences that each learner has.
- The learning process implies the internal reorganization of schemes.
- The learning process starts when the knowledge that the students already have and what they should know get in conflict.

- The learning process requires contextualization: the learner must work on authentic and meaningful tasks, also they should learn how to solve problems with common sense.
- Finally, the learning process becomes easier when students have support from teachers in order to create cognitive bridges between the new and the old knowledge, also with meaningful materials.

Confidence is one of the characteristics that not many students have when talking English in front of others. In fact, according to the Cambridge dictionary confidence is the quality of being certain of your abilities. Many students of English as a foreign language struggle when they have to speak out loud, that is why teachers periodically try to use new techniques or activities in order to make their students participate a little bit more so they gain some confidence for the following activities.

The talking circles are a good way to improve students' confidence within the classroom because when this technique is taking place students are allowed to use not only polite language, but also one less formal.

The purpose of the less formal talking circle, used as part of classroom instruction, is to create a safe environment in which students can share their point of view with others. In a Talking Circle, each one is equal and each one belongs. Participants in a Talking Circle learn to listen and respect the views of others. The intention is to open hearts to understand and connect with one another. (ALBERTA EDUCATION, 2017)

2.2.3 SOCIOLOGICAL FOUNDATION

According to (MALDONADO, 2009), oral communication is just a kind of relationship between individuals whose purpose is the transmission of messages through spoken words.

This type of relationship can be built when individuals speak the same language so they can understand each other, that is why people who travel to countries where the language spoken is not the same as theirs try to find people who speak their language in order to communicate in case they need it.

Some of the characteristics of oral communication that (MALDONADO, 2009) stated in his book are the following:

- Clarity when it is expressed. Unlike written words this characteristic cannot be checked as it is happening.
- The use of signs, also referred as words, must be common so the speaker and the listener can understand.
- The speaker receives immediate feedback while he or she is expressing themselves.
- The message that is being expressed has to suit perfectly in the context in which is happening.

The oral communication becomes easy between individuals that belong to the same group, this can be family, team sports, schools, society, etc. because is it more likely for them to share the same vocabulary. And this vocabulary is used when they try to understand messages whether they are written or spoken.

The richness and complexity of the speaking skills are always highlighted by linguists when they affirm that there is not only one oral, but a lot of tongues that are used according to the situations in which the communication is happening. (ROULET, 1991)

For that reason, the way people communicate with others vary due to the topics they are talking about, the place where the communication is taking place and the situation.

The oral communication is one of the basis of the people's interaction with the society, not only because sociability is an innate quality of human beings, but also because is one on the most used tools with which they can create interpersonal relationships.

2.2.4 LINGUISTIC FOUNDATION

According to (ZAMORA, 2016) linguistics is the systematic study of the human language, its structure and evolution. The human language has evolved since the human race began; it developed its own characteristics.

(SAM, 2015) stated that the characteristics of the human language are the following:

One of the main characteristics that he stated on his article is that language is verbal, he affirms that language is an organization of sounds, which are produced by the mouth in order to express a meaningful message. Not everything that comes from the mouth is language, because language needs some verbal elements like sounds, signs or words and phrases which put together make sentences.

Another characteristic is that language is and has always been a mean of communication, known as the most powerful, convenient and permanent of all. Besides language, there are other means of communication such as the non-linguistic symbols like body gesture, signals, braille alphabet, etc. but none of them is as flexible or extensive as language is.

One more characteristic is the language is unique, not because it does not have similarities with other languages, because they do, but because every language has its own singularity, and this makes them different and alike at the same time. Also, language is flexible because it changes according to what the society needs.

He states that language is systematic, even though the language is symbolic, these symbols come arranged in a specific system, they follow rules of how to be arranged and it all depends on what the language is. Each language has a finite number of symbols, but they can create infinite words or sentences.

The last characteristic of language that (SAM, 2015) mentioned is that language is a linguistic competence that the speaker should master in order to communicate, but the speaker also needs the communicative competence.

2.3 CONCEPTUAL THEORETICAL FRAMEWORK

VARIABLE 1

2.3.1 TALKING CIRCLES

As (COWAN & ADAMS, 2002) declared in their article that the talking circles are genuine exchanges of ideas, opinions, suggestions, beliefs and points of view. These circles are meant to create solutions or get to an agreement on regards of what the subject in discussion of the talking circle is.

According to (LIVING JUSTICE PRESS, n.d.), these kind of circles started among the Native American people, they were created in order to resolve conflicts within the tribe or with neighbor tribes. “the process was used to ensure that all leaders in the tribal council were heard, and that those who were speaking were not interrupted. Usually the Chief would initiate the conversation, with other members responding and sharing their perceptions and opinions of the topic under discussion.” (FIRST NATIONS PEDAGOGY ONLINE, n.d.)

In this way, everyone in the circle was able to express what their thoughts were about the topic in discussion. The interaction between the participants of the circle was by turns assigned by the chief in order to create a peaceful environment.

There are several objects used by Native American people in charge of the circles in order to give turns or to allow the participants of the circles to talk. All these objects are considered sacred by them because of the representation or meanings that these objects have. Some of the most used objects among the tribes we have the following:

- Talking stick: As stated by (LAMM, n.d.), the talking stick is a piece of wood, it can be as plain as it is or it can be carved with crests or symbols that represent the chief of the tribe which carries the stick all the time.
- Talking feather: this instrument was an eagle feather or many of them tied together, Native Americans chose this feather because for them eagles represent truth, freedom and wisdom.

As well as many other sacred objects, they allowed people participating in the talking circles to speak when the object being used was handed to them.

(FIRST NATIONS PEDAGOGY ONLINE, n.d.) also stated that in order to fulfill a talking circle it is necessary to follow a general process.

First, every participant of the talking circle must introduce themselves in order to show respect for the others. Second, the participants have to listen respectfully to the opinions or suggestions offered by the participant that has the talking stick or whichever the instrument in use is. Third, the person that has been handed the instrument should speak 'from the heart', this phrase was used for Native Americans in order to express that the participants must be sincere when they talk so they can generate a solution to the topic in discussion based on the truth. The last step in this

process is the privacy, for Native Americans privacy was an important part of their culture, for that reason, everything said during a talking circle must remain in confidence in case any of the participants share personal information.

Talking circles are still being used by Native American people, but also have become part of the new teaching techniques among schools. (FIRST NATIONS PEDAGOGY ONLINE, n.d.) affirms that talking circles are a huge approach to the native Americans' pedagogy because they deliver encouragement to dialogue respectfully among students, also they help co-create new learning content while sharing ideas.

As well as these circles were and are still used by Native Americans, schools use this technique following the same process and rules. In the opinion of (ROBERTS, 2010), there are some requirements in order to put into practice talking circles in the classroom, such as moveable chairs, a small object which is going to be the representation of the talking stick and paper sheets where the topic in discussion is going to be written in order for the students to keep in mind the topic and where they are going to write down any notes or thoughts while they participate in the circle.

Most teachers assign the topic in advance, so the students have time to prepare themselves for their participation. When the day of the talking circle arrives, teachers explain the rules to the students. According to (ROBERTS, 2010) they are the following:

- Students should form a circle with their chairs, so they are able to see each other eyes.
- The talking instrument must be passed one by one clockwise in order let everyone in the circle speak about the topic.
- The student with the talking instrument must speak regarding to the topic or problem in discussion in order to give their opinion or to suggest a solution.

- If the student who has the talking instrument does not feel prepared to contribute to the topic in discussion, he or she is allowed to pass the instrument to the next one. They should speak at the end of the circle.
- The students should give their opinion only about the topic in discussion. They must not repeat or comment about any of the opinions given by the other participants of the talking circle.
- The circle finishes once every student in the circle have spoken or shared their opinion about the topic and when they reach to an agreement or get a solution for the discussion.
- The final decision is made by the chief of the circle, most of the times teachers are the chief of the circle, but it can be any of the participants.

There is not a specific amount of people needed to create a talking circle, but most of them include from 5 to 10 students. Sometimes they are put together according to different categories, the groups can be sorted by age, common interests or assigned randomly.

Most of the topics in discussion in the classroom are based on what the students are learning at that moment, but teachers can make this technique a little bit easier for the students by assigning topics that they like or topics that they can find lots of information about.

As (WINTERS, 2015) affirms in her article, Once the students get used to share their opinions or possible solutions to problems in the talking circles, the classroom will become a safe place for students to establish emotional connections between them, as well as respect will be a main value that they will develop.

VARIABLE 2

2.4 SPEAKING SKILLS

As mentioned by (MART, 2012), speaking means being able to speak, express or exchange ideas by using language, the ability to speak is something that every human being develops as they grow up.

When people speak what they try to do is to share their thoughts about something in specific by uttering words or sentences related to the topic.

“The ability to speak is a gift of evolution to mankind. No other animal talks, whereas all healthy members of our species will eventually be able to talk. This skill is universal to our species and it must have played a key role in the survival of human society in the course of evolution”. (LEVELT, 1995, p. 12)

There are some qualities of the speaking skills that people should take into consideration in order to have a proper oral communication between the speaker and the listener. As stated by (WETTO, n.d.), the qualities needed are the following:

- Voice: It is the ability of individuals to generate sounds y using the mouth, in order to create these sounds, there are many body parts used such as vocal cords, facial muscles, lips, tongue, etc.
- Diction: it is the correct choice and pronunciation of words. In order to articulate correctly these words, the movement of mouth, lips, teeth should be specific to pronounce every vowel, consonant, syllables and words.
- Fluency: This author describes fluency as the ability to pronounce words without hesitation, and smoothly. The speaker must make stops only in the needed places such a comma or periods. When talking about fluency an important aspect is the velocity while

speaking, people should not speak neither so fast nor so slow, so the listener understand the message.

- Volume: speakers have to adjust their tone of their voices according to the place and the amount their talking to. The volume of the voice is not going to be the same when talking to a single person or when talking to a group of people in a classroom.
- Clarity: This quality is one of the most important for the author because it refers to talking precisely about the topic in discussion and not focusing on details not important for the main idea of the message.
- Vocabulary: The author mentioned before affirms that the vocabulary used when talking have to be according to the listener, so they can understand the words. The more words the speaker knows, the easier he or she can express.
- Emotionality: For the author, this is an advantage for the speaker, unlike the written communication they can show their emotions as they speak.

The speaking skills are developed with different techniques that are put into practice in the classroom. As (ABADI, 2015) expresses on her article, the techniques used to improve the speaking skills are the following:

Techniques of integrating speaking skills with other skills. Among these techniques we can find listening with speaking skills, reading with speaking skills, grammar with speaking skills, pronunciation with speaking skills, etc.

Techniques of assessing speaking skills. In these techniques, teachers have to create activities in order to assess their students' speaking skills such as asking students to give opinions about topics with no previous preparation.

The last techniques she mentions on her article are the elicitation techniques which is formed of conversation, instruction, talking circles, questions and answer, interpretation, oral reports, storytelling, etc.

2.5 CONTEXTUAL FRAMEWORK

Fiscal Educational Unit “Alejo Lascano Bahamonde” is located in the city of Guayaquil on Km. 17.5 Via Daule, Coop. San Francisco II Etapa 8. It is a public institution that has more than 1000 students and almost 40 teachers. The institution previously mentioned has two shifts, a morning shift and an afternoon shift.

