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**GRADUATE SCHOOL**

**MASTER'S DEGREE IN APPLIED LINGUISTICS TO**  
**TEACHING ENGLISH AS A FOREIGN LANGUAGE**

**MODALITY: RESEARCH REPORT**

**Theme:**

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**Gender-Based Teaching Strategies and oral production in children of fifth year of basic education at Juan Abel Echeverría Educative Unit.**

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Research dissertation before obtaining the master's degree in Applied Linguistics to Teaching English as a Foreign Language.

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**LATACUNGA –ECUADOR**

**2021**

## **TUTOR'S ENDORSEMENT**

In my capacity as a Supervisor of the Research dissertation “**GENDER-BASED TEACHING STRATEGIES AND ORAL PRODUCTION IN CHILDREN OF FIFTH YEAR OF BASIC EDUCATION AT JUAN ABEL ECHEVERRÍA EDUCATIVE UNIT**”. Investigated by Lcda. Acosta Mora Miriam Esthela, for obtaining the Master's degree in Applied Linguistics to Teaching English as a Foreign Language.

### **I CERTIFY THAT:**

This research dissertation has been fully revised and has the requirements and merits to be submitted for evaluation by the assigned Revision Committee and its presentation and public defense.

Latacunga, September 23rd 2021



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## COMMITTEE APPROVAL

This research dissertation: **“Gender-based Teaching Strategies and Oral Production in children of fifth year of Basic Education at Juan Abel Echeverría Educative Unit”**, has been revised, approved, and authorized for printing and binding, before obtaining a Master's degree in Applied Linguistics to Teaching English as a Foreign Language; This meets the substantive and formal requirements to hand in for the presentation and defense.

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## **DEDICATION**

The present research work is especially dedicated to all people who took an important role in the development of this professional achievement: Milton, Micaela, my angel baby and Milena who had become the base of every step ahead and my real inspiration.

*Miriam*

## **ACKNOWLEDGEMENT**

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*Miriam Esthela*

## AUTHORSHIP

I, Acosta Mora Miriam Esthela, declare to be the author of the concepts, procedures, and findings in this research dissertation.

Latacunga, November 22nd 2021



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## COMMITTEE PRESIDENT'S APPROVAL

I, Nelly Patricia Mena Vargas. declare that this research dissertation: “**Gender-based Teaching Strategies and Oral Production in children of fifth year of Basic Education at Juan Abel Echeverría Educative Unit**” has the corrections and comments suggested by the members of the committee in the scientific session.

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**Title: “GENDER-BASED TEACHING STRATEGIES AND ORAL PRODUCTION IN CHILDREN OF FIFTH YEAR OF BASIC EDUCATION AT JUAN ABEL ECHEVERRÍA EDUCATIVE UNIT”**

**Author:** Miriam Esthela Acosta Mora

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**ABSTRACT**

The following research project “**GENDER-BASED TEACHING STRATEGIES AND ORAL PRODUCTION IN CHILDREN OF FIFTH YEAR OF BASIC EDUCATION AT JUAN ABEL ECHEVERRÍA EDUCATIVE UNIT**” has as main objective to determine the relationship between Gender-Based Teaching Strategies and Oral Production. The samples in this research were 32 students – 16 female students and 16 male students who belonged to Juan Abel Echeverria High School in Latacunga. The researcher used gender strategies in order to divide the sample groups. The first was the control group and the second was the experimental group, in the control group 16 students (8 boys and 8 girls), and 16 students (8 boys 8 girls) in the experimental group. This study was based on the quali – quantitative approach for the following reasons: It was qualitative because a survey was used to evaluate the effectiveness of the proposal, it was also quantitative because it focused on social phenomena, which caused the learning problem, it helped the researcher to identify the hypothesis and assume the reality. This study had a quasi-experimental design since a pre-test and a post-test were applied, both validated tests were taken from Cambridge University handbook, and the pre test and post test were compared to determine the effectiveness of the proposal. To verify the hypothesis Student T- Test was used. The results obtained shown that Gender – Based Teaching Strategies improve Oral Production. As a result, both male and female students from the experimental group showed a significant improvement in the Oral Production.

**Keywords:** Gender – Based Teaching Strategies; Oral Production; Grammar; Vocabulary; Interaction; Pronunciation; Accuracy; Fluency.

**UNIVERSIDAD TÉCNICA DE COTOPAXI**  
**DIRECCIÓN DE POSGRADO**

**MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DEL  
IDIOMA INGLÉS COMO LENGUA EXTRANJERA**

**Título: “Gender-Based Teaching Strategies and Oral Production in children of fifth year of Basic Education at Juan Abel Echeverría Educative Unit”**

**Autor:** Miriam Esthela Acosta Mora

**Tutor:** Ruth Elizabeth Infante Paredes Mg.C

**RESUMEN**

El siguiente proyecto de investigación “**ESTRATEGIAS DE ENSEÑANZA DE GÉNERO Y PRODUCCIÓN ORAL EN NIÑOS DE QUINTO CURSO DE EDUCACIÓN BÁSICA EN LA UNIDAD EDUCATIVA JUAN ABEL ECHEVERRÍA**” tiene como objetivo principal determinar la relación entre las Estrategias de Enseñanza de Género y la Producción Oral. Las muestras de esta investigación fueron 32 estudiantes, 16 mujeres y 16 hombres, pertenecientes al Instituto Juan Abel Echeverría de Latacunga. La investigadora utilizó estrategias de género para dividir los grupos de muestra. El primero fue el grupo control y el segundo fue el grupo experimental, en el grupo control 16 estudiantes (8 niños y 8 niñas), y 16 estudiantes (8 niños 8 niñas) en el grupo experimental. Este estudio se basó en el enfoque quali - cuantitativo por las siguientes razones: Fue cualitativo porque se utilizó una encuesta para evaluar la efectividad de la propuesta, también fue cuantitativo porque se enfocó en los fenómenos sociales, que causaron el problema de aprendizaje, ayudó al investigador identificar la hipótesis y asumir la realidad. Este estudio tuvo un diseño cuasiexperimental ya que se aplicó una preprueba y una posprueba, ambas pruebas validadas se tomaron del manual de la Universidad de Cambridge, y se comparó la preprueba y la posprueba para determinar la efectividad de la propuesta. Para verificar la hipótesis se utilizó la prueba T de Student. Los resultados obtenidos muestran que las Estrategias de Enseñanza Basadas en Género mejoran la Producción Oral. Como resultado, tanto los estudiantes masculinos como femeninos del grupo experimental mostraron una mejora significativa en la Producción Oral.

**Palabras Clave:** Estrategias de enseñanza basadas en el género; Producción oral; Gramática; Vocabulario; Interacción; Pronunciación; Precisión; Fluidez

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## INTRODUCTION

Education has experienced a deep regress since the Covid 19<sup>th</sup> pandemic started, so, (Schleicher, 2020) analyzes the environment where education is taking place since the pandemic appeared and spread around the world. Education has unprecedented changes where teachers and students are forced to work cooperatively and forcing them to speak, due to education regress. That is the reason why teachers have to stand up and look for the best teaching strategies and methods to be implemented in this new era of education where education has transformed teachers into guides, and facilitators of the knowledge, and students have become the creators of their knowledge.

The gender perspective is the commitment that education worldwide had lagged until a few decades ago. Although at last, many countries worldwide, especially the most socially and politically developed ones, are including the gender perspective in their educational policies. Education is understood as to how it is possible to achieve gender equity and promote justice and equity between the genders. Unfortunately, there are still vast regions of the world where gender equity is seen as a distant utopia for political, religious, or cultural reasons. Advantageously, Ecuador and other countries in the region have joined the process and, for some years now, have intensified their efforts to improve access to education, particularly for girls - women.

Bearing on the above, this work studies the gender-based perspective to achieve effective education, provides empirical evidence that teachers in the English area may put into practice, contributes to students' overall development, and provides some light in searching for quality education for all. The research on Gender-Based Teaching aims to obtain information that will help improve education from within, from the classrooms themselves. It is what happens in the classrooms and what surrounds the student, where it places its dedicated focus of attention. The school is considered a place of cultural reproduction; therefore, it is here where the relationship between genders must be changed, incorporating the gender

perspective in the pedagogical framework, the curricular contents, and teacher training and professional development (Calvo, 2004).

As far as the teaching of English as a foreign language is concerned, deficiencies have been identified to achieve a minimum Oral Production of the students, nor has it been possible to awaken their interest and motivation for learning a language. The lack of an adequate methodology to enhance these deficiencies is one of many factors. This project's research line is in education and communication for human and social development, oriented towards applied linguistics. The gender-based teaching method is proposed as a valid alternative to pedagogical innovation to help teachers solve the mentioned problems.

It is essential to consider the human group's characteristics in the classroom to decide what and how it should be taught. Elementary school students are starving for new learning models more than just reading and writing. Students also seek the mastery of abstract and empirical knowledge, the arts, what is socially permitted, skills and activities that allow them to use and develop their intelligence and imagination to live and work in harmony with others. To get this, requires new strategies and methodologies, to face with boring classes.

In Ecuador, the teaching of English as a foreign language must follow the guidelines set by the Ministry of Education in 2016. The basic principles of the curricular proposal can be summarized as follows:

**The communicative language approach:** Language is best learned when used to interact and communicate; **Student-centered approach:** teaching methodologies that reflect and respond to learners' strengths and challenges, facilitating their learning process; **Thinking skills:** learning a foreign language fosters the development of thinking and the social and creative skills necessary for lifelong learning; **Content Integrated Learning for Foreign Languages (CLIL):** a model used to integrate language learning with cultural and cognitive aspects so that the acquisition of this language serves as an engine for student development; **International standards:** the curriculum is based on the Common European Framework of Reference for Languages (CEFR) standards.



The main objectives of the English as a Foreign Language curriculum are:

To develop students' understanding of the world, other cultures, and their own. Also, their ability to communicate their views through a foreign language. To develop the personal, social, and intellectual skills necessary to reach their potential and participate productively in an increasingly globalized world that operates in other languages. Creating a love for language learning from an early age through engaging and positive learning experiences fosters students' motivation to continue learning. To reach the exit profile proposed in the national curriculum for EGB and BGU. A1+ for the fifth graders (Educacion, 2014).

These linguistic objectives can only be achieved through better methodological strategies and evaluation criteria concerning those traditionally used by most teachers in the English area, who have not put into practice teaching strategies that allow students to succeed in learning the foreign language. This research proposes the implementation of Gender-Based Strategies to improve Oral Production and promote gender equity. This methodology will allow students to increase their higher-order thinking skills to foster students' critical thinking, cooperative and collaborative learning, and the development of self-reflection and argumentation, and respect for others' gender identity.

When teaching any language as a second language or foreign language, the main goal should be developing the four basic skills, focusing on a communicative approach. The most critical skill and the most difficult to develop is speaking, which means students can communicate with their peers and teacher using English. Unfortunately, **the problem** is that there is a lack of updating of the methodologies use. A grammatical approach over a communicative approach is maintained, and the necessary skills are not developed. Another essential factor that must be considered is that the gender perspective has not been introduced in the teaching processes to young children whose critical thinking must be developed through activities that promote positive relations among peers.

The second fact noticed in the students is the fragmentation of knowledge; the students assimilate parts of the whole, which prevents them from concretizing the

caught knowledge. It is also clear that students have big problems with vocabulary acquisition. They have a limited quantity of words acquired. For that reason, they do not feel motivated or confident to talk or are afraid to do so. These deficiencies and attitudes generate fragile concepts that do not allow cognitive processes development or use their knowledge to solve or transform previous conceptions.

These deficiencies in knowledge are compounded by the problematic relation among students in the classroom, their absolute lack of motivation to learn, and much less to use the language orally, at least during class time. It has been observed that how teachers' role-playing exercises are presented to the students to develop speaking is not practical. The textbooks' oral activities are not attractive due to their structure, which is always the same; with the same conversations and examples, and not always according to a gender perspective, they have formal answers that are not representative for students to keep them in mind.

What has been described may be the result of using less effective teaching strategies at the Juan Abel Echeverria School than those required for language teaching today. There is no adequate methodology to teach and develop students' speaking skills; thus, students do not have a real interest in practicing this skill inside or outside the classroom. Without the proper development of this skill, today's communicative approach essential in English teaching is not viable.

From the above, the following questions arise as a **formulation of the problem**.

- Which Gender-Based Strategies can be applied to develop Oral Production?
- What is the level of Oral Production in students at Juan Abel Echeverria School?
- How do Gender- Based Strategies influence on the development of Oral Production?

This project proposes the following **General Objective** to solve the problems mentioned above- To determine the relation between Gender-Based Teaching Strategies and students' Oral Production from the 5th year of EGB at Juan Abel Echeverria School.

During this process, some **Specific Objectives** will be achieved:

- To identify the types of Gender-Based Teaching strategies that can be applied to enhance Oral Production.
- To evaluate the level of Oral Production in students at Juan Abel Echeverria School
- To propose Gender- Based Strategies that influence on the development of Oral Production

*Table 1. Specific Objectives Task System.*

<b>Objective</b>	<b>Task</b>
Specific Objective 1: To identify the types of Gender-Based Teaching Strategies that can be applied to enhance Oral Production.	Review information and literature about Gender-based Teaching Strategies.
Specific Objective 2: To evaluate the level of Oral Production in students at Juan Abel Echeverria School	Prepare a pre and post -test (A1 YLE Movers), which will be applied.
Specific Objective 3: To propose Gender- Based Strategies that influence on the development of Oral Production	Design the experiment of Gender based Teaching Strategies and Oral Production a guide that contains activities, lesson plans.

*Elaborated by: Acosta, M. (2021)*

The research problem comes under three stages, which are detailed in the following table.

*Table 2. Research Problem Stages.*

<b>Stage</b>	<b>Description</b>
Stage 1	Educational Ecuadorian Advisors use traditional techniques to cover the contents that teachers must lecture in class, causing that books become boring and ordinary, making students lose interest in learning a second

	language as consequently have low Oral production.
Stage 2	According to Vygotsky (1981), social context influences learning more than attitudes and belief. It profoundly influences how people think and what they think and produce Oral Production. Context is part of the developmental process and, as such, shapes cognitive processes.
Stage 3	To overcome the absence of useful strategies to promote Oral Production, A deep research has been done to choose the one of the best strategies to reach the main aim of this research project where Gender – Based Teaching Strategy has been chosen.

*Elaborated by: Acosta, M (2021)*

During the last decades of the 20th century and the first fifteen years of the 21st century, the gender equality issue has been manifested in resolutions and declarations of international organizations and treaties, agreements and governmental conventions, in forums and world conferences on education and culture. The concept of gender, as seen from a traditional way, refers to the behaviour established by society towards human beings with their sex and sexual preferences, as well as their social and psychological development (Malik, 2017) clarify this concept, which designates what is attributed to each of the sexes in each society and what is considered masculine or feminine as a social construction. Gender codes are subject to variations or variables such as social class, nation, religion, race, or time.

According to (Vygotsky, 1981), social context influences learning more than attitudes and beliefs, it profoundly influences how people think and what they think.

Context is part of the developmental process and, as such, shapes cognitive processes. The social context must be considered at different levels: 1.- The immediate interactive level, constituted by the individuals with whom the children interact at that moment. 2. - The structural level, constituted by the social structures that influence the children, such as the family and the school. 3. - The general cultural or social level, constituted by society in general, such as language, the numerical system and technology. This work seeks to guide teachers concerning those attitudes and behaviors since they are the ones who should be the first to promote gender equity among their students (Martinez 2008).

This research aims to identify the different learning styles determined by gender that children present and influence the development of the speaking skills, promote teaching strategies to address and overcome these differences and encourage students' willingness to speak in English. Been this research of practical importance for teaching English as a foreign language and specifically for improving speaking skills **justify** its development. Since the results will help understand how the gender differences presented by men and women influence their behavior, psychology, and how they develop their Oral Production. This proposal will serve as a source to implement teaching strategies based on the gender perspective to promote Oral Production

Besides, this project has a socio-educational impact because it is deeply related to social and cultural problems latent in the classroom that need to be addressed to meet students' needs and interests in the teaching-learning process. Similar studies have been applied in other countries and some universities in Ecuador, but this is the first time that it will be applied with primary level students in Ecuador's Basic General Education. The study's main objective is to improve students' Oral Production without producing any exclusion in the educational process, taking into account each student's individuality to promote Social Inclusion as stipulated by the LOEI (Organic Law on Intercultural Education).

Thanks to the development of the information and communication technologies and the expansion of the Internet, current research projects require new approaches, the use of physical books is almost non-existent, today there is access to an almost

unlimited amount of digital material, webliography is nowadays part of every research project, and this leads to dynamiting the methodology used. For the current project, the following **methodology** was used:

This research project was based on the quali – quantitative approach, due for the following reasons: It was qualitative because surveys were used to collect the data. That is numerical or measurable, it was also quantitative because it focused on social phenomena, which caused the learning problem, it helped the researcher to identify the hypothesis and assume the reality, and otherwise, this approach helped to identify or redefine the research questions. Bearing on the above, this approach led the researcher to demonstrate the hypothesis through the interpretation of results; hence, the researcher could draw the conclusions and recommendations to solve the stated problem.

This study had a quasi-experimental design since a pre-test and a post-test was applied, the test was taken from Cambridge University because the researcher needs a validated exam in order to make the research project succeed, both tests were compared to determine the effectiveness of the proposal. In this design, two groups were considered or selected, the first was the control group and the second was the experimental group where the proposal was applied. This research was carried out with 16 students belonging to Juan Abel Echeverría School; this group of students were divided into 2 groups of 16 students in the control group (8 boys and 8 girls), and 16 students (8 boys and 8 girls) in the experimental group.

The **modeling method** began by formulating the objective for this project, to design a practical guide. From there, the essential of the object was separated from the non-essential. It allowed establishing a clear idea of the object's essence and that abstraction of reality constitutes the model. Once the model was obtained, the search for a possible materialization began to be simpler than the initial object, and the researcher's work was simplified. As a final component of this work, a final element was obtained, which closes the knowledge cycle: practice-theory-practice, which was used to verify the objectivity of the knowledge produced (Reyes, 2007).

## **CHAPTER I**

### **THEORETICAL FRAMEWORK**

#### **1.1 Research Background**

Applying gender strategies to improve vocabulary is really essential in teaching English as a second language. For that reason, (Bhatti, 2020) Researched “Impact of Vocabulary Learning Strategies on Gender Based ESL Learners” This study took place at Bahawalpur High School and teachers at Welfare high school, 100 hundred students participated in it. It was experimental research where the students were divided in two groups; one group was the experimental group (among 50 participants) and the other the control group (50 participants). The following research tools were applied in order to collect the data: A Questionnaire for Teachers and a Pre- test and Posttest for students. The results reveal that after applying Gender – based vocabulary learning strategies the experimental group shows an improvement in vocabulary acquisition. The results also showed that female students performed better than male students did.

Having in mind the link between language and gender help to improve students’ attitude towards learning a second language, for that reason (Mahmud M. , 2010)Directed a study titled “Language and Gender in English Language Teaching” the main objective of this research was to explore the learning styles in men and woman, the differences in communication and students’ attitudes toward speaking to diverse sex. Forty English students participated in this research, 20 males and 20 females from Makassar University. The instruments used to develop this research were questionnaires which main focus was to determine students’ preferences in communication (direct or indirect) and what kind of groups do they prefer to work,

mixed sex groups, single – sex group. The study revealed that females preferred the direct way to express opinions and work with the same sex. Meanwhile males tend to work with mixed groups successfully.

Similarly, (Buenaño, 2019) conducted a study titled “Gender – Based Teaching Strategies to Improve the Students Communicative Competence”, in sixth and eight – semester students at Universidad Técnica de Ambato. The researchers investigated and applied different Gender- Based Strategies to enhance communicative competence; those strategies were brainstorming, discussions, role-plays, and storytelling. The participants were 47 students, 34 students who belonged to the experimental group and 13 students that form the controlled group. A pre – test was taken at the beginning of the study and a posttest were taken at the end of the proposal application, the FCE Mock Test was used for this purpose. The Results revealed that Gender – Based Teaching Strategies improve significantly the elements of Communicative Competence.

The author (Amin, 2017), Headed a study called “Communication Strategies (CSs)and Gender Differences” which main aim is to investigate communication strategies and gender differences in second language acquisition, to facilitate problem – free discourse in oral communication. The participants in this study were a 24 years old male and a 28 years old female who were in the post- graduate course at Eastern Mediterranean University EMU in Famagusta, several tools such as pilot-interview, observation, filed notes, video / audio recordings were used to get the information to carry out this research. After the interviews were applied, they were analyzed using the factors of oral CSs by Nakatani where it exposes that both the male and female students used CSs differently in audio- video interviews, to carry on with communication.

Additionally, (Motallebzadeh, 2011) Proposed a research study titled “Does Gender Play a Role in the Assessment of Oral Proficiency?” Its aim was to explore the relationship between gender and oral production, to carry out this study 429 intermediate and upper- intermediate Iranian students participated, they belonged to different institutions in Mashhad and Kerman, the instruments used for this study were IELTS OXFORD – placement oral test, interviews and the T- test. After



applying the IELTS test, students were filtered in order to get the sample for the study, and then an oral interview was taken, after the interview the results were analyzed using T- test where it revealed that female had a better oral performance than males.

Another analysis was carried out by (Huda, 2016) called “Gender – Based Communication Strategy” the objective of this study was to investigate the communicative strategies of male and female EFL learners. In addition, it was supposed to identify how male and female learners achieved their oral communication strategies. The subject of the study were students from fourth and fifth - semester undergraduate students of The English Education Program, this study used the qualitative approach and the descriptive design, the study showed that to overcome oral communication problems learners have to choose the best communication strategies according to their proficiency in order to face the communication problems.

