



UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

TITLE

**“THE USE OF LEAD-IN ACTIVITIES TO IMPROVE THE
SPEAKING SKILL WITH 10Th YEAR SUDENTS AT “JOSÉ
INGENIEROS N° 1” PUBLIC SCHOOL, ACADEMIC PERIOD
2013-2014”**

Thesis required for obtaining the
Bachelor's Degree in Sciences of
Education, English Language
Specialization

AUTHOR:

Diego Fernando Ordoñez Silva

THESIS ADVISOR:

Elizabeth Sarmiento Bustamante, Mg. Sc.

LOJA – ECUADOR

2015

CERTIFICATION

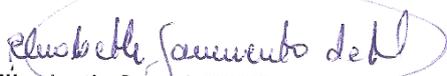
Magister
Elizabeth Sarmiento Bustamante
PROFESSOR OF THE UNIVERSIDAD NACIONAL DE LOJA

CERTIFIES:

That the present research work entitled **“THE USE OF LEAD-IN ACTIVITIES TO IMPROVE THE SPEAKING SKILL WITH 10TH YEAR STUDENTS AT “JOSÉ INGENIEROS N° 1” PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014”**, is the responsibility of the undergraduate student: Diego Fernando Ordoñez Silva.

In addition, it has been thoroughly revised and fully analyzed; therefore, the advisor authorizes its presentation for the pertinent legal aims.

Loja, March 05th, 2015


Elizabeth Sarmiento Bustamante, Mg Sc.
THESIS ADVISOR

AUTORÍA

Yo, Diego Fernando Ordoñez Silva declaro ser autor del presente trabajo de tesis y eximo expresamente a la Universidad Nacional de Loja y a sus representantes jurídicos de posibles reclamos o acciones legales, por el contenido de la misma.

Adicionalmente acepto y autorizo a la Universidad Nacional de Loja la publicación de mi tesis en el Repositorio Institucional-Biblioteca Virtual.

Autor: Diego Fernando Ordoñez Silva

Firma:.....

Cédula: 1104872476

Fecha: Loja, agosto de 2015

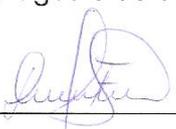
**CARTA DE AUTORIZACION DE TESIS POR PARTE DEL AUTOR,
PARA LA CONSULTA, REPRODUCCION PARCIAL O TOTAL, Y
PUBLICACION ELECTRONICA DEL TEXTO COMPLETO.**

Yo, **Diego Fernando Ordoñez Silva** declaro ser autor de la tesis titulada: **“THE USE OF LEAD-IN ACTIVITIES TO IMPROVE THE SPEAKING SKILL WITH 10Th YEAR STUDENTS AT “JOSÉ INGENIEROS N° 1” PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014”**; como requisito para obtener el grado de Licenciado en Ciencias de la Educación, mención: Idioma Ingles; autorizo al Sistema Bibliotecario de la Universidad Nacional de Loja para que con fines académicos, muestre al mundo la producción intelectual de la Universidad, a través de la visibilidad de su contenido de la siguiente manera en el Repositorio Digital Institucional:

Los usuarios pueden consultar el contenido de este trabajo en el RDI, en las redes de información del país y del exterior, con las cuales tenga convenio la Universidad.

La Universidad Nacional de Loja, no se responsabiliza por el plagio o copia de la tesis que realice un tercero.

Para constancia de esta autorización, en la ciudad de Loja, a los 13 días del mes de agosto de dos mil quince, firma el autor.

Firma:  _____

Autor: Diego Fernando Ordoñez Silva

Cédula: 1104872476

Dirección: Las Pitas

Correo electrónico: diego_fernando_os@hotmail.com

Celular: 0985808539

DATOS COMPLEMENTARIOS

Director de tesis: Mg Sc. Elizabeth Sarmiento Bustamante

Tribunal de grado

Lcda. M. Sc. María Augusta Reyes Vélez

Lcda. M. Sc. Miriam Eucevia Troya Sánchez

Lcda. M. Sc. Karina Alexandra Celi Jaramillo

PRESIDENTA

VOCAL 1

VOCAL 2

ACKNOWLEDGEMENTS

I appreciate the support of the English Language Department at Universidad Nacional de Loja, institution that assisted me with my professional growth.

Likewise to “Jose Ingenieros N° 1” high school, the authorities, English teacher and students for having made possible the development of this research work.

Finally, I extend my grateful thanks to Elizabeth Sarmiento Bustamante, who guided me constantly and efficiently during the entire process of this thesis.

THE AUTHOR

DEDICATION

To God, who with his infinite goodness and love, allowed me to achieve this goal.

I dedicate my thesis work to my family and friends. A special feeling of gratitude to my loving parents Elisa Silva and David Ordóñez, whose words of encouragement and tenacity, have motivated throughout my life. To my sisters Yesenia and Yulissa, To my girlfriend Ximena who have never left my side, I extend a special dedication.

Diego Fernando

MATRIZ DE ÁMBITO GEOGRÁFICO

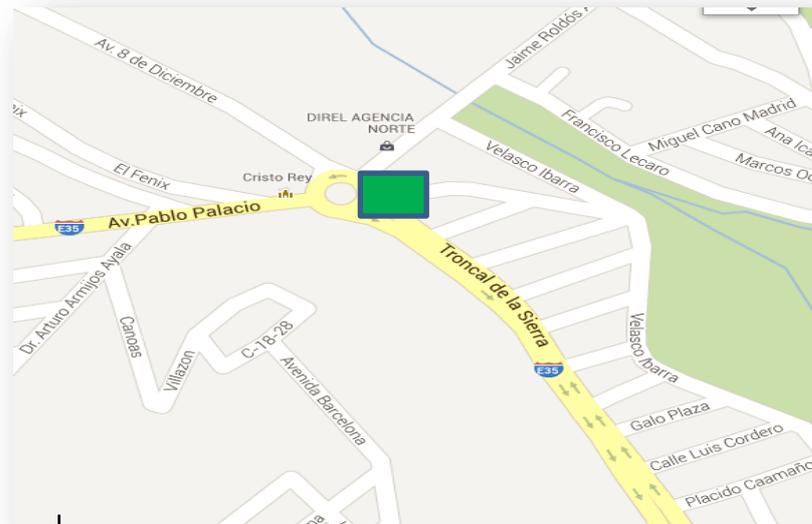
ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN											
BIBLIOTECA: ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN											
TIPO DE DOCUMENTO	AUTOR/NOMBRE DEL DOCUMENTO	FUENTE	FECHA/ AÑO	ÁMBITO GEOGRÁFICO						OTRAS DESAGREGACIONES	NOTAS OBSERVACIONES
				NACIONAL	REGIONAL	PROVINCIAL	CANTONAL	PARROQUIAL	BARRIOS COMUNIDAD		
TESIS	DIEGO FERNANDO ORDÓÑEZ SILVA “THE USE OF LEAD-IN ACTIVITIES TO IMPROVE THE SPEAKING SKILL WITH 10 TH YEAR STUDENTS AT “JOSÉ INGENIEROS N° 1” PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014”	UNL	2015	Ecuador	Zona 7	Loja	Loja	Las Pitas	Las Pitas	CD	Licenciado en Ciencias de la Educación , mención: Idioma Inglés

MAPA GEOGRÁFICO Y CROQUIS



Fuente: www.google.com.ec/webhp#q=mapa+del+canton+loja

CROQUIS



Fuente: www.google.com/maps/place/José+Ingenieros+N#1

THESIS SCHEME

- i.** COVER PAGE
- ii.** CERTIFICATION
- iii.** AUTORÍA
- iv.** CARTA DE AUTORIZACIÓN
- v.** ACKNOWLEDGEMENT
- vi.** DEDICATION
- vii.** MATRIZ DE ÁMBITO GEOGRÁFICO
- viii.** MAPA GEOGRÁFICO Y CROQUIS
- ix.** THESIS SCHEME
 - a.** TITLE
 - b.** RESUMEN
ABSTRACT
 - c.** INTRODUCTION
 - d.** REVISION OF LITERATURE
 - e.** MATERIALS AND METHODS
 - f.** RESULTS
 - g.** DISCUSSION
 - h.** CONCLUSIONS
 - i.** RECOMMENDATIONS
 - j.** BIBLIOGRAPHY
 - k.** ANNEXES
INDEX

a. TITLE

“THE USE OF LEAD-IN ACTIVITIES TO IMPROVE THE SPEAKING SKILL WITH 10th YEAR STUDENTS AT “JOSÉ INGENIEROS N° 1” PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014”

b. RESUMEN

El propósito de este estudio de investigación-acción fue mejorar la destreza de hablar a través del uso de actividades iniciales con estudiantes del décimo año de la escuela pública "José Ingenieros N° 1". Cinco sesiones se llevaron a cabo para mejorar la destreza, usando esta estrategia. Pruebas y cuestionarios hechos por el investigador fueron utilizados para medir el progreso y la percepción de los estudiantes con el uso de actividades iniciales. Instrumentos adicionales como hojas de observación además fueron utilizadas en cada sesión para ver el crecimiento de los estudiantes. Los resultados indicaron que el uso de actividades iniciales facilitó significativamente el mejoramiento de la destreza de hablar de los estudiantes, que se vio reflejado en el notable crecimiento en las notas de la prueba final. Las respuestas obtenidas de los cuestionarios confirmaron el entusiasmo y la actitud positiva hacia el trabajo con actividades iniciales. Este estudio ayudó a los estudiantes a mejorar la destreza de hablar; y para que el investigador perfeccione sus habilidades de enseñanza.

ABSTRACT

The purpose of this action research study was to improve the speaking skill through the use of lead-in activities with tenth year students at “José Ingenieros N° 1” public school. Five sessions were carried out to improve the skill using the strategy. Researcher’s-made tests and questionnaires were used to measure the students’ progress and perception of the use of lead-in activities. Additional instruments like observation checklists were also used every session to see the students’ growth. The results indicated that the use of lead-in activities facilitated meaningfully the improvement of the students’ speaking skill which was reflected in the noticeable increase of the posttest scores. The answers received from the questionnaires confirmed the enthusiasm and the positive attitude toward working with lead-in activities. This study helped the students to improve their speaking skill, the researcher to sharpen his teachings skills.

c. INTRODUCTION

This descriptive study was focused on the use of lead-in activities to improve the speaking skill with children from fourteen to fifteen years old in a public school. These students received English classes five hours a week without the support of resources and activities that motivate and facilitate the learning of it. The current study explored the use of lead-in activities as a strategy through the question: How does the use of lead-in activities improve the speaking skill with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?

The importance of this study is remarkable for the university, the target students and the researcher. This action research has never been developed before at the English Language Career of the Universidad Nacional de Loja. This work helped students to feel more confident at the moment to practice the language. In addition, this action research allowed the researcher to obtain experiences and gain knowledge. Action Research is not only helpful for the researcher but also for the students because they were motivated to practice the language.

The current study worked with a sample of 33 students of tenth year of basic education in an urban high school. This study counted on an intervention plan that involved pre and post tests and pre and post questionnaires. This intervention was planned based on the student's cognitive process to build up their knowledge. The lessons were reinforced with activities that enable students to practice the speaking skill.

This written report has been structured in sections. The literature review section presents the variables: lead-in activities and speaking.

Most of the lead-in literature was built considering the information given by authors like Arendas (1998), Shuzhen (1996), Willis (1996), Chengli (1999), Jingxia (2005) Slavin (2004)).The speaking literature is based on contributions shared authors like Amir (2013), Nunan (2003), Ramelan (1992), Vanderkeven (1990), Chela and Brown (2010) and contributions of research works of similar researches. The materials and methods section describe the design of the investigation, action research, the methods that help this study and the fine points that were considered in the study.

In the results section is explained the findings of the research. These findings are presented in tables and figures with the corresponding logical analysis. The other section is the discussion that shows the major findings of the research, the importance of them and why the information obtained are relevant. The last sections are the conclusions and recommendations. They described what was found in the study and what can be doing in the future to improve any situation.

The main purpose of this study was to improve the speaking skill through lead-in activities. To full fill this goal the researcher investigated the theoretical references about lead-in activities as a strategy to practice the speaking; fluency, vocabulary, pronunciation. Then, he diagnosed the issues that limit the speaking skill. After, he designed the intervention plan with the use of lead-in activities. After that, the researcher applied the intervention plan as part of the classroom activities in order to reduce the limitations in the practice of speaking skill. And finally, he reflected upon the effect that the lead-in activities had improved the speaking on 10th year students.

Working with the tenth year students was a great experience that facilitated the development of this research. It was a great group

because they were cooperative, enthusiastic, interested and respectful. This study was enhanced also by the collaboration of school director, teacher and students of the institution. This study was also even more precise on the using of questionnaires that helped to know the limitations in speaking. An obvious limitations of this study were a big sample size (33) and the small size of the classroom. These weaknesses did the study harder, because of students tended to distract easily. Additionally the institution did not have enough didactic material that facilitates the teaching speaking skill. For this reason the researcher gave the essential material such as: flash cards and handouts with exercises.

The findings in the post-test revealed an important change in the speaking skill. The findings of the research showed that the use of lead-in activities improved the speaking: fluency, vocabulary, pronunciation, and felt confident; all this parameters made the student felt more relaxed. Additionally, the students always enjoyed the classes because through the lead-in activities they improved their speaking and at the same time they were motivated.

This research work helped to consolidate knowledge mainly in the pedagogical field. It enables the researcher to learn more about problems associated with the English Learning and made personal commitments to the professional domain.

d. LITERATURE REVIEW

SPEAKING

What is speaking skill?

Speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form Gebhard (1996).