The institution was named after Alejo Lascano Bahamonde. He was a quite recognize Ecuadorian doctor, he founded the faculty of medicine in the University of Guayaquil, in which, nowadays, there is a monument on his honor.

This year, this institution is going to get to its 30th year of creation. They offer face-to-face classes, but this year due to Covid-19 they are teaching online. In the las few years, the third year of baccalaureate of this institution has had almost 50 students and one teacher, this has been and continue to be a difficulty in the classroom because not all of them have the opportunity to speak. This situation makes it harder for them to practice their speaking skills.

At the moment, the principal of this school is Marisol Crespo Paucar and the vice principal is Jenny Villamar Luzardo.

2.6 LEGAL FRAMEWORK

This thesis project finds its legal support in important documents that rule Ecuador such as the following:

- The Ecuadorian Constitution
- The Organic law of intercultural education

Education is really important in the Ecuadorian Constitution and that is shown in its articles 26, 27 and 28.

Art 26.-Education is a right of persons throughout their lives and an unavoidable and mandatory duty of the State. It constitutes a priority area for public policymaking and state investment, the guarantee of equality and social inclusion and the indispensable condition for a good way of living. People, families, and society have the right and responsibility to participate in education. (The Ecuadorian Constitution, 2008)

Art 27.- Education will focus on the human being and ensure its holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it will be participatory, mandatory, intercultural, democratic, inclusive and diverse, quality and warmth; promote gender equity, justice, solidarity and peace; stimulate critical sense, art and physical 31 culture, individual and community initiative, and the development of skills and abilities to create and work. (The Ecuadorian Constitution, 2008)

Art 28. - Education responds to the public interest and will not be at the service of individual and corporate interests. Ensure universal access, retention, mobility and exit without any discrimination and mandatory at the level initial, basic and secondary education or equivalent. (The Ecuadorian Constitution, 2008)

In the article 4 of the organic law of intercultural education, it states that:

Students must receive a comprehensive and scientific education, which contributes to the full development of their personality, abilities and potential, respecting their rights, fundamental freedoms and promoting gender equality, non-discrimination, the assessment of diversity, participation, autonomy and cooperation. (ORGANIC LAW OF INTERCULTURAL EDUCATION, 2015)

CHAPTER III

METHODOLOGY, PROCESS, ANALYSIS AND DISCUSSION OF RESULTS

3.1. METHODOLOGICAL DESIGN

3.1.1. MODALITY OF THE INVESTIGATION

For the present study, we can declare that its modality is a mixed character; we did not find an existent dichotomy between the qualitative and quantitative approaches, which condition has enabled the analysis as the global interpretation of data and precise information.

With the help of some processes as statistical analysis, results tabulation and formulas application to extract the sample remain evidenced the quantitiveness of this approach, simultaneously the interpretation of the theoretical research justifies the qualitiveness of said approach in this study.

3.2. TYPES OF RESEARCH

According to its purpose, by using the various collection techniques such as the survey and the interview, we deduce that the type of research in this study is in the field. With these procedures, it will be possible to gather said information that contains the data that reflects the situation of the students.

According to its gnoseological objective, it is descriptive of the situation that is evident in said students in relation to the development of oral production.

This is also explanatory because it investigates the main causes. This research is of a propositional nature since it is suggested as a proposed solution a booklet on the use of the conversation circle with which it is intended to promote the development of oral production.

According to the control of the variables, this research will not be of an experimental nature since the proposal will not be put into practice in the aforementioned students.

3.3. OPERATIONALIZATION OF THE VARIABLES

Table 1 Operationalization of the variables matrix

VARIABLES	DIMENSIONS	INDICATORS	
INDEPENDENT VARIABLE TALKING CIRCLES	CIRCLE SIZE	<ul style="list-style-type: none"> • Big groups (8+) • Small groups (4 – 7) • Trio 	
	PARTICIPANTS ARRANGEMENT	<ul style="list-style-type: none"> • Age • Interests • Random 	
	TOPICS	<ul style="list-style-type: none"> • Educative • Personal • Common interests • Trending 	
DEPENDENT VARIABLE SPEAKING SKILLS	QUALITIES	<ul style="list-style-type: none"> • Voice • Diction • Fluency • Volume • Clarity • Vocabulary • Emotionality 	
	TECHNIQUES	INTEGRATING SPEAKING SKILLS WITH OTHER SKILLS	<ul style="list-style-type: none"> • Listening with speaking skills • Reading with speaking skills • Pronunciation with speaking skills
		ASSESSING SPEAKING SKILLS	<ul style="list-style-type: none"> • Ask opinions about topics without previous preparation
		ELICITATION	<ul style="list-style-type: none"> • Conversation • Talking circles instruction • Questions and answers • Oral reports

3.4. POPULATION AND SAMPLE

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

To carry out this project, we considered 39 students from the third year of baccalaureate of the Fiscal Educational Unit “Alejo Lascano Bahamonde” together with their English teacher. This population does not exceed one hundred, that is to say which due to its minimal quantity a probabilistic formula will not be necessary to arrive at the sample result.

Table 2 Population and Sample

DETAIL	POPULATION	SAMPLE
Students	39	39
Teacher	1	1
Total	40	40

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

3.5. RESEARCH METHODS

3.5.1. Theoretical nature

Synthesis analysis: This method allows throughout the investigation that the data and information obtained is selected for, as well as a sum of parts, accurate information is obtained that is why not only the information is analyzed, but also the objects of the investigation.

Logical historical method: The following procedure assisted in the investigation of the historical antecedents and its consecutive growth; it also made it possible to define within the process that was fundamental in the research process, structuring it in a logical way and with sequences.

Inductive deductive method: This procedure was employed at the beginning of specific cases towards an extensive existence. In this case, the insufficiency of speaking skills in third year of baccalaureate of the Fiscal Educational Unit “Alejo Lascano Bahamonde”, which can be accommodated in different educational environments.

Systemic-structural-functional method: The following method enabled us to develop activities reflected in a booklet. Basing our proposal on this method, we considered the different components of the variables within the booklet and the object studied was adjusted.

3.5.2. Statistical nature:

Statistical-descriptive-method: The following procedure has the function of knowing and revealing a model of conduct in a general way as a result of all the information collected. These products will be projected graphically for a better visual appreciation.

3.6. TECHNIQUES OF THE RESEARCH

Two empirical research instruments are used, such as the survey for students and an interview with the teacher, since it was previously stated that students are being affected by a problem. With these instruments, the data that facilitate the development of this project will be collected.

3.7. INSTRUMENTS OF THE RESEARCH

Student’s surveys and teacher interview.

3.8. ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 ANALYSIS AND INTERPRETATION OF THE SURVEY RESULTS

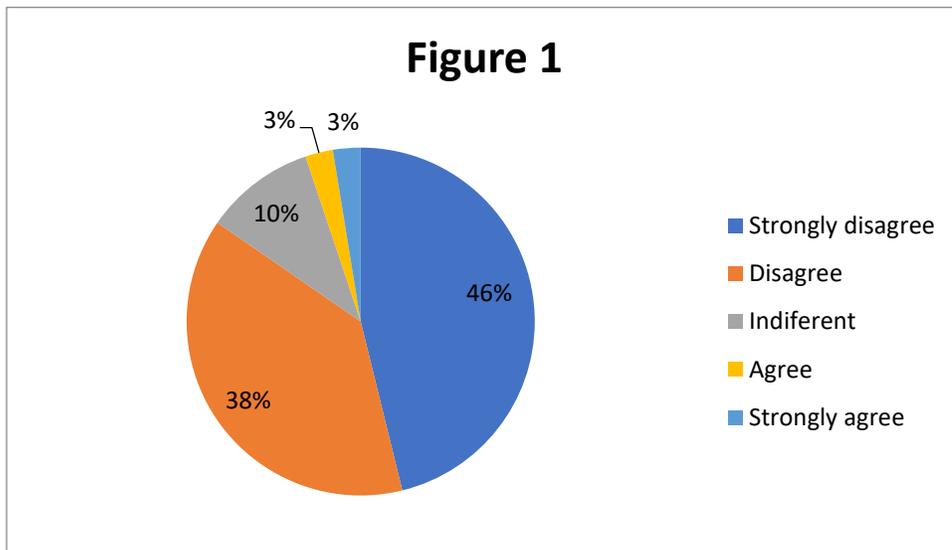
Item N.1: I like activities aimed at oral production

Sample: 39 students

Room:

Table 3

I like activities aimed to improve speaking skills.			
Code	Category	Frequency	Percentages
	Strongly disagree	18	46,15
	Disagree	15	38,46
	Indifferent	4	10,26
	Agree	1	2,56
	Strongly agree	1	2,56
	TOTAL	39	



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

According to the analysis, 46% of the students strongly disagree with the statement, and a 38% percent disagree, which means almost 84% of students do not really, as activities aimed to improve speaking skills, in contrast to a 13% of students who do like speaking activities.

Item N.2: I feel comfortable during activities that involve interaction.

Sample: 39 students

Room:

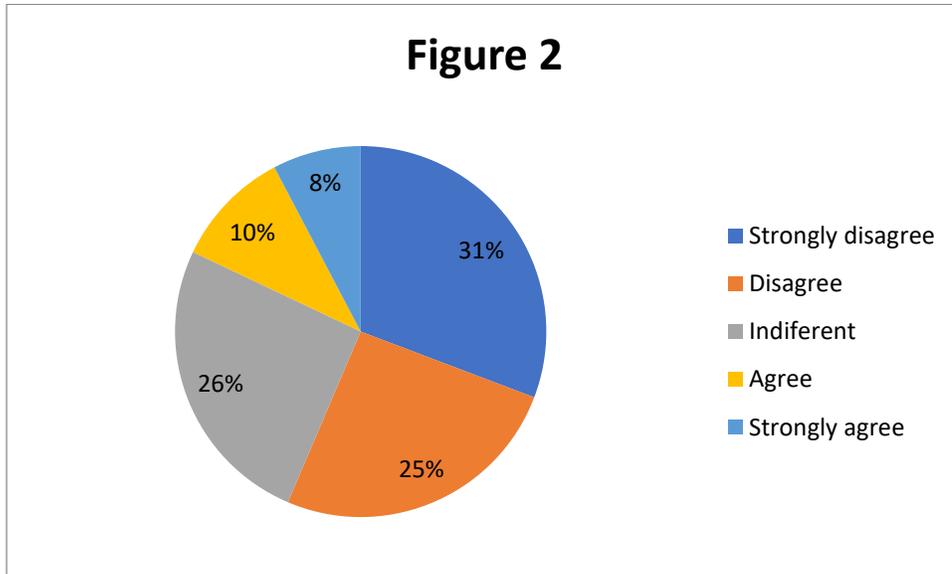
Table 4

I feel comfortable during activities that involve interaction.			
Code	Category	Frequency	Percentages
	Strongly disagree	12	30,77

	Disagree	10	25,64
	Indifferent	10	25,64
	Agree	4	10,26
	Strongly agree	3	7,69
	TOTAL	39	

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica y Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

The 56% of the students confirm they do not feel comfortable while performing activities that involve interaction. The 26% of the students feel indifferent about the statements and only the 18% of the students agrees. This confirms an evident problem talking about speaking as a skill to develop in students of third year of baccalaureate from Fiscal Educational Unit “Alejo Lascano Bahamonde”.

Item N.3: I carry out activities that enhance speaking skills.