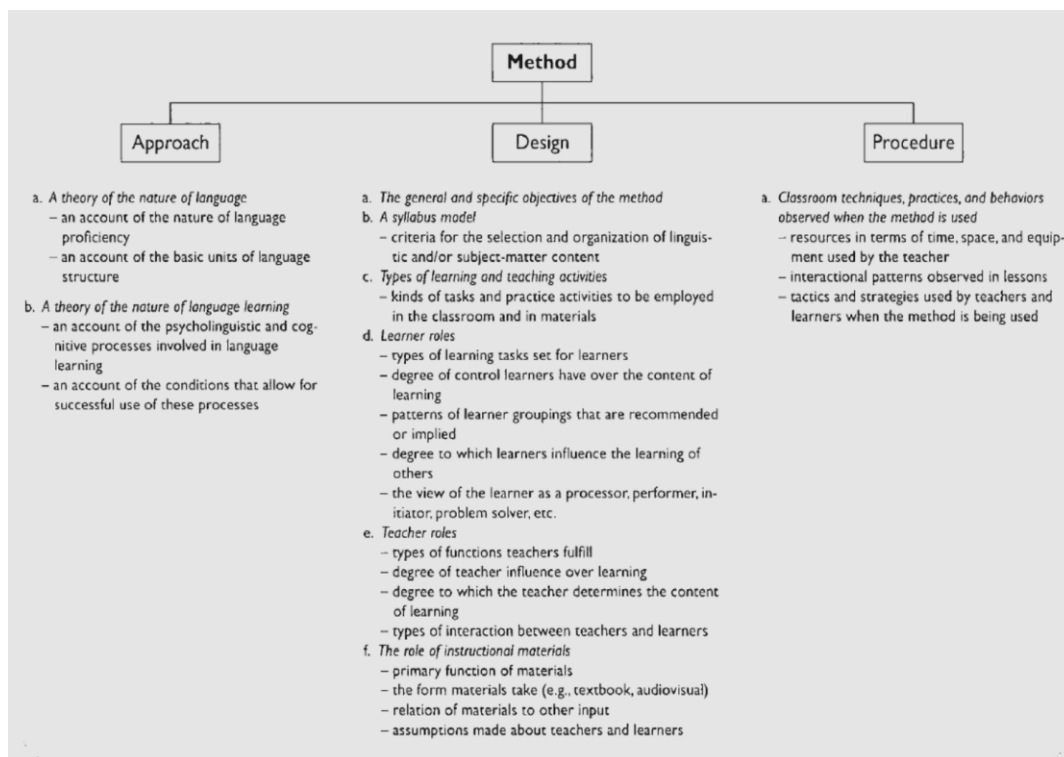
Correspondingly, (Vaca, 2017) Researched, “Increasing EFL Learners’ Oral Production at a Public Scholl through Project - Based Learning” its objective was to investigate how learners enhance oral communication through project – based learning. The tools used for this study were field notes and oral transcripts of students’ performance and recorded interviews, grounded theory was applied for the data analysis, there were three important points that the study analysis revealed. The first one was that project – based learning enhance students’ oral production; the second point, project-based learning help students to face fears of speaking in a second language; and the last point was project-based learning increase students’ interest in learning languages in their community.

## **1.2 Epistemological Foundation**

### **1.2.1 Teaching**

Language overcome any barrier as (Murcia, An overview of language teaching methods and approaches, 2014) mentions in research, where he indicates that teaching a foreign language can be a challenging but gratifying job that unlocks entirely new paths of communication to students. It is beneficial for teachers to

know the many different language learning techniques including ESL teaching methods so they can be flexible in their instruction methods, adapting them when needed. However, teachers need to know what method involves.



**Graphic 1: Language Teaching Methods and Approaches**  
*Source: English as a second or foreign language, Murcia (2014).*

Based on the above, (Global, 2019) advocates that teaching is adhered with knowledge and experiences, which stimulates intellectual and psychological growth from a person to another person. In a nutshell, Teaching explores the process of how to impart knowledge to or instruct someone to do something, by example or experience that means that all human beings are teachers. Teaching is seen from two perspectives; the first one is teaching as an instructor – centered (teacher – centered methods) in this way the instructor provide knowledge to novice learners, the second one is Teaching as Learner – centered (Students – centered methods), in this way the instructor encourages and leads novice learners to develop an activity independently (Jackson, 2016).

*Table 3. Teacher and student-centered methods.*

TEACHER – CENTRED METHODS	ACTIVE METHODS	STUDENT – CENTRED METHODS
Provides Input	Focus on people’s needs, experiences and feelings	Encourage people to learn by themselves
Talking	Supervised student practice	Reading for learning
Explaining	Discussion	Private study and homework
Showing	Group Work	Assignments and Essays
Questioning	Games	Projects and reports
Note- making	Role- play, drama, and simulations	Independent Learning
	Seminars	Self- directed learning

*Source: The Encyclopedia of Pedagogy and informal education Smith (2018)*

In addition, (Murcia, An Overview of Language Teaching Methods and Approaches, 2014) listed a summary of the most popular **teaching methods** in second language acquisition of the last half-century.

**The Direct Method:** In this method, the teaching is delivered in the target language. The students are not allowed to use their mother tongue. Good pronunciation has an important emphasis. However, grammar rules are avoided.

**Grammar Translation:** In this method, grammar rules are memorized, translation is done from mother tongue to the target language and opposite;

**Audio – Lingual:** This method focuses on acquiring habits; dialogues are more practiced in this method;

**The structural approach:** This method emphasized complex grammar rules, which must be learned in sequence. From basic to advance;

**Suggestopedia:** This method is designed for students who are receptive and do not have blocked memory, it helps to develop a language since experience.

**Total Physical Response (TPR):** It follows commands that students must follow, it focuses on aural comprehension;

**Communicative Language Teaching (CLT):** It focuses on communication; it responds to how learners transmit the language that means that it must be effective and clear. This method focuses on the interaction between teachers - students. Therefore, confidence can evolve. There are no blocks for learning;

**The Silent Way:** In this method, the teacher speaks less, so, students can express their ideas clearly;

**Immersion:** Students are immersed in the English language all the time; English is in all subjects’ areas.

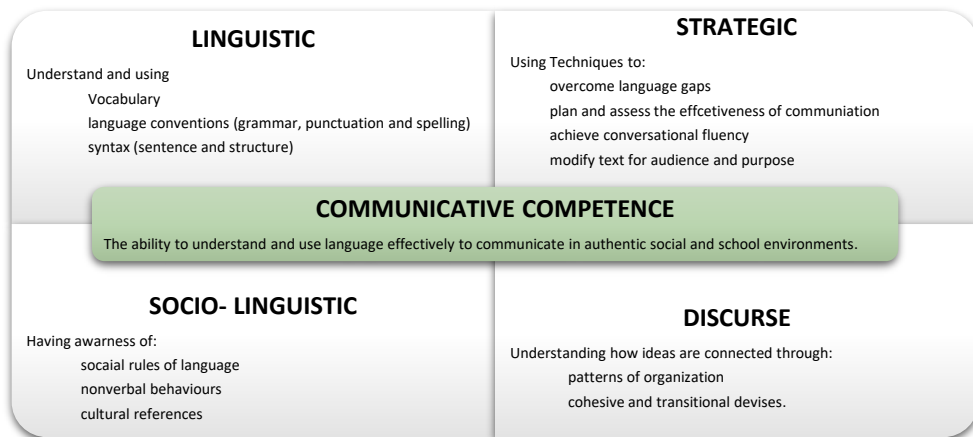
**Task-based Language learning:** It focuses on developing a task that must be well designed by the teacher. So, students get engaged in the topic; **The Natural approach:** This approach was proposed by Steven Krashen who states that learning a language is based on practice and it does not matter how many mistakes the student does, it is based on acquiring the language by exposing the learners to the language, as babies learn to speak; **The Lexical Syllabus:** This approach is based on computer analysis of language, which means learning a set of words, chunk phrases, lexical sets; it focused on the use of authentic material.

### 1.2.2 Communicative Language Teaching

The author (Sanako, 2021) assures that Communicative Language Teaching appeared in the 80s as a consequence of the demand of second language curriculum, which will help learners to use the second language in real life situations, before the 80s, learning a second language just focused on grammar structures instead of focusing on improving students' oral communication and interaction skills. Taking into consideration what is mention before, (Richards, 2006) states that one person can master grammar rules and sentence structure in a language but that does not mean that they can produce the language for a meaningful communication.

“Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (Richards, 2006)

The following table describes how each communicative area contributes to develop communicative competence.



**Graphic 2. Communicative Competence**  
**Source: Alberta Government (2021)**

Similarly, (Hernandez F. a., 1995) states that in Communicative Language Teaching the Teachers' role is not the root during classroom activities, because it focuses on student – student interaction and production. In order to accomplish that, the groups work that are organized in the class must be well formed, to form groups the teacher have to focus on students' individual needs, level of abilities (linguistic competence, sociolinguistic competence, discourse competence and strategies competence), and interests. So, students can develop positive independence, appropriate use of teamwork, individual accountability and interpersonal activities. Furthermore, the activities to develop in the class have to meet students' skills and needs, due to students have to feel confident and learn in a positive and supportive learning environment.

The following principles listed as follow are necessary to implement communicative language teaching in the classroom: 1. Using tasks as structural principles; 2. Promoting Learning by doing; 3. Input needs to be meaningful, understandable and well elaborated; 4. Promote Collaborative and Cooperative Learning; 5. Emphasise in form; 6. Provide feedback. Additionally, these principles must match the class content in order to benefit teacher and students, on the other hand, if the content in the curriculum design is rich, it can be applied to any kind of learners, since teaching depends on the quality of the material that the lecturer has chosen.

### **1.2.3 Teaching Theories**

#### **1.2.3.1 Constructivism**

Constructivism focuses on the physical and social world. There are two constructivism theories that have different points of view of how people acquire knowledge. First, Jean Piaget who is a linguist that claims that cognitive constructivism features the individual learning process, it also emphasizes how a person construct and develop knowledge through experience, which means learning by doing. On the other hand, the socio-cultural constructivism which is based on the individual learning in social and cultural context (Rao F. a., 2018).

Regarding activities and conditions to promote the construction of knowledge, (Fox, 2001) suggests carrying out activities that make it possible to determine the previous knowledge that students need concerning the new knowledge they want to learn. That the proposed contents are helpful and meaningful for both sexes students; these activities are an accessible challenge for students that the current competencies and those they expect to develop are considered, with the necessary help, to be able to identify the zone of proximal development (ZPD) and intervene if necessary.

#### **Socio – Constructivism**

Social – Constructivism focus on the importance of culture and context in giving sense to what occurs in society and constructing information from this understanding. In a nutshell, socio – constructivism is a learning theory that focuses on the human being as a social actor, becoming it the main character in the learning process, due to the skills that human beings own, to create and interact in the world. It is also mentioned that the human being is able to react and act in different kind of environments which help them reinforce social skills and become learners creative and competent while creating their own knowledge (Onyesolu, 2013).

In relation to Socio- constructivism (Rao, 2018) mentions that Socio-constructivism appears in 1981 when Vygotsky studied the role of human being in

the social context. He also studied how culture and social world affect students' cognition since interpersonal and intrapersonal interaction are used in order to connect language and thought to convey meaning in what students what to communicate. For (Ferrari, 2019) the most important aspects to check in order to socio – constructivism succeed are set as follows. The class have to be creative, interactive, sociable and engaging, in addition the class must have the most interesting and updated material, so students must have the opportunity to experiment with the material.

#### **1.2.4 Teaching Strategies**

Referring to Teaching Strategies (Darko, 2018) expresses that Learning Teaching Strategies have been conceptualized as a set of operations and procedures of coding, acquisition, retention, and evocation as general plans to achieve instructional objectives as a combination of cognitive skills. In this sense, Learning Teaching Strategies establishes a clutch of procedures, conscious and intentional, where the student chooses and activates, in a coordinated manner, the declarative and procedural knowledge needed to meet a given demand, depending on the conditions of the situation where the demand occurs (Benhima, 2016)

Based on the above, (Ayua, 2017) states that in teaching, it is important to identify and promote social skills to succeed in learning. Hence, positive production aids effective learning where teaching strategies can work well since they are a group of educational techniques or methods, which put the class in action to achieve specific goals. Some of the teaching strategies are listed as follows: Set instruction, establish appropriate examples, planned repetition, stimulus variation, using questions effectively, closure. (Saputra, 2014) listed a group of Teaching Strategies that can be applied in the Language Teaching process: Brainstorming, Case-based Small – group discussion, demonstration, and games.

According to (Saputra, 2014) , the following **Characteristics of Teaching Strategies** are established: 1. Determine a normative that must be flexible, creative; 2. Link the learning and psychological mechanisms; 3. Establish the methods and systems and how to connect them; 4. Take the Teaching Strategy as a whole and

not independently; 5. Identify the variables that intervene in the process; 6. Adapt the corpus to students' personalities; 7. Create interactions during the training process. (Samarawickrema, 2010) projected the subsequent **Principles of Effective Teaching Strategies**. 1. Teaching and curriculum design must focus on students' needs; 2. Students must understand fundamental concepts; 3. The content must be relevant using real context; 4. The tasks must engage students; that means tasks must be meaningful; 5. Students' beliefs must be taken into account; 6. There must be genuine and empathic relation to interaction take place.

The researcher (Lathan, 2020) provides a list of Philosophical and pedagogical approaches to improve teaching, nowadays these approaches, and methods are used by educators to create innovative and creative classes where **teaching strategies are also included**.

**Table 4. Teaching Methods**

<b>TEACHING METHODS: A to Z</b>			
<ul style="list-style-type: none"> <li>• Appointments with students</li> <li>• Art-based projects</li> <li>• Audio tutorials</li> <li>• Author's chair</li> <li>• Book reports</li> <li>• Bulletin boards</li> <li>• Brainstorming</li> <li>• Case studies</li> <li>• Chalkboard instruction</li> <li>• Class projects</li> <li>• Classroom discussion</li> <li>• Classroom video diary</li> <li>• Collaborative learning spaces</li> <li>• Creating murals and montages</li> <li>• Current events quizzes</li> <li>• Debates</li> <li>• Designated quiet space</li> <li>• Discussion groups</li> <li>• Discovery</li> <li>• Dramatization (plays, skits, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Educational podcasts</li> <li>• Essays (Descriptive)</li> <li>• Essays (Expository)</li> <li>• Essays (Narrative)</li> <li>• Essays (Persuasive)</li> <li>• Exhibits and displays</li> <li>• Explore different cultures</li> <li>• Experimentation</li> <li>• Flash cards</li> <li>• Flexible seating</li> <li>• Gamified learning plans</li> <li>• Genius hour</li> <li>• Group discussion</li> <li>• Guest speakers</li> <li>• Hands-on activities</li> <li>• Individual projects</li> <li>• Interviewing</li> <li>• Journaling</li> <li>• Laboratory experiments</li> <li>• Learning contracts</li> <li>• Learning stations</li> <li>• Lecturing</li> <li>• Literature circles</li> </ul>	<ul style="list-style-type: none"> <li>• Making posters</li> <li>• Math games</li> <li>• Mock conventions</li> <li>• Motivational posters</li> <li>• Music from other countries/cultures</li> <li>• Oral reports</li> <li>• Panel discussions</li> <li>• Peer partner learning</li> <li>• Pen pals</li> <li>• Photography</li> <li>• Problem solving activities</li> <li>• Reading aloud</li> <li>• Readers' theater</li> <li>• Recitation</li> <li>• Reflective discussion</li> <li>• Research projects</li> <li>• Rewards &amp; recognition</li> <li>• Role playing</li> <li>• School newspapers</li> <li>• Science fairs</li> <li>• Scrapbooks</li> <li>• Sister city programs</li> <li>• Spelling bees</li> </ul>	<ul style="list-style-type: none"> <li>• Storytelling</li> <li>• Student podcasts</li> <li>• Student portfolios</li> <li>• Student presentations</li> <li>• Student-conceived projects</li> <li>• Supplemental reading assignments</li> <li>• TED talks</li> <li>• Team-building exercises</li> <li>• Term papers</li> <li>• Textbook assignments</li> <li>• Think-tac-toe</li> <li>• Time capsules</li> <li>• Use resources or persons</li> <li>• Video creation</li> <li>• Video lessons</li> <li>• Web quests</li> <li>• Word walls</li> </ul>
<ul style="list-style-type: none"> <li>• Participatory Methods</li> <li>• Expository Methods</li> </ul>			

*Elaborated by: Acosta, M (2021)*

*Source: The Complete list of Teaching Methods Lathan (2020)*



### **1.2.5 Gender-Based Teaching Strategies**

According to (Chapin, 2020) Gender is one of the most important aspects to consider in the teaching and learning process, due to, poor pedagogical practices have been used in the classroom which have produced inequalities in the classroom. For that reason, the author emphasizes that gender teaching focuses on covering the needs that male and female students have to overcome during the learning. However, it is important to mention that gender does not work exclusively on women`s or men`s needs, because gender support inclusive and interactive learning practices that balance both men`s and women`s participation.

Gender- Based Teaching Strategies seek to help both girls and boys develop their social and communicative skills, considering their innate differences and their influence on their learning styles. It has been determined that there is a tendency for girls to develop their linguistic intelligence to a greater extent and that, therefore, they are the ones who seem to have a greater facility with words; it is also known that boys tend to be more active and more easily distracted. These strategies will allow teachers to manage male and female students who have different learning styles, while at the same time helping to stimulate the work of those who require more dynamic activities that stimulate them to maintain their attention for a longer time and promote their participation in these activities (Mahmud, 2018).

The material that the teachers use for teaching purposes must be carefully chosen, and gender must be considered as one strategy to overcome any kind of problems in the class, gender responsive pedagogy gives both boys and girls the same opportunities to learn actively (Dorji, 2020). Additionally, teachers have to ensure that both boys and girls participate equally, the author also mention that the teacher must be careful with the language that they use in the classroom, teachers have to create an environment where boys and girls have the opportunity to interact in mixed groups to overcome gender differences. Thus, it is extremely important for teacher to create gender-based lesson plans and instructional materials. “Good teachers can close the gap between poor and good quality education by maximizing the benefits of learning in every classroom for every child” (UNESCO, 2017).

### 1.2.5.1 Types of Teaching Strategies

#### Participatory Methods

**Role Play:** The author (Amanatidis, 2018) affirms that this teaching strategy is an excellent alternative to enhance language acquisition, due to is an integrating and experimental strategy that catches students' attention and helps students to understand the course content. It is also mention that it incorporates several elements that facilitates physical, emotional, social and cognitive development. It also mixes mind, voice and body, in order to improve clarity and creativity in communication of verbal and non-verbal ideas. In this strategy, students are the actors of their knowledge.



*Graphic 3. Role Play Activities  
Elaborated by: Acosta, M (2021)*

The role play aims to simulate a real-life situation in a classroom or educational environment. It could be done in pairs, groups around roles assigned by the teacher, where each student plays a role for a short time. In addition, during the role play performance it could be analyzed and modified attitudes. Based on the explanation above, Role Play is a method of acting out specific ways to interact with others in an imaginary situation and to promote interaction in the classroom and increase motivation. In addition, says that role playing is an activity of speaking when a person takes someone else role or put yourself in an imaginary situation (Ayuningtias, 2019).

**Debate:** The most important feature of a classroom activity is to provide an authentic opportunity for the students to get individual meanings across and utilize

every area of knowledge they have in the second or foreign language. One of the ways to encourage students to improve their speaking skill is by using debate. Debate can present opportunities for students to engage in using extended chunks of language for a purpose: to convincingly defend one side of an issue. Debate in speaking class is aimed to improve students' critical thinking and students' communication skill. By performing debate students have a lot of opportunities in practicing speaking (Widyaningsih, 2016).

In order to start a debate, it is important for teachers to take into consideration the following points, the teachers have to provide students the most engaging and meaningful topics. To start the task, those topics must be updated, the activity must be done in pairs or groups, those groups could be mixed, otherwise the groups will belong to for or against groups. One of the requirements is that the students must be knowledgeable to defend their position, debate has different techniques for example: the four corners debate, fishbowl debate, problem solving debate, think pair share debate, and so forth (Asma, 2017).

In relation to debate, (Tulungagung, 2016) mentions 5 benefits through the use of debate to enhance Oral production, they are listed as follows: 1. Foster Students' critical thinking; 2. Improve communication skills; 3. Master Questioning skill; 4. Be able to make decisions and defending ideas about any issue; 5. Connect students with academic subjects in a meaningful way; 6. Help students to implement different perspectives to solve important problems. Taking in mind some of the benefits above, debate must be practiced in the classroom, since it is required that students improve their speaking skills

**Skits (Parodies):** The author (Patmasari, 2020) advocates that it a teaching strategy that can be applied in developing communicative competence and oral language skills, it is a technique that is used to communicate and convey the message, this technique involves a huge range of activities that help students to improve comprehension, communication and creativity. Its main aim is to create dramatic situations, dialogues, role-plays or problem-solving exercises where the need to

speak is necessarily required. In addition, it is needed cooperation, creativity and communication.

Skits are activities where students are asked to adapt any parodies and represent it orally, an extend number of books can be used for this purpose, the text can be fictional, narratives, short stories, folks, myths, biographies, non- fiction and so forth. There are some characteristics in order to apply skits, they are select and limit the use of scenery and costumes, voices / gestures and facial expressions have to project the mood, there is a narrator, a physical script is used in order to interact the actor and the audience. The criteria to evaluate this kind of activities are: expression, fluency and accuracy (Widiyanto, 2015).


**Genius Hour:** It is a strategy that allows students to work on their passion, it is also said that it helps to promote creativity since it focuses on create active learners who can generate their own ideas and explore their knowledge. It develops self-confidence since it builds social skills and confidence through cooperative activities, the teacher must give students a guide in order to obtain good results in students' projects, because in this strategy, the role of the teacher is as a facilitator (Sword, 2021).

Genius hour offer students the opportunity to work in their own interests, and passions developing their own innate self – direct skills. This strategy transform students interests into project- based actions. Students decide which role they would like to have according their interests, this strategy help teachers to know more about their students' abilities, interests and motivation, The genius hour main aim is to encourage students to foster research skills, improve self-confidence, and creativity. Additionally, it is a good opportunity for students to overcome shyness, and start working independently in self- directed projects (Alqahtani, 2021).

**Study Tour:** It is an experimental educational method that has been used in recent times; it has been used for both groups and self-directed activities. This technique forces students to research about culture, territory and people, for practicing this technique, it is required to have a good classroom environment, it means inside and

outside the classroom, in order to students feel confident while speaking. In a nutshell, it is based on learning through journeys, where students learn firsthand from experience (Bafadal, 2018).