In her work Amir, (2013) remarks that speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address.

Nunan (2003) affirms that speaking consist of producing systematic verbal utterances to convey meaning. To know deeper what speaking is, He differentiates it from writing. First, in spoken language, speaking must be listened by others. It has temporary and immediate reception. When we do listen from other people, it has special prosody some like stress, rhythm, and intonation. It must be there an intermediate feedback for communicating directly.

The Importance of Speaking

According to Ramelan (1992) human being as social creature always communicates to one another. It can be occurred with the process of interchange of the thought or ideas which include interactions. For examples telling information or some news, asking other helps for their needs, or etc. All of them can be done through speaking to others directly.

It means that the activity of speaking itself has a very important role in human life.

Also he emphasizes that all human being whenever they live always speak language, although they do not have any writing system to record their language. From the statement above it can be concluded that speaking is very important in mastering foreign language. Thus speaking capability can be measured whether a foreign language learner is successful in learning or not. But in mastering speaking skill can be seen not only from the performance of learners in spoken, but also we have to see from their competence in using the language.

The Purpose of Speaking

Vanderkeven (1990) suggests three purposes of speaking:

- a. First speaking is used to inform something. It means that the speaker wants to inform feeling or opinion to the hearer. In this case, the speaker just wants to tell about fact.
- b. Second, it is used to entertain. It means that the speaker wants to make the hearer feel happier.
- c. Third, it is also used to persuade. It means that the speaker tries to convince the hearer to do something

The Components of Speaking

Speaking needs a lot of components. It means that we can speak if the components are expressing. Vanderkeven (1990) states that there are

three components of speaking. Such as: the speakers, the hearers and the utterance.

The speakers mean the people who produce sound. They are useful as the tool to express opinions or feelings to the hearer. So, if there is no speaker, the opinion or the feeling will not be stated.

The hearers mean the people who receive or get the speaker's opinion or feeling. If there is no hearer, the speakers cannot express their feeling by speaking, but in writing form.

The utterance means a word or a sentence which is produced by the speaker to state the opinion. If there is no utterance, both of the speaker and hearer will communicate by sign.

Based on the description above, the writer concludes that all the speaking components are connected each other. It means if one of the components does not exist, the speaking activity will be disturbed.

Teaching Speaking

Teaching speaking is not merely asking the students to produce sounds. According to Nunan (1991), "speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind"; therefore speaking is not only expressing our ideas, but it is also presenting new information to others. Speaking as an interactive process of constructing meaning always involves in producing words and the meaning depends on the context. The classroom is only one of many environments to which children can increase the linguistic competence. Furthermore, speaking itself requires that learners not only know how to produce specific point of language such

as grammar, pronunciation or vocabulary (linguistic competence), but also they have to understand when, why, what way to produce the language (sociolinguistic competence).

Nunan (2003) explains that speaking becomes immediate and spontaneous or planned and deliberated. Confidence and enthusiasm are critical factor in oral language development, and because much oral language is immediate, it involves taking risk. Students learning in teaching speaking will be most effective when there is relationship mutual trust when students' oral language is accepted and a variety of communication styles are accommodated in the classroom, and when students have frequent opportunities to talk in formal and informal way.

The author also remarks that speaking is a productive oral skill. In fact, speaking especially in a language other than our own is quite a complex undertaking which involves using all the different levels of language. Thus it is relevant to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language.

To make it clearer, proposes at least four principles for teaching speaking:

a) Give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

b) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It is important for us as language teachers

to be aware of how much we are talking in class so we do not take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

c) Plan speaking tasks that involve negotiation for meaning. Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiation for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

d) Design classroom activities that involve guidance and practice in both transactional and interactional speaking. When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including the exchange of goods and/or services.

The Speaking Process

Chela (2010) explains as students actively engage in the speaking process, their perceptions can change from moment to moment and from week to week. As individuals acquire new information, the language they use to make meaning changes. As they reflect upon information shared or received, they revise their understanding, further developing their schemas about language and the world.

The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the

speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, and/or assess the process.

➤ **Pre-speaking: Planning and Organizing**

The author emphasizes that just as pre-writing precedes drafting, pre-speaking begins before students actually speak. Students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what they say and how they say it. Pre-speaking activities involve thought and reflection, and provide opportunities for students to plan and organize for speaking.

To choose a speaking topic:

Students generate and explore ideas for speaking topics through a variety of pre-speaking activities such as the following:

- constructing thought webs and graphic organizers
- reading and researching
- listening to music
- viewing a video
- listening to a speaker
- jotting down ideas
- reflecting upon personal experience.

To determine purpose:

Speakers talk to express ideas, emotions, and opinions, and to share information. Students must ask themselves "What is my purpose for speaking?"

To determine audience:

Speakers must ask themselves "Who is my intended audience?" Some possible audiences are:

- Familiar, known audiences (self, friends, peers, family, teachers)
- extended, known audiences (community, student body)
- extended, unknown audiences (local media).

To determine format:

Speakers must consider how their ideas and information can be presented most effectively. Some possible formats include the following:

- Conversation
- Discussion
- Formal speech
- Dramatic presentation
- Monologue
- Readers theatre.

➤ Middle Speaking: Going Public

The author also remarks that speaking actively engages students in interactions with peers and other audiences. Students who have been

provided with supportive, collaborative environments and opportunities to prepare for their informal and formal speaking experiences are more likely to have the confidence needed to "go public" with their ideas and information.

In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon their purpose for speaking. Some purposes for speaking include the following:

- to express personal feelings, ideas, or viewpoints
- to tell a story
- to entertain or amuse
- to describe
- to inform or explain
- to request
- to inquire or question
- to clarify thinking
- to explore and experiment with a variety of ideas and formats
- to converse and discuss.

➤ **Post-speaking: a time for reflection and setting goals.**

The author reveals that following speaking experiences, both formal and informal, it is important to have students reflect upon their performance. Their reflection, whether it is oral or written, should include the teacher, who can help them set personal goals for improving their speaking abilities. This type of reflective assessment and goal setting encourages critical thought. Some purposes for post-speaking activities are listed below.

To reflect upon performance:

Students who have opportunities to reflect upon their speaking experiences, in light of pre-determined criteria, grow in their abilities to speak effectively.

To set goals for improvement:

When students reflect upon their performance, they begin to recognize what they have done well and where they require improvement.

Some post-speaking scaffolds include:

- Discussing or developing criteria for assessing a variety of speaking experiences.
- Providing opportunities for students to talk, write, or represent in various ways their personal speaking strengths and needs (e.g., learning logs, teacher/peer conferences).

When students have reflected upon their own speaking performance, peers may be invited to comment. Peers may comment through a structure similar to a writing conference and may give oral feedback, written feedback, or a combination of the two. Conferences may be guided by specific questions determined by the teacher or may take the form of conversation between peers.

The role of the teacher is to:

- give students the opportunities to gather information, question, and interpret.

- build on what students already know, as new knowledge is achieved by reconstructing and reshaping prior understanding
- ask questions that result in diversity of thought and response, and to which there is not always one right answer
- encourage purposeful talk and tentative "thinking aloud"
- attend to the thought and intent of students' responses rather than the surface features of dialect and grammar.
- develop or involve students in developing assessment instruments
- Value questions as much as answers
- share enthusiasm for the oral tradition by regularly reading and telling stories to students and by providing opportunities for students to tell stories.
- make informal talk and the sharing of facts and opinions a regular part of the program.
- encourage students to challenge their own and others' assumptions, prejudices, and information presented as facts
- promote students' abilities to develop and participate in reasoned argument during discussions and debates
- develop students' sensitivities to others' feelings, language, and responses

- set personal goals for communicating appropriately and effectively, and for understanding the needs of listeners and participants
- respect cultural traditions; allow and model wait/think time after questions
- encourage and reward effort and improvement as well as competence
- assess both processes and products.

Types of Speaking

In 2010 Brown suggests five types of speaking.

➤ **Imitative**

He points out that imitative speaking tends to focus on macro skills of speaking such as pronunciation of phonemes and stress patterns among many other skills. The assessment below is a simple "repeat after me" exercise that you saw used by my mentor teacher in the kindergarten class you recently worked in. What you like about this exercise is that it can be done individually with students as well as with the whole class, and can be easily incorporated into the regular lesson. For the purposes of this assignment, you have created an exercise based on some vocabulary words from the class as a template for incorporating an imitative speaking assessment into the lesson (Brown, 2010).

➤ **Intensive**

Intensive speaking assessments require that students produce short responses based on different stimulus in order to demonstrate specific linguistic abilities according to their level. The assessment below is a map-

cued elicitation of giving directions and locations that you have created myself based on examples. This specific assessment is designed for level 2 ELLs in second or third grade.

➤ **Responsive**

Responsive speaking assessments are a good way to assess a student's linguistic ability because they are given more freedom in their response. The interaction between the tests administrators and takers are more authentic, and the situations discussed can be much more personal, which is important for keeping students motivated.

➤ **Interactive**

Interactive speaking is important because it allows students to be creative within set guidelines. The situations, while not used in an authentic setting, are more authentic in speech as the language can be used in real life. The assessment outline the researcher has created is role playing, where pairs of students can create a dialogue based on a situation given to them. Each dialogue can be scored based on fluency of the conversation, vocabulary used from the lessons, and specific grammar structures that have already been covered in class. This type of assessment is useful because it allows students to create a dialogue and practice beforehand and also helps them focus on using specific linguistic skills they have learned in class.

➤ **Extensive**

Extensive speaking is an extended oral presentation where the student prepares a speech, presentation, or a monologue and does not really interact with the listener. These types of assessments are very important

because it allows the students to create their own dialogue and speak for an extended amount of time without interruption. The assessment you have created is an outline of a project assignment for sixth grade level 2 ELLs. This project is essentially a presentation in front of the class, where the students are given an opportunity to teach the class about their own culture. This activity not only tests students on their linguistic abilities, it also provides motivation in sharing their culture and personal experiences and fosters cultural diversity.

Types of Speaking Test

In 2006 Kitao and Kitao in their research work suggests the following types of speaking tests.

➤ Reading aloud

One way that reading is tested is by having the tests read aloud. This is not generally a good way to test reading. Its backwash effect is likely to be harmful, and it is not a skill that is used much outside of the classroom. However, it is a way to test pronunciation separately from the content of speech. If it is necessary to use this method of testing, the test should at least make use of a situation where the student might actually be reading aloud, such as reading instructions or parts of a letter to another person.

➤ Conversational Exchanges

Another simple type of test is in which students are given a particular situation and instructed to respond in a certain way. These tests are usually highly structured and require only a limited response, not connected discourse.

➤ **Role-Play Test**

Another type of test is a role-play. In a role-play the test and a confederate are given information on which to base a role-play and the tests are evaluated on their ability to carry out the task in the role-play. Role-plays require the tests to use various functions that she/he might need in real communication.

➤ **Group or Pair Activities**

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to work out. The point of this is not to find the 'right' answer but to stimulate speech for the tester to evaluate.

➤ **Testing Speaking Using Visual Material**

Pictures, maps, diagrams, and other types of visual material can be used to test speaking without requiring the tests to comprehend written or spoken material. Through careful selection of the material, the tester can control the vocabulary and, to some extent, the grammatical structures required.

Various types of material are appropriate for this type of test, depending on the language that the tester wants to elicit. One common type of stimulus material is a series of pictures which tell a story, often with a few sentences of introduction to get the tests started. This requires the tests to put together a coherent narrative. A variation on this is to give the pictures in random order of the narrative to a group of tests. The students describe their pictures and decide on their sequence without showing them to each other, and then put them down in the order that they have decided on.

They then have an opportunity to reorder the pictures if they feel it is necessary.

➤ **Oral interviews**

Oral interviews are testing situations in which the tester and the testee carry on a conversation. The tester generally has a list of questions to ask the testee, and someone--either the interviewer or another person but preferably another person--assesses the language proficiency of the testee. The advantage of an interview is that it attempts to approximate a conversation situation, but the knowledge that it is a test and the constraints of the roles in the interview make it difficult to have a real, natural conversation.

LEAD IN ACTIVITY

What is Lead-in?

Lead-in activities are “ Techniques used by teachers at the beginning of a presentation to prepare students to learn and establish a communicative link between the learners and the information about to be presented” (Arendas, 1998).

Lead-in as an important link in the classroom teaching, can be at the beginning of a lesson, and sometimes is throughout teaching.

Functions

The functions of leading-in: gaining attention, arousing motivation, setting up a teaching target, structuring and making links. Lead-in should

attract students' interest, and teachers should provoke their curiosity and make them be interested in the new contents.

The Principles of Lead-in

It is very important to follow some principles to design lead-in. Some researchers (e.g. Shuzhen (1996); Willis (1996); Chengli (1999), Slavin (2004)) have promoted some principles of designing lead-in. The author summaries them as follows:

➤ **Being interesting**

David Gardner (1998) remarks that the starting point of teaching is to stimulate students' learning interest. Psychologically, interest is a kind of positive emotion that comes into being during the process of the ways of knowing. Interest in learning can lead to positive social interaction with members of the groups. An interesting lead-in can stimulate students' learning motivation. Learners' interest and motivation always take up a central place in language learning.

➤ **Being Relevant**

Designing lead-in must be based on the settled teaching aim and syllabus. The aim and syllabus are the most important components to be considered in the design. The materials chosen for lead-in should be related to the aim and syllabus of the lesson. Besides, the design of lead-in should deal with the assumption about the content and context for teaching and learning, and deal with how learners are expected to learn and how teachers are expected to teach with respect to a particular set of instructional materials.