Sample: 39 students

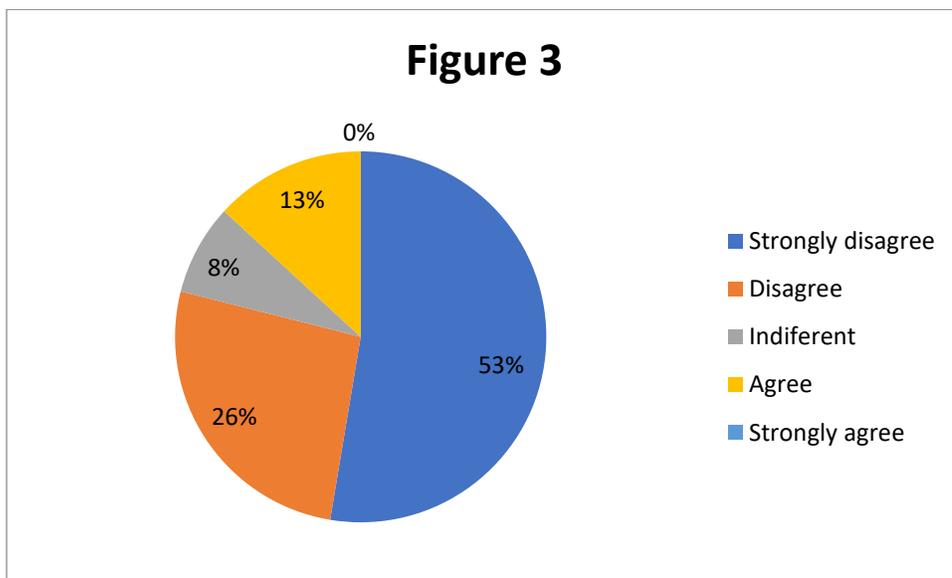
Room:

Table 5

I carry out activities that enhance speaking skills.			
Code	Category	Frequency	Percentages
	Strongly disagree	20	51,28
	Disagree	10	25,64
	Indifferent	3	7,69
	Agree	5	12,82
	Strongly agree	0	-
	TOTAL	38	

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

Almost all of the students convey they do not carry out activities that enhance speaking skills. On the other hand, just a 13% of the sample agrees.

Item N.4: I feel good working on oral activities in large groups.

Sample: 39 students

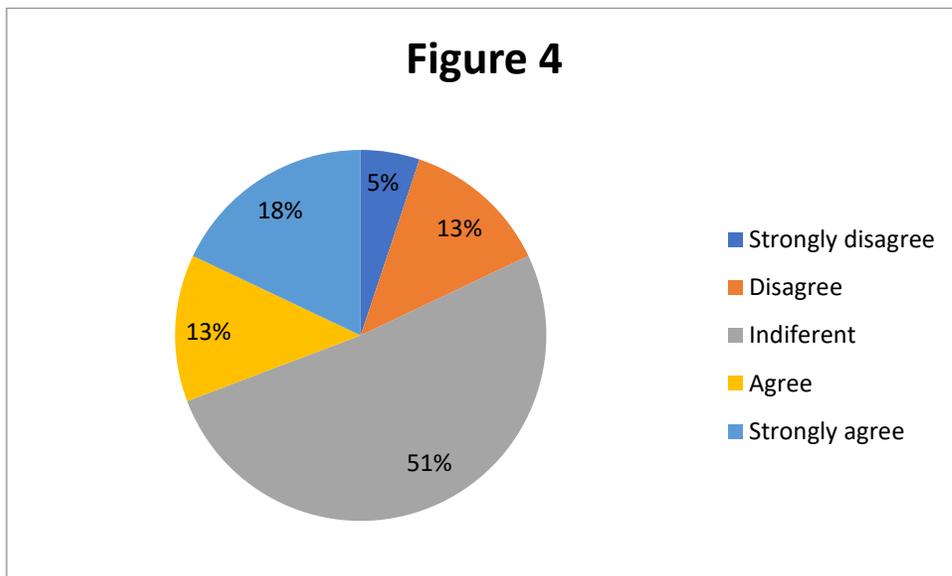
Room:

Table 6

I feel good working on oral activities in large groups.			
Code	Category	Frequency	Percentages
	Strongly disagree	2	5,13
	Disagree	5	12,82
	Indifferent	20	51,28
	Agree	5	12,82
	Strongly agree	7	17,95
	TOTAL	39	

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

The 51% of the students feel indifferent with the statement. We can infer that students do not perform oral activities frequently and they do not work in large groups. This result can be linked with the lack of appropriate speaking activities.

Item N.5: I like group activities in which educational topics are discussed.

Sample: 39 students

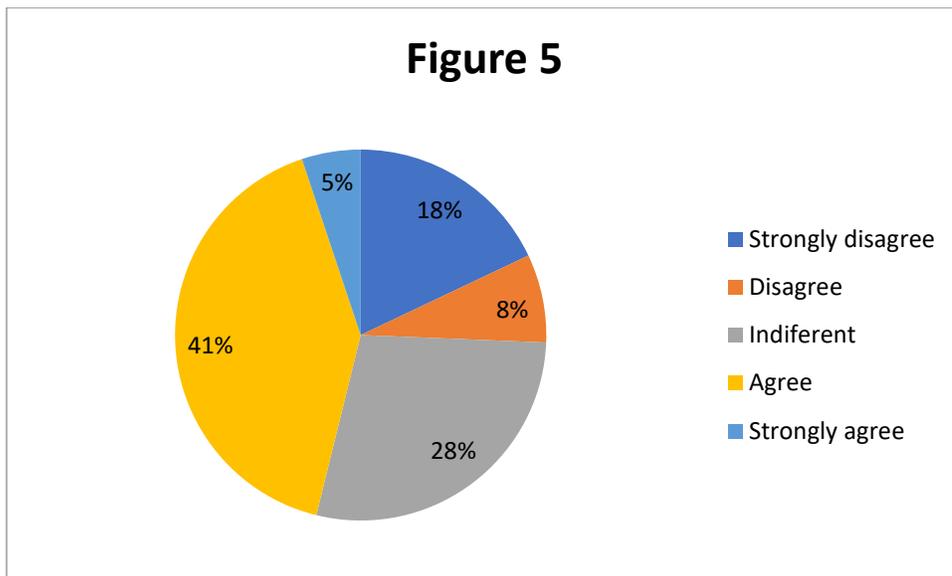
Room:

Table 7

I like group activities in which educational topics are discussed.			
Code	Category	Frequency	Percentages
	Strongly disagree	7	17,95
	Disagree	3	7,69
	Indifferent	11	28,21
	Agree	16	41,03
	Strongly agree	2	5,13
	TOTAL	39	

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

Almost half of the students strongly agree with the statement “I like educational activities in which educational topics are discussed”. It can be concluded that using the correct input, in this case educational topics and discussions in classes, students can perform activities that requires interaction and working in large groups to improve their speaking skills.

Item N.6: I carry out activities that improve speaking skills based on topics of common interest.

Sample: 39 students

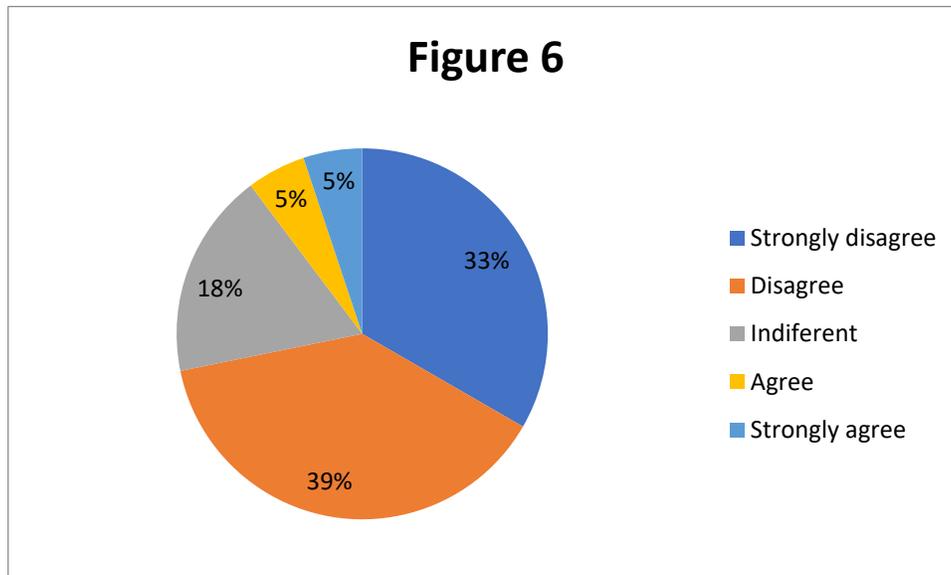
Room:

Table 8

I carry out activities that improve speaking skills based on topics of common interest.			
Code	Category	Frequency	Percentages
	Strongly disagree	13	33,33
	Disagree	15	38,46
	Indifferent	7	17,95
	Agree	2	5,13
	Strongly agree	2	5,13
	TOTAL	39	

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

The 72% of the students deny the use of activities based on topics of common interest to improve speaking skills. Based on the previous result students do like to discuss about current topics, which means that introducing speaking activities based on topics of common interest might help students to develop and improve oral production.

Item N.7: I consider my fluency when speaking as strength of my abilities.

Sample: 39 students

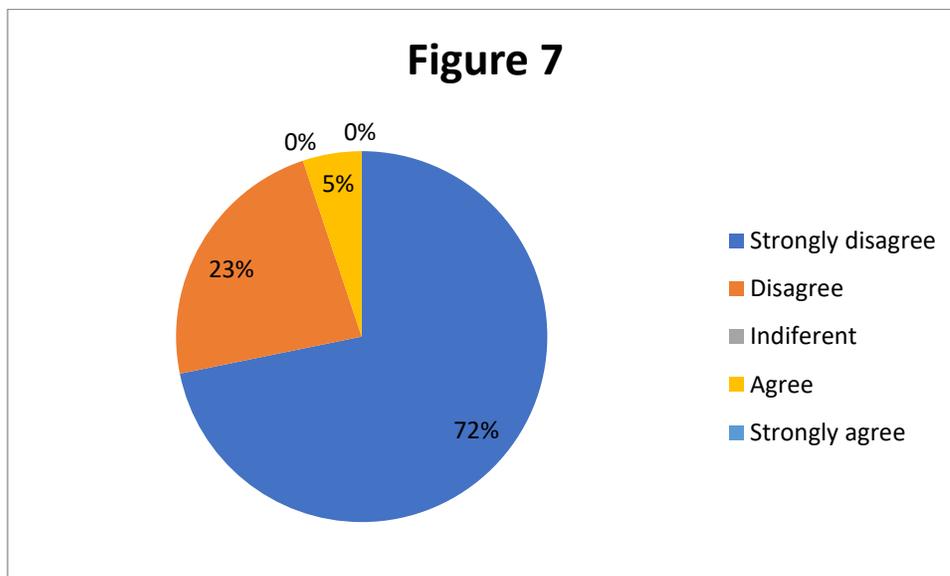
Room:

Table 9

I consider my fluency when speaking as strength of my abilities.			
Code	Category	Frequency	Percentages
	Strongly disagree	28	71,79
	Disagree	9	23,08
	Indifferent	0	-
	Agree	2	5,13
	Strongly agree	0	-
	TOTAL	39	

Source: Fiscal Educational Unit "Alejo Lascano Bahamonde"

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit "Alejo Lascano Bahamonde"

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

Almost all of the students consider their fluency when speaking as a weakness. None of the students consider their fluency when speaking as strength. This negative result confirms that speaking might be a skill that needs to be work on.