According to (Kumar, 2017) study tours are used to motivate students to gain more knowledge and experience in learning, to construct partnership with people who are learning the same, to work cooperatively, to look for the best solutions to solve problems. In order to apply this strategy is important to keep in mind, that there are different activities to take into consideration for example: presentation activities, discussion activities, analytical activities, those activities must engage students in the learning process. So, well designed activities must allow students to experience something new, experience the new knowledge, observe – reflect – contribute, and finally interact.



**STUDY TOUR IN ACTION: STEP 3.3**  
India, Algeria, and Spain exchange — Activity selection and sequencing

Workshop	Planning	Brainstorming	Brainstorming enabled key stakeholders who participated in the Study Tour to come to an agreement on scope of workshop.
		Action Planning	After the brainstorming, key stakeholders determined that it was important to conduct two workshops, one focusing on participants at the national level and the other targeted at the state level.
	Delivery	Reports Presentations Group discussions Action Planning	Reports and presentations focused on learning from the experiences of the Study Tour. Discussion-based activities yielded consensus for follow-up action planning.
	Follow-up	Report	Reporting was designed to share knowledge that emerged from the workshops.

**Graphic 4. Study Tour in Action**  
*Source: The Art of Designing and Implementing Study Tours*

## Expository Method

**Story Telling:** Zaro as cited by (Maylia, 2020) states that storytelling technique is one of the best strategies used not only for teaching English, it is also used to enhance speaking skill including all components that speaking skill involves. It is a technique that triggers students' imagination and improves creativity. It is also considered as an innovative tool to foster listening skill, and oral production, to apply Storytelling the lecturer broadly look for the best books, stories, festivals or any kind of source to put story telling in practice. this kind of technique is used at elementary school, high school and university

Similarly, (Abdelmageed, 2018) conveys that Storytelling is a task where a storyteller and story listeners interact to make a story come to, the storytelling shift facing as the dialog switches character to character, render the discourse as imaginary or realistic by listeners who are hopefully captivated by the effective tone of voice. The diversity of world literature and discourse in today's globalized world, it is very convenient to access captivating stories such as folktales, tales, magic tales, legends and so forth. It makes that storytelling technique speeds up creativity thinking, since the ideas are expressed at the beginning, in the middle and at the end of the set story. However, storytelling ought not to send as assignment, it should be done as a class activity where students work cooperatively.



*Graphic 5. Story Telling Advantages  
Elaborated by: Acosta, M. (2021)*

### **1.3 Language**

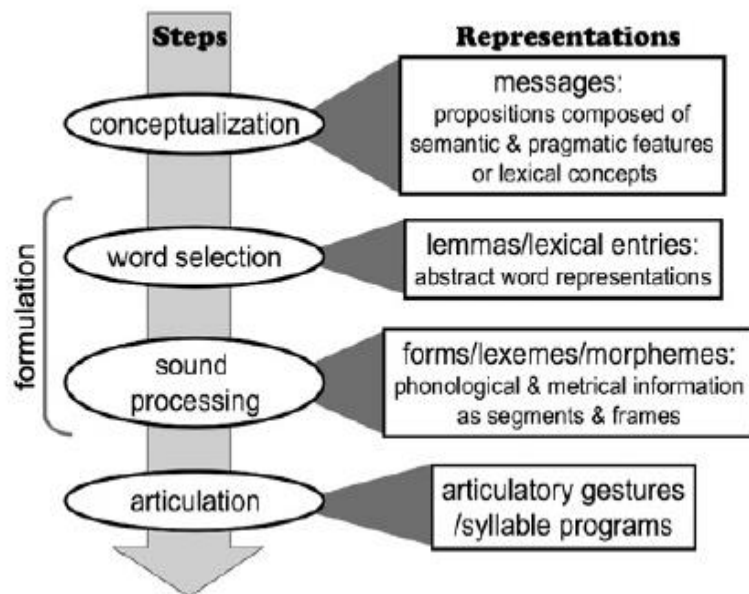
For referring to language (Crystal, 2021) emphasizes that it is a scheme of spoken, signed, or written symbols that are used by human beings to communicate or transmit a message. It is a gift of God since it helps people to express their ideas, feeling, or thoughts freely. However, humans do not only use Language, because several species can communicate using their language it could be vocal noises, movements, or signs. To add, it is also known that language interacts with every aspect of life. For the same reason, (Naccache & Sapir , 2017) indicates that language is intuitive such as mind and intelligence, it is also said that is difficult to define since there are an infinite set of sentences on our mind that needs to be produced employing symbols, signs or language to convey a message.

Similarly, (Birchenall & Müller, 2014) (Chomsky, 1957) agree with the idea that language in a child's human brain is productive. Children can form sentences with words that they have never heard. Language is a mode of communication formed by sounds, symbols, words, and grammar used in a particular area around the world. It is a set of finite or infinite sentences build upon a set of elements. "Language is purely human and non-instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols" (Sapir, 1921).

#### **1.3.1 Language Production**

According to (Golkova, 2014), Speaking and writing are defined as productive skills, or active skills, these skills are relevant in the teaching and learning process since they help to express what the students have learnt. In many of the learners, these are the most arduous of development ever seen. Productive skills are used to convey a message. This means that not only is information received, it is also "produced" to communicate orally or written, in English the skills are known as "writing and speaking". Every time that an individual prepares to learn a foreign language, it is expected that this person acquires the knowledge of the language together with the development of skills to use the language correctly.

In the field of English, technological applications have been incorporated that allow the student to develop productive skills in the language (writing and speaking) because they will allow people to communicate in English; these applications are used as part of their duties outside the classroom and should reflect evidence of their learning (Telmex, 2015). There are several strategies in order to increase oral production. Teach language in several settings, act as a good language model, comment students' ideas to follow up a conversation, use roleplaying, storytelling, skits to improve oral production, use structural language to a guided practice. (Hoque, 2015).



*Graphic 6: Major steps and representations in Language Production*  
 Source: *Handbook of Psycholinguistics* (2006)

### **Oral expression ability**

This ability has had the opportunity to be investigated thoroughly in the later years, and then the development of this skill has been relevant in the process of teaching learning a foreign language, in this case, the English language. For its complete development and training, it is necessary to link the two abilities the receptive one: hearing and the productive one: oral expression. Therefore, it is a process that depends on each other since what the speaker says (the person who encodes the



message) greatly influences what the listener (the person who codifies the message) logically it is a process in which the two parties interact in a free, dynamic way, exchanging their roles as sender and receiver.

### 1.3.2 Spoken Production

Spoken production is an action, that is shaped by different reasons that affect the way how people talk and how they convey information. The three most important aspects that affect spoken production are intentions, desires and eloquence to transmit the message. Spoken production is the communication root that people need to express what they have in mind, in other words, in an essential part in enhancing a language. In addition, spoken production is the result of joining gestures, vocal production and delivery (Marzona, 2017).

Paper	Part	Movers
Speaking	Intro	Candidate asked name and age.
	1	Describe two pictures by using short responses. Identify four differences between pictures.
	2	Understand the beginning of a story and then continue it based on a series of pictures. Describe each picture in turn.
	3	Suggest a picture which is different and explain why. Identify odd one out and give reason.
	4	Understand and respond to personal questions. Answer personal questions.

**Graphic 7. Spoken Production**

**Source: Cambridge English Young Learners- Language Assessment (2018)**

**Accuracy:** (Ellis & Barkhuizen, 2005) define accuracy as referring to how well the target language is produced concerning its rule system. Learners should focus on several aspects, such as grammatical structure, vocabulary, and pronunciation. The following indicators should be considered to assess accuracy: correct pronunciation

of both familiar and unfamiliar words. Grammatical errors must be limited and do not interfere with the message. Use cohesive devices to connect ideas. Accuracy must be developed step by step, with much patience and constant motivation to prevent children from losing interest in learning how to speak English.

In second language acquisition most teachers focus on the development of fluency rather than developing accuracy in a language, (Alimi, 2015) outlines Accuracy as the way people use the language to communicate the message using the correct grammar, it also involves pronunciation and intonation according to the target language, its main aim is to make the receiver get the message correctly and clearly focusing on the use of the correct grammar rules in order to be understood, so that the receivers of the message do not ignore of loose interest in the conversation.

**Table 5. Spoken Production / Accuracy**

SPOKEN PRODUCTION (SPEAKING ONLY)					
A1	Accuracy				
	Uses some simple structures correctly but still systematically make basic mistakes				
	1	2	3	4	5

*Source: CEFR (Common European Framework of References for Languages).*

**Fluency:** According to (Kurniaty, n/d) fluency is the ability to speak, read and write easily, meaningfully and efficiently. In sum the speaker has the ability to read, understand and respond in the learning language effectively, it is the ability to express fluently and accurately. Developing fluency is main goal that every language student would like to reach. One way to identify that a student has develop fluency in a language is when a student answer to any kind of questions and give personal opinions about any topic without hesitation.

One of the main goals for teachers to work with communicative approaches in EFL teaching when developing oral skills is to achieve fluency in oral production. (Hughes, 2017) defines fluency as the ability to express oneself reasonably intelligibly and accurately without too much hesitation; otherwise, communication could break down if listeners lose interest or have much difficulty understanding what the speaker means. To achieve this goal, teachers should train students to use

their language freely, including intonation, stress, rhythm and pauses, to express their ideas, gradually working on grammatical deficiencies that might exist.

Furthermore, (Numan, 2003) defines fluency as the ease and pace with which a learner can formulate and generate discourse in the target language. It is obtained primarily through contextual speech practice, not the use of isolated words. Includes - Producing connected speech, occasionally interrupted by hesitations as learners search for the correct form of expression. By eliminating translation and omission or at least reduction of filler words. Students must speak fluently for an adequate period, respond, and display the basic skills necessary for everyday communication.

Similarly, (Hariyanto, THE ASSESSMENT PROCEDURES OF SPEAKING FLUENCY USING RETELLING TECHNIQUE, 2016) states that fluency is the ability to express comprehensibly, practically and precisely, it is conceived as the way to measure how the learner is acquiring the language, and how well is the learner evolving. For this, there are three characteristics to identify; 1. Fluency is demonstrated when a student participates in an activity, and does it really fast. 2. It does not require whole student attention or effort; 3. It is a skill; it enhances through repetition of familiar deeds. Bearing the above in mind, to consider that a learner is fluent, the learner must articulate and produce the language without any hesitation, taking into account that fluency is based on practice and repetition.

**Table 6. Spoken Production / Fluency**

SPOKEN PRODUCTION (SPEAKING ONLY)					
A1	Fluency				
	Can make him/ herself understood in very short utterances, even though pauses, false starts and reformulation are very evident.				
	1	2	3	4	5

*Source: CEFR (Common European Framework of References for Languages).*

### 1.3.3 Oral Production

According to (Bygates, 1991) Oral Production is basically the ability that a human being has to communicate fluently and accurately with other people apart from form sentences in diverse kind of situations. Oral Production is the mode how people

transmit the information that they want to share with others, for example their thoughts and beliefs during a conversation. It is important to mention that Oral Production is produced in the left-brain hemisphere, whereas, the right hemisphere focuses on recognize forms, pictures, images, so coordination is an important part in order to link input with output information (Piestrak, 1990).

Similarly, (Aguilar, 2019) states that Oral Production is the development of different abilities in order to communicate efficiently in the environment that every human being grow up, it includes social environments that force people to communicate. To enhance and increase oral production, it is important to consider the range of the words that it is going to be used in the speech, the message that is going to be transmitted, since the ideas must be well articulate and organized to succeed in Oral Production. In a nutshell, (Villalobos, 2015) defines Oral Production as the way how the information is shared orally in a perfect mode.

### **1.3.3.1 Oral Production Elements**

**Vocabulary** (Teachers, 2012) Affirms that Vocabulary is a set of words which form part in a language which can be involved in productive and receptive skills, it is considered as an important base to acquire a language, vocabulary improvement becomes from being expose to the language, however few words of spoken vocabulary have been heard or listened in people's life. Vocabulary has to be taught as follows: individual words, using word teaching strategies, lexical chunks, using word games, expose to meaningful and authentic material, word banks / word band, chain game and so forth.

For the same reason (Avila, 2018) defines Vocabulary as a group of words that are required in order to communicate ideas, however, it is important to mention that vocabulary acquisition is not only to limit a word to one meaning since vocabulary is used depending on the context, due to a word has different synonyms which help learners to increase their vocabulary during the learning process. It is also mention that learning a vast range of vocabulary make students to succeed in learning a

second language, as consequence students are able to use the language fluently and accuracy.

**Grammar:** For (Rosselli, 2020) grammar expansion is observed at the age of 3, it is observed in simple sentences which are produced with time and effort, through the time sentences become more complex and longer, the grammatical development occurs in the left cerebral hemisphere, where language skills are, however, superior grammatical abilities improve in the Broca`s area, so grammatical development has significant biological basis. One of the advantages that grammatical improvement establishes is the relation between the agent and the patient, where the agent is the who and the patient is to whom.

Grammar is the way how to join words correctly to form sentences with the purpose of having comprehensive oral production. Grammar includes two components: syntax and morphology the first one studies the rules to form logical sentences, and the second one is the mechanism of the word`s formation. Grammar is an oral production component that help learners to form and compound complex and consolidated sentences that help learners to have fluent and coherence in communication (Avila, 2018).

**Pronunciation** The author (Gilakjani, 2016) states that pronunciation is one of the most difficult skills to enhance in the production of the English sounds. Thus, people have to spend a lot of time improving it. Because pronunciation is the base for better understanding in language learning process. Pronunciation involves sounds, syllables, stress patterns, accent, and rhythm, however some of these main features are not well recognized and learn when learning pronunciation. The key role for the teacher is to focus on pronunciation patterns because pronunciation is responsible for the production of sounds which are used to give meaning to the words.

In addition, (Basurto, 2014) mentions that pronunciation is one of the most important aspects while a person is learning a foreign language, because having an adequate pronunciation make the person`s message be understood, it is also considered as the action of producing sounds of the speech in order to convey a message. It is vital for oral production, when a person is learning a language all

pronunciation errors must be corrected because if the teacher do not do that, students are going to fossilize the bad pronunciation and that carry several problems during oral communication. Otherwise, Pronunciation has to be managed in the classroom, emphasizing in correcting pronunciation errors. For that reason, English teachers are considered as the best input for learning a language, because is the only way that students are exposed and get familiar with the language.

**Interaction:** According to this, (Hanen, 2016) advocates that Interaction starts from birth, because every baby born starts to communicate through sounds, actions, eye gaze, and gestures to which adults respond verbally, in that moment interaction start, through interaction every human being starts to learn a number of skills that help them to have memorable conversations. It is important to list some important points in order to enhance interaction. For example: be sure that the interaction is fun and relevant for the learner; promote enthusiasm during the communication; Keep on the conversation using key words. Consequently, engagement is really important to have good interaction.

Interaction according to (Zhang, 2009) is the way how people exchange roles during a conversation, and it is also the form how the conversation flows in order to be understood. Interaction is part of class pedagogy since the environment requires face to face interaction, where the students make their great effort in order to produce an understandable output, some of the following aspects can affect interaction, for example: lack of vocabulary, syntactic, contextual or cultural differences. Having in mind the information above, it is necessary to implement meaningful input to gain a good output, in other words an excellent students' performance during activities that required interaction.

#### **1.4 Foundation of the State of Art**

This research project is focusing on Social – Constructivism Theory, since Social – constructivism features the importance of culture and context in facilitating sense on what happens in society and how it influences in constructing knowledge, bearing the above in mind, Social – Constructivism means reality or authentic, since human beings construct the knowledge through experiences and reality based on

social contexts, it is the result of what human beings have as input in human interaction, which aids individuals to create meanings. As consequence, the human being is transformed in a competent and potential individual, who can create and construct learning and knowledge, in this way, the learning process becomes dynamic and original (Nwasor, 2013).

The author (Shibley, 2005) considers that boys and girls, men and women are similar in most psychological areas and are much more similar than they are different. (Eccles & Midgley, 1990) and (Hyde, 2005) agree with Shibley in stating that scientific evidence shows that psychological differences between girls and boys result from gender socialization and that boys and girls have more similarities than differences. (Eliot, 2013) suggests that minor biological differences between gender, at an early age, are increased by the socialization of girls and boys. It is true, for example, in the spatial skills of boys who, being more physically active than girls, promote their spatial skills. On the other hand, girls develop their motor skills earlier than boys, which helps develop verbal and written skills.

Regardless of Gender, it is mention that boys and girls have different learning styles attributes, some male students are more visual, tactual, and kinesthetic, while female students are more auditory. On the other hand, females are quieter and broadly interested in learning new things, however, boys are more open-minded in the areas of motivation, persistence, structure, and peer-oriented. That means that, in teaching English, student-centered methodological strategies should be used in order to develop cognitive processes, encourage autonomous learning while promoting boys' and girls' integration. It is also considered that the English language is a way of exposing young students to different cultural manifestations, to know diverse points of view (Cantero, 2011).

The following research project carried out by (Mojica, 2017) titled “A Learning Experience of the Gender Perspective in the English Teaching Context” studied how gender influences learning. In this research project, 18 Colombian teachers participated (13 women and 5 men), the teachers belonged to a Master program from the University of Bogota. This study describes the design and the implementation of the gender approach and the influence on the teaching learning

process in a foreign language acquisition, the aim of the study was to identify different ways in which gender has been involved in English language teaching. After implementing the course, the studies revealed that gender is a prominent issue in education since it offers teachers educational strategies from social, communicative and educational perspective.

Another researcher (Hernandez, 2017) conducted a study called “Integrating Gender and Development (GAD) in the classroom” the main aim of the study was to assess the effects of Gender – Based differentiate instruction on academic performance. In the study 48 students participate (twenty – four male and twenty – four female students) who belonged to Lucsuhin National High School, it was an experimental and descriptive design where a pre test and post test was undertaken, two questionnaires were elaborated in order to apply and get the results from the study. The results revealed that Gender- based strategies are highly recommended to apply in any subject area; teachers must use different strategies in order to promote talent and cover learning needs of every student.

The study called “Authentic Task to Foster Oral Production Among English as a Foreign Language Learners” assures that Oral production is a challenge when learning a language. In the above study done by (Ramirez, 2018), the main objective of the study was to find optimal strategies to enhance oral production it also examined the effects of authentic material to enhance oral production. To carry out the study a group of students from 10<sup>th</sup> grade in a high school in Colombia participated. The following instruments were applied in order to collect the data: filed notes, video recordings with transcripts, interviews. Once the data was collected, it revealed that authentic material enhance oral production, it means that students were actively involved in the task and that students were able to take their own decisions and they were able to evaluate themselves or develop a peer evaluation.



## **1.5 Chapter I Conclusions**

From the research done, it can be concluded that true gender equity and the promotion of equality between boys and girls will only be achieved to the extent that teachers, educational institutions, families, and society generally accept the fact that boys and girls are different. That male and female brains learn differently, see life differently, and should be treated as such. These differences should serve as a basis for reviewing education in order to lead it toward the reality and needs and interests of boys and girls, seeking equal rights and opportunities, eliminating discrimination and encouraging students to realize that there is no one predominant gender, but that one and the other are complementary and equally important.

Gender-based teaching strategies enable the development of male and female students' oral English skills alike, encourage their class participation, and allow students to acquire transferable and reusable skills in other contexts. They succeed in developing awareness of the need to promote and maintain gender equity through group activities that encourage cooperative work. This approach changes the passive role of students from being mere receivers of information to become active actors in their learning, awareness and attitudinal change towards a world of respect and integration.

Within the framework of student-centred socio-constructivist theories, genre-based teaching strategies promote peer interaction and collaboration, and their activities are entirely in line with the principles of the communicative approach currently in force in language learning. Implementing these strategies may require extra effort at first, but it will pay off when teachers realize that the EFL classroom is the appropriate medium for broadening students' worldview and promoting gender equity and unrestricted respect between boys and girls. Children are motivated when they are engaged in activities they enjoy and, under these circumstances, are more likely to express themselves verbally, thus fulfilling the objectives of this project.

## **CHAPTER II**

### **PROPOSAL**

#### **2.1 Proposal Topic**

“Gender - Based Teaching Strategies to improve the Oral Production”

#### **2.2 Objectives**

- To design a proposal based on Gender – Based Strategies to improve Oral Production.
- To evaluate a proposal based on Gender – Based Strategies to improve Oral Production.

#### **2.3 Justification**

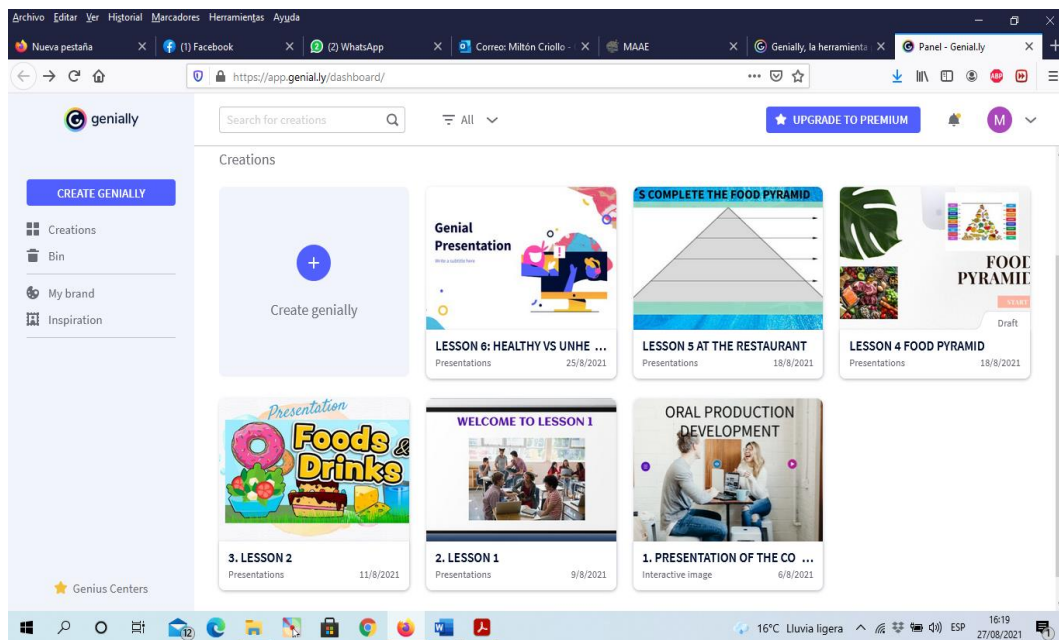
The school is where children spend a substantial part of their time from an early age; it is here where they have to learn to live together in harmony. Therefore, teachers' responsibility is to impart knowledge and promote values and attitudes in children that will shape their identity as human beings respectful of their peers regardless of their origin, race or gender, so learners become social actors in the community. Becoming sociable help learners to adapt to new educational trends, which help them to overcome second language learning issues, one of them is to develop oral production. Bearing the above in mind, a proposal was design in order to benefit learners learning process. This proposal is based on Gender – Based Strategies that is an innovative method that propel Oral Communication. The selected strategies are some of the most effective for the age and background of the students, for that reason, the strategies were carefully chosen,

## 2.4 Proposal Development

### 2.4.1 Proposal components

The following proposal has 6 units which belong to an English course based on Gender – Based Teaching Strategies to improve Oral Production. The strategies used in this proposal are skits, role plays, debates, and the study tour, these strategies help learners to improve vocabulary, grammar, pronunciation and interaction which are elements of oral production. The units are displayed in **Genially** and **Padlet** which are free apps that are used for educational purposes, this apps were chosen due to their interactives and easy handle. Since the COVID 19<sup>th</sup> has spread around the world, the education has changed, forcing teachers to search for the best ways to transmit knowledge and see the product of it. As consequence, it was a need to use Apps to apply the proposal.