➤ **Being student-centered**

Lead-in should be designed on the basis of students' needs and conducted according to students' cognitive and physical development. There are different levels and characteristics in different students, which require teachers to design lead-in with proper techniques to meet their different needs. It helps to build up a bridge between teachers and students and arouse their learning motivations and form a harmonious learning environment as well.

➤ **Being brief**

It is not good to take up too much time when teachers are leading in a new lesson. It is usually 3-5 minutes. If teachers spend longer time on lead-in, it will probably cause the unclear teaching aim or key points.

➤ **Being authentic and close to students' life**

Canale, (1983) stressed that being fully exposed to the authentic materials is one of key factors for language acquisition. Thus, the authentic materials in lead-in can genuinely improve students' interest. Life is the center of education, and teaching cannot be isolated from life. With authentic materials which students are familiar with, students can express themselves freely and build the confidence to interact with teachers as well.

The above are the basic guidelines for designing lead-in, although what kind of lead-in is very much a matter of personal preference.

The Strategies of Lead-in

How can we have an efficient and meaningful lead-in? Is there a best method to do so? There is no right answer so far, but there are some strategies that will help teachers make a good lead-in.

➤ Situational Lead-in

Situational lead-in creates authentic or situated learning which takes place in the setting similar with the actual life. Halliday, (1964) held the view that when we acquire our primary language; we do so by learning how to behave in situations, not by learning rules about what to say.

The goal of language teaching is to develop what Hymes, (1972) referred to as “communicative competence”, which involves being able to use language appropriately to a given social context. Teachers in communicative classroom will find themselves talking less and listening more. In situational lead-in, teachers set up a situation that students are likely to encounter in real life, which stimulates students’ desire to communicate in their familiar settings. When using situational lead-in method, teachers should have the ability of acting. Only teachers come into the situation firstly, and then students will follow.

➤ Multi-media Lead-in

With the development and popularity of computers and internet in the information era, network technology plays an important role in education. The multi-media education gathers different pictures, texts, images, voices, etc. to display various information, which makes the lifeless knowledge interesting and abstract things concrete. Compared with the

traditional teaching, multi-media lead-in has at least two advantages. First, multi-media can provide a great deal of real visualized stuff. The students can be promoted from the visualized stuff to their own understanding. Second, in multi-media lead-in, students can be activated by the harmonious, natural and relaxing environment and be led into the new lesson unintentionally and naturally, not feeling tired or boring. When using multi-media lead-in, teachers should choose the information relating to the lesson for slices of PPT (Jingxia, 2005).

➤ **Dialogue Lead-in**

Jingxia (2005) states that using dialogues is a good method to lead in a new lesson. Dialogues can be given between teacher and students or among students themselves on the topics like campus life, family, friends, hobbies, holidays, etc., as they are interesting topics for students.

In dialogue lead-in, teachers should provide chances for students to chat, and necessarily, exert subtle influence to help students to complete the dialogues. By making dialogues, students can be directed into the new lesson naturally.

➤ **Revision Lead-in**

According to learn Ausubel, (1960) meaningfully, students should relate new knowledge to what they have already known. Revision lead-in is to help students go over what they have already learned and acquired to link the new knowledge. In revision lead-in, teachers can explain the papers or exercises concerning what students have learned before, as they are important for the new lesson.

Although sometimes revision lead-in can be boring, it is also an effective way for lead-in.

➤ **Question Lead-in**

Question lead-in is probably the most common way in leading-in teaching. It is simple but effective to lead in a new lesson. “Questions to students in the course of the lesson serve many purposes, one of which is to prompt students to take the next mental step. Thus, a good teacher should be an effective questioner. In lead-in stage, teachers should be skillful in selecting appropriate questions for the subject matter and the purpose of the lesson. Before presenting the new materials by question lead-in, students’ attention can be drawn to the lesson from the beginning (Slavin R. , 2004).

➤ **Hot topic Lead-in**

In hot topic lead-in, teachers focus on hot topics at home and abroad. The class can discuss these topics. Maybe the discussion only lasts a few minutes, but it is valuable. It is not only an exchange of information, but also an exchange of the views on the world events. It enables students to participate in class activities actively and also develop a good habit of concerning for currents events (Jingxia, 2005).

➤ **Storytelling Lead-in**

Funny and interesting stories can help students to develop positive attitude to learning. Storytelling lead-in is another important way to stimulate students’ interest in learning. It can provide a meaningful and natural context for students to begin a new lesson. When teachers are telling stories, the language should be simple; the pronunciation should be

accurate and the speed should be appropriate. In addition, the use of body language and facial expressions is very helpful for students to understand the stories. In order to make the lead-in part more interesting, teachers can also encourage students to tell stories. Telling stories can inspire their imagination; develop their own creativity and their speaking skill.

Lead-in, as the first teaching step of a lesson, is one of the most basic and important steps in English classroom and contributes to having a smooth and successful class. It is obviously a short period but cannot be underestimated. If lead-in is well designed, it can quickly attract students' attention, stir up their learning interest, help them to clarify the purpose of the lesson and make them take an active part in class activities. Based on the previous studies and the author's own English teaching experience, the paper summaries some basic principles for designing effective lead-ins, and also suggests some strategies to have efficient lead-ins. It is hoped that this research will benefit English teachers (Jingxia, 2005).

e. METHODS AND MATERIALS

In this section by methods and materials it is meant the methodology of this research work. The section is developed considering: design, context, participants, methods, techniques and instruments, materials and procedure.

Design

The spiral model of action research proposed by Kemmis and McTaggart (2000) was followed in this study. Action research is a general name for research done by undergraduate and postgraduate students. Action research has the potential to make a substantial impact on the process of teaching and learning. Thus, it is a methodological technique that connects research to practice. It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth; that is why action research was applied to this study. It has assisted the researcher of this thesis to follow the first cycle of the Kemmis and McTaggart's spiral. This process facilitated his reflections of his teaching and improved his students' situation.

Context

“José Ingenieros N°1” public school was selected as the place for the present research work, and it is the school where the researcher is currently teaching and observing as a part of his teaching practicum; therefore, he has insight into the spectrum of English teaching within the school. “José Ingenieros N° 1” school is located in “Las Pitas” neighborhood and it is organized according to Ecuadorian School System requirements for a basic education school. Students attending this urban

public school live in a social environment that characterizes developing communities in Latin American countries such as Ecuador.

Having English as a subject within the curriculum in Ecuadorian public elementary schools is compulsory as it is for middle and high schools. In the case of “José Ingenieros N° 1” public school, the treatment of English as a subject within the curriculum of the school is obligatory and the periods devoted to teach it are five classes weekly. It has an English teacher as part of its teaching staff.

Participants

The 10th year of basic education at “José Ingenieros N° 1” public school was the sample of this study. They were 33 students (boys and girls). They were among 14 to 15 years old. The students received five periods of English class per week with a certified teacher; each period was about 40 minutes. The students had an English book called “English book” made by Brian Abbs, Chris Barker and Ingrid Freebairn. The English classes were developed without any other didactic material than a course book.

METHODS, TECHNIQUES, INSTRUMENTS AND MATERIALS

This general denomination includes description of research design, methods and techniques used along the research stages as well as the data collection instruments and resources. The procedure followed in conducting the study is also described in this section.

Methods

Action Research was adopted as the research design of the study and was integrated within the development of the academic course. This study

aimed to describe the data resulting from the application of an intervention plan. The following general methods were applied along the descriptive research:

The Scientific method assisted the study of the use of Lead-in activities applied in the improving of speaking skill with this group of students. It helped in the observations done before and during the intervention, and it also assisted during the anticipation of the possible solution, the use of lead-in activities. This particular method helped support data collection in order to make relevant predictions and further analysis.

The Descriptive method enabled the researcher to describe the stages of pre-observations, planning a change, acting and observing the processes and consequences of the study and the kind of resources used in each step. It served to explain and analyze the object of the investigation.

The analytic-synthetic method was used to analyze the obtained results through two questionnaires, two tests, observations and checklist. It was adopted also to interpret the data, develop the logical analysis and draw conclusions.

The statistic method made possible the quantitative statistical analysis of data derived from the two test and two questionnaires as well as the qualitative text analysis of the data received from the observation, and checklist.

Techniques

Specific techniques were adopted along each stage of the research process, from the formation of the theoretical framework to the discussion

of results. In forming the Theoretical Framework and Literature Review, extensive reading was conducted and the use of outlines and index cards helped facilitate learning and focus the information. Technology offered valuable help in the process of creating bibliographical sources and citations. APA style was assumed as the formal system for format organization and citation.

Data Collection Instruments

The instruments that were used to collect the information were the following:

- Two researcher's-made tests (Annex 1) the pre- test and post-test also were applied one at the beginning and the other at the end of the intervention. These contained seven questions about speaking and lead-in speaking activities in order to know student`s knowledge about it.
- Two Questionnaires, (Annex 1.). The pre- questionnaire was applied at the beginning and the post- questionnaire at the end of the intervention. Both of questionnaires contained seven multiple choice questions that were focused on speaking in order to know the student`s needs about it.
- Checklist (Annex 1) in the checklist was collected qualitative data for knowing the students' progress in each class. It contains detailed information and questions for knowing about the students' development in the intervention process.

Materials

This researcher work was accomplished with the help of three main

resources. The Human resources that participated during the different stages were the target population, the cooperating English school teacher, the thesis advisor and the researcher. In this research the target population was 10th year students of basic education of the “José Ingenieros N° 1” School. The cooperating teacher help to provide general information about these target students and the thesis advisor supervised the development of the stages of the study. The researcher worked actively in order to learn from the various human resources and also played an active role in this research work.

A personal computer, internet, removable memory stick, and multimedia were some of the technological resources used. Office supplies such as handouts, flashcards, videos, textbooks and bibliography were important material components as well.

Procedure

The study started with the observations of the English classes of the 10th year students in order to identify the issues the students were facing. Observation sheets (annex 1) were filled out to record the activities and work the students did in the classes. The analysis of observations helped to form the problem statement and create a possible solution, in order to support the questions raised during the observations a theoretical framework was developed.

An intervention plan (annex 1, pag 105), organized in six lessons, was designed with the help of the literature framework. Then, the intervention plan was applied from April to May. During this stage quantitative and qualitative data was collected using the instruments mentioned above.

The discussion of the outcomes was completed with the triangulation of findings (pre-post tests; questionnaires; observation sheet) and the literature that supports this study. The conclusions were drawn considering the initial inquiries. Finally, the thesis was written and disseminated.

f. RESULTS

In this section the data received from questionnaires and tests are presented in tables and figures. A logical analysis is done after each table or figure. Before and after the intervention plan, the author of this action research applied a pre- test and posttests in order to assess the speaking skill of the students.

Table 1

The Pre- test

STUDENT'S CODE	FLUENCY /4	PRONUNCIATION /4	VOCABULARY /4	FEELING CONFIDENT/4	TOTAL /16
001	1	1	1	2	5
002	2	2	2	2	8
003	1	1	1	1	4
004	1	1	1	1	4
005	1	1	1	1	4
006	2	1	1	1	5
007	1	1	1	1	4
008	2	2	1	2	7
009	1	2	1	2	6
010	1	1	1	2	5
011	2	1	2	2	7
012	1	2	1	2	6
013	1	1	1	2	5
014	2	2	1	2	7
015	1	1	1	2	5
016	2	2	1	2	7
017	1	1	1	2	5
018	1	1	1	2	5
019	1	1	1	2	5
020	1	1	1	2	5
021	1	1	1	1	4
022	1	2	1	2	6
023	1	1	1	1	4
024	1	1	1	1	4
025	1	1	1	2	5
026	2	1	1	2	6
027	1	1	1	1	4
028	1	1	1	2	5
029	1	1	1	2	5
030	1	1	1	1	4
031	1	1	1	1	4
032	1	1	1	2	5
033	1	1	1	1	4
MEAN	1,21	1,21	1,06	1,63	5,12

Note: each parameter has an equivalent of 4 points; it means that the total test has an equivalent of 16 points.

According to the first table, the scores are not considerable because only one student obtained the 50% as a maximum score. The rest of the class had a low score, for that reason in the class is important to work and focus on the next parameters, fluency, pronunciation, vocabulary, and feel confident, through them students will be motivated day by day.

Table 2

The Post-test

STUDENT'S CODE	FLUENCY /4	PRONUNCIATION /4	VOCABULARY /4	FEELING CONFIDENT/4	TOTAL /16
001	3	3	3	4	13
002	3	4	3	4	14
003	3	3	3	4	13
004	4	3	4	4	15
005	3	3	3	4	13
006	3	3	4	4	14
007	3	4	3	4	14
008	3	3	4	4	14
009	3	4	4	4	15
010	4	4	4	4	16
011	3	3	3	4	13
012	3	3	4	4	14
013	3	4	3	4	14
014	3	3	4	4	14
015	3	3	3	3	12
016	3	3	3	4	13
017	4	4	4	4	16
018	3	3	3	4	13
019	4	4	4	4	16
020	3	3	3	3	12
021	3	3	3	3	12
022	3	4	3	4	14
023	3	3	4	4	14
024	3	3	3	4	13
025	3	4	3	4	14
026	3	3	3	3	12
027	4	3	3	4	14
028	3	3	3	4	13
029	3	3	3	4	13
030	4	3	3	4	14
031	3	4	4	4	15
032	3	3	3	4	13
033	4	4	4	4	16
MEAN	3,21	3,33	3,36	3,87	13,78

Note: each parameter has an equivalent of 4 points; it means that the total test has an equivalent of 16 points.