Item N.8: I participate in storytelling activities.

Sample: 39 students

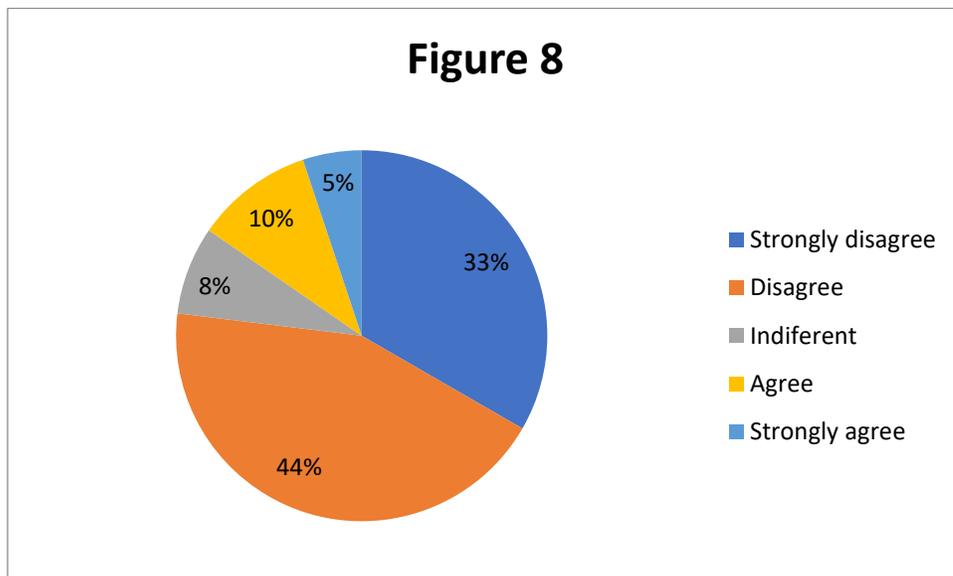
Room:

Table 10

I participate in storytelling activities.			
Code	Category	Frequency	Percentages
	Strongly disagree	13	33,33
	Disagree	17	43,59
	Indifferent	3	7,69
	Agree	4	10,26
	Strongly agree	2	5,13
	TOTAL	39	

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

Only a 15% of the students agree that they participate in storytelling activities. The 77% of the students disagree with the statement and confirm that they do not participate in storytelling activities.

Item N.9: I participate in skits during classes as oral production activities.

Sample: 39 students

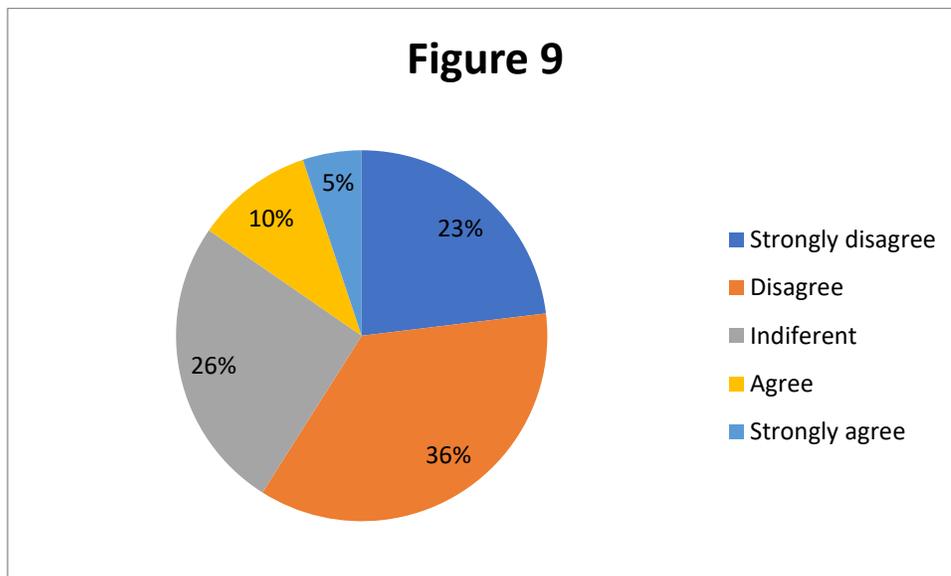
Room:

Table 11

I participate in skits during classes as oral production activities.			
Code	Category	Frequency	Percentages
	Strongly disagree	9	23,08
	Disagree	14	35,90
	Indifferent	10	25,64
	Agree	4	10,26
	Strongly agree	2	5,13
	TOTAL	39	

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

Almost half of the students deny that they do not perform skits as oral production activities. It can be assumed that students do not perform any type of speaking activities in classes.

Item N.10: I participate in talking circles as a technique to enhance speaking skills.

Sample: 39 students

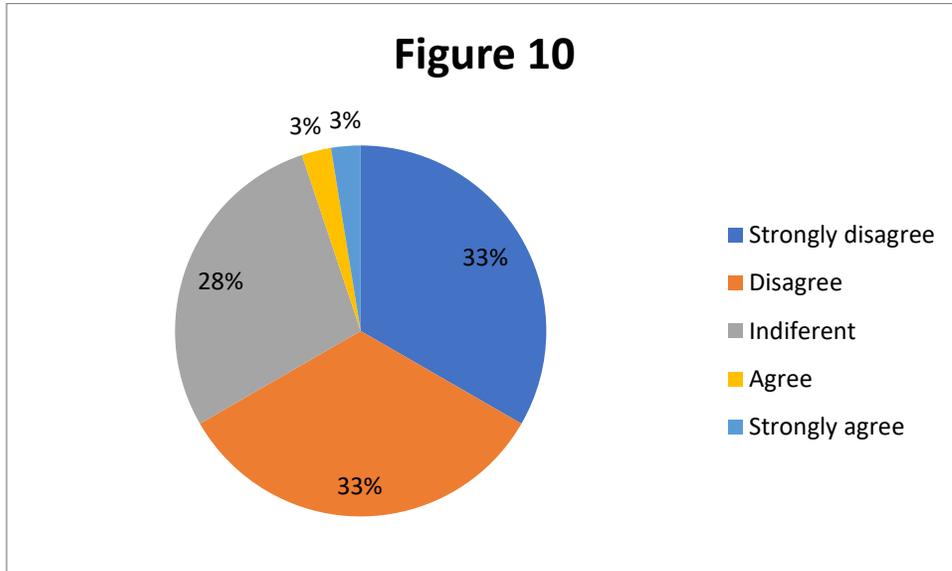
Room:

Table 12

I participate in talking circles as a technique to enhance speaking skills.			
Code	Category	Frequency	Percentages
	Strongly disagree	13	33,33
	Disagree	13	33,33
	Indifferent	11	28,21
	Agree	1	2,56
	Strongly agree	1	2,56
	TOTAL	39	

Source: Fiscal Educational Unit "Alejo Lascano Bahamonde"

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit "Alejo Lascano Bahamonde"

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

The sixty-six percentage of the students strongly disagree with the statement “I participate in talking circles as a technique to enhance speaking skills”. This negative result shows a real necessity of a booklet of activity focus on talking circles.

Item N.11: I consider conversation circles a good technique to enhance speaking skills.

Sample: 39 students

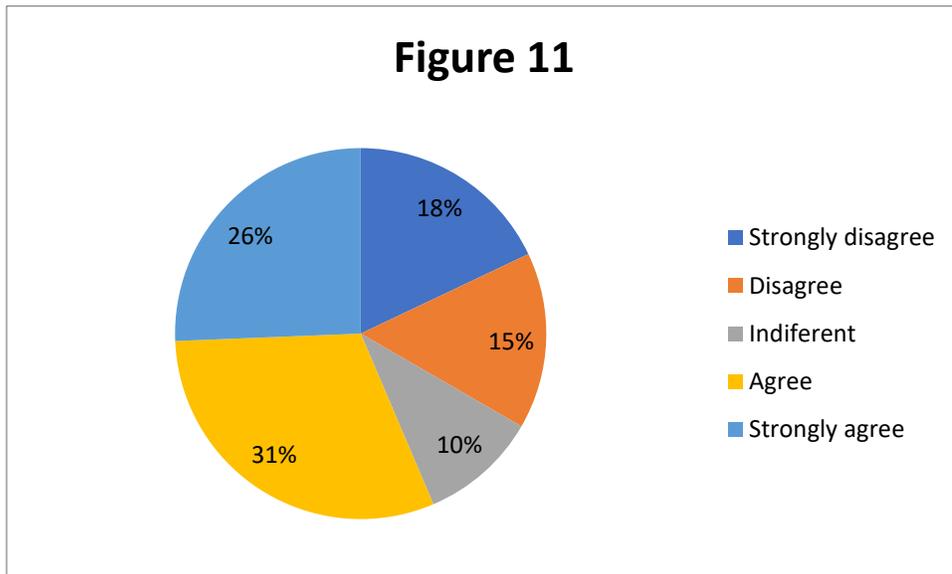
Room:

Table 13

I consider conversation circles a good technique to enhance speaking skills.			
Code	Category	Frequency	Percentages
	Strongly disagree	7	17,95
	Disagree	6	15,38
	Indifferent	4	10,26
	Agree	12	30,77
	Strongly agree	10	25,64
	TOTAL	39	

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

According to the survey, almost half of the students agree and consider that talking circles will be an effective technique to enhance speaking skills. Previous statements showed that students enjoy discussing current topics and talking about the reality. Students of third year must be B1.2 level, which means they are able to discuss current social issues.

Item N.12: I receive instructions on how to work on the interaction activities.

Sample: 39 students

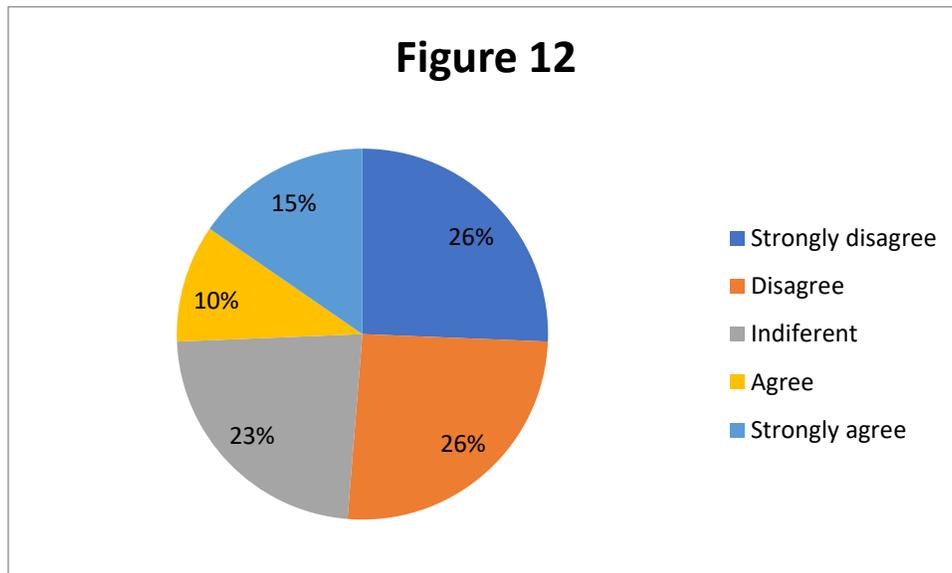
Room:

Table 14

I receive instructions on how to work on the interaction activities.			
Code	Category	Frequency	Percentages
	Strongly disagree	10	25,64
	Disagree	10	25,64
	Indifferent	9	23,08
	Agree	4	10,26
	Strongly agree	6	15,38
	TOTAL	39	

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

Based on the information collected, the 52% of the students disagree with the statement.