*Graphic 8: Genially Content.*



Gender – Based Strategies is adapted in each Unit.

*Table 7. Gender – Based Teaching Strategies Contents to improve Oral Communication.*

Unit N°	Theme	Aim	Time	Resources	Gender – Based Teaching Strategy	Oral Production Elements
1	Kitchen tools	By the end of the lesson, students will be able to <ul style="list-style-type: none"> <li>✓ Interchange information orally by using new vocabulary and complete sentences demonstrating good pronunciation while speaking.</li> <li>✓ improve their level of pronunciation of English sounds.</li> </ul>	8 HOURS	Computer Cellphone Internet Students´ and teacher´s book	Role-playing	Grammar / Vocabulary and pronunciation.
2	Food and drink	By the end of the lesson, students will be able to <ul style="list-style-type: none"> <li>✓ Pronounce English sounds to describe some objects in a clear and understandable way.</li> <li>✓ Describe pictures by applying syntax (grammar rules) to make oral production meaningful and coherent.</li> </ul>	8 HOURS	Computer Cellphone Internet Students´ and teacher´s book	Genius hour	Grammar and vocabulary
3	Cooking dishes	By the end of the lesson students will be able <ul style="list-style-type: none"> <li>✓ Create a short video by using utensils, food and verbs related with cooking.</li> </ul>	8 HOURS	Computer Cellphone Internet	Discussion	Interaction and vocabulary

		✓ Communicate ideas clearly.		Students´ and teacher´s book		
4	The food pyramid	By the end of the lesson students will be able to: ✓ Create a short skit related to the food pyramid by using all vocabulary learnt. ✓ Interact actively in an easy and clear mode.	8 HOURS	Computer Cellphone Internet Students´ and teacher´s book	Skit	Vocabulary and pronunciation
5	At the restaurant	By the end of the lesson students will be able to: ✓ Interact, follow and understand short conversations ✓ Use expressions appropriately. ✓ Share ideas with peers by using a fluent and comprehensible English pronunciation and vocabulary.	8 HOURS	Computer Cellphone Internet Students´ and teacher´s book	Role play	Pronunciation and interaction
6	Healthy Vs Unhealthy food	By the end of the lesson, students will be able ✓ To share ideas and defend them by giving supporting reasons in a fluent and comprehensible form.	8 HOURS	Computer Cellphone Internet Students´ and teacher´s book	Debate	Interaction

*Elaborated by: Acosta, M (2021)*

## **2.4.2 Proposal Explanation**

The proposal titled “Gender - Based Teaching Strategies to improve the Oral Production” contains a set of six lesson plans.

### **Gender – Based Teaching Strategies to improve Oral Communication (Online)**

#### **Lesson Plan Unit 1:**

**Kitchen tools.** Gender – Based Teaching Strategies have been used in this unit to scope the main goal of this research project which is to improve English- Oral Production using Gender – Based Teaching Strategies. The activities displayed in this lesson plan are adapted to Gender – Based Teaching Strategies and Online Learning due to COVID 19 pandemic, the teacher and students have access to Genially and Padlet activities where they can find videos, links, and activities. Additionally, through this kind of activities students can overlook the pandemic situation and the lack of face-to-face interaction, because of the innovative activities. As a consequence, students take just a token of what Gender – Based Teaching Strategies can do for them to improve Oral Production. Moreover, with these activities, students increase social interaction, independence, peer work, and group work. The activities have a self-assessment and the educator’s rubric (displayed in Annex 4).

### **Gender – Based Teaching Strategies to improve Oral Communication (Online)**

#### **Lesson Plan Unit 2:**

**Food and Drink.** Gender – Based Teaching Strategies have been used in this unit to scope the main goal of this research project which is to improve English- Oral Production using Gender – Based Teaching Strategies. The activities displayed in this lesson plan are adapted to Gender – Based Teaching Strategies and Online Learning due to COVID 19 pandemic, the teacher and students have access to Genially and Padlet activities where they can find videos, links, and activities. Additionally, through this kind of activities students can overlook the pandemic situation and the lack of face-to-face interaction, because of the innovative activities. As a consequence, students take just a token of what Gender – Based

Teaching Strategies can do for them to improve Oral Production. Moreover, with these activities, students increase social interaction, independence, peer work, and group work. The activities have a self-assessment and the educator's rubric (displayed in Annex 4).

### **Gender – Based Teaching Strategies to improve Oral Communication (Online)**

#### **Lesson Plan Unit 3:**

**Cooking Dishes.** Gender – Based Teaching Strategies have been used in this unit to scope the main goal of this research project which is to improve English- Oral Production using Gender – Based Teaching Strategies. The activities displayed in this lesson plan are adapted to Gender – Based Teaching Strategies and Online Learning due to COVID 19 pandemic, the teacher and students have access to Genially and Padlet activities where they can find videos, links, and activities. Additionally, through this kind of activities students can overlook the pandemic situation and the lack of face-to-face interaction, because of the innovative activities. As a consequence, students take just a token of what Gender – Based Teaching Strategies can do for them to improve Oral Production. Moreover, with these activities, students increase social interaction, independence, peer work, and group work. The activities have a self-assessment and the educator's rubric (displayed in Annex 4).

### **Gender – Based Teaching Strategies to improve Oral Communication (Online)**

#### **Lesson Plan Unit 4:**

**The Food Pyramid.** Gender – Based Teaching Strategies have been used in this unit to scope the main goal of this research project which is to improve English- Oral Production using Gender – Based Teaching Strategies. The activities displayed in this lesson plan are adapted to Gender – Based Teaching Strategies and Online Learning due to COVID 19 pandemic, the teacher and students have access to Genially and Padlet activities where they can find videos, links, and activities. Additionally, through this kind of activities students can overlook the pandemic situation and the lack of face-to-face interaction, because of the innovative activities. As a consequence, students take just a token of what Gender – Based

Teaching Strategies can do for them to improve Oral Production. Moreover, with these activities, students increase social interaction, independence, peer work, and group work. The activities have a self-assessment and the educator's rubric (displayed in Annex 4).

### **Gender – Based Teaching Strategies to improve Oral Communication (Online)**

#### **Lesson Plan Unit 5:**

**At the Restaurant.** Gender – Based Teaching Strategies have been used in this unit to scope the main goal of this research project which is to improve English-Oral Production using Gender – Based Teaching Strategies. The activities displayed in this lesson plan are adapted to Gender – Based Teaching Strategies and Online Learning due to COVID 19 pandemic, the teacher and students have access to Genially and Padlet activities where they can find videos, links, and activities. Additionally, through this kind of activities students can overlook the pandemic situation and the lack of face-to-face interaction, because of the innovative activities. As a consequence, students take just a token of what Gender – Based Teaching Strategies can do for them to improve Oral Production. Moreover, with these activities, students increase social interaction, independence, peer work, and group work. The activities have a self-assessment and the educator's rubric (displayed in Annex 4).

### **Gender – Based Teaching Strategies to improve Oral Communication (Online)**

#### **Lesson Plan Unit 6:**

**Healthy Vs unhealthy food.** Gender – Based Teaching Strategies have been used in this unit to scope the main goal of this research project which is to improve English-Oral Production using Gender – Based Teaching Strategies. The activities displayed in this lesson plan are adapted to Gender – Based Teaching Strategies and Online Learning due to COVID 19 pandemic, the teacher and students have access to Genially and Padlet activities where they can find videos, links, and activities. Additionally, through this kind of activities students can overlook the pandemic situation and the lack of face-to-face interaction, because of the innovative activities. As a consequence, students take just a token of what Gender – Based



Teaching Strategies can do for them to improve Oral Production. Moreover, with these activities, students increase social interaction, independence, peer work, and group work. The activities have a self-assessment and the educator's rubric (displayed in Annex 4).

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GENDER - BASED  
TEACHING STRATEGIES TO  
IMPROVE THE ORAL  
PRODUCTION"

# Contents



## UNIT 1:

KITCHEN TOOLS

## UNIT 2:

FOOD AND DRINK

## UNIT 3:

COOKING DISHES

## UNIT 4:

THE FOOD PYRAMID

## UNIT 5:

AT THE RESTAURANT

## UNIT 6:

HEALTHY VS UNHEALTHY FOOD.

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*Latacunga – Ecuador*

<b>Lesson Plan N°</b>	One
<b>Subject</b>	English – Movers
<b>Topic</b>	Kitchen tools
<b>Description</b>	Students will be separated into homo and heterogeneous groups, using gender-based teaching strategies to practice pronunciation and distinguish the difference between Spanish and English sounds.
<b>Time required</b>	40 minutes.
<b>Students</b>	16 Students. Boys (8), girls (8).
<b>Strategies</b>	<p><b>Gender-based teaching strategy:</b> Role-playing</p> <p><b>Oral production element (s):</b> Grammar and Vocabulary - pronunciation.</p> <p><b>Cooperative Learning:</b> Group work</p>
<b>Materials required</b>	<p>Audio - Video</p> <p>Students ‘modules from MINEDUC, handout N°2.</p> <p>Computer – Tablet – Cellphone (Any Mobile Device)</p> <p>Internet connection</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>✓ English Pedagogical Module 2 Fifth Grade EGB p.12, YouTube video: <a href="https://www.youtube.com/watch?v=_vMf0L4Mbec">https://www.youtube.com/watch?v=_vMf0L4Mbec</a></li> <li>✓ Presentations: genially app <a href="https://view.genial.ly/6106d75b8bbd730db039c64e/presentation-projection-presentation">https://view.genial.ly/6106d75b8bbd730db039c64e/presentation-projection-presentation</a></li> <li>✓ Jam board presentation: <a href="https://jamboard.google.com/d/195P7tpkIhu745FbwLPeAQ1ay3Qz67RPIPL72b86O200/edit?usp=sharing">https://jamboard.google.com/d/195P7tpkIhu745FbwLPeAQ1ay3Qz67RPIPL72b86O200/edit?usp=sharing</a></li> <li>✓ Handout N° 1 and 2: <a href="https://drive.google.com/file/d/1xXYOyS_Uxje5UNBH7bWkbC4Y4OPWtAti/view?usp=sharing">https://drive.google.com/file/d/1xXYOyS_Uxje5UNBH7bWkbC4Y4OPWtAti/view?usp=sharing</a></li> <li>✓ Name pickers: <a href="https://www.online-stopwatch.com/random-name-pickers/">https://www.online-stopwatch.com/random-name-pickers/</a></li> </ul>
<b>Aims</b>	By the end of the lesson, students will be able to

	<ul style="list-style-type: none"> <li>✓ Interchange information orally by using new vocabulary and complete sentences demonstrating good pronunciation while speaking.</li> <li>✓ To improve their level of pronunciation of English sounds.</li> </ul>
<b>Useful language</b>	<p>Textual and oral knowledge, rhetorical and conversational organization, and the correct use of grammar and vocabulary.</p> <p><b>Nouns:</b> Frypan, microwave, coffee maker, rolling pin, toaster, stove.</p> <p><b>Verbs:</b> Cook, use, make, mix. blend.</p> <p><b>Expressions:</b> This utensil is used to..... This is a/an</p>
<b>Introductory Part</b>	Elicit students into the topic through the use of some pictures. The teacher will use Genially.com, Jam board, zoom, and WhatsApp groups to carry out the class.
<b>LESSON DEVELOPMENT</b>	
Comprehension of the student's development in the classroom.	
<ul style="list-style-type: none"> <li>✓ Students look at a picture about the kitchen room (ppt), identify the place, and describe it.</li> <li>✓ Then students answer the teacher's question: <ul style="list-style-type: none"> <li>○ Do you know about some kitchen supplies we use? <ul style="list-style-type: none"> <li>▪ Yes, I know</li> <li>▪ No, I don't know. I would like to learn them.</li> </ul> </li> <li>○ Can you mention some utensils?</li> </ul> </li> <li>✓ Students watch the video "kitchen utensils" twice. <a href="https://www.youtube.com/watch?v=vMfOL4Mbec">https://www.youtube.com/watch?v=vMfOL4Mbec</a></li> <li>✓ After that, students read some descriptions on genially app presentation and try to guess which kitchen utensil is?</li> <li>✓ Students associate descriptions with pictures of utensils.</li> <li>✓ Students listen to the pronunciation of new vocabulary and practice it.</li> <li>✓ Students pronounce new words silently and loud.</li> <li>✓ Students look at some pictures, identify them and pronounce their names.</li> <li>✓ The teacher checks students' performance by asking them to complete Handout N° 1 on a jam board and share information with the whole class.</li> </ul>	

- ✓ Students compare their previous work with the teacher's material.
  - ✓ Students answer some questions to check understanding.
    - It is used for frying food? What is this?
    - It is a fry pan
    - It is used for Cooking in steam and by pressure. What is this?
    - It is a pressure cooker
  - ✓ Students participate in breakout rooms: one group of girls (4 p/g), one group of boys (4p/g), and two groups of girls and boys (2 boys and 2 girls p/g) to encourage them to practice associating descriptions with new terms.
  - ✓ Students in breakout rooms select four utensils to describe in class.
  - ✓ Students interact and take their time to practice by using the chain game: student A asks student B, student B asks student C, student C asks student D and student D asks student A.
  - ✓ Students listen to their partners' descriptions, select the correct picture provided in Handout N° 2 show them on the screen, and pronounce its name.
    - It is used for frying food? What is this?
    - It is a fry pan
    - It is used for Cooking in steam and by pressure. What is this?
    - It is a pressure cooker.
  - ✓ Students join the main room
  - ✓ Students present their activity in the main room. (Teacher will use name pickers to select the order for the presentations). Each group will present four objects description in class.
  - ✓ Students look at a group of pictures related to kitchen utensils and identify the one that does not fit with the others and give reasons. (Movers exam activity)
- HOMEWORK***
- ✓ Students work individually and record a short video by describing the name of four learned utensils they have at home and upload the video at Padlet.

<b>Indicators of gender responsiveness</b>	Both Girls and boys are allowed to work actively in short dialogues. Both Girls and boys have the opportunity to ask and answer questions. Both Girls and boys participate in the role play.
<b>Things to remember</b>	
<ul style="list-style-type: none"> <li>a. At the end of the class, ask students questions such as: <ul style="list-style-type: none"> <li>i. What do you have to say to start your video? (greeting/ name/ topic).</li> <li>ii. How many utensils are you going to describe?</li> <li>iii. Where are you going to upload your video?</li> </ul> </li> </ul>	
<b>Conclusion</b>	The teacher emphasizes the need for both girls and boys to actively take part in any situation about daily life.

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**Latacunga – Ecuador**

<b>Lesson Plan N°</b>	Two
<b>Subject</b>	English – Movers
<b>Topic</b>	Food and drink
<b>Description</b>	✓ To improve the pronunciation and grammar of English in male and female students by separating them into four homogeneous groups and using gender-based teaching strategies
<b>Time required</b>	40 minutes.
<b>Students</b>	16 Students. Boys (8), girls (8).
<b>Strategies</b>	<b>Gender-based teaching strategy:</b> Genius hour <b>Oral production element (s):</b> Grammar and vocabulary <b>Cooperative Learning:</b> Group work
<b>Materials required</b>	Audio - Video Students ‘modules from MINEDUC, handout N°1. Computer – Tablet – Cellphone (Any Mobile Device) Internet connection
<b>Resources</b>	✓ English Pedagogical Module 2 Fifth Grade EGB p.12, YouTube video: <a href="https://www.youtube.com/watch?v=MPb5s1N8Hvg">https://www.youtube.com/watch?v=MPb5s1N8Hvg</a> Presentations: genially app, Pdf. Handout, WhatsApp. <a href="https://view.genial.ly/610862023978c30d6973abd1/presentation-3-lesson-3">https://view.genial.ly/610862023978c30d6973abd1/presentation-3-lesson-3</a> KAHOOT: <a href="https://kahoot.it/challenge/06799156?challenge-id=d593d602-337c-43d0-8f5e-66f3303f0cd1_1628629430266">https://kahoot.it/challenge/06799156?challenge-id=d593d602-337c-43d0-8f5e-66f3303f0cd1_1628629430266</a> Jam board presentation: <a href="https://jamboard.google.com/d/1w9XzF0gUshCmEcwYoFV_VYB1jzsEFeycr-xw3V2sHQqo/edit?usp=sharing">https://jamboard.google.com/d/1w9XzF0gUshCmEcwYoFV_VYB1jzsEFeycr-xw3V2sHQqo/edit?usp=sharing</a> ✓ Live worksheet: <a href="https://es.liveworksheets.com/4-ux54006fy">https://es.liveworksheets.com/4-ux54006fy</a> ✓ Name pickers: <a href="https://wheelofnames.com/">https://wheelofnames.com/</a>
<b>Aims</b>	By the end of the lesson, students will be able to ✓ Pronounce English sounds to describe some objects in a clear and understandable way. ✓ Describe pictures by applying syntax (grammar rules) to make oral production meaningful and coherent.



<b>Useful language</b>	<p>Textual and oral knowledge, rhetorical and conversational organization, and the correct use of grammar and vocabulary.</p> <p><b>Nouns:</b> Cheese, coffee, milkshake, noodles, pancake, salad, sandwich, sauce, soup, tea, vegetable.</p> <p><b>Grammar:</b> There is/are + Some, No, A lot of, Any.</p>
<b>Introductory Part</b>	<p>Make a brief review of some important aspects from the previous class. Elicit students into the topic through the use of some pictures.</p>
<p><b>LESSON DEVELOPMENT</b></p> <p>Comprehension of the student's development in the classroom.</p>	
<p>Before starting the new lesson.</p> <ul style="list-style-type: none"> <li>✓ Students answer to some questions about the use of kitchen tools. <ul style="list-style-type: none"> <li>○ What is this?</li> <li>○ It is a toaster.</li> <li>○ What is a toaster used for?</li> <li>○ It is used for making toast.</li> </ul> </li> <li>✓ Students read a list of words related to kitchen tools and find the one that is different "odd one out" by explaining some reasons (Movers). <ul style="list-style-type: none"> <li>○ Coffee- maker, toaster, blender, rolling pin.</li> <li>○ Microwave, pot, fry-pan, pressure cooker.</li> </ul> </li> </ul> <p>New lesson activities</p> <ul style="list-style-type: none"> <li>✓ Students listen to a song about There is / there are. It is played for getting students familiarized with the topic. <a href="https://www.youtube.com/watch?v=MPb5s1N8Hvg">https://www.youtube.com/watch?v=MPb5s1N8Hvg</a></li> <li>✓ Students mention some words that they could identify from the lyrics of the song.</li> <li>✓ The teacher reads the lyrics song and emphasizes in the grammar points by speaking up.</li> <li>✓ Students recognize some grammatical patterns presented in the song and their correct use.</li> <li>✓ The teacher asks students to read the paragraph about meals, first turn boys and then girls and a third time both, boys and girls.</li> <li>✓ Students identify some food vocabulary in the lecture and then they discuss meanings. E.g.: I think, it is spaghetti, because it has tomato sauce, cheese.... In my opinion, it is lasagna, because it contains, mozzarella cheese, tomatoes sauce....</li> <li>✓ Students look at some pictures where food is presented in specific quantities and then they try to describe them.</li> <li>✓ Students get familiar with quantifiers: some, any, no, a lot of.</li> </ul>	

- ✓ Students look again at the previous images and describe them orally by using the new grammar structures.
  - ✓ Students look at some other pictures read their descriptions and choose the correct answer by playing Kahoot.  
[https://kahoot.it/challenge/06799156?challenge-id=d593d602-337c-43d0-8f5e-66f3303f0cd1\\_1628629430266](https://kahoot.it/challenge/06799156?challenge-id=d593d602-337c-43d0-8f5e-66f3303f0cd1_1628629430266)
  - ✓ Students answer some questions proposed by the teacher.
    - Why did you choose that answer?
    - Why this option is correct?
    - Why the others are incorrect?
  - ✓ Students participate in breakout rooms: two groups of girls (4 p/g), two groups of boys (4p/g) to create a new project about a new set of ingredients they need for a new dish.
  - ✓ Students in breakout rooms share ideas about some interesting ingredients, quantities and a creative and funny name for the dish.
    - Some potatoes and corn, a lot of soda and candies, any milk, some oranges
    - For preparing sweet potatoes in soda.
  - ✓ Students interact and take their time to participate by using the chain game: student A asks student B, student B asks student C, student C asks student D and student D asks student A.
  - ✓ Students complete Handout N°4 in a jam board presentation by making a list of ingredients and writing a funny name for the dish.
  - ✓ Students join the main room
  - ✓ Students present their activity in the main room, explain the ingredients, why did they choose them and why did they give the name for the dish.
  - ✓ Students' participation will be established by using name pickers (wheel of names).
- HOMEWORK***
- ✓ The teacher will provide students a link in Zoom to work on the homework asynchronously.
  - ✓ Students work asynchronously in the same groups to complete handout N°2 in Live worksheet: <https://es.liveworksheets.com/4-ux54006fy>
  - ✓ Students send audio about their completed work via WhatsApp into the group.