In this table can be appreciated a significant change in the punctuation of students, speaking after the intervention plan and the post-test applied. Also it can be noticed, that in the feeling confident parameter the students have the best punctuation, it is important that they feel sure when they speak. Likewise, it is important to take into account that after implementing lead-in activities in teaching English most of students obtained a grade above 12 points in each parameter of evaluation. It shows that the students' speaking skill had increased during the intervention.

COMPARING TESTS RESULTS

Table 3

STUDENTS CODE	Pre test X	Post test Y	Xy	X ²	Y ²
001	5	13	65	25	169
002	8	14	112	64	196
003	4	13	52	16	169
004	4	15	45	16	225
005	4	13	52	16	169
006	5	14	70	25	196
007	4	14	56	16	196
008	7	14	98	49	196
009	6	15	90	36	225
010	5	16	80	25	256
011	7	13	91	49	169
012	6	14	84	36	196
013	5	14	70	25	196
014	7	14	98	49	196
015	5	12	60	25	144
016	7	13	91	49	169
017	5	16	80	25	256
018	5	13	65	25	169
019	5	16	80	25	256
020	5	12	60	25	144
021	4	12	48	16	144
022	6	14	84	36	196
023	4	14	56	16	196
024	4	13	52	16	169
025	5	14	70	25	196
026	6	12	72	36	144
027	4	14	56	16	196
028	5	13	65	25	169
029	5	13	65	25	169
030	4	14	56	16	196
031	4	15	60	16	225
032	5	13	65	25	169
033	4	16	64	16	256
MEAN	5,12	13,78	70,06	27,42	191,42

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n(\sum x^2) - (\sum x)^2][n(\sum y^2) - (\sum y)^2]}}$$

$$r = \frac{33(70,06) - (5,12)(13,78)}{\sqrt{[33(27,42) - (5,12)^2][33(191,42) - (13,78)^2]}}$$

$$r = \frac{(2311,98) - (70,55)}{\sqrt{[(904,86) - (26,21)][(6316,86) - (189,88)]}}$$

$$r = \frac{2241,43}{\sqrt{(878,65)(6126,98)}}$$

$$r = \frac{2241,43}{\sqrt{5383470,977}}$$

$$r = \frac{2241,43}{2320,230}$$

$$r = 0.93$$

Table 3 shows a remarkable difference between pre-test and post- test. The aspects considering were pronunciation, fluency, vocabulary and feel confident. In the pre-test the scores of speaking were lower, while in the post test there is a notable improvement in the students' scores. It is confirmed also when Pearson Correlation Coefficient is applied. There is a high positive correlation with 0, 93. Therefore the results between the pre and post-test are evident. From this fact, the researcher concluded that the students' achievement has improved in their speaking skill specifically in the English class.

COMPARISON OF STUDENT'S PERCEPTION ON THE QUESTIONNAIRES

Question 1: Do you like to speak in the English class?

Table 4

Enjoyment to speak English

VARIABLES	Pre-q		Post-q	
	f	%	f	%
YES	21	63,63	31	93,93
NO	12	3,5	2	6,06

Note: Pre-q= Pre questionnaire; Post-q = Post questionnaire

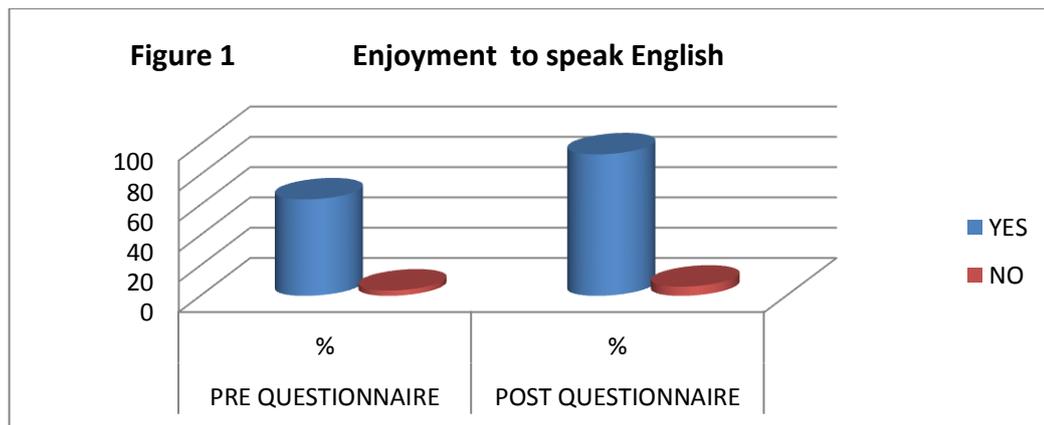


Table 4 shows that in the pre questionnaire more than half of students answered they like to speak in the English class. In the post questionnaire the results present that the majority of the students like to speak in the English class. Gardner (1998) remarks that the starting point of teaching is to stimulate students' learning interest. Psychologically, interest is a kind of positive emotion that comes into being during the process of the ways of knowing. Interest in learning can lead to positive social interaction with members of the groups. It seems that the use of variety of activities in the intervention motivated students to speak more in class.

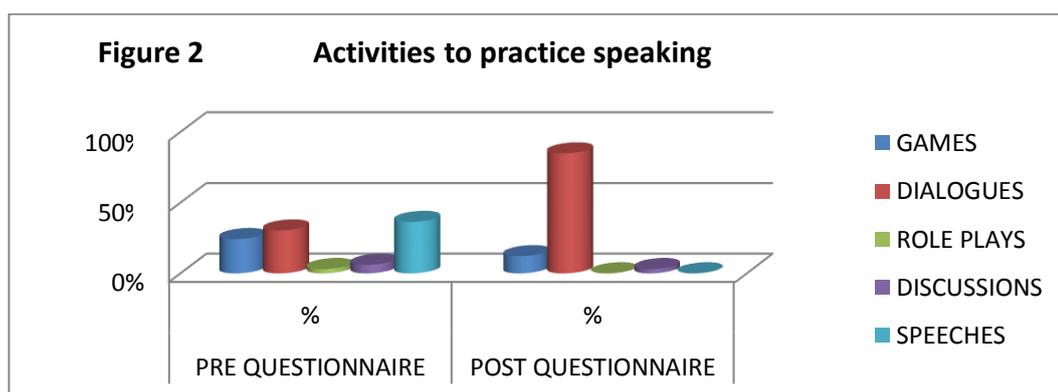
Question 2: What activities are used to practice speaking in the English class?

Table 5

Activities to practice English

INDICATORS	Pre-q		Post-q	
	f	%	F	%
GAMES	8	24,24	4	12,12
DIALOGUES	10	30,30	28	84,84
ROLE PLAYS	1	3,03	0	0,00
DISCUSSIONS	2	6,06	1	3,03
SPEECHES	12	36,36	0	0,00

Note: Pre-q= Pre questionnaire; Post-q = Post questionnaire



The results, evidence that students used more speeches as an activity to practice their speaking in their classes. While in the post questionnaire most of students indicated that dialogues were more used to practice speaking in the English class. It confirms that in the intervention the strategy was dialogues.

The use of dialogues is a good method to lead in a new lesson. Dialogues can be given between teacher and students or among students themselves on the topics like campus life, family, friends, hobbies, holidays, etc. Thus, taking into account an overview, students must be practice dialogues as a helpful activity to perform the language.

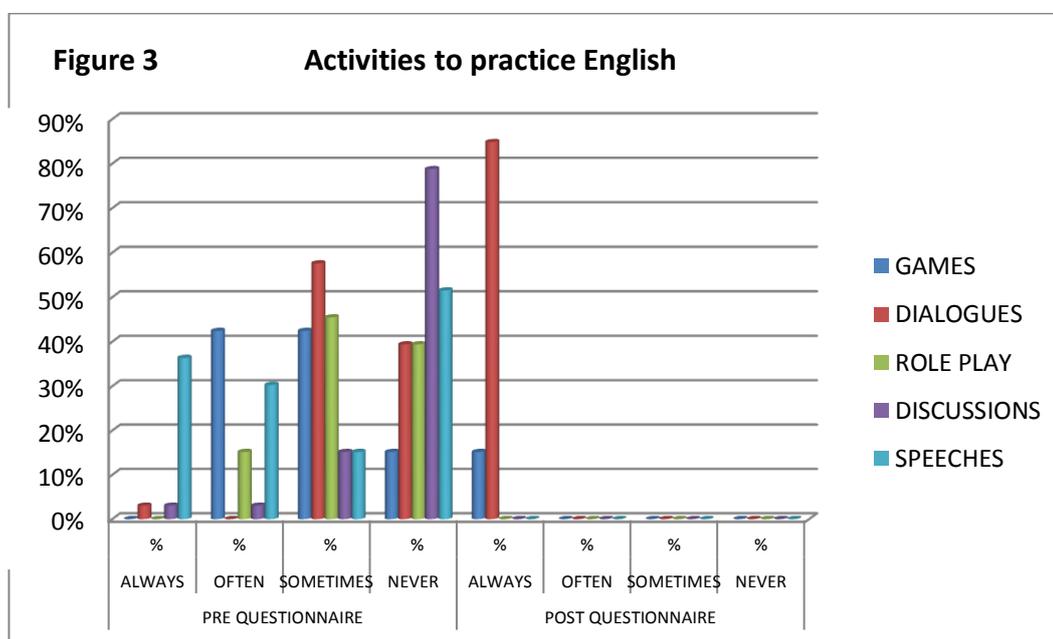
Question 3: How often these activities are practiced in the English class?

Table 6

Activities to practice English

INDICATORS	Pre-q								Post-q							
	ALWAYS		OFTEN		SOMETIMES		NEVER		ALWAYS		OFTEN		SOMETIMES		NEVER	
	f	%	f	%	f	%	f	%	f	%	F	%	f	%	F	%
GAMES	0	0,00	14	42,42	14	42,42	5	15,15	5	15,15	0	0,00	0	0,00	0	0,00
DIALOGUES	1	3,03	0	0,00	19	57,57	13	39,39	28	84,84	0	0,00	0	0,00	0	0,00
ROLE PLAY	0	0,00	5	15,15	15	45,45	13	39,39	0	0,00	0	0,00	0	0,00	0	0,00
DISCUSSIONS	1	3,03	1	3,03	5	15,15	26	78,78	0	0,00	0	0,00	0	0,00	0	0,00
SPEECHES	12	36,36	10	30,30	5	15,15	6	18,18	0	0,00	0	0,00	0	0,00	0	0,00

Note: Pre-q= Pre questionnaire; Post-q = Post questionnaire



As it can be noticed, in the pre questionnaire to practice English some of students always used speeches, they often used games, more than half

of students sometimes practice dialogues and a great part of them never participate in discussions. Comparing with the post questionnaire most of students remarks that dialogues are used in the English class for practicing their speaking. It shows that dialogues are good resources for practicing their speaking skill. According to Jingxia (2005), who states that making dialogues, students can be directed into the new lesson naturally.

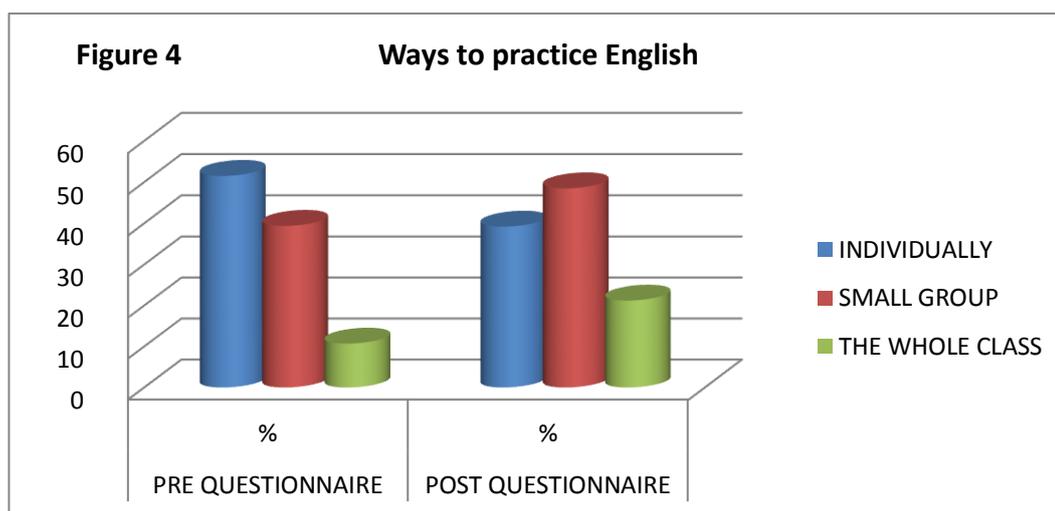
Question 4: How do you like to practice your speaking skill?

Table 7

Ways to practice English

INDICATORS	Pre-q		Post-q	
	f	%	f	%
INDIVIDUALLY	17	51,51	11	39,2
SMALL GROUP	13	39,39	16	48,48
THE WHOLE CLASS	3	10,7	7	21,21

Note: Pre-q= Pre questionnaire; Post-q = Post questionnaire



The results reveal that students preferred to practice their speaking in an individual way according to the pre-questionnaire; on the other hand in the

post questionnaire they preferred to practice their speaking in small groups. Most of the students stated that they like to practice their speaking individually. Jingxia (2005) states that "... If lead-in is well designed, it can quickly attract students' attention, stir up their learning interest, help them to clarify the purpose of the lesson and make them take an active part in class activities". There are different ways to practice speaking, and it is important to practice it with another person in order to interact and learned from the others.