It can be inferred that teachers do not give the appropriate instruction while explaining speaking activities.

This proves that it is necessary for students to receive a previous guide while performing oral production exercises.

Item N.13: I consider effective the information previously received when carrying out activities that help improve speaking skills.

Sample: 39 students

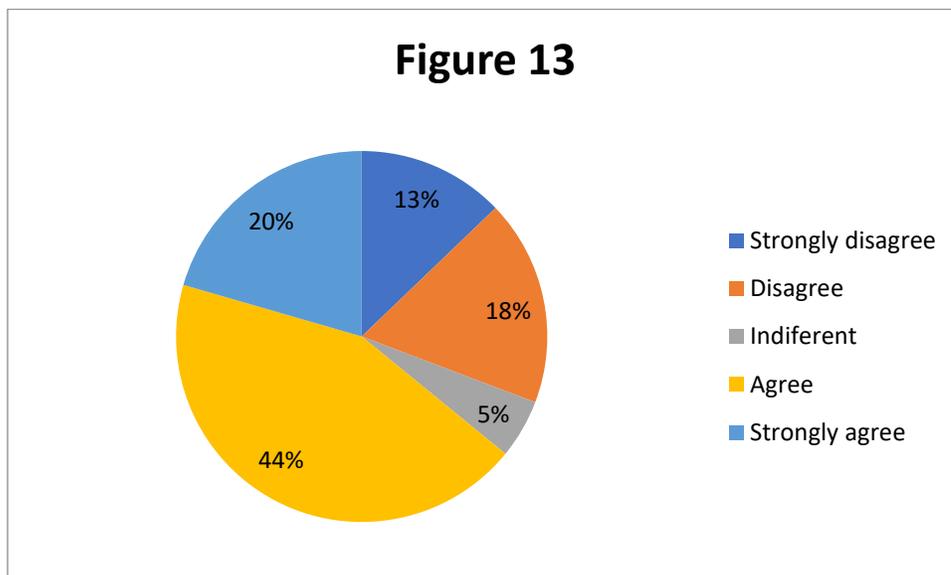
Room:

Table 15

I consider effective the information previously received when carrying out activities that help improve speaking skills.			
Code	Category	Frequency	Percentages
	Strongly disagree	5	12,82
	Disagree	7	17,95
	Indifferent	2	5,13
	Agree	17	43,59
	Strongly agree	8	20,51
	TOTAL	39	

Source: Fiscal Educational Unit "Alejo Lascano Bahamonde"

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

The 64% of the students consider necessary warm up activities before carrying out oral production activities. Only 13% of the students feel that previous information when carrying out speaking activities is does not important.

Item N.14: The instructions received before participating in the talking circles are clear.

Sample: 39 students

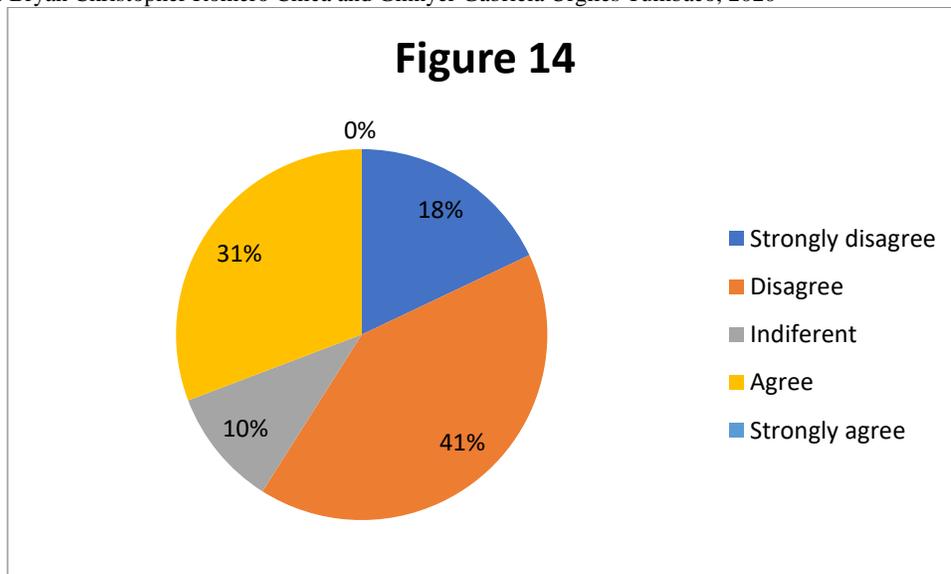
Room:

Table 16

The instructions received before participating in the talking circles are clear.			
Code	Category	Frequency	Percentages
	Strongly disagree	7	17,95
	Disagree	16	41,03
	Indifferent	4	10,26
	Agree	12	30,77
	Strongly agree	0	-
	TOTAL	39	

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

Comment:

According to the information collected, most of the 70% of the students confirm they do not receive clear instructions when participating in talking circles. This statement can be linked with the statement N° 12 and 13, which means that students who receive the appropriate instruction or warm up activity before participating in any speaking activity might succeed.

Item N.15: The topics to be discussed are socialized in the talking circles one day before they are held.

Sample: 39 students

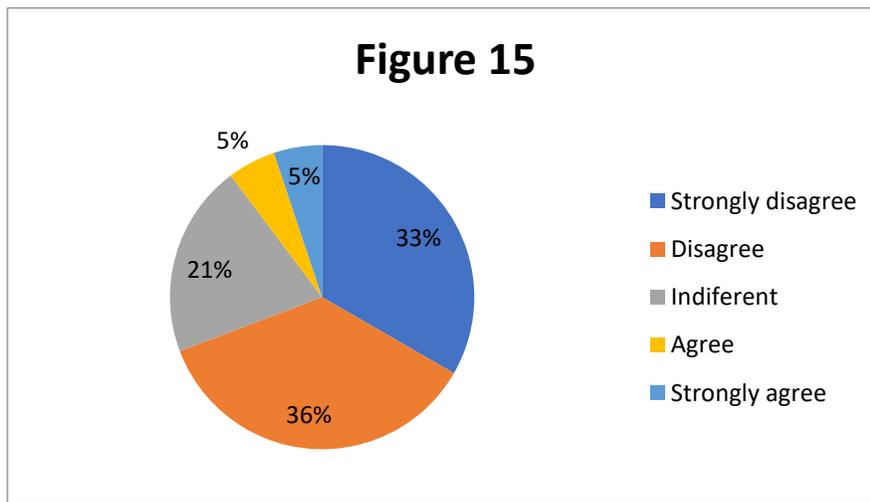
Room:

Table 17

The topics to be discussed are socialized in the talking circles one day before they are held.			
Code	Category	Frequency	Percentages
	Strongly disagree	13	33,33
	Disagree	14	35,90
	Indifferent	8	20,51
	Agree	2	5,13
	Strongly agree	2	5,13
	TOTAL	39	

Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

3.8.2. ANALYSIS OF RESULTS OF THE INTERVIEW TO THE TEACHER

1. How do you consider the development of your students concerning oral production, according to the standards established by the national curriculum?

Honestly, most of my students do not reach the established level, it is very difficult to practice speaking in classrooms with up to 50 students.

2. What are the techniques that you use to enhance oral production?

Those that we can find in the textbook that the government provides us.

3. What strategies do you use to enhance oral production?

Students practice talking in pairs.

4. Do you think that conversation circles influence the development of oral production?

Senior high school students like to discuss current issues, so yes; I think they have a lot and a positive influence on the development of oral production.

5. How would you determine the groups that will participate in the conversation circles?

I think that the ideal would be to establish the number of students and that they form the groups themselves, as you know they are young and sometimes they do not feel comfortable talking to people who are not part of their friends.

6. What themes do you use as the main axis in the reading circles?

Current issues such as climate change, vulnerable species, dangerous diseases, or sports.

7. Do you think that a booklet on the use of conversation circles will help the teacher?

As teachers, sometimes we do not have time to prepare the appropriate material for our students; extra material with appropriate information for students' level would be of great help.

CHAPTER IV

THE PROPOSAL

4.1 TITLE

System of speaking activities focused on talking circles.

4.2 JUSTIFICATION

An online survey to students of the third year of baccalaureate from the Fiscal Educational Unit “Alejo Lascano Bahamonde” was applied. And through this survey it was possible for us to confirm the lack of speaking skills as well as the little use of talking circles as a technique to improve the speaking skill. It is difficult for them to speak in class because there is not enough time to let everyone talk. In interview to the teacher, she could inform us that students do not put into practice their speaking skills because some of them are not used to speak in class, also, she added that she have not used talking circles in the classroom.

One of main causes of this problem is the limited time they have in class, also, the number of students that the class has. In classrooms full of students is kind of hard for the teacher to use techniques to improve the speaking skills, besides, the teacher does not use talking circles in the classroom. For this reason, the creation of a system of speaking activities focused on talking circles was thought to be implemented in order to help the teacher improve the speaking skills of her students.

4.3 OBJECTIVES

4.3.1 GENERAL OBJECTIVE

To promote the use of talking circles through a system of speaking activities focused on them in order to help students of third year of baccalaureate in the Fiscal Educational Unit “Alejo Lascano Bahamonde”, year 2020 – 2021 develop their speaking skills.

4.3.2 SPECIFIC OBJECTIVES

- To develop students’ speaking skills by talking in class.
- To use language efficiently in different contexts through speaking activities.
- To reach the appropriate level in the oral expression according to the curricular guides of the indicated level.

4.4 THEORETICAL ASPECTS

From the **pedagogical** field, we can say that this proposal is based on the constructivism which states that the learner is responsible of the creation of their knowledge by using previous experiences and the new content learnt. The adequate use of talking circles will ensure that students improve their speaking skills while they learn about new topics by listening to their classmates’ opinions.

From the **linguistic** field, this proposal gives emphasis to master the communication qualities in order to smooth conversations. The proposal will help teachers use correctly talking circles in their classrooms. As well as students will develop their speaking skills while talking about topics of their interests.

From the **psychological** field, this proposal is based on the theory of Ausubel (1883), in which he talks about the meaningful learning and how the learner can create knowledge that last longer. The previously learned information can be used to make connections to the new knowledge in order to interiorize it deeper.

4.5 FEASIBILITY OF THE STUDY

4.5.1 FINANCIAL

In order to design the proposal presented not a high budget was needed. Even though this material seems simple, it carries quite useful information.

4.5.2 LEGAL

The Organic Law of Intercultural Education (LOEI in Spanish), The constitution of the Republic of Ecuador and The Curriculum Guidelines for English as a Foreign language are the legal basis of this project. As the Curriculum guidelines states, the students of the third year of baccalaureate should be able to follow basic conversations without preparations on the topic, to make and answer questions in order to get information and by the end of that school period, they should have at least a B1.2 level of proficiency of English.