<b>Indicators of gender responsiveness</b>	Both Girls and boys are allowed to work actively in short dialogues. Both Girls and boys have the opportunity to ask and answer questions. Both Girls and boys participate in the audio recording.
<b>Things to remember</b>	
<p>b. At the end of the class, ask students questions such as:</p> <ul style="list-style-type: none"> <li>i. What do you have to say to start your audio? (greeting/ name/ description).</li> <li>ii. Where are you going to upload your recorder?</li> </ul>	
<b>Conclusion</b>	The teacher emphasizes the need for both girls and boys to actively take part in any situation about daily life.

Reading:

Hi friends! My name is Alice, do you want to know about my favorite meals during a day? O.K. Let's start, first I always have different food for breakfast but, my favorite one includes some cheese sandwiches and a lot of coffee or milkshake, secondly, for lunch time, I like no soup but, I love to eat some noodles with sauce and a lot of salad. Finally at dinner I really enjoy some pancakes or vegetables and some tea. Yummy! It is really healthy and delicious!

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<b>Lesson Plan N°</b>	Three
<b>Subject</b>	English – Movers
<b>Topic</b>	Cooking dishes
<b>Description</b>	To apply discussion activities in male and female students by separating them in two homogeneous groups and two heterogeneous groups, in order to foster their ability to express ideas clear and appropriately.
<b>Time required</b>	40 minutes.
<b>Students</b>	16 Students. Boys (8), girls (8).
<b>Strategies</b>	<p><b>Gender-based teaching strategy:</b> Discussion</p> <p><b>Oral production element (s):</b> Interaction and vocabulary</p> <p><b>Cooperative Learning:</b> Group work</p>
<b>Materials required</b>	<p>Audio - Video</p> <p>Students 'modules from MINEDUC, handout N°1.</p> <p>Computer – Tablet – Cellphone (Any Mobile Device)</p> <p>Internet connection</p>
<b>Resources</b>	<ul style="list-style-type: none"> <li>✓ English Pedagogical Module 2 Fifth Grade EGB.</li> <li>✓ Kahoot game: <a href="https://kahoot.it/challenge/02841503?challenge-id=d593d602-337c-43d0-8f5e-66f3303f0cd1_1629194925550">https://kahoot.it/challenge/02841503?challenge-id=d593d602-337c-43d0-8f5e-66f3303f0cd1_1629194925550</a></li> <li>✓ Ppt. presentation / GOGLE DRIVE <a href="https://docs.google.com/presentation/d/13mDB9hoQnnBmqG14e9NXIn9Uaf2EvBCp/edit?usp=sharing&amp;ouid=108386584255078694409&amp;rtpof=true&amp;sd=true">https://docs.google.com/presentation/d/13mDB9hoQnnBmqG14e9NXIn9Uaf2EvBCp/edit?usp=sharing&amp;ouid=108386584255078694409&amp;rtpof=true&amp;sd=true</a></li> <li>✓ YouTube video: <a href="https://www.youtube.com/watch?v=4YB-y4hakN8">https://www.youtube.com/watch?v=4YB-y4hakN8</a></li> <li>✓ Vizia interactive videos: <a href="http://vizia.co/videos/82be9cb5edb1cac9bd0384/share">http://vizia.co/videos/82be9cb5edb1cac9bd0384/share</a></li> <li>✓ Jam board presentation: <a href="https://jamboard.google.com/d/16z9YbzpYwC9bh0J2ZXxnzOvfH9FTWZ0J7US3LoFjjos/edit?usp=sharing">https://jamboard.google.com/d/16z9YbzpYwC9bh0J2ZXxnzOvfH9FTWZ0J7US3LoFjjos/edit?usp=sharing</a></li> <li>✓ Zoom sessions for small groups.</li> <li>✓ PADDLET: <a href="https://padlet.com/miriamacosta2730/Bookmarks">https://padlet.com/miriamacosta2730/Bookmarks</a></li> </ul>
<b>Aims</b>	<p>By the end of the lesson students will be able</p> <ul style="list-style-type: none"> <li>✓ Create a short video by using utensils, food and verbs related with cooking.</li> <li>✓ Communicate ideas clearly.</li> </ul>

<b>Useful language</b>	<p>Textual and oral knowledge, rhetorical and conversational organization and the correct use of grammar and vocabulary.</p> <p><b>Nouns:</b> potatoes, bananas, apples, carrots.</p> <p><b>Verbs:</b> peel, fry, mix, bake, toast, chop, slice.</p> <p><b>Sequence connectors:</b> first, second, then, next, after that, finally</p>
<b>Introductory Part</b>	<p>Students brainstorm and reinforce their previous knowledge. Elicit students into the topic through the use of some pictures. The teacher will use power point presentations, zoom, and WhatsApp groups to carry out the class.</p>
<p><b>LESSON DEVELOPMENT</b> Comprehension of the student's development in the classroom.</p>	
<p>Before starting the new lesson.</p> <ul style="list-style-type: none"> <li>✓ Students complete a graphic organizer with some ideas about kitchen utensils, food and drink vocabulary. <ul style="list-style-type: none"> <li>○ What utensils do we need to prepare food?</li> <li>○ Mention some ingredients we need to prepare a dish</li> </ul> </li> <li>✓ Students answer some questions related to grammatical structures for describing objects or food.</li> <li>✓ Students look at two similar pictures, look for and describe some differences (Movers)</li> </ul> <p>New lesson activities</p> <ul style="list-style-type: none"> <li>✓ The teacher mimes some cooking actions and then encourage students to guess what she does?</li> <li>✓ Students complete the graphic organizer by describing some actions for preparing food.</li> <li>✓ Students watch a YouTube video about some cooking verbs.</li> <li>✓ Students identify some vocabulary they know.</li> <li>✓ Teacher introduces new words and their pronunciation</li> <li>✓ Students look at some pictures, identify the verb and pronounce it.</li> <li>✓ Students look at some pictures and identify cooking verbs presented in a different order from the video.</li> <li>✓ Students watch the video again and answer some questions (interactive video).</li> <li>✓ Students compare their answer with the ones provided by the teacher.</li> <li>✓ Teacher presents a short recipe where coking verbs can be applied.</li> <li>✓ Students pay attention to the recipe and contribute with ideas to write the steps for preparing the dish.</li> </ul>	

<ul style="list-style-type: none"> <li>✓ Students participate in breakout rooms: group of girls (4 p/g), one group of boys (4p/g) and two groups of girls and boys (2 boys and 2 girls p/g) to imagine they are going to prepare an easy recipe (sandwich, fruit salad, pancakes) and think of a list of ingredients and steps to prepare the dish.</li> <li>✓ Students in breakout rooms select one recipe and prepare a short presentation about it.</li> <li>✓ Students join to the main room</li> <li>✓ Students present their activity in the main room. (Teacher will use name pickers to select the order for the presentations).</li> <li>✓ Every student participates in some part of the presentation.</li> </ul> <p style="text-align: center;"><b><i>HOMEWORK</i></b></p> <ul style="list-style-type: none"> <li>✓ Students work in the same groups to imagine they are chefs and they are going to give some steps to prepare a delicious rice with some vegetables.</li> <li>✓ Students will record a video by describing the steps (all students participate in the video)</li> <li>✓ Students upload the video in paddlet.</li> </ul>	
<b><i>Indicators of gender responsiveness</i></b>	<p>Both Girls and boys are given the opportunity to work actively in the discussion.</p> <p>Both Girls and boys have the opportunity to ask and answer questions.</p> <p>Both Girls and boys participate in the video.</p>
<b><i>Things to remember</i></b>	
<p>c. At the end of the class, ask students questions such as:</p> <ul style="list-style-type: none"> <li>i. What do you have to say to start your video? (greeting/ name/ topic).</li> <li>ii. What do you have to describe?</li> <li>iii. How many steps can you describe?</li> </ul>	
<b><i>Conclusion</i></b>	The teacher emphasizes the need for both girls and boys to actively take part on any situation about daily life.

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<b>Lesson Plan N°</b>	Four
<b>Subject</b>	English – Movers
<b>Topic</b>	The food pyramid
<b>Description</b>	Students will be separated into two homogenous and two heterogeneous groups to identify their improvement on pronunciation of English sounds and lexical knowledge.
<b>Time required</b>	40 minutes.
<b>Students</b>	16 Students. Boys (8), girls (8).
<b>Strategies</b>	<b>Gender-based teaching strategy:</b> Skit <b>Oral production element (s):</b> Vocabulary and pronunciation. <b>Cooperative Learning:</b> Group work
<b>Materials required</b>	Audio – Video Students ‘modules from MINEDUC, handouts Computer – Tablet – Cellphone (Any Mobile Device) Internet connection
<b>Resources</b>	<ul style="list-style-type: none"> <li>✓ English Pedagogical Module 2 Fifth Grade EGB.</li> <li>✓ Kahoot: <a href="https://kahoot.it/challenge/02841503?challenge-id=d593d602-337c-43d0-8f5e-66f3303f0cd1_1629194925550">https://kahoot.it/challenge/02841503?challenge-id=d593d602-337c-43d0-8f5e-66f3303f0cd1_1629194925550</a> Game PIN: <b>02841503</b></li> <li>✓ YouTube video: food pyramid <a href="https://www.youtube.com/watch?v=0KbA8pFW3tg">https://www.youtube.com/watch?v=0KbA8pFW3tg</a> <a href="https://www.youtube.com/watch?v=WbqzhZTQXvM">https://www.youtube.com/watch?v=WbqzhZTQXvM</a> YouTube video song apple and bananas: <a href="https://www.youtube.com/watch?v=WbqzhZTQXvM">https://www.youtube.com/watch?v=WbqzhZTQXvM</a></li> <li>✓ Genially presentation: <a href="https://app.genial.ly/editor/611b8c5952c2420d5303d846">https://app.genial.ly/editor/611b8c5952c2420d5303d846</a></li> <li>✓ Jam board presentation: <a href="https://jamboard.google.com/d/129AGz5KikzpM8xIZeAWTEj5v7jnyS-mNC8dgNoXe_iU/viewer?f=0">https://jamboard.google.com/d/129AGz5KikzpM8xIZeAWTEj5v7jnyS-mNC8dgNoXe_iU/viewer?f=0</a></li> </ul>
<b>Aims</b>	<p style="text-align: center;">By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Create a short skit related to the food pyramid by using all vocabulary learnt.</li> <li>✓ Interact actively in an easy and clear mode.</li> </ul>

<b>Useful language</b>	Textual and oral knowledge, rhetorical and conversational organization and the correct use of grammar and vocabulary.  <b>Nouns:</b> Proteins, grains, vegetables, fruits, dairy, carbohydrates, fats, sweets, food vocabulary.
<b>Introductory Part</b>	Elicit students into the topic through the use of a video and pictures. The teacher will use power point presentations, zoom, and WhatsApp groups to carry out the class.
<b>LESSON DEVELOPMENT</b>	
Comprehension of the student's development in the classroom.	
<p>Before starting the new lesson.</p> <ul style="list-style-type: none"> <li>✓ Students participate in a kahoot game in order to reinforce previous knowledge and talk about some aspects they present difficulty about.</li> <li>✓ Students look at a set of pictures and describe them in a short simple sequence of sentences (Movers)</li> </ul> <p>New lesson activities</p> <ul style="list-style-type: none"> <li>✓ Students watch a video about the food pyramid.</li> <li>✓ After that, students identify some items related to food in the video.</li> <li>✓ Students selected randomly participate in class by answering some teachers' questions? <ul style="list-style-type: none"> <li>○ How do you say huevos in English?</li> <li>○ How do you say carne in English?</li> <li>○ What expression is correct: There is much carrots or There are some carrots? Why?</li> </ul> </li> <li>✓ Students identify the different categories of food: proteins, grains, dairy, etc.</li> <li>✓ Students look some pictures and relate them with the type of food.</li> <li>✓ Students listen to the pronunciation of new vocabulary and practice it.</li> <li>✓ Students pronounce new words silently and loud</li> <li>✓ Students identify some foodstuff and describe it to the teacher. <ul style="list-style-type: none"> <li>○ Pasta is a kind of carbohydrate.</li> <li>○ Oranges belong to fruit category.</li> </ul> </li> <li>✓ Students listen to "apples and bananas" song on YouTube.</li> <li>✓ Students comment about the song lyrics, words they know, group food it mentions.</li> <li>✓ Students participate in breakout rooms: one group of girls (4 p/g), one group of boys (4p/g) and two groups of girls and boys (2 boys and 2 girls p/g) to skit a new song by using the new vocabulary.</li> <li>✓ Students open a drive document with the song lyrics</li> <li>✓ Students in breakout rooms interact actively with their ideas to make a new song with the same melody on "apples and bananas".</li> <li>✓ Students take time to do the activity and practice it in groups.</li> <li>✓ Students join to the main room</li> <li>✓ Students present their activity in the main room.</li> </ul> <p>Homework:</p>	



	<ul style="list-style-type: none"> <li>Students have to prepare an oral presentation about Food pyramid with the kind of food that they eat every day, so it helps us notice which kind of food most of boys and girls prefer.</li> </ul>
<b>Indicators of gender responsiveness</b>	<p>Both girls and boys are given the opportunity to interact actively in with ideas to form the new song.</p> <p>Both girls and boys have the opportunity to ask and answer questions.</p> <p>Both girls and boys participate in the singing.</p>
<b>Things to remember</b>	
	<p>d. At the end of the class, ask students questions such as:</p> <ol style="list-style-type: none"> <li>What do you have to say to start your video? (greeting/ name/ topic).</li> <li>What do you have to describe?</li> <li>How many steps can you describe?</li> </ol>
<b>Conclusion</b>	The teacher emphasizes the need for both girls and boys to actively take part on the skit.

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<b>Lesson Plan N°</b>	Five
<b>Subject</b>	English – Movers
<b>Topic</b>	At the restaurant
<b>Description</b>	To integrate students’ oral communication in real life situations to foster their ability to participate actively in short dialogues by applying gender-based strategies.
<b>Time required</b>	40 minutes.
<b>Students</b>	16 Students. Boys (8), girls (8).
<b>Strategies</b>	<b>Gender-based teaching strategy:</b> Role play <b>Oral production element (s):</b> Pronunciation and interaction <b>Cooperative Learning:</b> Pair work
<b>Materials required</b>	Pictures Computer – Tablet – Cellphone (Any Mobile Device) Internet connection
<b>Resources</b>	<ul style="list-style-type: none"> <li>✓ YouTube video: <a href="https://www.youtube.com/watch?v=sIWM5Fi8Z7Q">https://www.youtube.com/watch?v=sIWM5Fi8Z7Q</a></li> <li>✓ Genially presentation: <a href="https://view.genial.ly/61143bd13fdcb80cfe4ae0eb/presentation-lesson-5-at-the-restaurant">https://view.genial.ly/61143bd13fdcb80cfe4ae0eb/presentation-lesson-5-at-the-restaurant</a></li> <li>✓ Vizia interactive videos: <a href="https://vizia.co/videos/aa14cf127e6b0557b218d5/share/">https://vizia.co/videos/aa14cf127e6b0557b218d5/share/</a></li> <li>✓ Jam board presentation:</li> </ul>
<b>Aims</b>	<p style="text-align: center;">By the end of the lesson students will be able to:</p> <ul style="list-style-type: none"> <li>✓ Interact, follow and understand short conversations</li> <li>✓ Use expressions appropriately.</li> <li>✓ To share ideas with peers by using a fluent and comprehensible English pronunciation and vocabulary.</li> </ul>
<b>Useful language</b>	Textual and oral knowledge, rhetorical and conversational organization and the correct use of grammar and vocabulary.  Expressions:
<b>Introductory Part</b>	Elicit students into the topic through the use of pictures. The teacher will use power point presentations, genially, zoom, and WhatsApp groups to carry out the class.
<b>LESSON DEVELOPMENT</b>	
Comprehension of the student’s development in the classroom.	

<p>Before the new class:</p> <ul style="list-style-type: none"> <li>✓ Students look at a food pyramid and mention some food to complete the pyramid.</li> <li>✓ Students look at some pictures and identify the foodstuff that is different to the others by giving reasons for their decision (Movers)</li> </ul> <p>New lesson activities</p> <ul style="list-style-type: none"> <li>✓ Students watch a real-life situation video in a restaurant.</li> <li>✓ Students identify the place and the situation about the video</li> <li>✓ Students identify some words or expressions they already know about the video</li> <li>✓ Students pay attention to the subtitles from the video to get familiarized with new expressions and their use according to the situation in the video by using interactive videos.</li> <li>✓ Students practice pronunciation about words and expressions.</li> <li>✓ Teacher creates a short dialogue in a restaurant by using the vocabulary learnt</li> <li>✓ Students participate actively in the dialogue creation</li> <li>✓ Students take roles in the dialogue as a waiter/waitress and a diner.</li> <li>✓ Students participate in a random way by using name picker apps. <ul style="list-style-type: none"> <li>○ Waiter / waitress: good morning, are you ready to order?</li> <li>○ Diner: Yes, please, I would like a sandwich and an ice cream please.....</li> </ul> </li> <li>✓ Students participate in breakout rooms by working in pairs</li> <li>✓ Students create a new dialogue between a waiter or waitress and a diner.</li> <li>✓ Students in breakout rooms interact actively by giving ideas and practicing roles (20 minutes).</li> <li>✓ Students take time to do the activity and prepare for the presentation.</li> <li>✓ Students join to the main room</li> <li>✓ Students present their activity in the main room.</li> </ul> <p><b>Homework:</b></p> <ul style="list-style-type: none"> <li>✓ Students are provided two similar pictures and describe 5 differences, record an audio and send it to the teacher via WhatsApp.</li> </ul>	
<b>Indicators of gender responsiveness</b>	<p>Both girls and boys are given the opportunity to interact actively with ideas for generating a new situation.</p> <p>Both girls and boys participate in breakout rooms and in the main room.</p>
<b>Things to remember</b>	
<p>Students need enough time to organize and practice the dialogue</p> <p>Clear guidelines must be provided</p>	
<b>Conclusion</b>	<p>The teacher emphasizes the need for both girls and boys to actively take part on the role play.</p>

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<b>Lesson Plan N°</b>	Six
<b>Subject</b>	English – Movers
<b>Topic</b>	<b>Healthy Vs unhealthy food</b>
<b>Description</b>	To integrate students' oral communication and their ability to interact in short discussions about <b>healthy and unhealthy food</b> by using interactive tools and gender-based strategies.
<b>Time required</b>	40 minutes.
<b>Students</b>	16 Students. Boys (8), girls (8).
<b>Strategies</b>	<b>Gender-based teaching strategy:</b> Debate <b>Oral production element (s):</b> Interaction <b>Cooperative Learning:</b> Group work
<b>Materials required</b>	Audio - Video Students 'modules from MINEDUC, handout N°1. Computer – Tablet – Cellphone (Any Mobile Device) Internet connection
<b>Resources</b>	<ul style="list-style-type: none"> <li>✓ English Pedagogical Module 4 Fifth Grade EGB</li> <li>✓ YouTube video healthy and unhealthy food: <a href="https://www.youtube.com/watch?v=e1wLP6hByEE">https://www.youtube.com/watch?v=e1wLP6hByEE</a></li> <li>✓ Presentations: genially app, Pdf. Reading, WhatsApp. <a href="https://view.genial.ly/61214a1224be320d712a7cbd/presentation-genial-presentation">https://view.genial.ly/61214a1224be320d712a7cbd/presentation-genial-presentation</a></li> </ul>
<b>Aims</b>	<p style="text-align: center;">By the end of the lesson, students will be able</p> <ul style="list-style-type: none"> <li>✓ To share ideas and defend them by giving supporting reasons in a fluent and comprehensible form.</li> </ul>
<b>Useful language</b>	<p>Textual and oral knowledge, rhetorical and conversational organization, and the correct use of grammar and vocabulary.</p> <p style="text-align: center;"><b>Nouns:</b> Healthy food, junk food, health</p> <p style="text-align: center;"><b>Sequencing words:</b></p>
<b>Introductory Part</b>	Elicit students into the topic through the use of visual support The teacher will use Genially.com, zoom, and WhatsApp groups to carry out the class.
<b>LESSON DEVELOPMENT</b>	
Comprehension of the student's development in the classroom.	
Before the new class:	
<ul style="list-style-type: none"> <li>✓ Students look at a picture in a restaurant and describe the situation.</li> </ul>	

- ✓ Students remember some expressions they can use in a restaurant or for asking for food.
- ✓ Students ask and answer some questions about favorite food. (Movers)
  - What do you like to eat?
  - What does your mother like to eat?
  - What does your father like to eat?

New lesson activities

- ✓ Students are presented the topic of the class: **It is better to eat: healthy or unhealthy food**
- ✓ Students watch a video about healthy and unhealthy food.
- ✓ Students identify some information they already know and understand.
- ✓ After that, students complete a brainstorming map about advantages and disadvantages of healthy and unhealthy food.
- ✓ Students participate in breakout rooms: three groups of girls (3 and 2 p/g) and three groups of boys (3 or 2 p/g).
- ✓ Two groups of boys think some advantages of healthy food and two groups of girls work on some disadvantages of healthy food.
- ✓ One group of boys think about advantages of unhealthy food and one girls group work on disadvantages of unhealthy food.
- ✓ Students take time to organize ideas in the breakout rooms.
- ✓ Students take notes of some ideas on a jam board presentation.
- ✓ Students in the groups organize their participation in the main room.
- ✓ Students join the main room
- ✓ Group of explain their ideas about advantages of healthy food and groups of girls present ideas about disadvantages of healthy food.
- ✓ Students from both groups refutes other group’s ideas and defend their own.
- ✓ The next groups explain their ideas about advantages of unhealthy food and the other group present ideas about disadvantages of unhealthy food.
- ✓ Students interact and take their time discussing about advantages and disadvantages.
- ✓ Peers establish a final judgement

<b>Indicators of gender responsiveness</b>	Both Girls and boys are allowed to participate in the debate.
<b>Things to remember</b>	
Provide students clear instructions about a debate	
<b>Conclusion</b>	The teacher emphasizes the need for both girls and boys to actively express clear ideas about any topic in their daily lives.