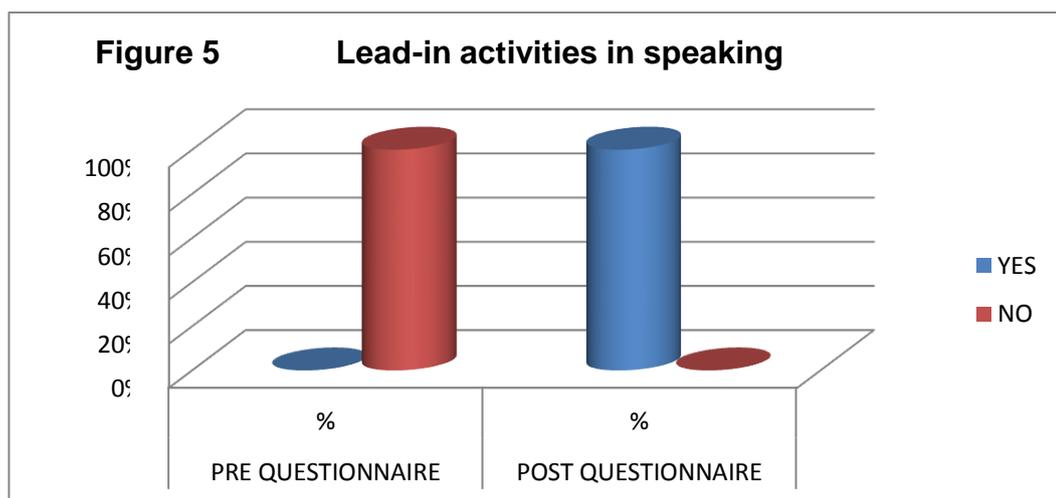
Question 5: Do you practice speaking with Lead-in activities?

Table 8

Lead-in activities in speaking

VARIABLES	Pre-q		Post-q	
	f	%	f	%
YES	0	0,00	33	100
NO	33	100	0	0

Note: Pre-q= Pre questionnaire; Post-q = Post questionnaire



According to the results, in the pre questionnaire all the students answered that they do not use lead-in activities to practice speaking, while

in the post questionnaire all the students maintained that they used lead-in activities. According to Arendas (1998) the lead-in is a technique used by teachers at the beginning of a presentation to prepare students to learn and establish a communicative link between the learners and the information about to be presented. The lead-in activities used in the English classes are so important, because they maintain the student prepare to start the class and feel more confident, it also facilitates the speaking.

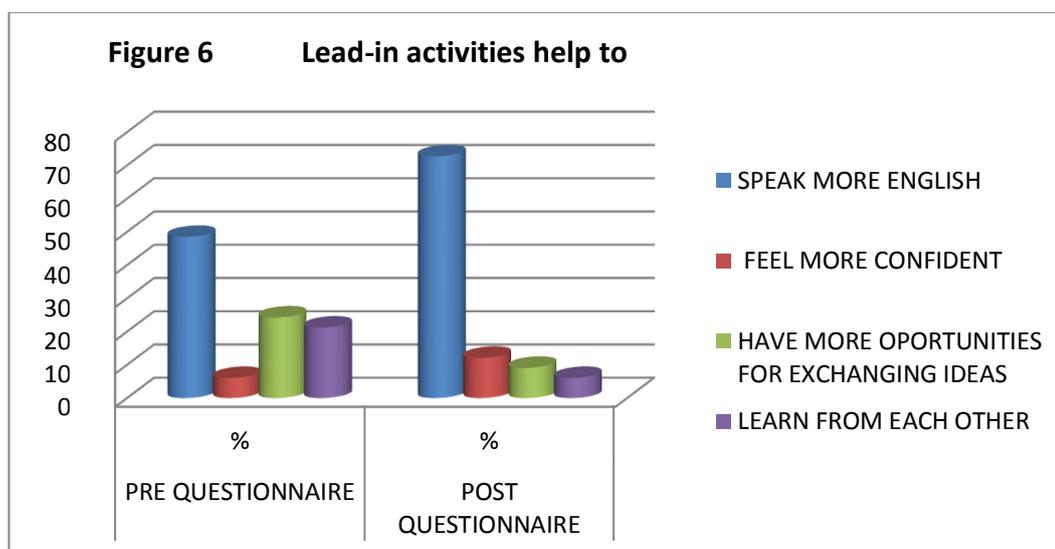
Question 6: Are the lead-in activities helpful to?

Table 9

Lead-in activities

INDICATORS	Pre-q		Post-q	
	f	%	F	%
Speak more English	16	48,48	24	72,72
Feel more confident	2	6,06	4	12,12
Have more opportunities for exchanging ideas	8	24,24	3	9,09
Learn from each other	7	21,21	2	6,06

Note: Pre-q= Pre questionnaire; Post-q = Post questionnaire



As the results show, in the pre-questionnaire, half of the students manifested that lead-in activities are helpful to speak more English. The same case occurred when the post-test is applied; the majority of the students answered that using lead-in activities help to speak more English. Hymes (1972) expresses that a good strategy is situational lead-in, teachers set up a situation that students are likely to encounter in real life, which stimulates students' desire to communicate in their familiar settings. When using situational lead-in method, teachers should have the ability of acting. Only teachers come into the situation firstly, and then students will follow. It is concluded that the students are conscious that practicing with Lead-in activities they can practice their speaking.

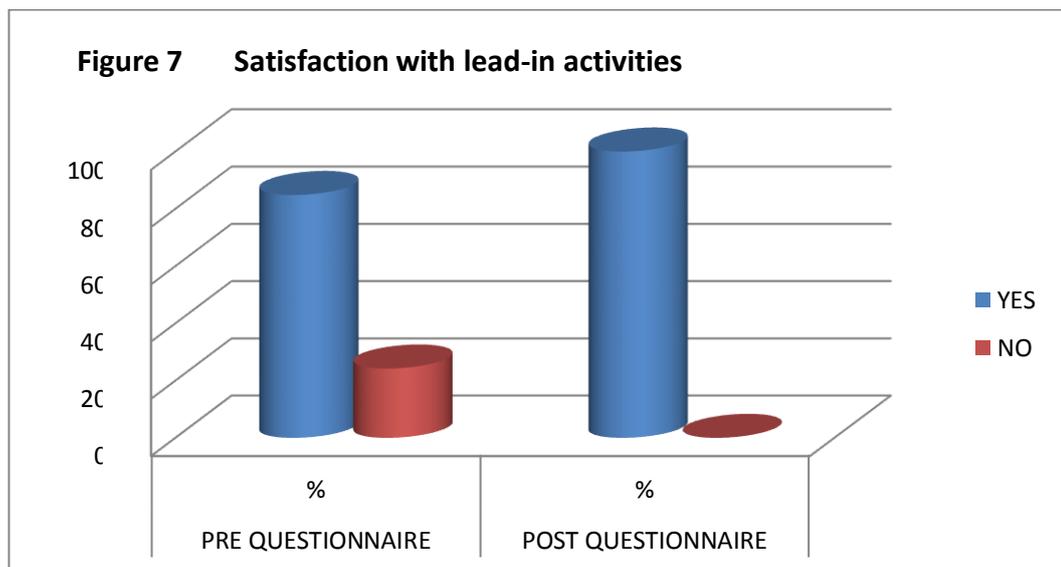
Question 7: Do you like to practice speaking skill with Lead-in activities?

Table 10

Satisfaction with lead-in activities

VARIABLES	Pre-q		Post-q	
	f	%	f	%
YES	25	84,84	33	100
NO	8	24,24	0	0

Note: Pre-q= Pre questionnaire; Post-q = Post questionnaire



When the pre-questionnaire was applied most of students answered that they like to practice speaking with lead-in activities. On the other hand in the post-questionnaire all of students answered that they like to practice speaking with lead-in activities. It is concluded that the whole class states that they like to practice their speaking through lead-in activities. Shuzhen (1996) suggests that lead-in should be designed on the basis of students' needs and conducted according to students' cognitive and physical development. There are different levels and characteristics in different students, which require teachers to design lead-in with proper techniques to meet their different needs. Consequently, now most of students used lead-in activities to practice their speaking skill.

g. DISCUSSION

The use of lead-in activities to improve the speaking skill with 10th year students at “José Ingenieros N° 1” school had a great impact on students’ performance. The results received from the pre and posttests demonstrated the noticeable change students obtained after the intervention of six lessons. The pre and post questionnaires showed the students’ changed attitude toward practicing speaking with lead-in activities. This action research study was an interesting opportunity for the researcher to master his skills as a candidate teacher.

First, the data collected in the pre and posttests indicated that the use of lead-in activities had a great effect in the improvement of the students speaking. The pretest results revealed that most of students did not do well in the test with a mean of 5.12/16. The majority of them had difficulties in the four parameters evaluated: fluency (1.21/4), pronunciation (1,21/4), vocabulary(1,08/4), feel confident(1,63/4). In the posttest, after the intervention, the students’ performance had a notable improvement. They did pretty well where the statistical mean of the group was 13.78. It is explained in the means (5,12) from pretest and the posttest (13,78). So, it may conclude that the strategy in this study was helpful to all students.

Second, at the beginning of the intervention plan students did not show much interest toward improve their speaking through lead-in activities. All of these findings were noted in the checklist filled out every lesson. The first class, the students had some questions they did know about lead-in. It was due to students do not have any opportunity to work with this kind of activities. Nevertheless as this strategy was applied in each class, students seemed to start to get used to it, each time that started a new class because their interest toward lead-in got better. So, the entire classroom worked different, they felt motivated, and they enjoyed when

practiced the dialogues. Arendas (1998) states that the functions of leading-in are: gaining attention, arousing motivation, setting up a teaching target, structuring and making links. Lead-in should attract students' interest, and teachers should provoke their curiosity and make them be interested in the new contents.

The use of lead-in activities to improve the speaking skill is the strategy that facilitates the students learning. The research carried out with tenth year students at " José Ingenieros N° 1" showed that students' speaking skill was improved through using dialogues planned in the intervention plan. The findings in the pre and posttests indicate the significant progress students got. The intervention based on lead-in reached significant changes on students.

Third, this study was enhanced by the collaboration of major, teacher and students of the institution. This study was also even more precise by use of questionnaires that help to know the limitations in speaking. Another strength was the disposition of the students to work in class. An obvious limitation to this study was the classroom size; it was small in comparison with the number of the students. This weakness makes the study harder, because students tend to distract easily. Additionally the institution does not have enough didactic material that facilitates the teaching learning process.

The uses of questionnaires were so helpful in order to achieve the research, because at the beginning the students did not have idea about the use of dialogues as a technique to improve the speaking. After the questionnaire was applied the students had another perspective about dialogues, they feel comfortable working with them, they improved considerable in the four parameters evaluated, pronunciation, fluency, vocabulary and feel confident.

Finally, this action research was a great practice not only for doing this study but also for gaining experience for the future as teacher. During the intervention was experienced how the Lead-in activities can help students to improve the speaking but also the weaknesses of applying it in teaching speaking. This work done made reflect to me and others toward the importance of making practice as teacher using a specific strategy before starting as a professional. Questionnaires and the tests were the methods of data collection used in the intervention. They were essential for getting the quantitative and qualitative data. Making action research is a necessary work that should be done for gaining experience as a teacher and prove the effectiveness and weaknesses of certain strategies used in teaching-learning process.

h. CONCLUSIONS

The issues that limited the 10th year students' speaking skill were specially the weaknesses on vocabulary, pronunciation and fluency which were revealed on the pretest scores.

The application of lead-in activities as part of the classroom activities reduced the students' limitations on speaking meaningfully. It was demonstrated in the students' collaboration to participate in each lesson and the progress they reached performing their tasks. Students gained attention, arouse motivation, and attract interest through lead-in activities.

Students felt motivated and enthusiastic performing dialogue lead-in activities to improve the speaking skill. These activities provoked the positive effect on the student's speaking giving opportunities to master the fluency, the pronunciation, the vocabulary. In addition, it increased the student's motivation to participate and collaborate in each activity.

i. RECOMMENDATIONS

Researcher suggests using different types of lead-in activities such as the question, revision, multi-media and dialogues lead-in activities in order to improve the students' fluency and pronunciation in the English language. They help students develop their speaking skill in a better way and increase their vocabulary.

To develop lead-in activities at the beginning of the English classes as an alternative strategy in teaching speaking; in this way students would be exposed to this kind of activities to feel less stressed, and more entertained and in addition which they are effective to improve the speaking proficiency. Moreover the students will have more opportunities to experiment the language funnier and easier.

Teachers should use lead-in activities in English classes more frequently to achieve more effective and enjoyable interest by students. Besides that the classroom avoids having a monotonous environment in the English language learning.

j. BIBLIOGRAPHY

- Amir, Hina. (August 03, 2013). *SlidesShare* Retrieved January 20, 2014.
SlidesShare: http://www.slideshare.net/zeal_eagle/speaking-skills-24884424#
- Arendas, R. (1998). *Learning to teach* . New York: Fourth Edition.
- Atweb, K. &. (1998). *Action Research in Practice*. London.
- Ausubel, D. (1960). *The Use of Advanced Organizers in the Learning and Retention of Meaningful Verbal Material*. *Journal of Educational Psychology*. New York.
- Brown, D. (2010). *TE 494 Assesment Portafolio*. Retrieved December 23,2013.
https://www.google.com.ec/?gws_rd=cr&ei=8szuUpmTForXkQff4oHIDg#q=imitative+speaking
- Chela. (November 03, 2010). *Slideshare*. Retrieved January 14, 2014,
Slideshare: <http://www.slideshare.net/chela894/the-speaking-process>
- Chengli, Y. (1999). *The Art of Teaching Language*. Beijing Educational Press: Beijing.
- Curzon. (1990). *Motivation and Education Performance*.
- David Gardner, L. M. (1998). *Establishing Self-Access Theory to Practice*. Cambridge.
- Dörnyei, Z. a. (2002). *Motivation and second language acquisition*. Hawaii: .
- Gebhard, J. G. (1996). *Teaching English as a foreign or second language*. Ann Arbor: University of Michigan Press.
- Halliday. (1964). *The Linguistic Sciences and Language Teaching*. London: Longman.
- Harmer, J. (2001). *The practice of english language teaching* . new york: logman.
- Hymes, D. H. (1972). *Communicative Competence*. Philadelphia: University of Philadelphia Press.
- Jingxia, L. (2005). *How to Have a Good Lead-in in English Classrooms*. China.
- Kemmis, K. (2000). *Participatory Action Research*.