4.5.3 TECHNICAL

In order to implement this proposal is not necessary the use of technology. The proposal's implementation is easy to carry out.

4.5.4 HUMAN

To implement this proposal, it has been necessary the collaboration of the students, teachers and authorities of the third year of baccalaureate of the educational institution mentioned before.

4.6 DESCRIPTION OF THE PROPOSAL

The proposal presented has been designed for the students of the third year of baccalaureate of the Fiscal Educational Unit “Alejo Lascano Bahamonde” during the school period 2020 – 2021, with the purpose of improving speaking skills by using talking circles. The correct use of this

system of speaking activities focused on talking circles will help teachers direct classes in a more efficient way.

The proposal mentioned before is formed of different topics of general interest between students with the main purpose of developing their speaking skills. Teachers will be able to manage or change the topics according to the students they have following the same instructions in order to improve the students' speaking skills.

PROPOSAL

B1 Level



*Speaking activities
focused on talking
circles*



Authors: Bryan Romero Chica

Gabriela Urgilés Tumbaco

Content

• Introduction	2
• Instructions	3
• Suggestions	4
• Topic 1: Food	5
• Topic 2: Beauty	6
• Topic 3: Environment	7
• Topic 4: Internet	8
• Topic 5: Social Media	9

Introduction

Speaking skills are the abilities that one has to communicate properly, speakers master these skills in order to transmit a message in the best way possible, therefore the listener or listeners are able to understand it.

Among the other skills needed to improve the understanding of a language, the speaking skills are the most difficult to master due to different aspects involved in this process.

This brochure will help teachers on how to implement talking circles in their classes in order to improve their students' speaking skills. The brochure has instructions and suggestions about the use to use this technique, as well as topics that will catch the attention of their students.

Instructions

- Students should form a circle with their chairs, so they are able to see each other eyes.
- Teachers must have a talking instrument which can be anything from the classroom such as marker, eraser, pen, etc. This instrument must be passed one by one clockwise in order let everyone in the circle speak about the topic.
- The student with the talking instrument must speak regarding to the topic or problem in discussion in order to give their opinion or to suggest a solution.
- If the student who has the talking instrument does not feel prepared to contribute to the topic in discussion, he or she is allowed to pass the instrument to the next one. They should speak at the end of the circle.
- The students should give their opinion only about the topic in discussion. They must not repeat or comment about any of the opinions given by the other participants of the talking circle.
- The circle finishes once every student in the circle have spoken or shared their opinion about the topic and when they reach to an agreement or get a solution for the discussion.
- The final decision is made by the chief of the of the circle, most of the times teachers are the chief of the circle, but it can be any of the participants.

Suggestions

- Try to make circles a little diverse. Mix students with good speaking skills with students that are not too good at it, so they are able to learn from each other.
- Before starting a new topic in the circles, give students reading material about that topic, therefore students can have some information and vocabulary about the topic in discussion. Give this material minutes before starting the circle or one day in advance.
- Ask students for suggestions about possible topics. They will feel more comfortable talking about topics of their interest.
- Make sure that students are following the rules.
- Manage the time on class properly, so you are able to listen to all the circles.

Food



Guayaquil is one of the main cities in our country and its food has made it famous, but what is the most popular dish in this city. This is the topic of discussion today.

HOW TO START?

Teachers might ask students to brainstorm about food vocabulary.

After the students' participation, teachers might explain the topic of the day and start to form the circles.

Explain the rules of the technique (See page 3), and give each group a talking instrument in order to start.

QUESTION IN DISCUSSION

What do you consider is the most popular dish in Guayaquil?

Beauty



Beauty is a good topic of discussion because everyone has their own perception of what beauty is, but what is the concept of beauty for the students. That is the topic for today.

HOW TO START?

Teachers might ask students to brainstorm about vocabulary related to beauty.

After the students' participation, teachers might explain the topic of the day and start to form the circles.

Explain the rules of the technique (See page 3), and give each group a talking instrument in order to start.

QUESTION IN DISCUSSION

What do you consider would be the concept of beauty?

Environment



As the time pass by our environment is getting more and more polluted. There are many reasons why this situation continue to get worse. The environment is the topic for today.

HOW TO START?

Teachers might ask students to brainstorm about environment and animal vocabulary.

After the students' participation, teachers might explain the topic of the day and start to form the circles.

Explain the rules of the technique (See page 3), and give each group a talking instrument in order to start.

QUESTIONS IN DISCUSSION

Who do you consider is the main polluter of the environment?

What would be the best way to help the environment get better?

Internet



Internet is a virtual networking medium that can be connected to many devices. It has been a very useful tool since its appearance in the late 60s. What is it used for nowadays? Internet is the topic for today.

HOW TO START?

Teachers might ask students to brainstorm about vocabulary related to Internet.

After the students' participation, teachers might explain the topic of the day and start to form the circles.

Explain the rules of the technique (See page 3), and give each group a talking instrument in order to start.

QUESTIONS IN DISCUSSION

What is the main use for internet nowadays?

What is the biggest disadvantage of internet?

Social Media



Social media refers to websites that allow users to create and share content quickly. About the 70% of the global population has an account on any of them, but, is there a favorite one among all of them?. Social media is the topic for today's discussion.

HOW TO START?

Teachers might ask students to brainstorm about social media vocabulary.

After the students' participation, teachers might explain the topic of the day and start to form the circles.

Explain the rules of the technique (See page 3), and give each group a talking instrument in order to start.

QUESTIONS IN DISCUSSION

What is the most used social media app?

Why are these apps not considered safe?

*Speaking activities
focused on talking
circles*



CONCLUSIONS

This research project has helped us identify what is the situation of the students of the third year of baccalaureate from the Fiscal Educational Unit “Alejo Lascano Bahamonde”, which is the lack of speaking skills due to the almost null use of techniques that help improve these skills. As the main causes of the poor students’ speaking skills we found the lack of interest of students in oral participation in the classroom, another one is that the teacher do not have enough time to make everyone in the classroom participate. Also, they do not use proper techniques to develop speaking skills.

The proposal of this project might help teachers on how to ameliorate their students’ speaking skills through the usage of talking circles as a technique to improve these skills. Also, if this proposal is used regularly it would help students not to hesitate while speaking in class.

RECOMMENDATIONS

- Teacher must use more speaking activities in order to develop students’ speaking skills.
- Teachers should reinforce the learning of vocabulary; therefore, students can participate more on speaking activities.
- Talking circles are a good technique to improve speaking skills, but teachers should use more techniques related to this one.
- The use of this proposal might help teachers improve their students’ speaking skills if used frequently.

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ANNEXES

ANNEXE I



ANEXO I.- FORMATO DE EVALUACIÓN DE LA PROPUESTA DE TRABAJO DE TITULACIÓN

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

TRABAJO DE TITULACIÓN

Nombre de la propuesta de trabajo de la titulación	<i>Tema: The influence of talking circles in the speaking skills. Propuesta: System of Speaking Activities Focused on Talking Circles</i>		
Nombre del estudiante (s)	Bryan Cristopher Romero Chica, Ginnyer Gabriela Urgiles Tumba		
Facultad	Filosofía Letras y Ciencias de la Educación	Carrera	Lenguas y Lin
Línea de Investigación	<i>Estrategias Educativas Integradoras e Inclusivas</i>	Sub-línea de investigación	<i>Teorías y métodos educativos en el extranjero</i>
Fecha de presentación de la propuesta de trabajo de titulación	<i>July 7th, 2020</i>	Fecha de evaluación de la propuesta de trabajo de titulación	

ASPECTO A CONSIDERAR	CUMPLIMIENTO		OBSERVACIONES
	SI	NO	
Título de la propuesta de trabajo de titulación			
Línea de Investigación / Sublínea de investigación			
Planteamiento del Problema			
Justificación e importancia			
Objetivos de la Investigación			
Metodología a emplearse			
Cronograma de actividades			
Presupuesto y financiamiento			

<input type="checkbox"/>	APROBADO
<input type="checkbox"/>	APROBADO CON OBSERVACIONES
<input type="checkbox"/>	NO APROBADO

Firma del Presidente del Consejo de Facultad
 CC: MSc. Sara Anaguano - Directora de Carrera
 MSc. Israel Bravo - Gestor de Integración Curricular y Seguimiento a Graduados



ANEXO II.- ACUERDO DEL PLAN DE TUTORÍA DE TRABAJO DE TITULACIÓN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA/LENGUA Y LITERATURA INGLESA

Guayaquil, 8 de julio del 2020

MASTER
SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN

Nosotros, Noemi Vargas Caicedo, docente tutor del trabajo de titulación y el o los estudiantes (s) Ginnyer Gabriela Urgiles Tumbaco y Bryan Cristopher Romero Chica, de la Carrera de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario Jueves de 4 a 6 pm , durante el periodo ordinario 2020 – 2021 ciclo I a través del correo institucional.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Asistir a las tutorías individuales 2 horas a la semana, con un mínimo de porcentaje de asistencia de 70 %. *(mediante correo electrónico institucional)*
- Asistir a las tutorías grupales (3 horas a la semana), con un mínimo de porcentaje de asistencia de 70%.
- Cumplir con las actividades del proceso, conforme al Calendario Académico.

Tengo conocimiento que es requisito para la presentación a la sustentación del trabajo de titulación, haber culminado el plan de estudio, los requisitos previos de graduación, y haber aprobado el módulo de actualización de conocimientos (en el caso que se encuentre fuera del plazo reglamentario para la titulación).

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Firma
Bryan Cristopher Romero Chica
CI: 1205837758

Firma
Ginnyer Gabriela Urgiles Tumbaco
CI:0951950815

Firma
MSc. Noemi Vargas
CI: 0930031414



ANEXO IV.- INFORME DE AVANCE DE LA GESTIÓN TUTORIAL

Tutor: MSc. Noemi Vargas Tipo de trabajo de Titulación: Proyecto de Investigación
 Título del trabajo: THE INFLUENCE OF TALKING CIRCLES IN THE DEVELOPMENT OF SPEAKIG SKILLS Carrera: Lenguas y Lingüística

No. DE SESIÓN	FECHA TUTORÍA	ACTIVIDADES DE TUTORÍA	DURACIÓN:		OBSERVACIONES Y TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE
			INICIO	FIN			
1	11/08/2020	RESUMEN DEL PROYECTO	13:33	14:47	AVANZAR EN EL PRIMER CAPITULO		
2	19/08/2020	REVISION DEL PRIMER CAPITULO	14:51	16:28	AVANZAR EN EL SEGUNDO CAPITULO		
3	31/08/2020	REVISION DE PARTE DEL CAPITULO DOS	14:16	15:37	TERMINAR EL CAPITULO DOS		
4	20/09/2020	REVISION DEL CAPITULO DOS	11:02	12:43	TERMINAR EL CAPITULO TRES Y CUATRO		
5	28/09/2020	REVISION DE LOS CAPITULOS COMPLETOS	12:57	14:31	ENVIAR EL PDF DE LA TESIS COMPLETO		