### 2.4.3 Premises for the Proposal Implementation

*Table 8. Proposal Implementation.*

<b>Phase</b>	<b>Objectives</b>	<b>Activities</b>	<b>Resources</b>	<b>Responsible</b>	<b>Time</b>
<b>Socialization</b>	Socialize and normalize all documents so the principal from the school accepts the development of the research project in the institution. Search the material to include in the proposal.	Get Familiar with the material to use in the proposal.	Computer Cellphone Internet Students and teacher's book	Miriam Acosta	One Week
<b>Planning</b>	Define the best activities and Gender – Based Teaching Strategies to improve Oral Communication.	Create lesson plans and activities based on Gender – Based Teaching Strategies.	Computer Cellphone Internet Students and teacher's book	Miriam Acosta	One Week
<b>Proposal Implementing</b>	Apply Gender – Based Teaching Strategies in every lesson plan and activity.	Applying the activities to enhance English Speaking Skill.	Computer Cellphone Internet Students and teacher's book	Miriam Acosta	Two Months
<b>Evaluation</b>	Evaluate the effectiveness of the Gender – Based Teaching Strategies.	Pre- Test Post – Test	Computer Cellphone Internet Students and teacher's book	Miriam Acosta	One Week

*Author: Acosta, M. (2021).*

## **Conclusions Chapter II**

Keeping in mind all the biography based on Gender – Based Teaching Strategies to improve Oral Production, it is determined that developing Oral Production takes time and it is one of the most difficult part in order to acquire a second language.

- The Booklet is based on Gender – Based Teaching Strategies to improve Oral Production, the booklet can be used by locally, or around the country by teachers and students, since the content is easy to manipulate and adapt to any other kind of English levels.
- The activities were developed using Zoom, Genially and Padlet in order to provide students with the tools for learning.
- The proposal structure provides a set of lessons plans which includes Gender – Based Teaching Strategies to improve Oral Production. The strategies used were skit, genius hour, role play, and debate, due to students' English proficiency.
- The proposal engages students to improve self-esteem and social skills, moreover, it helps to students to improve communicative skills.

## **CHAPTER III**

### **APPLICATION OF THE PROPOSAL**

#### **3.1 Experts Evaluation**

In order to validate the proposal titled “Gender - Based Teaching Strategies to improve the Oral Production” a group of professionals were chosen. Those professionals are qualified and have shown experience in the area. The instrument used to validate the proposal was a survey which contains three criteria of evaluation: “Excellent”, “Good”, and “Fair”. The instrument focused on evaluate parameters such as the structure, logic, importance, validity, and feasibility.

Ana Narcisa Panchi Quimbata with ID 0502350515, a Master in Applied Linguistics in teaching English as a second language. English teacher at Unidad Educativa Juan Abel Echeverria, is a qualified professional who validated this proposal as an excellent alternative to enhance Oral Production. All criteria elements were marked as excellent too, because all activities that the proposal contains Gender – Based Teaching strategies which make the proposal engagement. In addition, the evaluator considers that the proposal has local impact, and that it must be socialized and shared in the English Area to apply it as soon as it is possible, However, it has to be adapted to the students’ class time in order to succeed.

Similarly, Licenia Judith Herrera Armas with ID 0501870182, Superior Diploma in Teaching English as a Second Language. Freelance Teacher with a vast of years in Teaching English as Second Language, considers that this proposal contains relevant and innovative material, clear illustrations, appropriate language and activities which contribute to enhance the language production in this sense Oral Production. The validator reflects that this proposal has national impact, for that reason, the proposal is validated as excellent, according to the determined criteria.



Finally, For, Ana Jacqueline Guamani A, with ID 1803239183 a Master in Teaching English as a Foreign Language, having a vast teaching English experience mentions that, the proposal is well organized and carefully design, since it has all procedures that a lesson plan must have, it also contains activities which are online and everyone who has the opportunity to surf on the net can find, as consequence this proposal is seen as an innovative tool to enhance Oral Production. According to the criteria, this proposal is validated as excellent, and has to be applied locally. The validator also mention that it is difficult to get students attention, since asking students to work in mixed groups is a real challenge, for that reason it is highly recommended to share the proposal in the English area f the Institution.

### **3.2 Evaluation of impacts or results**

The speaking section of the A1 Movers exam made by Cambridge Assessment English (Annex 2) was applied as a pre-test to the control and the experimental groups of students before the researcher uses the Gender-Based Teaching Strategies. Students in the control group received lessons based on traditional teaching strategies while students in the experimental group had their classes with the six lesson plans based on Gender-Based Teaching Strategies. The same exam was applied as a post-test to both groups of students at the end of the use of teaching strategies to compare the obtained results. The main idea is to determine whether Gender-Based Teaching Strategies enable students to improve their speaking skills better than traditional strategies.

The Speaking test for the A1 Movers exam has four parts. The children sit the test alone with the examiner, but someone they know who speaks their language will introduce them to the examiner and explain what they have to do in their own language. The total duration of the speaking section is between five and seven minutes. In the first part of the speaking section test, the examiner will greet the child and ask his/her name and age. Then he/she has to look at two images. The images are similar but have some differences. The examiner asks the child to describe four differences in the images. Students should describe the differences between images, talk about the colour, size, number, position, what people and things look like, what people do, and so on.

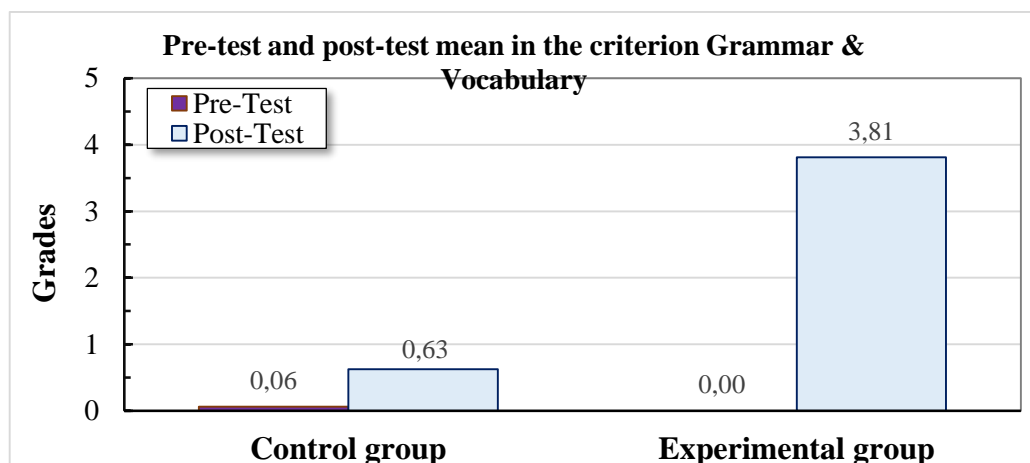
In the second part, the examiner shows four images that tell a story and talks to the child about the first image. The child has to continue the story and describe the remaining three images. The child is given the title of the story and the names of the main characters. Students should understand the beginning of a story and continue it and describe images. In the third part, the examiner shows the child four sets of four images each. In each set of images, each one is different from the others. The child has to say which image is different and explain why. Students should point to a different image and explain why. Finally in the fourth part, the examiner asks the child some personal questions (e.g., school, weekends, friends, and hobbies). Students should understand and answer personal questions.

### **3.3 Results of the proposal**

The goal of the research is to assess the effects of the six lesson plans focused on Gender-Based Teaching Strategies in the speaking skill development from the 5th year of EGB at Juan Abel Echeverria School. According to the A1 Movers exam, the speaking skill has three criteria: grammar and vocabulary, pronunciation, and interaction. For this reason, the results were presented and analysed for each one.

#### **Grammar and vocabulary**

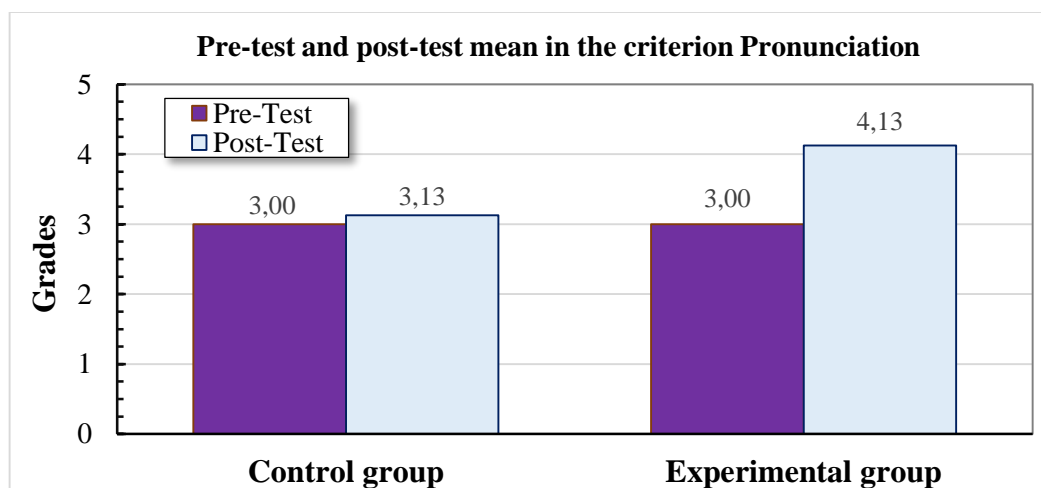
Grammar and vocabulary section of the A1 Movers exam was evaluated out of 5. In the control group students obtained a mean grade of 0.06 on the pre-test and 0.63 on the post-test. While in the experimental group students obtained a mean grade of 0.00 on the pre-test and 3.81 on the post-test. According to the graphic, the students improved their grammar and vocabulary grades after using the lessons based on Gender-Based Teaching Strategies.



*Graphic 9. Results in Grammar and vocabulary criterion (2021).  
Elaborated by: Acosta, Miriam (2021)*

### **Pronunciation**

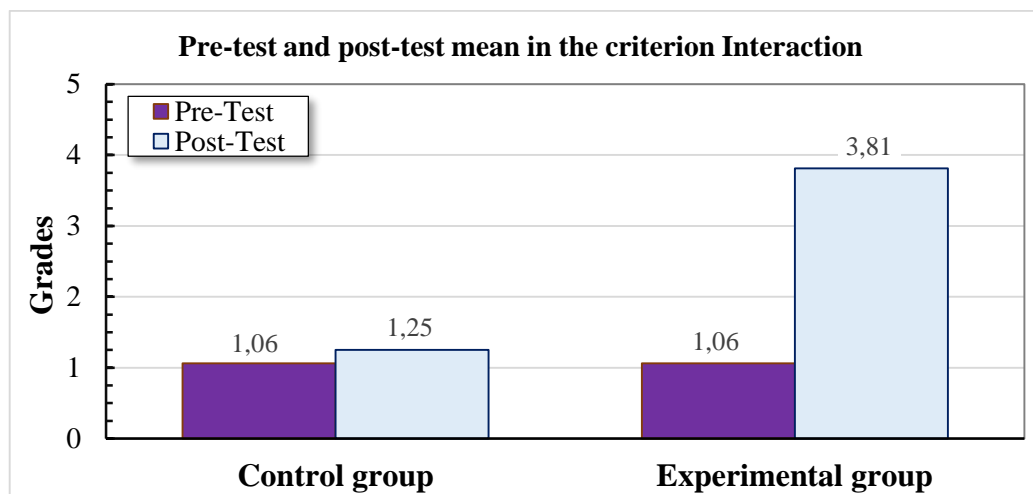
Pronunciation section of the A1 Movers exam was also evaluated out of 5. In the control group students obtained a mean grade of 3.00 on the pre-test and 3.13 on the post-test. While in the experimental group students obtained a mean grade of 3.00 on the pre-test and 4.13 on the post-test. It is evident the students improved their pronunciation after receiving the lessons based on Gender-Based Teaching Strategies.



*Graphic 10. Results of the results in Pronunciation criterion (2021).  
Elaborated by: Acosta, Miriam (2021)*

## Interaction

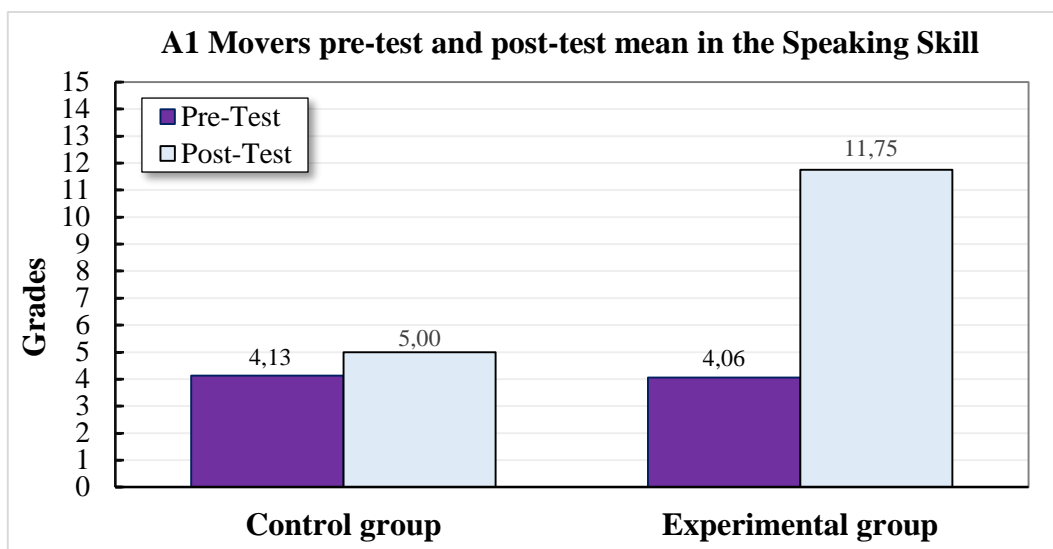
Interaction section of the test was also assessed out of 5. In the control group students obtained a mean grade of 1.06 on the pre-test and 1.25 on the post-test. While in the experimental group students obtained a mean grade of 1.06 on the pre-test and 3.81 on the post-test. Students improved their Interaction after receiving the lessons based on Gender-Based Teaching Strategies.



*Graphic 11. Results of the results in Interactive communication criterion (2021).  
Elaborated by: Acosta, Miriam (2021)*

## General speaking results

The general results of the A1 Movers exam were assessed out of 15. In the control group students obtained a mean grade of 4.13 on the pre-test and 5.00 on the post-test. While in the experimental group students obtained a mean grade of 4.06 on the pre-test and 11.75 on the post-test. The use of lesson plans focused on Gender-Based Teaching Strategies allows students to improve their speaking skills.



*Graphic 12. Results of the results in the speaking skill section of the A1 Movers exam (2021). Elaborated by: Acosta, Miriam (2021)*

Table 11 presents a summary of the means obtained in the pre-test and post-test by groups:

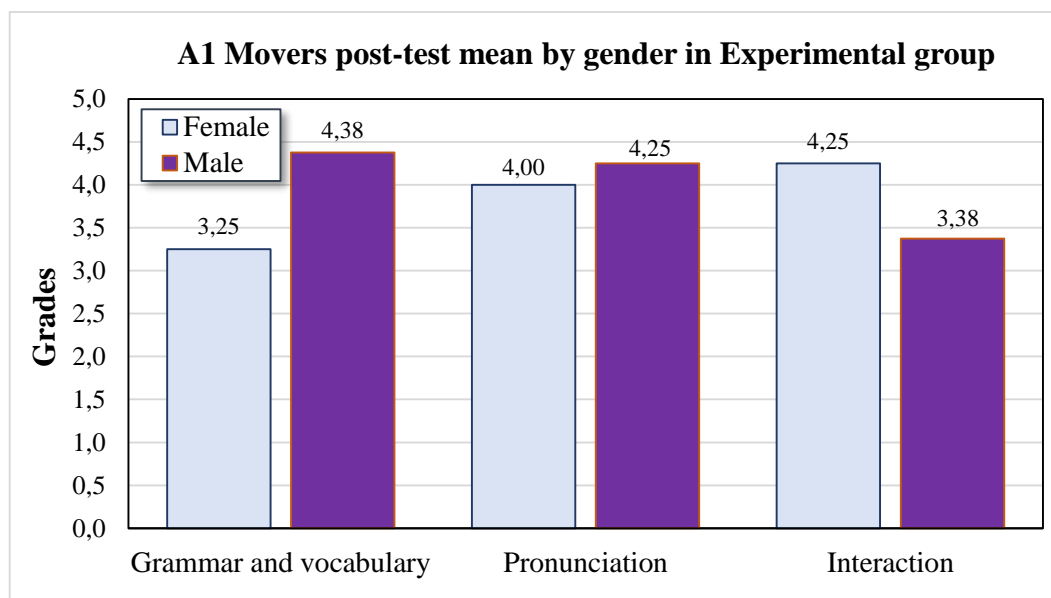
*Table 9. Summary of the means obtained in the pre-test and post-test by groups.*

Speaking skill	Control Group		Experimental Group	
	Pre-test mean ± SD	Post-test mean ± SD	Pre-test mean ± SD	Post-test mean ± SD
Grammar and vocabulary	0.06 ± 0.25	0.63 ± 0.62	0.00 ± 0.00	3.81 ± 0.91
Pronunciation	3.00 ± 0.00	3.13 ± 0.34	3.00 ± 0.00	4.13 ± 0.50
Interaction	1.06 ± 0.25	1.25 ± 0.45	1.06 ± 0.25	3.81 ± 0.83
General	4.13 ± 0.50	5.00 ± 0.89	4.06 ± 0.25	11.75 ± 1.44

*SD* = Standard deviation.

*Source: Test applied to students from the 5th year of EGB at Juan Abel Echeverria School (2021).*

The next graph shows the differences between the two genders in the post-test of the experimental group:



*Graphic 13. Results of the A1 Movers exam by gender in Experimental group classified by criteria (2021).*

*Elaborated by: Acosta, M. (2021)*

Because of the results obtained, it is concluded that gender-based teaching strategies enabled the male gender to achieve a better level of grammar and vocabulary learning while the female gender developed better oral interaction.

### **Hypothesis verification**

A statical Student t-test is used to measure the influence of Gender-Based Teaching Strategies in the speaking skill development in A1 learners from the 5<sup>th</sup> year of EGB at Juan Abel Echeverria School. In this sense, an alternative hypothesis was established as well as a null one comes up by default. The goal is to determine whether the null hypothesis could be rejected and the alternative one accepted according to the data obtained from the pre-test and post-test.

#### **Null Hypothesis H<sub>0</sub>:**

Gender-Based Teaching Strategies do not contribute to improve the oral communication in children.

#### **Alternative Hypothesis H<sub>1</sub>:**

Gender-Based Teaching Strategies contribute to improve the Oral Production in children.

### Statistical test

The grades in the post-test should be higher than ones in the pre-test, the significance level belongs to a single-tailed Student t-test. The paired sample Student t-test mathematical model is shown as follows:

$$\mathbf{H_0: } \mu_2 \leq \mu_1$$

$$\mathbf{H_1: } \mu_2 > \mu_1$$

Where:

$\mu_1$  = sample mean in the pre-test.

$\mu_2$  = sample mean in the post-test.

The formula of Student t-test to determinate the calculated t-value is the next:

$$t = \frac{\bar{x}_d}{\frac{S_d}{\sqrt{n}}}$$

Where:

$t$  = Student t-test from the data.

$\bar{x}_d$  = differences average in the sample.

$S_d$  = standard deviation of the differences.

$n$  = pre-test and post-test data number (16 data in Control group and 16 in Experimental one).

The critical t-value is obtained using two parameters: level of significance  $\alpha$  and degrees of freedom. The first is equal to 0.05 and the second is equal to the amount of data minus one ( $n - 1$ ). If the t-calculated value is greater than the t-critical value, the first is located in the null rejected region. Then the null hypothesis ( $H_0$ ) must be rejected and the alternative hypothesis ( $H_1$ ) accepted.

### Calculation of statistics

The results of the pre-test and post-test are shown in Annex 5. Table 6 presents the statistics: mean, number of data N, standard deviation, and standard deviation of the mean which are used to obtain the calculated t -value:

**Table 10. Means and standard deviation of the differences by criteria.**

Criterion	Control group		Experimental group	
	Mean $\bar{x}_d$	Standard deviation $S_d$	Mean $\bar{x}_d$	Standard deviation $S_d$
Grammar and vocabulary	0.56	0.73	3.81	0.91
Pronunciation	0.13	0.34	1.13	0.50
Interaction	0.19	0.40	2.75	0.77
General	0.88	1.02	7.69	1.45

$n = 16$  students.

Differences = Post-test - Pre-test.

Source: Test applied to students from the 5<sup>th</sup> year of EGB at Juan Abel Echeverria School (2021).

Tabulated Student t is 1.75305 (Annex xx) taking into account the significance level of 0.05 and degrees of freedom of 15. While the calculated t-values by each criterion are as follows:

**Table 11. Summary of paired sample statistics.**

Criterion	Control group			Experimental group		
	Tabulated t-value	Calculated t-value	Significance (unilateral)	Tabulated t-value	Calculated t-value	Significance (unilateral)
General	1.75305	3.4157	0.001916**	1.75305	21.2406	$6.58 \times 10^{-13}$ ***
Grammar and vocabulary	1.75305	3.0930	0.00371**	1.75305	16.7475	$2.03 \times 10^{-11}$ ***
Pronunciation	1.75305	1.4639	0.08194	1.75305	9.0000	$9.81 \times 10^{-8}$ ***
Interaction	1.75305	1.8605	0.04127*	1.75305	14.2009	$2.10 \times 10^{-10}$ ***

Degrees of freedom = 15.

Significance codes: p-value 0 '\*\*\*' 0.001 '\*\*' 0.01 '\*' 0.05 '.' 0.1 ' ' 1.

Source: Test applied to students from the 5<sup>th</sup> year of EGB at Juan Abel Echeverria School (2021).