- Kenji Kitao. (May 27, 2006). *ELT and Communication*. Retrieved January 05, 2014, <http://www.cis.doshisha.ac.jp/kkitao/library/article/test/speaking.htm#a>
- Koshy, V. (2005). *Action Research for Improving Practice*. London: Paul Chapman Publishing.
- Maslow's, A. (s.f.). *A Theory of Human Motivation*.
- Mc Niff, J. (1993). *Action Research Approach*. London.
- McGroarty, M. (2002). *Situating second-language motivation*. Hawaii.
- McTaggart, R. (2000). *Participatory Action Research*.
- Nunan, D. (1991). *Language teaching methodology*. London: Prentice Hall International.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill Companies.
- Ramelan. (1992). *English As a Second Language*.
- Ramelan, B. (1992). *Introduction to Linguistic Analytic*. Semarang: IKIP Press.
- S. Kathleen Kitao. (May 27, 2006). *ELT and Communication*. Retrieved January 05, 2014. <http://www.cis.doshisha.ac.jp/kkitao/library/article/test/speaking.htm>
- Shuzhen, H. (1996). *Teaching Techniques*. Changsha: Hunan Normal University Press.
- Slavin, R. (2004). *Educational Psychology*. Beijing: Beijing University Press 223.
- Slavin, R. (2004). *Educational Psychology*. Beijing: Beijing University Press, 223.
- Teller, B. a. (1987). *Motivation and Education Performance*.
- Vanderkeven, D. (1990). *Meaning and Speech Acts*. United States.
- Wang, B. (2009). *Motivation and Language Learning*. China: Daqing Petroleum Institute.
- Willis, J. A. (1996). *Framework for Task-based Learning*. Addison Wesley Longman Limited: Harlow.

k. ANNEXES



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

“THE USE OF LEAD-IN ACTIVITIES TO IMPROVE THE SPEAKING SKILL WITH 10Th YEAR STUDENTS AT “JOSÉ INGENIEROS N° 1” PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014”

Project thesis required for obtaining the Bachelor's Degree in Sciences of Education, English Language Career

AUTHOR:

DIEGO FERNANDO ORDOÑEZ SILVA

LOJA – ECUADOR

2014

a. THEME

“THE USE OF LEAD-IN ACTIVITIES TO IMPROVE THE SPEAKING SKILL WITH 10Th YEAR STUDENTS AT “JOSÉ INGENIEROS N° 1” PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014”

b. PROBLEM

2.1. BACKGROUND

The "José Ingenieros N° 1" school is located at the "Pitas" neighborhood, the Valle Parish, Canton and Province of Loja. It is on Presidente Leonidas Plaza Street between Jaime Roldós Aguilera Street and 8 de Diciembre Avenue. This educational institution was established on March 19 in honor of "Jose Ingenieros" considering his multifaceted personality as a writer, philosopher, politician, physician and educator. The school works in its own building.

The school's mission is to meet the needs and expectations of students, parents and community. It imparts training in scientific solidity based on human values that allow students to integrate into society and promote radical changes in favor of a promising future, both in the school and community. It considers vocational training of their teachers, whose innovative spirit, will address the changes and needs effectively.

Its vision is characterized as a development institution, designed to meet the demands of the educational community and always willing to improve the quality of education. During the next few years to consolidate its prestige, the school would enjoy support and recognition of the community and its authorities, and it would like to expand its coverage with a bio-psychosocial, harmonic approach in order to continue their education development.

Thirty-two teachers work in the basic unit of the “José Ingenieros Nro 1”, of which 20 act as tutor teachers of Initial education, first, second, third, four, five, six, and seven year of basic education, and 12 in the special areas: 2 English teachers, 1 computing teacher, 1 drawing teacher, 1 teacher of physical culture, 1 math teacher, 1 biologic teacher, 1 literature teacher, 1 social science teacher, 1 music teacher and an infantile psychologist. The school has a total of 798 students, a principal and a secretary who helps in the principal's office.

This educational unit has many resources. It possesses 25 classrooms, 1 principal office, 1 inspector office and 1 computation lab, with enough desks, seats, tables, cabinets, filing cabinets, etc.

2.2. CURRENT SITUATION OF THE RESEARCH PROBLEM

The classroom of 10th year of basic education at “José Ingenieros” school is made up of 35 students, boys and girls who are 13 to 15 years old. They receive 5 periods of English classes weekly, a period of 40 minutes each. An English certified teacher is in charge of the class.

After some observations it is possible to describe that this group has these characteristics:

- The classes start without any warm up.
- Spanish is spoken more than English in the classes because students do not understand very well the language
- The didactic material to teach is just the students' textbook.
- Lack motivation when dealing new topics.
- Some students are talkative.

- Lack of attention and participation.
- Students speak pretty low.

Due to these issues it is difficult for the students get motivated to learn English without didactic material and activities that engage them to understand the topics covered in the class. This makes the researcher think about an action research plan focused on the use of lead-in activities to improve the speaking skill with 10th year students of basic education.

2.3. RESEARCH PROBLEM

How does the use of lead-in activities improve the speaking skill with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?

2.4. DELIMITATION OF THE RESEARCH

a. TEMPORAL DELIMITATION

The following action research work will be carried out during the period 2013 and 2014.

b. SPATIAL DELIMITATION

The action research will be carried out with students of the 10th year at "José Ingenieros N° 1" school located at the “Pitas” neighborhood, the Valle Parish, Canton and Province of Loja; it is on Presidente Leonidas Plaza Street between Jaime Roldós Aguilera Street and 8 de Diciembre Avenue.

c. OBSERVATION UNITS

The groups who will give us information about the research theme are:

- The students of 10th year at “José Ingenieros N° 1” public School.

d. SUBPROBLEMS

- What kind of theoretical references about speaking skill and lead-in activities are effective to help 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?
- Why are the issues that limit the learning of speaking skill with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?
- What are the important phases of the intervention plan that address the current issues of the speaking skill with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?
- Which lead-in activities are implementing to improve the speaking skill with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?
- How do lead-in activities as part of the classroom activities reduce the limitation of the speaking with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?

c. JUSTIFICATION

According to Arendas (1998), lead-in activities are "... a technique used by teachers at the beginning of a presentation to prepare students to learn and establish a communicative link between the learners and the information about to be presented". Thus, this research is about the use of lead-in activities to improve the speaking skills with 10th year students at "José Ingenieros N° 1" public school. This study will help the researcher to practice in depth teaching and learning from the experiences, students' will sharpen their speaking skills and the researcher will obtain the bachelor's degree in Sciences of education, English Language Specialization.

This study will enable the researcher to practice in depth teaching and learning from the experiences. First, the researcher will gain experience through the application of the project that will be the opportunity to establish and maintain good relationships between students. Second, the application of the project is the opportunity for the researcher to use lead-in activities in class and see results of students' speaking. Third, it will generate new knowledge from the experiential learning on using strategies to problem solving.

This study will also improve student's speaking skills through a research-based strategy. Lead-in activities focus on motivating students and help make a link between the topic of the lesson and the students' own lives. Lead-in is the first and most basic teaching step in English classrooms, and it is important for efficient teaching. With an appropriate lead-in, students will be motivated and become more concentrated and interested in English classes. For example a lead-in activity could be dialogue lead-in; the use of dialogues is a

good method to lead in a new lesson. Dialogues can be given between teacher and students or among students themselves on the topics like campus life, family, friends, hobbies, holidays, etc., as they are interesting topics for students.

Third, as an undergraduate student it will enable to obtain the bachelor's degree in Sciences of education, English Language Specialization. Also, the researcher will get the accreditation of social design course.

d. OBJECTIVES

4.1 GENERAL

- To improve the speaking skill through the use of lead-in activities with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014.

4.2 SPECIFIC

- To investigate the theoretical references about speaking skill and lead-in activities with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014.
- To diagnose the issues that limit the learning speaking skill of the English Language with students of 10th year at “José Ingenieros N° 1” public school, academic period 2013-2014.
- To design an intervention plan with the use of lead-in activities to improve the speaking skill with students 10th year at “José Ingenieros N° 1” public school, academic period 2013-2014.
- To apply the intervention plan as part of the classroom activities in order to solve the limitations in the speaking skill with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014.
- To reflect upon the effect that the lead-in activities had on 10th year students’ speaking skill at “José Ingenieros N° 1” public school, academic period 2013-2014.

e. THEORETICAL FRAME

5.1 SPEAKING

5.1.1 WHAT IS SPEAKING SKILL?

Speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form (Gebhard, 1996).

In her work Amir (2013) remarks that speaking is an act of making vocal sounds. We can say that speaking means to converse, or expressing one's thoughts and feelings in spoken language. To speak often implies conveying information. It may be from an informal remark to a scholarly presentation to a formal address.

Nunan (2003) affirms that speaking consist of producing systematic verbal utterances to convey meaning. To know deeper what speaking is, He differentiates it from writing. First, in spoken language, speaking must be listened by others. It has temporary and immediate reception. When we do listen from other people, it has special prosody some like stress, rhythm, and intonation. It must be there an intermediate feedback for communicating directly.

5.1.2 THE IMPORTANCE OF SPEAKING

According to Ramelan B. (1992) human being as social creature always communicates to one another. It can be occurred with the process of interchange of the thought or ideas which include

interactions. For examples telling information or some news, asking other helps for their needs, or etc. All of them can be done through speaking to others directly. It means that the activity of speaking itself has a very important role in human life.

Also he emphasizes that all human being whenever they live always speak language, although they do not have any writing system to record their language. From the statement above it can be concluded that speaking is very important in mastering foreign language. Thus speaking capability can be measured whether a foreign language learner is successful in learning or not. But in mastering speaking skill can be seen not only from the performance of learners in spoken, but also we have to see from their competence in using the language.

5.1.3. THE PURPOSE OF SPEAKING

Vanderkeven (1990) suggests three purposes of speaking:

- a. First speaking is used to inform. It means that the speaker want to informs feeling or opinion to the hearer. In this case, the speaker just wants to tell about fact.
- b. Second, it is used to entertain. It means that the speaker wants to make the hearer feel happier.
- c. Third, it is also used to persuade. It means that the speaker tries to convince the hearer to do something

5.1.4. THE COMPONENTS OF SPEAKING

Speaking needs a lot of components. It means that we can speak if the components are expressing. Vanderkeven (1990) states that there are three components of speaking. They are speakers, hearers and utterances.

The speakers mean the people who produce sound. They are useful as the tool to express opinions or feelings to the hearer. So, if there is no speaker, the opinion or the feeling will not be stated.

The hearers mean the people who receive or get the speaker's opinion or feeling. If there is no hearer, the speakers cannot express their feeling by speaking, but in writing form.

The utterance means a word or a sentence which is produced by the speaker to state the opinion. If there is no utterance, both of the speaker and hearer will communicate by sign.

Based on the description above, the writer concludes that all the speaking components are connected each other. It means if one of the components does not exist, the speaking activity will be disturbed.

5.1.5. TEACHING SPEAKING

Teaching speaking is not merely asking the students to produce sounds. According to Nunan (1991), "speaking is the same as oral interaction which are conventional ways of presenting information, expression our idea and thought have in our mind"; therefore

speaking is not only expressing our ideas, but it is also presenting new information to others. Speaking as an interactive process of constructing meaning always involves in producing words and the meaning depends on the context. The classroom is only one of many environments to which children can increase the linguistic competence. Furthermore, speaking itself requires that learners not only know how to produce specific point of language such as grammar, pronunciation or vocabulary (linguistic competence), but also they have to understand when, why, what way to produce the language (sociolinguistic competence).

Nunan (2003) explains that speaking becomes immediate and spontaneous or planned and deliberated. Confidence and enthusiasm are critical factor in oral language development, and because much oral language is immediate, it involves taking risk. Students learning in teaching speaking will be most effective when there is relationship mutual trust when students' oral language is accepted and a variety of communication styles are accommodated in the classroom, and when students have frequent opportunities to talk in formal and informal.

The author also remarks that speaking is a productive oral skill. In fact, speaking especially in a language other than our own is quite a complex undertaking which involves using all the different levels of language. Thus it is relevant to try several strategies for teaching speaking that can be used to help language learners gain practice in speaking in target language.

To make it clearer, proposes at least four principles for teaching speaking:

a) Give students practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speakers use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc. Teacher must provide students with fluency-building practice and realize that making mistakes is a natural part of learning a new language.

b) Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk. It is important for us as language teachers to be aware of how much we are talking in class so we don't take up all the time the students could be talking. Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons.

c) Plan speaking tasks that involve negotiation for meaning. Learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make teacher understood. This process is called negotiating for meaning. It involves checking to see if you've understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning.

d) Design classroom activities that involve guidance and practice in both transactional and interactional speaking. When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. Transactional speech involves communicating to get something done, including

the exchange of goods and/or services.