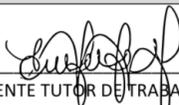
Docente Tutor
 CI: 0930031414

 Gestor de Integración Curricular y Seguimiento a Graduados
 CI: _____



ANEXO V.- RÚBRICA DE EVALUACIÓN TRABAJO DE TITULACIÓN

Título del Trabajo: THE INFLUENCE OF TALKING CIRCLES IN THE DEVELOPMENT OF SPEAKING SKILLS		
Autor(es): Ginnyer Gabriela Urgiles Tumbaco y Bryan Cristopher Romero Chica		
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.
ESTRUCTURA ACADÉMICA Y PEDAGÓGICA	4.5	4.5
Propuesta integrada a Dominios, Misión y Visión de la Universidad de Guayaquil.	0.3	0.3
Relación de pertinencia con las líneas y sublíneas de investigación Universidad / Facultad/ Carrera	0.4	0.4
Base conceptual que cumple con las fases de comprensión, interpretación, explicación y sistematización en la resolución de un problema.	1	1
Coherencia en relación a los modelos de actuación profesional, problemática, tensiones y tendencias de la profesión, problemas a encarar, prevenir o solucionar de acuerdo al PND-BV	1	1
Evidencia el logro de capacidades cognitivas relacionadas al modelo educativo como resultados de aprendizaje que fortalecen el perfil de la profesión	1	1
Responde como propuesta innovadora de investigación al desarrollo social o tecnológico.	0.4	0.4
Responde a un proceso de investigación – acción, como parte de la propia experiencia educativa y de los aprendizajes adquiridos durante la carrera.	0.4	0.4
RIGOR CIENTÍFICO	4.5	4
El título identifica de forma correcta los objetivos de la investigación	1	1
El trabajo expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece, aportando significativamente a la investigación.	1	0.5
El objetivo general, los objetivos específicos y el marco metodológico están en correspondencia.	1	1
El análisis de la información se relaciona con datos obtenidos y permite expresar las conclusiones en correspondencia a los objetivos específicos.	0.8	0.8
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.7	0.7
PERTINENCIA E IMPACTO SOCIAL	1	1
Pertinencia de la investigación	0.5	0.5
Innovación de la propuesta proponiendo una solución a un problema relacionado con el perfil de egreso profesional	0.5	0.5
CALIFICACIÓN TOTAL *	10	9.5
* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.		


 FIRMA DEL DOCENTE TUTOR DE TRABAJO DE TITULACIÓN
 Lcda. Noemí Estefanía Vargas Caicedo M.Sc.

No. C.I. 093003141

FECHA: 9 de octubre del 2020



ANEXO VI. - CERTIFICADO DEL DOCENTE-TUTOR DEL TRABAJO DE TITULACIÓN

**FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA**

Guayaquil, 9 de octubre del 2020

MASTER
SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad. -

De mis consideraciones:

Envío a Ud. el Informe correspondiente a la tutoría realizada al Trabajo de Titulación *The Influence of Talking Circles in the Development of Speaking Skills* del (los) estudiante (s) *Ginnyer Gabriela Urgiles Tumbaco* y *Bryan Cristopher Romero Chica*, indicando que ha (n) cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, **CERTIFICO**, para los fines pertinentes, que el (los) estudiante (s) está (n) apto (s) para continuar con el proceso de revisión final.

Atentamente,



TUTOR DE TRABAJO DE TITULACIÓN
Lcda. Noemí Estefanía Vargas Caicedo M.Sc.

No CI. 0930031414

Fecha: 9 de octubre del 2020



ANEXO VII. - CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado *Lcda. Noemí Estefanía Vargas Caicedo M.Sc.*, tutor del trabajo de titulación certifico que el presente trabajo de titulación ha sido elaborado por BRYAN CRISTOPHER ROMERO CHICA con C.I No. 1205833758 y GINNYER GABRIELA URGILES TUMACO con C.I. No. 0951950815 con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADOS EN CIENCIAS DE LA EDUCACION, MENCION LENGUA INGLESA Y LINGUISTICA.

Se informa que el trabajo de titulación: THE INFLUENCE OF TALKING CIRCLES IN THE SPEAKING SKILLS, ha sido orientado durante todo el periodo de ejecución en el programa anti plagio URKUND quedando el 8% de coincidencia.



Document Information

Analyzed document	RomeroBryanUrgilesGabrielaTrabajoTitulacion.docx (D80974612)
Submitted	10/7/2020 9:19:00 PM
Submitted by	Estefania Vargas
Submitter email	noemi.vargasc@ug.edu.ec
Similarity	8%
Analysis address	noemi.vargasc.ug@analysis.arkund.com

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Lcda. Noemí Estefanía Vargas Caicedo M.Sc.

No. CI 0930031414

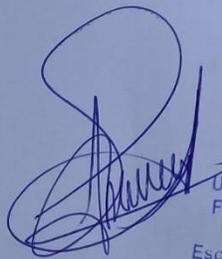
Fecha: 9 de octubre del 2020

Document Information

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Submitted 10/7/2020 9:19:00 PM
Submitted by Estefania Vargas
Submitter email noemi.vargasc@ug.edu.ec
Similarity 8%
Analysis address noemi.vargasc.ug@analysis.orkund.com

Sources included in the report

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Document THESIS DEBATE AND ORAL EXPRESSION - ESPINOZA JENNIFER Y GUERRERO ALICIA.docx (D40620167) 2
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Receiver: lizmary.ferizo.ug@analysis.orkund.com
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Submitted by: laurita_borbor@hotmail.com
Receiver: lizmary.ferizo.ug@analysis.orkund.com
- SA UNIVERSIDAD DE GUAYAQUIL / Picón - Guerrero URKUND Agosto 13.docx**
Document Picón - Guerrero URKUND Agosto 13.docx (D40811885) 1
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Receiver: lizmary.ferizo.ug@analysis.orkund.com




UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCION



ANEXO VIII. – INFORME DEL DOCENTE REVISOR

Guayaquil, octubre 17 del 2020

MASTER
SARA ANAGUANO PÉREZ
DIRECTORA DE LAS CARRERAS DE LENGUAS Y LINGÜÍSTICA Y PIN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad. -
De mis consideraciones:

Envío a Ud. el Informe correspondiente a la **REVISIÓN FINAL** del Trabajo de Titulación *The Influence of Talking Circles in the Speaking Skills* de los estudiantes Bryan Romero Chica y Gabriela Urgiles Tumbaco. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:

Cumplimiento de requisitos de forma:

- El título tiene un máximo de nueve (9) palabras.
- La memoria escrita se ajusta a la estructura establecida.
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.
- Los soportes teóricos son de máximo 9 años.
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.

Una vez concluida esta revisión, considero que los estudiantes están aptos para continuar el proceso de titulación. Particular que comunico a usted para los fines pertinentes.

Atentamente,

Martha Amelia Castillo Noriega

No Cl. 0909004483

Fecha: octubre 17, 2020



ANEXO IX.- RÚBRICA DE EVALUACIÓN DOCENTE REVISOR DEL TRABAJO DE TITULACIÓN
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA

Título del Trabajo: The Influence of Talking Circles in the Speaking Skills Autor(es): Bryan Romero Chica y Gabriela Urgiles Tumbaco			
ASPECTOS EVALUADOS	PUNTAJE MÁXIMO	CALF.	COMENTARIOS
ESTRUCTURA Y REDACCIÓN DE LA MEMORIA	3	2.9	
Formato de presentación acorde a lo solicitado	0.6	0.6	
Tabla de contenidos, índice de tablas y figuras	0.6	0.6	
Redacción y ortografía	0.6	0.5	
Correspondencia con la normativa del trabajo de titulación	0.6	0.6	
Adecuada presentación de tablas y figuras	0.6	0.6	
RIGOR CIENTÍFICO	6	5.9	
El título identifica de forma correcta los objetivos de la investigación	0.5	0.5	
La introducción expresa los antecedentes del tema, su importancia dentro del contexto general, del conocimiento y de la sociedad, así como del campo al que pertenece	0.6	0.6	
El objetivo general está expresado en términos del trabajo a investigar	0.7	0.7	
Los objetivos específicos contribuyen al cumplimiento del objetivo general	0.7	0.7	
Los antecedentes teóricos y conceptuales complementan y aportan significativamente al desarrollo de la investigación	0.7	0.6	
Los métodos y herramientas se corresponden con los objetivos de la investigación	0.7	0.7	
El análisis de la información se relaciona con datos obtenidos	0.4	0.4	
Factibilidad de la propuesta	0.4	0.4	
Las conclusiones expresan el cumplimiento de los objetivos específicos	0.4	0.4	
Las recomendaciones son pertinentes, factibles y válidas	0.4	0.4	
Actualización y correspondencia con el tema, de las citas y referencia bibliográfica	0.5	0.5	
PERTINENCIA E IMPACTO SOCIAL	1	1	
Pertinencia de la investigación/ Innovación de la propuesta	0.4	0.4	
La investigación propone una solución a un problema relacionado con el perfil de egreso profesional	0.3	0.3	
Contribuye con las líneas / sublíneas de investigación de la Carrera/Escuela	0.3	0.3	
CALIFICACIÓN TOTAL*	10	9.8	
* El resultado será promediado con la calificación del Tutor y con la calificación de obtenida en la Sustentación oral.			

Martha Amelia Castillo Noriega
No. C.I. 0909004483

FECHA: octubre 17, 2020



FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA
Teléf. 2-294888



Guayaquil, 22 de Julio del 2020
Oficio No. UG-LENGUAS 2020-0414

MSc.

Noemi Estefania Vargas Caicedo

PROFESORA DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designada Revisora – Asesora de proyectos Educativos.

En esta designación constan los nombres de los estudiantes de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (Semestral): ROMERO CHICA BRYAN CRISTOPHER Y URGILES TUMBACO GINNYER GABRIELA.

TEMA: THE INFLUENCE OF TALKING CIRCLES IN THE SPEAKING SKILLS.

PROPUESTA: SYSTEM OF SPEAKING ACTIVITIES FOCUSED ON TALKING CIRCLES.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

Lic. Sara Anaguano Pérez, MSc.
DIRECCIÓN DE LENGUAS Y LINGÜÍSTICA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA I	
Aprobado por:	MSc: Sara Anaguano Pérez	DIRECTORA	

UNIVERSIDAD DE GUAYAQUIL

Cdla. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy
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FACULTAD DE FILOSOFÍA, LETRAS Y
CIENCIAS DE LA EDUCACIÓN

CARRERA LENGUAS Y LINGÜÍSTICA
Teléf. 2-294888



Oficio No. UG-LENGUAS 2020-0575

Guayaquil, 05 de Octubre del 2020

MSc.

Marisol Crespo Paucar
RECTORA DE LA UNIDAD EDUCATIVA FISCAL
"ALEJO LASCANO BAHAMONDE"

Ciudad.-

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que los estudiantes: **ROMERO CHICA BRYAN CRISTOPHER Y URGILES TUMBACO GINNYER GABRIELA**, de la Carrera de Lengua y Literatura Inglesa o Francesa o Italiana o Alemana (Semestral), puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciados en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TEMA: THE INFLUENCE OF TALKING CIRCLES IN THE SPEAKING SKILLS.

PROPUESTA: SYSTEM OF SPEAKING ACTIVITIES FOCUSED ON TALKING CIRCLES

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que esta petición tenga la acogida favorable de su parte.

Le anticipo mis reconocimientos.