Globally and by each criterion, there are significant differences between the post-test and the pre-test grades in the Experimental group. However, in Control group there are not significant differences between the post-test and the pre-test grades in pronunciation criterion.

### Decision rule

The calculated t-value in the experimental groups is greater than the critical t-value. The unilateral significance level for the experimental group  $p\text{-value} = 6.83 \times 10^{-12}$  is lower than  $\alpha = 0.05$  (5 %) with 15 degrees of freedom. Likewise, the t-calculated value is equal to 18.07 and is upper than critical t-value of 1.75305. Therefore, it is located in the null rejection region. It means the null hypothesis is rejected and the alternative one is accepted: “Gender-Based Teaching Strategies contribute to improve the oral communication in children”.

### Hypothesis verification of significative differences by gender

It is necessary to determine differences in learning levels by gender once the best results were obtained by the students in the experimental group in the post-test (those who learned with the use of the Gender-Based Teaching Strategies). Student t-test for independent samples was used to determine whether there are significant differences by gender between each criterion that make up the speaking skill development. The results of the statistical test are presented as follows:

*Table 12. Summary of independent samples t-tests statistics.*

Criterion	Test	Control group			Experimental group		
		Tabulated t-value	Calculated t-value	Significance (unilateral)	Tabulated t-value	Calculated t-value	Significance (unilateral)
General	Pre-test	1.89458	1.00	0.3506	1.89458	1.00	0.3506
	Post-test	1.89458	-1.7974	0.0939	1.89458	0.00	1.00
	Pre-test	1.89458	1.00	0.351	1.89458	0.00	1.00

Criterion	Test	Control group			Experimental group		
		Tabulated t-value	Calculated t-value	Significance (unilateral)	Tabulated t-value	Calculated t-value	Significance (unilateral)
Grammar and vocabulary	Post- test	1.89458	-1.717	0.108	1.89458	-3.10	0.008**
	Pre-test	1.89458	0.00	1.00	1.89458	0.00	1.00
Pronunciation	Post- test	1.89458	-1.528	0.170	1.89458	-1.00	0.334
	Pre-test	1.89458	1.00	0.351	1.89458	1.00	0.351
Interaction	Post- test	1.89458	0.00	1.00	1.89458	2.411	0.030*

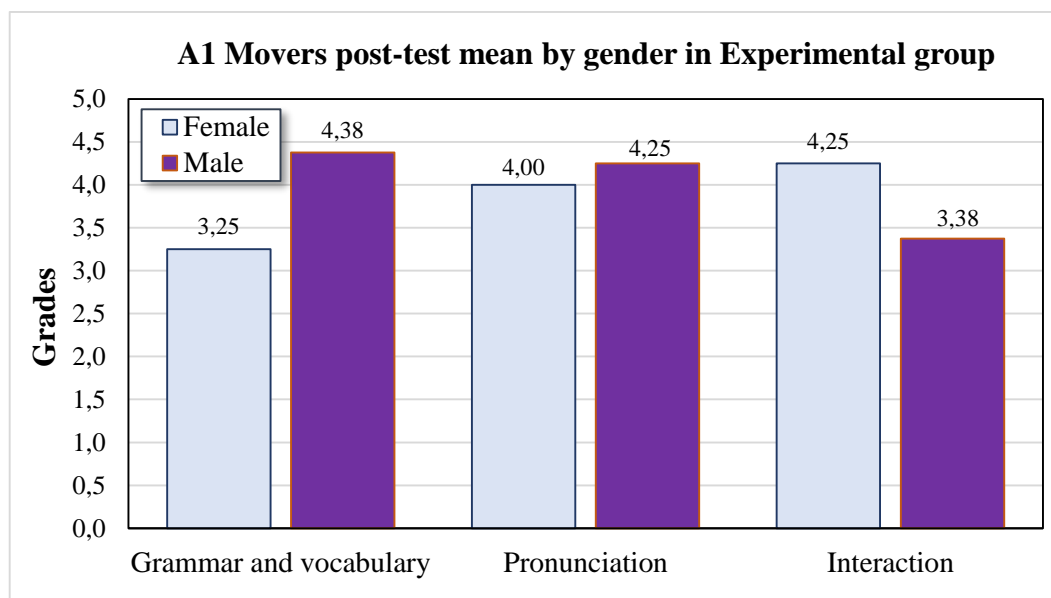
*Degrees of freedom = 7.*

**Significance codes:** p-value 0 ‘\*\*\*’ 0.001 ‘\*\*’ 0.01 ‘\*’ 0.05 ‘.’ 0.1 ‘ ’ 1.

*Source: Test applied to students from the 5th year of EGB at Juan Abel Echeverria School (2021).*

According to the results obtained from the independent Student t-test, there are only significant differences between the learning levels of both genders in the post-test of the experimental group both in grammar and vocabulary as well as in interaction criteria.

The next graph shows the differences between the two genders in the post-test of the experimental group:



*Graphic 14. Results of the A1 Movers exam by gender in Experimental group classified by criteria (2021).*

*Elaborated by: Acosta, M. (2021)*

Because of the results obtained, it is concluded that Gender-Based Teaching strategies enabled the male gender to achieve a better level of grammar and vocabulary learning while the female gender developed better oral interaction.

### **Chapter III Conclusions**

- The experts' validation represents an important standard that confirms the results obtained in the proposal evaluation. The results were reasonable, and show the success of the Gender - Based Teaching Strategies to enhance Oral Production.
- Equally, the information provided by experts' evaluations, shows that the proposal must be shared and applied in local institutions and schools around Ecuador.
- The results obtained after analyzing the data shows that there was an improvement in students' oral production.

## GENERAL CONCLUSIONS AND RECOMMENDATIONS

### 4.1 Conclusions

The results obtained in the research project “**GENDER-BASED TEACHING STRATEGIES AND ORAL PRODUCTION IN CHILDREN OF FIFTH YEAR OF BASIC EDUCATION AT JUAN ABEL ECHEVERRÍA EDUCATIVE UNIT**” have helped the researcher set the subsequent conclusions

- Gender-Based Teaching strategies greatly improve the students’ oral production considering the results provided in the unilateral significance level for the experimental group  $p\text{-value} = 6.83 \times 10^{-12}$  is lower than  $\alpha = 0.05$  (5 %) with 15 degrees of freedom. Likewise, the t-calculated value is equal to 18.07 and is upper than critical t-value of 1.75305.
- The types of Gender-Based Teaching strategies that can be applied to enhance Oral Production are Participatory Methods and Expository method strategies. The most attractive and useful for students are (is) Collaborative learning spaces; Creating murals and montages; Current events quizzes; Debates; Designated quiet space; Discussion groups; Discovery; Dramatization (plays, skits, etc.); Individual projects; Interviewing; Journaling; Laboratory experiments; Learning contracts; Learning stations and the ones that needed to be applied mostly are Role play; Debate; Skits; Genius Hour; Study Tour; Story Telling.
- The students’ oral production was assessed by the use of a mock-up test MOVERS which includes oral production elements such as: Vocabulary, Grammar, Pronunciation, Interaction. The results showed that there are only significant differences between the learning levels of both genders in the post-test of the experimental group both in grammar and vocabulary as well as in interaction criteria.

The application of Gender- Based Strategies and the use of a validated lesson plan and a rubric from Cambridge contributed to the experiment design which consisted of six lesson plans and material such as: Power Point Presentations; Genially; Padlet, Google Forms and WhatsApp

## 4.2 Recommendations

The experience gathered in this study “**GENDER-BASED TEACHING STRATEGIES AND ORAL PRODUCTION IN CHILDREN OF FIFTH YEAR OF BASIC EDUCATION AT JUAN ABEL ECHEVERRÍA EDUCATIVE UNIT.**” and previous work related to Gender-Based Strategies is underlined that it is very important for its implementation the following recommendations.

- The core of the research has focused on Gender Based Teaching Strategies to promote Oral Production the chosen strategies were according to the student’s English proficiency level, for that reason just some of them were selected, however, as this research project is so ambitious, it is highly recommended the application of Gender Based Teaching Strategies to develop Oral Production since they contribute to the learning process of English Language.
- On the other hand, it is exceedingly recommended to use the following Gender – Based Teaching Strategies: Role play; Debate; Skits; Genius Hour; Study Tour; Story Telling, since they are the most adaptable for the age of the students and for their English Proficiency level, the application of the strategies has shown that they are versatile and innovative, so they help learners to promote social and communicative skills in the English Language.
- Bearing the above in mind, it is recommended the use of a Mock – up test MOVERS which includes Oral Production Elements (grammar, vocabulary, pronunciation, interaction) to evaluate students English Proficiency before and after the application of the proposal because this test is internationally validated and covers all criteria that needs to be assessed in order to the proposal application succeed.
- To conclude, it is suggested to adapt the lessons plans and the material before applying the proposal to other English levels, since this proposal was designed for MOVERS. The material contains 6 lesson plans which focused on Gender – Based Teaching Strategies and a rubric to asses Oral production, both validated by Cambridge University. In addition, the use of Power Point Presentations; Genially; Padlet, Google Forms and WhatsApp material motivates students’ participation.

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# **APPENDIX**

**ANNEX N°1.**

**CERTIFICATE OF APPROVAL**

 UNIDAD EDUCATIVA  
"JUAN ABEL ECHEVERRÍA"  
Telf. 032252008 - 032252008. Email [distritolatacunga05h00003r@gmail.com](mailto:distritolatacunga05h00003r@gmail.com)  
Eloy Alfaro - Latacunga 

Latacunga, 29 de marzo del 2021

Licenciada:  
Miriam Esthela Acosta Mora

**ESTUDIANTE DEL PROGRAMA DE MAESTRIA EN LINGÜÍSTICA APLICADA A LA  
ENSEÑANZA DEL IDIOMA INGLÉS**

Presente. -

De mi consideración:

En calidad de Rector Encargado de la Unidad educativa "JUAN ABEL ECHEVERRÍA", tengo el agrado de dirigirme a usted en respuesta a su requerimiento con fecha 23 de marzo del 2021 a fin de manifestarle que la petición que realizo a esta Institución Educativa, en el cual solicita se le autorice ejecutar la aplicación de su propuesta de tesis, ha tenido una respuesta favorable, por tanto, se le **AUTORIZA** la ejecución de lo solicitado.

Sin otro particular reitero mis sentimientos de consideración y estima.

Atentamente;

  
Lic. Rector Reinosol T.  
**RECTOR (E)**  
RECTORATO

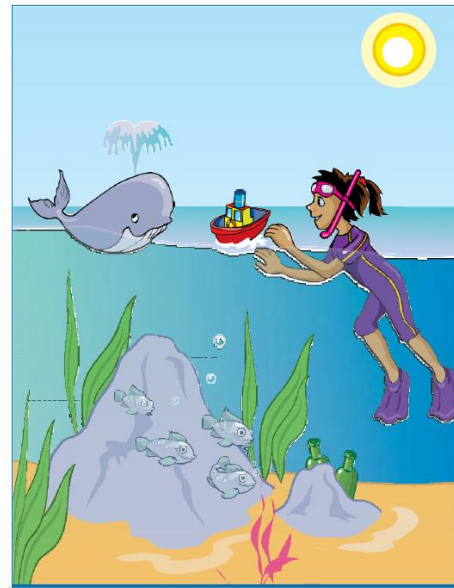
## ANNEX N°2.

### PRE – POST TEST

#### A1 Movers Speaking Summary of procedures

The usher introduces the child to the examiner. The examiner asks the child 'What's your name?' and 'How old are you?'

1. The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'Here it's a cloudy day, but here it's a sunny day.'
2. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures show a story. It's called, "Fred loves food". Look at the pictures first. (Pause) Fred's at home with his family. They're in the kitchen and Mum's giving him his dinner.' The examiner then asks the child to continue the story. The title of the story and the name of the main character(s) are shown with the pictures in the candidate booklet.
3. The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, 'You don't eat a book. You read it.'
4. The examiner asks questions about a topic, e.g. 'Let's now talk about parties. What do you eat at parties?'



A1 MOVERS SPEAKING. Find the Differences

Fred loves food



Fred



A1 MOVERS SPEAKING. Picture Story

TEST ONE





A1 MOVERS SPEAKING. Odd-one-out

## ANNEX N°3.

### RUBRIC

A1 Movers			
	Vocabulary and grammar Range Control Extent Cohesion	Pronunciation Individual sounds Stress Intonation	Interaction Reception/Responding Support required Fluency/Promptness
5	<ul style="list-style-type: none"> <li>Uses the vocabulary required to deal with all test tasks.</li> <li>Uses some simple structures correctly but makes some mistakes, although meaning is generally clear.</li> <li>Responds at word, phrase or longer utterance level.</li> <li>Can join ideas with some simple linkers (e.g. <i>and, but, then, when</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible.</li> <li>Has limited control of word stress and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>Responds appropriately to instructions, questions and visual prompts, and very little support is required.</li> <li>Is able to ask for support if required.</li> <li>Almost always responds promptly, although there may be hesitation and some pausing mid-utterance.</li> </ul>
4	Some features of 3.0 and some features of 5.0 in approximately equal measure.		
3	<ul style="list-style-type: none"> <li>Uses the vocabulary required to deal with most test tasks.</li> <li>Produces some simple structures but makes some basic mistakes which may obscure meaning.</li> <li>Generally responds at word or phrase level but may also produce some longer utterances.</li> <li>Can join ideas with a few simple linkers (e.g. <i>and</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Is mostly intelligible, although some sounds may be unclear.</li> <li>Has limited control of word stress.</li> </ul>	<ul style="list-style-type: none"> <li>Responds appropriately to instructions, questions and visual prompts, although some support is required.</li> <li>Is able to ask for support if required.</li> <li>Often responds promptly, although there may be hesitation and pausing mid-utterance.</li> </ul>
2	Some features of 3.0 and some features of 1.0 in approximately equal measure.		
1	<ul style="list-style-type: none"> <li>Uses the vocabulary required to attempt some test tasks.</li> <li>Attempts a few simple utterances but makes some basic mistakes which may obscure meaning.</li> <li>Generally responds at word level but may also produce phrases.</li> <li>Can join words with simple linkers (e.g. <i>and</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Sometimes may be difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>Responds appropriately to some instructions, questions and visual prompts, although frequent support may be required.</li> <li>May attempt to ask for support if required.</li> <li>There is hesitation and pausing mid-utterance; responses may be delayed or halting.</li> </ul>
0	Performance does not satisfy the Band 1 descriptor.		
<p>Pronunciation: If the candidate produces some language, but insufficient language to make a confident judgement about pronunciation (e.g. just a couple of words), the maximum score that can be awarded is 3, regardless of quality of pronunciation.</p>			

**ANNEX N°4.**

*Grades obtained by Control group students in A1 Movers speaking section.*

<b>Control group</b>					
<b>No.</b>	<b>Student</b>	<b>Gender</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Diferencias</b>
1	CARRILLO PULLOPAXI EVELYN YADIRA	Female	4.0	4.0	0.0
2	LLOMITOA GUAMAN NOEMI ABIGAIL	Female	6.0	5.0	-1.0
3	LOGACHO ESPINOZA KAMILY VALENTINA	Female	4.0	4.0	0.0
4	PASTUÑA ANTE WENDY ZULAY	Female	4.0	5.0	1.0
5	VEGA VALERO SCARLET NICOLE	Female	4.0	6.0	2.0
6	TANDALLA CANDO BETZLY MAYERLY	Female	4.0	5.0	1.0
7	TANDALLA PILA YAMILET BRIGITH	Female	4.0	4.0	0.0
8	UGSHA TIPAN JEANINA SORAIDA	Female	4.0	4.0	0.0
9	BASANTES BASANES SANTIAGO ISAIAS	Male	4.0	7.0	3.0
10	CRUZ MORENO STALIN JOSUE	Male	4.0	6.0	2.0
11	MUSO TANDALLA DEIVIS ALEXIS	Male	4.0	4.0	0.0
12	PILATASIG PILATASIG DILVER WLADIMIR	Male	4.0	5.0	1.0
13	VEINTIMILLA MALDONADO LUIS MATEO	Male	4.0	5.0	1.0
14	FARINANGO IZA ALAN ESTEBAN	Male	4.0	5.0	1.0
15	MARTINEZ MERO SAMUEL ALEJANDRO	Male	4.0	5.0	1.0
16	MOLINA TISCANO BRAYAN SANTIAGO	Male	4.0	6.0	2.0
-	<b>MEAN</b>	-	4.13	5.00	0.88
-	<b>SD</b>	-	0.50	0.89	1.02

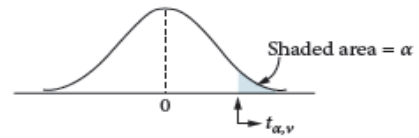
*Grades obtained by Experimental group students in A1 Movers speaking section.*

<b>Experimental group</b>					
<b>No.</b>	<b>Student</b>	<b>Gender</b>	<b>Pre-Test</b>	<b>Post-Test</b>	<b>Diferencias</b>
1	GUAGCHINGA CAISAGUANO LEYDI SARAHI	Female	5.0	12.0	7.0
2	CALVOPIÑA MEJIA KEIRLY ANAHI	Female	4.0	10.0	6.0
3	TANDALLA YANEZ DAYANA NICOLE	Female	4.0	13.0	9.0
4	VELASQUEZ ARMAS BARBARA VICTORIA	Female	4.0	13.0	9.0
5	CERDAN YANCHATIPAN QUEILA ELITA	Female	4.0	11.0	7.0
6	PROAÑO GUANOPATIN HILDA ABIGAIL	Female	4.0	10.0	6.0
7	RONQUILLO AYALA JOSELIN ANAHI	Female	4.0	12.0	8.0
8	CHICAIZA GUARANDA JHOANA GERMANIA	Female	4.0	11.0	7.0
9	CASA CHANGOLUISA ALAN JOSUE	Male	4.0	12.0	8.0
10	GUANOLUISA PAREDES LUIS MICHAEL	Male	4.0	13.0	9.0
11	ORTIZ GUANOLUISA CRISTHOPER ALEXANDER	Male	4.0	13.0	9.0
12	PEREZ TIPANLUISA WALTER FABIAN	Male	4.0	10.0	6.0
13	HERRERA PAREDES LUIS MATEO	Male	4.0	10.0	6.0
14	PILATASIG TIPANLUIS ADENNIS JAIR	Male	4.0	11.0	7.0
15	ZAPATA ARREAGA BRUCE EMILIO	Male	4.0	15.0	11.0
16	LOPEZ MUSO IAN ADRIAN	Male	4.0	12.0	8.0
-	<b>MEAN</b>	-	4.06	11.75	7.69
-	<b>SD</b>	-	0.25	1.44	1.45

ANNEX N°5.

STUDENT T-DISTRIBUTION TABLE

Table A.4: T Distribution Table



df/ $\alpha$ =	.40	.25	.10	.05	.025	.01	.005	.001	.0005
1	0.325	1.000	3.078	6.314	12.706	31.821	63.657	318.309	636.619
2	0.289	0.816	1.886	2.920	4.303	6.965	9.925	22.327	31.599
3	0.277	0.765	1.638	2.353	3.182	4.541	5.841	10.215	12.924
4	0.271	0.741	1.533	2.132	2.776	3.747	4.604	7.173	8.610
5	0.267	0.727	1.476	2.015	2.571	3.365	4.032	5.893	6.869
6	0.265	0.718	1.440	1.943	2.447	3.143	3.707	5.208	5.959
7	0.263	0.711	1.415	1.895	2.365	2.998	3.499	4.785	5.408
8	0.262	0.706	1.397	1.860	2.306	2.896	3.355	4.501	5.041
9	0.261	0.703	1.383	1.833	2.262	2.821	3.250	4.297	4.781
10	0.260	0.700	1.372	1.812	2.228	2.764	3.169	4.144	4.587
11	0.260	0.697	1.363	1.796	2.201	2.718	3.106	4.025	4.437
12	0.259	0.695	1.356	1.782	2.179	2.681	3.055	3.930	4.318
13	0.259	0.694	1.350	1.771	2.160	2.650	3.012	3.852	4.221
14	0.258	0.692	1.345	1.761	2.145	2.624	2.977	3.787	4.140
15	0.258	0.691	1.341	1.753	2.131	2.602	2.947	3.733	4.073
16	0.258	0.690	1.337	1.746	2.120	2.583	2.921	3.686	4.015
17	0.257	0.689	1.333	1.740	2.110	2.567	2.898	3.646	3.965
18	0.257	0.688	1.330	1.734	2.101	2.552	2.878	3.610	3.922
19	0.257	0.688	1.328	1.729	2.093	2.539	2.861	3.579	3.883
20	0.257	0.687	1.325	1.725	2.086	2.528	2.845	3.552	3.850
21	0.257	0.686	1.323	1.721	2.080	2.518	2.831	3.527	3.819
22	0.256	0.686	1.321	1.717	2.074	2.508	2.819	3.505	3.792
23	0.256	0.685	1.319	1.714	2.069	2.500	2.807	3.485	3.768
24	0.256	0.685	1.318	1.711	2.064	2.492	2.797	3.467	3.745
25	0.256	0.684	1.316	1.708	2.060	2.485	2.787	3.450	3.725
26	0.256	0.684	1.315	1.706	2.056	2.479	2.779	3.435	3.707
27	0.256	0.684	1.314	1.703	2.052	2.473	2.771	3.421	3.690
28	0.256	0.683	1.313	1.701	2.048	2.467	2.763	3.408	3.674
29	0.256	0.683	1.311	1.699	2.045	2.462	2.756	3.396	3.659
30	0.256	0.683	1.310	1.697	2.042	2.457	2.750	3.385	3.646
35	0.255	0.682	1.306	1.690	2.030	2.438	2.724	3.340	3.591
40	0.255	0.681	1.303	1.684	2.021	2.423	2.704	3.307	3.551
50	0.255	0.679	1.299	1.676	2.009	2.403	2.678	3.261	3.496
60	0.254	0.679	1.296	1.671	2.000	2.390	2.660	3.232	3.460
120	0.254	0.677	1.289	1.658	1.980	2.358	2.617	3.160	3.373
inf	0.253	0.674	1.282	1.645	1.960	2.326	2.576	3.090	3.291

Source: Ahn, H. (2019). Probability and Statistics for Science and Engineering with examples in R.