5.1.6. THE SPEAKING PROCESS

Chela (2010) explains as students actively engage in the speaking process, their perceptions can change from moment to moment and from week to week. As individuals acquire new information, the language they use to make meaning changes. As they reflect upon information shared or received, they revise their understanding, further developing their schemas about language and the world.

The speaking process includes activities that occur prior to, during, and after the actual speaking event. For example, before speaking, the speaker might determine the actual content of the message, how it should be presented, and what kind of audience will be hearing the message. While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. Following speaking, the speaker might accept comments, answer questions, explain concepts not understood, and/or assess the process.

a) Pre-speaking: Planning and Organizing

The author emphasizes that just as pre-writing precedes drafting, pre-speaking begins before students actually speak. Students' experiences, observations, and interactions inside and outside of the classroom have an impact upon what they say and how they say it. Pre-speaking activities involve thought and reflection, and

provide opportunities for students to plan and organize for speaking.

To choose a speaking topic:

Students generate and explore ideas for speaking topics through a variety of pre-speaking activities such as the following:

- constructing thought webs and graphic organizers
- reading and researching
- listening to music
- viewing a video
- listening to a speaker
- jotting down ideas
- reflecting upon personal experience.

To determine purpose:

Speakers talk to express ideas, emotions, and opinions, and to share information. Students must ask themselves "What is my purpose for speaking?"

To determine audience:

Speakers must ask themselves "Who is my intended audience?"
Some possible audiences are:

- Familiar, known audiences (self, friends, peers, family, teachers)
- extended, known audiences (community, student body)
- extended, unknown audiences (local media).

To determine format:

Speakers must consider how their ideas and information can be presented most effectively. Some possible formats include the following:

- Conversation
- Discussion
- Formal speech
- Dramatic presentation
- Monologue
- Readers Theatre.

b) MIDDLE Speaking: Going Public

The author also remarks that speaking actively engages students in interactions with peers and other audiences. Students who have been provided with supportive, collaborative environments and opportunities to prepare for their informal and formal speaking experiences are more likely to have the confidence needed to "go public" with their ideas and information.

In order to communicate and interact with others, students need to engage in a variety of formal and informal speaking situations, depending upon their purpose for speaking. Some purposes for speaking include the following:

- to express personal feelings, ideas, or viewpoints
- to tell a story
- to entertain or amuse
- to describe

- to inform or explain
- to request
- to inquire or question
- to clarify thinking
- to explore and experiment with a variety of ideas and formats
- to converse and discuss.

c) POST-SPEAKING: a time for reflection and setting goals.

The author reveals that following speaking experiences, both formal and informal, it is important to have students reflect upon their performance. Their reflection, whether it is oral or written, should include the teacher, who can help them set personal goals for improving their speaking abilities. This type of reflective assessment and goal setting encourages critical thought. Some purposes for post-speaking activities are listed below.

To reflect upon performance:

Students who have opportunities to reflect upon their speaking experiences, in light of pre-determined criteria, grow in their abilities to speak effectively.

To set goals for improvement:

When students reflect upon their performance, they begin to recognize what they have done well and where they require improvement.

Some post-speaking scaffolds include:

- Discussing or developing criteria for assessing a variety of speaking experiences.
- Providing opportunities for students to talk, write, or represent in various ways their personal speaking strengths and needs (e.g., learning logs, teacher/peer conferences).

When students have reflected upon their own speaking performance, peers may be invited to comment. Peers may comment through a structure similar to a writing conference and may give oral feedback, written feedback, or a combination of the two. Conferences may be guided by specific questions determined by the teacher or may take the form of conversation between peers.

The role of the teacher is to:

- give students the opportunities to gather information, question, and interpret
- build on what students already know, as new knowledge is achieved by reconstructing and reshaping prior understanding
- ask questions that result in diversity of thought and response, and to which there is not always one right answer
- encourage purposeful talk and tentative "thinking aloud"
- attend to the thought and intent of students' responses rather than the surface features of dialect and grammar
- develop or involve students in developing assessment instruments
- Value questions as much as answers

- share enthusiasm for the oral tradition by regularly reading and telling stories to students and by providing opportunities for students to tell stories
- make informal talk and the sharing of facts and opinions a regular part of the program
- encourage students to challenge their own and others' assumptions, prejudices, and information presented as facts
- promote students' abilities to develop and participate in reasoned argument during discussions and debates
- develop students' sensitivities to others' feelings, language, and responses
- set personal goals for communicating appropriately and effectively, and for understanding the needs of listeners and participants
- respect cultural traditions; allow and model wait/think time after questions
- encourage and reward effort and improvement as well as competence
- assess both processes and products.

5.1.7. TYPES OF SPEAKING

In 2010 Brown suggests five types of speaking.

✓ Imitative

He points out that imitative speaking tends to focus on macro skills of speaking such as pronunciation of phonemes and stress patterns among many other skills. The assessment below is a simple "repeat after me" exercise that I saw used by my mentor teacher in the kindergarten class I recently worked in. What I like

about this exercise is that it can be done individually with students as well as with the whole class, and can be easily incorporated into the regular lesson. For the purposes of this assignment, I have created an exercise based on some vocabulary words from the class as a template for incorporating an imitative speaking assessment into the lesson.

✓ **Intensive**

Intensive speaking assessments require that students produce short responses based on different stimulus in order to demonstrate specific linguistic abilities according to their level. The assessment below is a map-cued elicitation of giving directions and locations that I have created myself based on examples. This specific assessment is designed for level 2 ELLs in second or third grade.

✓ **Responsive**

Responsive speaking assessments are a good way to assess a student's linguistic ability because they are given more freedom in their response. The interaction between the tests administrators and takers are more authentic, and the situations discussed can be much more personal, which is important for keeping students motivated.

✓ **Interactive**

Interactive speaking is important because it allows students to be creative within set guidelines. The situations, while not used in an authentic setting, are more authentic in speech as the language

can be used in real life. The assessment outline I have created is role playing, where pairs of students can create a dialogue based on a situation given to them. Each dialogue can be scored based on fluency of the conversation, vocabulary used from the lessons, and specific grammar structures that have already been covered in class. This type of assessment is useful because it allows students to create a dialogue and practice beforehand and also helps them focus on using specific linguistic skills they have learned in class.

✓ **Extensive**

Extensive speaking is an extended oral presentation where the student prepares a speech, presentation, or a monologue and does not really interact with the listener. These types of assessments are very important because it allows the students to create their own dialogue and speak for an extended amount of time without interruption. The assessment I have created is an outline of a project assignment for sixth grade level 2 ELLs. This project is essentially a presentation in front of the class, where the students are given an opportunity to teach the class about their own culture. This activity not only tests students on their linguistic abilities, it also provides motivation in sharing their culture and personal experiences and fosters cultural diversity.

5.1.8. TYPES OF SPEAKING TEST

In 2006 Kitao and Kitao in their research work suggests the following types of speaking tests.

✓ **Reading aloud**

One way that reading is tested is by having the tests read aloud. This is not generally a good way to test reading. Its backwash effect is likely to be harmful, and it is not a skill that is used much outside of the classroom. However, it is a way to test pronunciation separately from the content of speech. If it is necessary to use this method of testing, the test should at least make use of a situation where the student might actually be reading aloud, such as reading instructions or parts of a letter to another person.

✓ **Conversational Exchanges**

Another simple type of test is in which students are given a particular situation and instructed to respond in a certain way. These tests are usually highly structured and require only a limited response, not connected discourse.

✓ **Role-Play Test**

Another type of test is a role-play. In a role-play the test and a confederate are given information on which to base a role-play and the tests are evaluated on their ability to carry out the task in the role-play. Role-plays require the tests to use various functions that she/he might need in real communication.

✓ **Group or Pair Activities**

In this type of test, students are put together in pairs or groups that are given a task, a quiz to work on together or a puzzle to

work out. The point of this is not to find the 'right' answer but to stimulate speech for the tester to evaluate.

✓ **Testing Speaking Using Visual Material**

Pictures, maps, diagrams, and other types of visual material can be used to test speaking without requiring the tests to comprehend written or spoken material. Through careful selection of the material, the tester can control the vocabulary and, to some extent, the grammatical structures required.

Various types of material are appropriate for this type of test, depending on the language that the tester wants to elicit. One common type of stimulus material is a series of pictures which tell a story, often with a few sentences of introduction to get the tests started. This requires the tests to put together a coherent narrative. A variation on this is to give the pictures in random order of the narrative to a group of tests. The students describe their pictures and decide on their sequence without showing them to each other, and then put them down in the order that they have decided on. They then have an opportunity to reorder the pictures if they feel it is necessary.

✓ **Oral interviews**

Oral interviews are testing situations in which the tester and the testee carry on a conversation. The tester generally has a list of questions to ask the testee, and someone--either the interviewer or another person but preferably another person--assesses the language proficiency of the testee. The advantage of an interview is that it attempts to approximate a conversation situation, but the

knowledge that it is a test and the constraints of the roles in the interview make it difficult to have a real, natural conversation.

In this research, the researcher will use the combination between Role-Play Test and Group or Pair Activities ones.

5.1. LEAD IN ACTIVITY

5.2.1. WHAT IS LEAD-IN

Lead-in activities are “A technique used by teachers at the beginning of a presentation to prepare students to learn and establish a communicative link between the learners and the information about to be presented” (Arendas, 1998).

Lead-in as an important link in the classroom teaching, can be at the beginning of a lesson, and sometimes is throughout teaching.

5.2.2. FUNCTIONS

5.2.3. THE PRINCIPLES OF LEAD-IN

It is very important to follow some principles to design lead-in. Some researchers (e.g. Shuzhen (1996); Willis (1996); Chengli (1999), Slavin (2004)) have promoted some principles of designing lead-in. The author summaries them as follows:

5.2.3.1. Being interesting

David Gardner (1998) remarks that the starting point of teaching is to stimulate students' learning interest. Psychologically, interest is

a kind of positive emotion that comes into being during the process of the ways of knowing. Interest in learning can lead to positive social interaction with members of the groups. An interesting lead-in can stimulate students' learning motivation. Learners' interest and motivation always take up a central place in language learning.

5.2.3.2. Being Relevant

Designing lead-in must be based on the settled teaching aim and syllabus. The aim and syllabus are the most important components to be considered in the design. The materials chosen for lead-in should be related to the aim and syllabus of the lesson. Besides, the design of lead-in should deal with the assumption about the content and context for teaching and learning, and deal with how learners are expected to learn and how teachers are expected to teach with respect to a particular set of instructional materials.

5.2.3.3. Being student-centered

Lead-in should be designed on the basis of students' needs and conducted according to students' cognitive and physical development. There are different levels and characteristics in different students, which require teachers to design lead-in with proper techniques to meet their different needs. It helps to build up a bridge between teachers and students and arouse their learning motivations and form a harmonious learning environment as well.

5.2.3.4. Being brief

It is not good to take up too much time when teachers are leading in a new lesson. It is usually 3-5 minutes. If teachers spend longer time on lead-in, it will probably cause the unclear teaching aim or key points.

5.2.3.5. Being authentic and close to students' life

Canale, (1983) stressed that being fully exposed to the authentic materials is one of key factors for language acquisition. Thus, the authentic materials in lead-in can genuinely improve students' interest. Life is the center of education, and teaching cannot be isolated from life. With authentic materials which students are familiar with, students can express themselves freely and build the confidence to interact with teachers as well.

The above are the basic guidelines for designing lead-in, although what kind of lead-in is very much a matter of personal preference.

5.2.4. THE STRATEGIES OF LEAD-IN

How can we have an efficient and meaningful lead-in? Is there a best method to do so? There is no right answer so far, but there are some strategies that will help teachers make a good lead-in.

5.2.4.2. Situational lead-in

Situational lead-in creates authentic or situated learning which takes place in the setting similar with the actual life. Halliday, (1964) held the view that when we acquire our primary language;

we do so by learning how to behave in situations, not by learning rules about what to say.

The goal of language teaching is to develop what Hymes, (1972) referred to as “communicative competence”, which involves being able to use language appropriately to a given social context. Teachers in communicative classroom will find themselves talking less and listening more. In situational lead-in, teachers set up a situation that students are likely to encounter in real life, which stimulates students’ desire to communicate in their familiar settings. When using situational lead-in method, teachers should have the ability of acting. Only teachers come into the situation firstly, and then students will follow.

5.2.4.3. Multi-media lead-in

With the development and popularity of computers and Internet in the information era, network technology plays an important role in education. The multi-media education gathers different pictures, texts, images, voices, etc. to display various information, which makes the lifeless knowledge interesting and abstract things concrete. Compared with the traditional teaching, multi-media lead-in has at least two advantages. First, multi-media can provide a great deal of real visualized stuff. The students can be promoted from the visualized stuff to their own understanding. Second, in multi-media lead-in, students can be activated by the harmonious, natural and relaxing environment and be led into the new lesson unintentionally and naturally, not feeling tired or boring. When using multi-media lead-in, teachers should choose the information relating to the lesson for slices of PPT (Jingxia, 2005).

5.2.4.4. Dialogue lead-in

Jingxia (2005) states that using dialogues is a good method to lead in a new lesson. Dialogues can be given between teacher and students or among students themselves on the topics like campus life, family, friends, hobbies, holidays, etc., as they are interesting topics for students.

In dialogue lead-in, teachers should provide chances for students to chat, and necessarily, exert subtle influence to help students to complete the dialogues. By making dialogues, students can be directed into the new lesson naturally.

5.2.4.5. Revision lead-in

According to learn Ausubel, (1960) meaningfully, students should relate new knowledge to what they have already known. Revision lead-in is to help students go over what they have already learned and acquired to link the new knowledge. In revision lead-in, teachers can explain the papers or exercises concerning what students have learned before, as they are important for the new lesson.