Atentamente,

Lcda. Sara Anaguano Pérez, MSc.
DIRECCIÓN DE LENGUAS Y LINGÜÍSTICA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado López	SECRETARIA 1	
Aprobado por:	MSc. Sara Anaguano Pérez	DIRECTORA	

UNIVERSIDAD DE GUAYAQUIL

📍 Cda. Universitaria "Salvador Allende" Av. Delta s/n y Av. Kennedy

🌐 www.ug.edu.ec

Guayaquil, 7 de octubre de 2020

Máster
Sara Anaguano Pérez
Directora De Las Carreras De Lenguas Y Lingüística Y Pin
Facultad de Filosofía, Letras y Ciencias de la Educación
Universidad de Guayaquil:
Ciudad. -

De mis consideraciones:

Reciba un cordial saludo y a la vez dar contestación a su solicitud para que los estudiantes **ROMERO CHICA BRYAN CRISTOPHER Y URGILES TUMBACO GINNYER GABRIELA** realicen su **PROYECTO DE TITULACIÓN** con los alumnos de **TERCERO DE BACHILLERATO** en la institución educativa que dirijo. Doy la autorización correspondiente y todas las facilidades del caso para la realización de su Proyecto Educativo previo a la obtención del Título de Licenciado en Ciencias de la Educación mención Lenguas y Lingüística modalidad presencial con el

TEMA: THE INFLUENCE OF TALKING CIRCLES IN THE SPEAKING SKILLS.
PROPUESTA: SYSTEM OF SPEAKING ACTIVITIES FOCUSED ON TALKING CIRCLES.

Agradezco de antemano por la contribución académica a nuestra institución.

Atentamente,



MSc. Marisol Crespo Paucar
RECTORA



UNIDAD EDUCATIVA FISCAL "ALEJO LASCANO BAHAMONDE"

ANNEXE II

TUTORING SESSION

☰ 🔍 **Calls** 📞+

History Voicemail

 **Unknown User** 8:03 AM
📞 16 min 24 sec ⓘ

 **GENESIS and SARA** 10/1
📞 1 hr 16 min 3 sec ⓘ

 **Noemi Estefania Vargas Caicedo** 10/1
📞 42 min 18 sec ⓘ

 **GINNYER and Noemi** 8/19
📞 2 min 59 sec ⓘ

 **GINNYER and Noemi** 8/11
📞 Missed call ⓘ

 **GINNYER and Noemi** 8/11
📞 Missed call ⓘ

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Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

ANNEXE III

SURVEY TO STUDENTS

I like activities aimed to improve speaking skills.

- Strongly disagree
- Disagree
- Indifferent
- Agree
- Strongly agree

I feel comfortable during activities that involve interaction.

- Strongly disagree
- Disagree
- Agree
- Strongly Agree
- Indifferent

I carry out activities that enhance speaking skills.



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

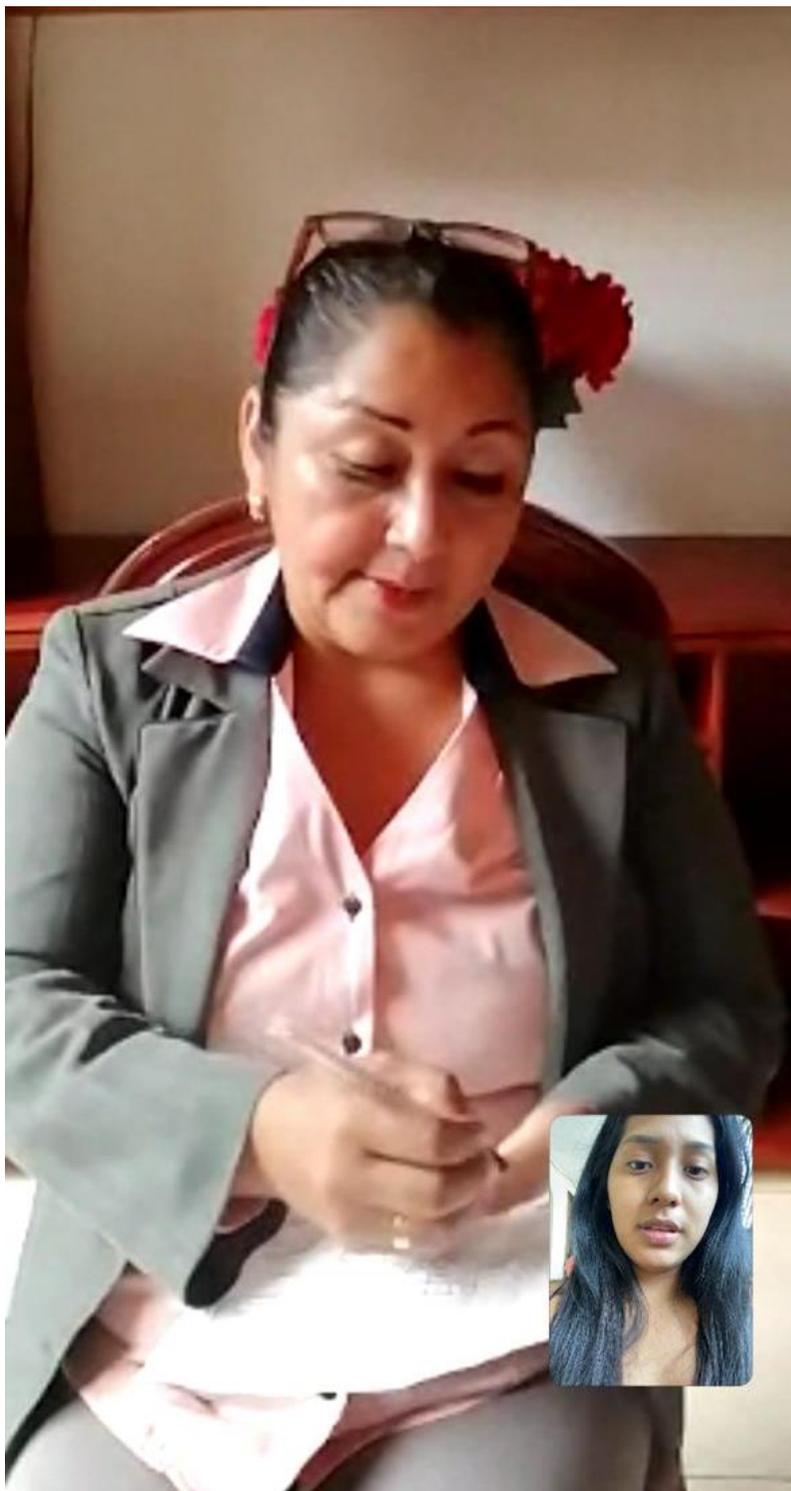
INTERVIEW TO TEACHER



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

INTERVIEW TO TEACHER



Source: Fiscal Educational Unit “Alejo Lascano Bahamonde”

Authors: Bryan Christopher Romero Chica and Ginnyer Gabriela Urgiles Tumbaco, 2020

SURVEY TO THE STUDENTS OF THIRD YEAR OF BACCALAUREATE OF FISCAL EDUCATIONAL UNIT “ALEJO LASCANO BAHAMONDE”

Objective: This research project aims to assess the impact of critical reading in the development of reading comprehension.

1 Strongly disagree 2 Disagree 3 Indifferent 4 Agree 5 Strongly agree

With a scale from 1 to 5, 1 being the least frequent and 5 the most repeated.

Answer the next questions:

		1	2	3	4	5
1	I like activities aimed at oral production					
2	I feel comfortable during activities that involve interaction					
3	I carry out activities that enhance speaking skills					
4	I feel good working on oral activities in large groups					
5	I like group activities in which educational topics are discussed					
6	I carry out activities that improve speaking skills based on topics of common interest					
7	I consider my fluency when speaking as strength of my abilities					
8	I participate in storytelling activities					
9	I participate in skits during classes as oral production activities					
10	I participate in talking circles as a technique to enhance speaking skills					
11	I consider conversation circles a good technique to enhance speaking skills					
12	I receive instructions on how to work on the interaction activities					
13	I consider effective the information previously received when carrying out activities that help improve speaking skills					
14	The instructions received before participating in the talking circles are clear					
15	The topics to be discussed are socialized in the talking circles one day before they are held					

We thank you for your collaboration and guarantee the confidentiality of the data

INTERVIEW

DIRECTED TO THE ENGLISH TEACHER OF THE THIRD YEAR OF BACCALAUREATE OF FISCAL EDUCATIONAL UNIT “ALEJO LASCANO BAHAMONDE”

INFORMATIVE DATA

Names and Surnames	
Degree	
Postgraduate Degree	
English level according to the CEFR	A1 A2 B1 B2 C1 C2
Years of teaching experience	
Do you have an updated certificate?	Yes No

QUESTIONNAIRE

1. How do you consider the development of your students concerning oral production, according to the standards established by the national curriculum?
2. What are the techniques that you use to enhance oral production?
3. What strategies do you use to enhance oral production?
4. Do you think that conversation circles influence the development of oral production?
5. How would you determine the groups that will participate in the conversation circles?
6. What themes do you use as the main axis in the reading circles?
7. Do you think that a booklet on the use of conversation circles will help the teacher?

ANNEXE II



Presidencia
de la República
del Ecuador



Plan Nacional
de Ciencia, Tecnología,
Innovación y Saberes



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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGIA

FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO: Los círculos de conversación y su influencia en la producción oral.
Sistema de actividades orales enfocadas en los círculos de conversación.

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INSTITUCIÓN: Universidad de Guayaquil

FACULTAD: Facultad de Filosofía Letras y
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GRADO OBTENIDO: licenciatura en ciencias de la educación

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PALABRAS CLAVE: producción oral, círculos de conversación, folleto con temas para círculos de conversación.

RESUMEN:

La situación conflictiva de los estudiantes de tercero de bachillerato de la unidad educativa fiscal "alejo lascano bahamonde" del período lectivo 2020 – 2021, se pudo evidenciar la insuficiencia en la producción oral, dificultades al momento de expresarse oralmente y poca participación cuando el docente hace preguntas.

Este estudio de campo estableció como variable dependiente la producción oral y como variable independiente a los círculos de conversación. Se realizó un estudio de los antecedentes históricos de la fundamentación teórica, legal y del contexto de investigación. Además de una encuesta a los estudiantes y una entrevista al docente. Los resultados que se obtuvieron confirmaron la existencia de un problema en la producción oral.

Para reforzar la producción oral y los círculos de conversación, un Sistema de actividades orales enfocadas en los círculos de conversación fue creado para incentivar a los docentes a usar los círculos de conversación que a su vez ayudan a desarrollar la producción oral en los estudiantes.

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FICHA DE REGISTRO DE TRABAJO DE TITULACIÓN

TÍTULO Y SUBTÍTULO: The influence of talking circles in the speaking skills.
System of speaking activities focused on talking circles.

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ÁREAS TEMÁTICAS: Lengua inglesa

PALABRAS CLAVE: speaking skills, talking circles, EFL.

RESUMEN:

The conflict situation of the students of third year of baccalaureate of the fiscal educational unit "Alejo Lascano Bahamonde" of the scholar period 2020 – 2021, showed insufficient speaking skills, difficulties when expressing themselves orally and lack of participation when the teacher asks questions.

This field study establish as a dependent variable the speaking skills and talking circles as independent variable. A study of the historical background of the theoretical and legal foundation and the context of the study. Also, a survey was taken to students and an interview to the teacher from which we could confirm the existence of a problem in the speaking skills.

To reinforce the speaking skills and the talking circles, a System of speaking activities focused on talking circles in order to encourage teachers to use talking circles, because these help students improve their speaking skills.

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