## ANNEX N°6.

### LESSON PLAN

#### Tips for making a lesson gender-responsive:

Methodology	Action
<b>Question &amp; Answer Method</b>	<ul style="list-style-type: none"> <li>. give equal chances to both girls and boys to answer questions.</li> <li>. extend positive reinforcement to both girls and boys.</li> <li>. allow sufficient time for students to answer questions, especially girls who may be shy or<sup>o</sup> afraid to speak out.</li> <li>. assign exercises that encourage students, especially girls, to speak out.</li> <li>. distribute questions to all the class and ensure that each student participates.</li> <li>. phrase questions to reflect gender representation – use names of both men and women, use both male and female characters.</li> </ul>
<b>Group Discussion</b>	<ul style="list-style-type: none"> <li>. ensure that groups are mixed (both boys and girls).</li> <li>. ensure that everyone has the opportunity to talk and to lead the discussion.</li> <li>. ensure that group leaders are both boys and girls.</li> <li>. encourage both girls and boys to present the results.</li> <li>. ensure that both girls and boys record the proceedings.</li> <li>. ensure that groups consist of girls and boys of different academic ability.</li> <li>. ensure that the topic of the group discussion takes gender into account – include both male and female heroes in a history class, both men and women in a discussion on leadership.</li> </ul>
<b>Demonstrations, e.g., Dissection In a Biology Practical Lesson</b>	<ul style="list-style-type: none"> <li>. make sure that the groups are mixed (boys and girls).</li> <li>. use different techniques to assure the student that it is all right to touch the specimens and deal with any fear that may be expressed or apparent.</li> <li>. encourage all learners to touch the specimens, without making them feel foolish or belittled.</li> <li>. make sure that each student has an opportunity to work with the specimen.</li> <li>. make sure that the boys do not dominate the execution of the experiment.</li> <li>. ensure that girls are not relegated to simply recording how the dissection is done, but actually participate.</li> <li>. make an effort to connect what is happening in the class to what happens in everyday life – relating the dissection of a frog to cutting up a chicken or fish in the kitchen.</li> </ul>

#### Sample Learner-Centred GRP Lesson Plan with Explanations:

#### LESSON OVERVIEW

Lesson Framework	Description	Notes
<b>Class/Topic:</b>	What topic are you covering?	
<b>Instructional Objectives and Learner Competencies</b>	At the end of the lesson, what information and skills do you want all learners to demonstrate or exhibit?	
<b>Activities/ Methodology</b>	What activities will students participate in to meet the objective or gain the competencies? What methodologies will you deploy?	
<b>Gender Lens</b>	What specific steps will you take to ensure the needs of all students, boys and girls, are met?	
<b>Evaluation/ Assessment:</b>	How will you know if every student mastered the competencies? How will you know which students achieved the competencies and which did not? (See Formative/Summative Assessment below)	
<b>Life Skill Application:</b>	How will the skill taught or knowledge gained apply to students' lives outside of class?	

Source: Rwanda GPR; FAWA, 2005

LESSON STAGE	EXPLANATION OF EACH STEP	TIME ESTIMATE
<b>Warm Up/ Review</b>	<p><b>A</b> Create an activity that reviews previously learned content to begin a new lesson.</p> <p><b>B</b> Create an activity to focus on the topic to be taught.</p> <p><b>C</b> Create an activity that actively represents and involves students in a gender responsive way.</p>	<b>5 -10 min.</b>
<b>Introduction</b>	<p><b>A</b> Create an activity to focus students' attention on the new lesson.</p> <p><b>B</b> Describe the purpose by stating and writing the objective on the board.</p> <p><b>C</b> Describe the content and benefits by relating the objectives and competencies to students' own lives.</p> <p><b>D</b> Assess students' prior knowledge of the new material by asking questions and writing their responses on the board.</p> <p><b>E</b> Provide a gender lens or analysis to the activity.</p>	<b>5 -10 min.</b>
<b>Presentation (Whole-Group) &amp; Active Engagement Strategies</b>	<p><b>A</b> Create an activity to introduce new vocabulary.</p> <p><b>B</b> Provide key concepts and introduce new information with a variety of strategies using visuals, song, video, description, explanation, written text.</p> <p><b>C</b> Check for level of students' understanding or comprehension by asking questions, using non-verbal hand signals, etc.</p> <p><b>D</b> Ensure that both boys and girls are engaged in the process and presentation.</p>	<b>30 min.</b>
<b>Practice &amp; Application (Differentiated Instruction)</b>	<p><b>A</b> Model the activity or skill that students are to practice.</p> <p><b>B</b> Differentiate the activity for high, average, and low level students</p> <p><b>C</b> Monitor students' practice by moving around the room.</p> <p><b>D</b> Provide an immediate feedback of the activity to students.</p> <p><b>E</b> Provide an activity that requires students to apply the learning beyond the lesson and connect to their own lives.</p> <p><b>F</b> Provide an activity to transfer the skills to a new situation.</p> <p><b>G</b> Apply the lesson to the lives and realities of both boys and girls.</p>	<b>30 - 40 min.</b>
<b>Formative/ Summative Assessment</b>	<p><b>A</b> Create an activity to assess each student's attainment of the objective.</p> <p><b>B</b> Assess using oral, aural, written or applied performance assessments.</p> <p><b>C</b> Create an activity that helps students reflect about their learning and/or the strategies used to teach the lesson.</p>	<b>20 - 30 min.</b>
<b>Closure/ Reflection</b>	<p><b>A</b> Ask questions or create an activity for both boy and girl students to reflect on what they have learned and assess their own progress towards achieving the instructional objective.</p>	<b>5 -10 min.</b>

*Source: Castro Valley Adult and Career Education.*

## ANNEX N°7

### EXPERTS VALIDATION



POSGRADO

#### TECHNICAL UNIVERSITY OF COTOPAXI

#### GRADUATE DEPARTMENT

#### Master's Degree in Applied Linguistics to Teaching English as a Foreign Language

#### PROPOSAL VALIDATION

##### 1. Research Proposal Data

**Author:** Miriam Acosta

**Topic:** "Gender Based Teaching Strategies to Improve Oral Production"

- **Objective:** To design a group of lesson plans and activities which include Gender Based Teaching Strategies to improve Oral Production in students of 5<sup>th</sup> Fifth Year of Basic Education at "Juan Abel Echeverria" Educative Unit in Latacunga – Cotopaxi province during the scholar year 2020 – 2021".

##### 2. Evaluator's information

Evaluator's name:	Ana Narcisa Panchi Quimbita
ID number:	0502350515
Academic Degree:	MAGISTER EN LINGUISTICA Y DIDACTICA DE LA ENSEÑANZA DE IDIOMAS EXTRANJEROS
Senescyt Registration Number	1005-16-86076258
Current job:	Unidad Educativa "Juan Abel Echeverria"
Phone number:	0998546774
E-mail:	anaizapan@yahoo.es

##### Evaluation

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		
b) The proposal topic is appropriate and innovative.		X	





c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The lesson plans describe each step to follow during the class.	X		
e) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
f) The graphic illustrations (all kind of images and tables) are relevant, they clarify and provide significance.	X		
g) The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
h) The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

**3. Impact.** What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	
International	

**4. General comments and recommendations for the Author.**

I consider quite important: showing the results with the group of students researched by using a video, in order to prove if the objectives were achieved. Besides I highly recommend on this proposal reducing some activities or time activities because on line class takes 30 minutes.



**Evaluator's signature**

**Name:** Ana Narcisa Panchi Quimbita

**I.D** 0502350515

**TECHNICAL UNIVERSITY OF COTOPAXI****GRADUATE DEPARTMENT****Master's Degree in Applied Linguistics to Teaching English as a Foreign  
Language****PROPOSAL VALIDATION****1. Research Proposal Data**

**Author:** Miriam Acosta

**Topic:** "Gender Based Teaching Strategies to Improve Oral Production"

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**2. Evaluator's information**

Evaluator's name:	Licenia Judith Herrera Armas
ID number:	0501870182
Academic Degree:	Superior Diploma in Teaching English as a Second Language
Senescyt Registration Number	1004-08-671222
Current job:	English Teacher
Phone number:	099903438
E-mail:	liceniaherrera@gmail.com

**Evaluation**

Place an X on the square.

<b>Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Fair</b>
<b>a)</b> The teaching material constitutes a valid, current and relevant contribution to enhance English Speaking Skill.	X		



b) The proposal topic is appropriate and innovative.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.		X	
d) The lesson plans describe each step to follow during the class.	X		
e) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
f) The graphic illustrations (all kind of images and tables) are relevant, they clarify and provide significance.	X		
g) The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
h) The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

**3. Impact.** What is the impact of this research? (Place an X on the square)

Local	
Regional	
National	X
International	

**4. General comments and recommendations for the Author.**

Considering that speaking can largely determine language proficiency, this proposal is a good option to assist students in the development of this skill. Moreover, gender is taken into account as a factor that could contribute to the improvement of this skill.

Evaluator's signature

Name: Licenia Herrera Armas

I.D: 0501870182

## TECHNICAL UNIVERSITY OF COTOPAXI

## GRADUATE DEPARTMENT

Master's Degree in Applied Linguistics to Teaching English as a Foreign  
Language

## PROPOSAL VALIDATION

## 1. Research Proposal Data

**Author:** Miriam Acosta

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## 2. Evaluator's information

Evaluator's name:	Ana Jacqueline Guamani Aymacaña
ID number:	1803239183
Academic Degree:	Magister in Enseñanza del Idioma Inglés como Lengua Extranjera
Senescyt Registration Number	1010-2019-2131431
Current job:	ESL University Professor
Phone number:	0992775557
E-mail:	Anidie1980@gmail.com

**Evaluation**

Place an X on the square.

Criteria	Excellent	Good	Fair
a) The teaching material constitutes a valid, current and relevant contribution to enhance Oral Production.	X		



b) The proposal topic is appropriate and innovative.	X		
c) The originality of the contributions and reflections of the author give added value to the proposal.	X		
d) The lesson plans describe each step to follow during the class.	X		
e) The proposal has the expected qualities for the level of training (appropriate language, vocabulary, spelling, etc.)	X		
f) The graphic illustrations (all kind of images and tables) are relevant, they clarify and provide significance.	X		
g) The length of the lesson plan and activities are appropriate depending on the complexity of the topic and the objectives.	X		
h) The objectives in the lesson plans are met, so that there is harmony between objectives and results.	X		

**3. Impact.** What is the impact of this research? (Place an X on the square)

Local	X
Regional	
National	
International	

**4. General comments and recommendations for the Author.**

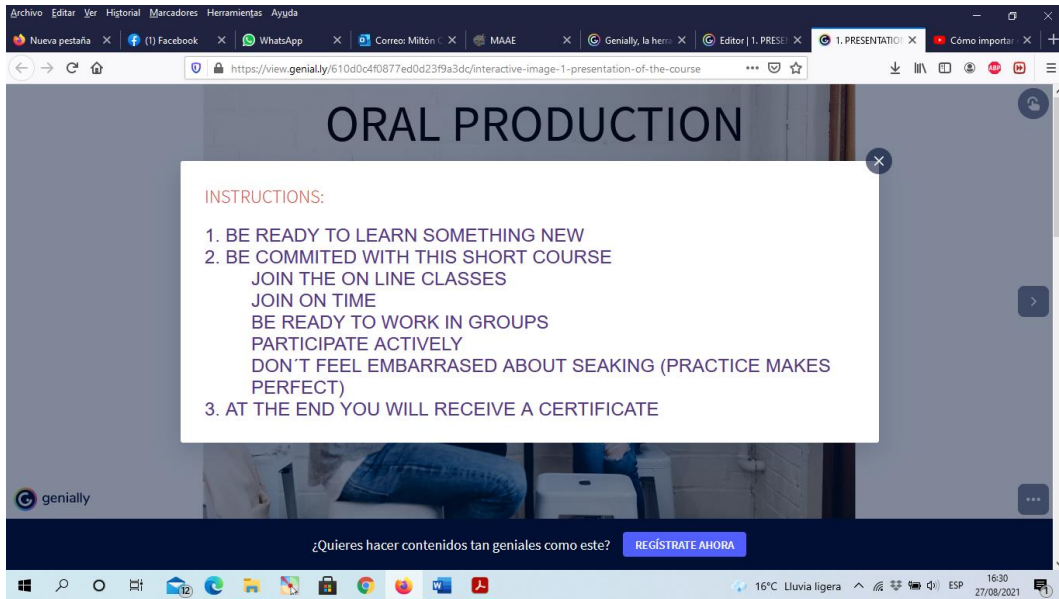
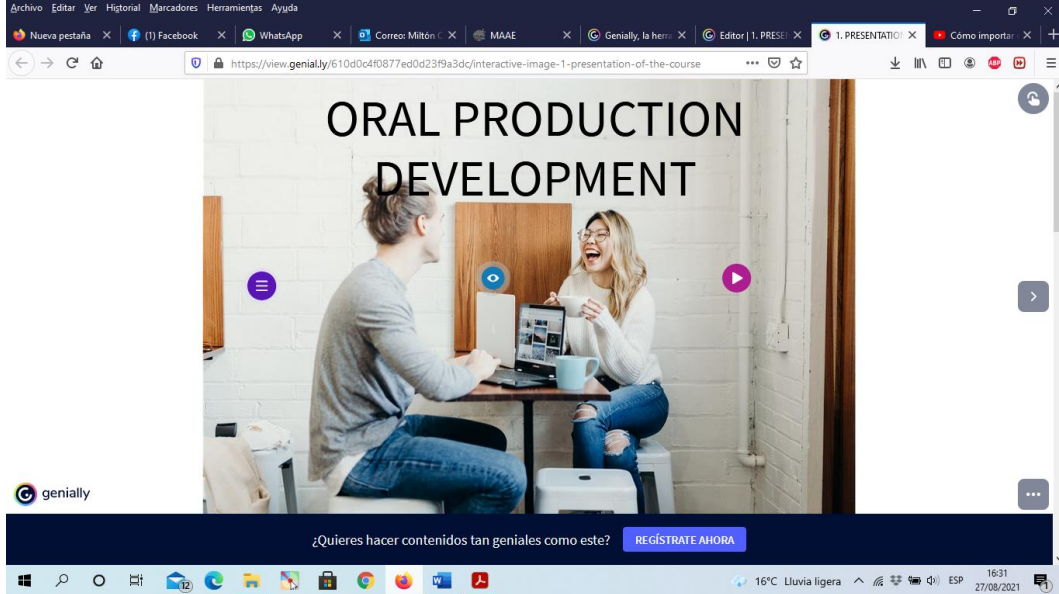
This proposal has fascinated me because Nowadays It is kind of difficult to find the right strategy in order to make students work in mixed groups, and using gender to promote learning. So, I highly recommend this innovative work to be shared and supported by colleagues the area coordinators.

**Evaluator's signature**

Ana Jacqueline Guamani Aymacaña  
1803239183

# ANNEX N° 8

## PROPOSAL EVIDENCE



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Genius Centers

3. LESSON 2  
Presentations  
11/8/2021

2. LESSON 1  
Presentations  
9/8/2021

1. PRESENTATION OF THE CO ...  
Interactive image  
6/8/2021

LESSON 6: HEALTHY VS UNHE ...  
Presentations  
25/8/2021

LESSON 5 AT THE RESTAURANT  
Presentations  
18/8/2021

LESSON 4 FOOD PYRAMID  
Presentations  
18/8/2021

5 COMPLETE THE FOOD PYRAMID  
Presentations

FOOD PYRAMID  
Draft

ORAL PRODUCTION DEVELOPMENT  
Interactive image

WELCOME TO LESSON 1  
Presentations

Genially

16°C Lluvia ligera

16:19

27/08/2021

YouTube x Facebook x WhatsApp x Correo: Milton x MAAE x Genially, la he x Editor 2. LES x 2. LESSON 1 p x 2. LESSON 1 p x Cómo import x Mi unidad

https://drive.google.com/drive/u/2/my-drive

Drive

Buscar en Drive

Nuevo

Mi unidad

- Mi unidad
- Ordenadores
- Compartido conmigo
- Reciente
- Destacados
- Papelera
- Almacenamiento

884,8 MB de 15 GB usado

Comprar espacio

GROUP 1

SALAD

The ingredients are:

- lettuce
- radish
- pickles
- lemon
- salt

GRUPO 1

GROUP 2

Ingredients:

- strawberry
- MILK
- SUGAR

Step

Two v  
straw  
two s  
and t  
sugar  
glaz  
that

GRUPO 2

Grupo 3

Chocolate strawberries

Ingredients:

- strawberries
- chocolate
- grated coconut
- or
- dragées

Preparati  
first wash t  
strawberri  
than melt t  
chocolate i  
put  
second t  
chocolate i  
strawberri  
then put t  
grated cocon

GRUPO 3

NOW CREATE YOUR OWN SONG AN  
TO SING IN THE WHOLE CLASS

STUDENTS NAMES:

- Bruc Arreaga
- Kalle
- walter
- DIKROZ

I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS  
I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS  
I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS  
I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS

I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS  
I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS  
I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS

GRUPO 3

OWN SONG AND BE READY  
TO SING IN THE WHOLE CLASS

LES AND BANANAS  
LES AND BANANAS  
LES AND BANANAS  
LES AND BANANAS

GRUPO 4

GROUP 4

Ingredients:

- apple
- peach
- elderberry
- watermelon
- banana

Steps

- Wash the ingredi
- apples and the g
- banana sap an a
- blend ingredi
- orange juice over

GRUPO 4

GROUP 5

NOW CREATE YOUR OWN SONG AN  
TO SING IN THE WHOLE CLASS

STUDENTS NAMES:

- Kerry
- Sistera
- Meloni

I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS  
I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS  
I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS  
I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS

I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS  
I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS  
I LIKE TO EAT, EAT, EAT, APPLES AND BANANAS

GRUPO 5

WRITE 5 DIFFERENCES

WRITE 5 DIFFERENCES

WRITE 5 DIFFERENCES

WRITE 5 DIFFERENCES

WRITE 5 DIFFERENCES

GRUPO N: 1

15°C Muy nublado

16:50

27/08/2021

LOOK AT THE PICTURES AND DESCRIBE THEM BY USING:  
**SOME, ANY, A LOT OF, NO**

How many sandwiches are there?  
There are some sandwiches.  
How much soup is there?  
There is no soup.  
There isn't any soup.

How much tea is there?  
There is some tea.  
How much milkshake is there?  
There is a lot of milkshake.

How much coffee is there?  
There is some coffee.  
How much salad is there?  
There is a lot of salad.

¿Quieres hacer contenidos tan geniales como este? [REGÍSTRATE AHORA](#)

HOW MUCH SAUCE IS THERE?  
THERE IS A LOT OF SAUCE.

HOW MUCH SALAD IS THERE?  
THERE IS A LOT OF SALAD.

HOW MUCH SPAGETTI IS THERE?  
THERE IS SOME SPAGETTI.

HOW MANY PANCAKES ARE THERE?  
THERE ARE A LOT OF PANCAKES.

¿Quieres hacer contenidos tan geniales como este? [REGÍSTRATE AHORA](#)

Está compartiendo la pantalla

UNIDAD EDUCATIVA "JUAN ABEL ECHEVERRÍA"  
Latacunga - Ecuador

Lesson Plan N°	Two
Subject	English - Movers
Topic	Food and drink
Description	✓ To improve the pronunciation and grammar of male and female students by separating them into four groups and using gender-based teaching strategies
Time required	45 minutes.
Students	16 Students. Boys (8), girls (8).
Strategies	<b>Gender-based teaching strategy:</b> Cloze - test <b>Oral production element (s):</b> Grammar and vocabulary <b>Cooperative Learning:</b> Group work
Materials required	Audio - Video Students' modules from MINEDUC, handout N°1. Computer - Tablet - Cellphone (Any Mobile Device) Internet connection
Resources	✓ English Pedagogical Module 2 Fifth Grade EGB p.12, YouTube video:

keirly calvopina      ADRIÁN LÓPEZ

MIRIAM ACOSTA      Alan Casal

Leydi Guachilinga      Dennis Pilatasig



Archivo Editar Ver Historial Marcadores Herramientas Ayuda

Está compartiendo la pantalla Deja de

Google (1) Whats Healthy UNIVERS exponer WATER LESSON Genially Editor LESSO fish food Posasisten Vizia

https://view.genially.com/61143bd13fdcb80cf4ae0eb/presentation-lesson-5-at-the-restaurant

¿Quién puede ver lo que usted comparte aquí? Grabación activada

CHOCOLATE, CANDIES, DONUTS, HOT DOGS, OILS → FATS AND SWEETS

MEAT, FISH, EGGS → PROTEINS

MILK, YOGURT, CHEESE, BUTTER → DIARY

POTATOES, BREAD, RICE, CEREAL, CORN, SPAGETTI → CARBOHYDRATES

APPLE, PINEAPPLE, WATERMELON, BANANA, TOMATO, ORANGE, LEMON, KIWI, PEAR

CARROTS, TOMATOES, BERENGENA, LETTUCE, ETC. → FRUITS AND VEGETABLES

genially

¿Quieres hacer contenidos tan geniales como este? REGÍSTRATE AHORA

Zoom Reunión 13°C Muy nublado 18:09 18/08/2021

Sonido original: desactivado Grabando...

ADRIAN LÓPEZ

MIRIAM ACOSTA

Luis herrera

Joselin Ronquillo...

Micaela Criollo

KEILA YANCHAT...

Desactivar audio Detener video Seguridad Participantes Votaciones Chat Compartir pantalla Pausar/detener grabación Sección de Grupos Reacciones Finalizar

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https://view.genially.com/61143bd13fdcb80cf4ae0eb/presentation-lesson-5-at-the-restaurant

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WHAT DOES IT MEAN:

FOR STARTER PRIMER PLATO

FOR MAIN COURSE PLATO FUERTE

FOR DESSERT POSTRE

TO DRINK PARA BEBER

genially

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Zoom Reunión 10°C Lluvia ligera 9:42 12/08/2021

Luis herrera

Luis herrera

Abigail Proaño...

Abigail Proaño

WALTER PEREZ

WALTER PEREZ

Keirly Calvopiña...

Keirly Calvopiña curso 6

ANNEX N°10

URKUND CERTIFICATE

**Curiginal**

**Document Information**

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