Although sometimes revision lead-in can be boring, it is also an effective way for leading-in.

5.2.4.6. Question lead-in

Question lead-in is probably the most common way in leading-in teaching. It is simple but effective to lead in a new lesson. "Questions to students in the course of the lesson serve many

purposes, one of which is to prompt students to take the next mental step. Thus, a good teacher should be an effective questioner. In lead-in stage, teachers should be skillful in selecting appropriate questions for the subject matter and the purpose of the lesson. Before presenting the new materials by question lead-in, students' attention can be drawn to the lesson from the beginning (Slavin R. , 2004).

5.2.4.7. Hot topic lead-in

In hot topic lead-in, teachers focus on hot topics at home and abroad. The class can discuss these topics. Maybe the discussion only lasts a few minutes, but it is valuable. It is not only an exchange of information, but also an exchange of the views on the world events. It enables students to participate in class activities actively and also develop a good habit of concerning for currents events (Jingxia, 2005).

5.2.4.8. Storytelling lead-in

Jingxia (2005) says that funny and interesting stories can help students to develop positive attitude to learning. Storytelling lead-in is another important way to stimulate students' interest in learning. It can provide a meaningful and natural context for students to begin a new lesson. When teachers are telling stories, the language should be simple; the pronunciation should be accurate and the speed should be appropriate. In addition, the use of body language and facial expressions is very helpful for students to understand the stories. In order to make the lead-in part more interesting, teachers can also encourage students to tell

stories. Telling stories can inspire their imagination; develop their own creativity and their speaking skill.

Jingxia (2005) affirms that Lead-in, as the first teaching step of a lesson, is one of the most basic and important steps in English classroom and contributes to having a smooth and successful class. It is obviously a short period but cannot be underestimated. If lead-in is well designed, it can quickly attract students' attention, stir up their learning interest, help them to clarify the purpose of the lesson and make them take an active part in class activities. Based on the previous studies and the author's own English teaching experience, the paper summaries some basic principles for designing effective lead-ins, and also suggests some strategies to have efficient lead-ins. It is hoped that this research will benefit English teachers (Jingxia, 2005).

f. METHODOLOGY

6.1. DESIGN OF THE RESEARCH

Action research has become more popular as a mode of research among practitioners. It includes the process of actively participating in a change situation at the same time as conducting research. Action research can be undertaken by undergraduate and postgraduate students, assisted or guided by professional researchers, with the aim of improving their strategies, practices and knowledge of the surroundings within which they practice.

This study is an applied educational research work since it is a practical action research that will allow the practitioner to study aspects of practice with the introduction of lead-in activities to motivate the learning of English language and see the reflections of his intervention.

6.2. METHODS, TECHNIQUES AND INSTRUMENTS

6.2.1. METHODS

This study will make a description of the data resulting from the application of an intervention plan. The following general methods will be applied along the descriptive research: The Scientific method will facilitate the study of the use of lead-in activities applied to improve speaking skills. It will help in the observations done before and during the intervention. This one will also assist during the prediction of the possible solution; it will assist with gathering data to make relevant predictions and

the analysis of it. The Descriptive method will enable to describe the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation. The analytic-synthetic method will be used to analyze the obtained results through the questioners. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions. The statistic method will be used to make the quantitative statistical analysis of the data received from the questionnaires and the qualitative text analysis of the data received from the observations and interviews.

This work will use the research spiral cycles proposed by Kemmis (2000) and McTaggart since the process is likely to be more fluid, open and responsive. It includes planning, acting and observing, and reflecting suggests.

Action research is an inquiry, undertaken with rigor and understanding in order to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner's continuing professional development Koshy (2005). Action research is a process of study done by systematically collecting data on one's everyday practice and analyzing it in order to draw conclusions about how future practice should be.

It involves a self-reflective cycle of identifying a situation or problem, planning a change, acting and observing the processes and consequences, and then re-planning, and so forth. It offers a valuable opportunity for teachers or practitioners to be involved in the research to collect first-hand

information) Mc Niff,1993; Atweb, Kemmis &Week 1998). Action research will be applied in this study because it will enable the practitioner or researcher of this project to follow the steps in the spiral that helped him reflect upon her teaching and improve his students' situation. The researcher intends to see if the plan would work well or if any necessary modification or amendment would be needed to improve his students' language learning.

6.2.2. TECHNIQUES AND INSTRUMENTS

a. Data Collection

Two sets of structured questionnaires will be used to collect data in this study. Quantitative data come from the questionnaires and qualitative data come from the observations. All the data will be triangulated to confirm validity.

b. Questionnaires

Two sets of face-to-face questionnaires will be used. A questionnaire of multiple choice questions will be used to collect students' answers about the students' interest in learning of English language at the beginning and at the end of the intervention. This will allow the students to provide a wide range of responses. All questionnaires will be conducted in class so that the researcher give a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

c. Tests:

Two sets of face-to-face tests will be used. A test will be used to collect the student's answers about choosing the best option using an talk test at the beginning, and at the end of the intervention. This will allow the students to provide answers about the level in speaking skills. All tests will be conducted in class so that researcher gives a clear explanation to students and clarify all queries raised. In addition, one hundred percent return rate should be ensured.

d. Observation

The researcher will carefully observe students' performance during lessons. He will use an observation checklist to record what has happened in class that helps him investigate, analyze and reflect upon his findings when the project comes to an end.

6.3. PROCEDURES

The action research work process will include the following stages:

The intervention plan will start and end with questionnaires and tests. Two questionnaires and two test will be applied; one at the beginning of the study to collect data on students'. A variety of lead-in activities will be introduced to improve the speaking skills. A check list will be used as instrument to help the researcher to observe students' performance during class. Afterwards, a video of students' performance will be done

during the intervention to see students' perceptions of the strategies used.

Finally, the second questionnaire and second test will be applied to check the overall students' progress after the intervention plan. The Students' progress before, during and after the intervention will be compared and analyze to draw the conclusions about the action research work.

After the intervention the researcher will analyze the data collected. Then, he will draw the conclusions of the intervention. Finally, the report of his intervention will be disseminated among the teachers, the partners and the school.

6.3.1. Tabulation

The tabulation of data will be done with the data collected in the two questionnaires and two tests conducted. A logical analysis will be done with the information received.

6.3.2. Organization

The researcher will organize the work with the information received in all the strategies applied to compare and analyze the impact of the intervention. A report of the intervention will be disseminated with the findings and ideas among the teachers, the partners and the school.

6.3.3. Description

The description of the data collected and graphics will be described considering the information pre and post intervention. The description of each questionnaire's and test's data will be completed to facilitate the interpretation of the information shown; and also do the logical analysis of the data received.

6.4. POPULATION SAMPLE

The students from 10th year of Basic Education parallel "A" are chosen as sampling to develop the action research work. The participants of the study are 35 students between boys and girls. They are between thirteen and fourteen years old. The students receive five hours of English per week with a certified teacher; however the majority of them have a very low English proficiency.

INTERVENTION PLAN

INTERVENTION: 5 Lessons

General Project Objective: To improve the speaking skill through the use of lead-in activities with 10th year students at “José Ingenieros N° 1” school, academic period 2013-2014

	Objectives	Activities	Procedures	Resources, Instruments	Observation note
WEEK ONE	To take the test and the questionnaire. (1 class)	- Taking the pre-study questionnaire.	- Researcher gives both questionnaire and the test to students. - Explains the questions to students in order to they understand them well -students take the questionnaire and test.	- Pen Questionnaire - questionnaire - pre- test	A check list will fill by the researcher.
	To familiarize speaking skill with a conversation. (2 classes)	Lesson 1: - Asking and answering questions, using dialogue lead-in	-Teacher - show some pictures. -Presents a dialogue with two expressions. What is he/she doing? He is eating a hotdog And..... You I'm practicing English. What is she/he doing? He's playing football - explains the new vocabulary.	- Markers - Board. - dialogue lead-in.	It will be filled in the check list students' performance.

			<ul style="list-style-type: none"> -models a dialogue with student to introduce the new topic. - asks students to work in pairs <li style="text-align: center;">-Students -work in pairs in order to practice the dialogue presented by the teacher. 		
WEEK TWO	To master the dialogue in pairs. (1 class)	Lesson 2: - Reading aloud. -Practicing.	<ul style="list-style-type: none"> - teacher -review the expressions practiced last class, he asks students to say those. -introduces the new expression with yes/questions and practice it. - Is Ms. Simpson singing? No, she's not. -what's Mr. Camacho doing? He's playing - asks students to organize the dialogue and practice it in pairs. -students -identify the meaning of each sentence. - organize the correct order of the dialogue. - read aloud the dialogue and practice in pairs. 	<ul style="list-style-type: none"> -situational lead-in. - handouts -markers 	It will be filled in the check list.
	-To make a dialogue. (2 classes)	Lesson 3: - Reading aloud	<ul style="list-style-type: none"> Teacher Gives students handouts with incomplete expressions. -Present the new expressions about sport activities. -What is he doing? He is swim in the pool. What are the Students doing? The students are playing football. How about you? How about him? How about her? She is running with her dog. -asks students to choose the correct words to complete the questions and answers. - ask students to read loud the correct dialogue. 	<ul style="list-style-type: none"> - Handouts - Situational lead-in. 	It will be filled in the check list.

			Students -use the correct words which complete the sentence. - read aloud and master it. -practice the dialogues.		
WEEK THREE	To describe a picture, asking and answering questions. (2 classes)	Lesson 4: - Describing some pictures.	- teacher -takes students to the computer room. - shows some pictures with the projector. - asks some students about the picture. -work with the partner and discuss about the picture. -Students - look at the pictures. -talk about each picture with his or her partner in dialogues. -homework does the dialogue and presents it in front of the class.	- projector -computer -speakers -situational lead-in.	It will be filled in the check list.
	. To practice a conversation through answering questions about real situations. (1 class)	Lesson 5: - asking questions.	- teacher - show pictures with real situations. - organize the class in pairs. - gives pictures about different activities. -asks some questions about the pictures -Students - look at the pictures and talk about it. -work in pairs: ask and answer questions in oral form. What is he doing?	-pictures -markers -dialogue lead-in	
	To take post-questionnaire to determine the students' progress.(1 class)	Getting students answers	- Researcher gives both questionnaire and the test to students. - Explains the questions to students in order to they understand them well -students take the questionnaire and test.	- Pen Questionnaire - Pen	

g. TIME LINE

Phases	Activities	2014												2015						
		Feb.	Mar.	Apr.	May.	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May			
Project	Project Presentation		x																	
	Appointment of Teacher Advisor		x																	
	Project Approval		x																	
	Appointment of Thesis Director		x																	
Intervention / Action	Application of the Instruments		x																	
	Act Observe			x	x	x	x	x	x	x										
Thesis Process	Data Organization and Tabulation						x	x	x	x	x	x								
	Interpreting and Reflecting						x	x	x	x	x									
	Writing up and Reporting								x	x	x	x	x							
	Presenting the Thesis Report									x	x	x	x	x						
	Thesis Revision												x	x	x	x	x	x		
	Thesis Presentation														x					
	Thesis Approval															x				
	Submission of the Folders															x	x	x	x	
	Private Review																	x		
	Corrections																	x	x	x
	Public Presentation and Incorporation																			x

h. BUDGET AND FINANCING

7.1 RESOURCES

Human

- The researcher
- The 10th students at “José Ingenieros N° 1” school.

Material

- Printed materials
- Books
- Handouts
- Markers
- Pencil/pen

Technical

- Computer
- Internet
- Projector

7.2 BUDGET

Resources	Cost
Internet	\$50.00
Printed of the project	\$25.00
Print of reports	\$75.00
Printed of final report and thesis	\$300.00
Others	\$75.00
Total	\$ 525

7.3. FINANCING

All expenses related to the present research will be assumed entirely by the researcher conducting the investigation.

i. BIBLIOGRAPHY

- Amir, Hina. (August 03, 2013). *SlidesShare* Retrieved January 20, 2014. SlidesShare:
http://www.slideshare.net/zeal_eagle/speaking-skills-24884424#
- Arendas, R. (1998). *Learning to teach* . New York: Fourth Edition.
- Atweb, K. &. (1998). *Action Research in Practice*. London.
- Ausubel, D. (1960). *The Use of Advanced Organizers in the Learning and Retention of Meaningful Verbal Material*. *Journal of Educational Psychology*. New York.
- Brown, D. (2010). *TE 494 Assesment Portafolio*. Retrieved December 23,2013.
https://www.google.com.ec/?gws_rd=cr&ei=8szuUpmTForXkQff4oHIDg#q=imitative+speaking
- Chela. (November 03, 2010). *Slideshare*. Retrieved January 14, 2014, Slideshare:
<http://www.slideshare.net/chela894/the-speaking-process>
- Chengli, Y. (1999). *The Art of Teaching Language*. Beijing Educational Press: Beijing.
- Curzon. (1990). *Motivation and Education Performance*.
- David Gardner, L. M. (1998). *Establishing Self-Access Theory to Practice*. Cambridge.
- Dörnyei, Z. a. (2002). *Motivation and second language acquisition*. Hawaii: .
- Gebhard, J. G. (1996). *Teaching English as a foreign or second language*. Ann Arbor: University of Michigan Press.
- Halliday. (1964). *The Linguistic Sciences and Language Teaching*. London: Longman.
- Harmer, J. (2001). *The practice of english language teaching* . new york: logman.
- Hymes, D. H. (1972). *Communicative Competence*. Philadelphia: University of Philadelphia Press.
- Jingxia, L. (2005). *How to Have a Good Lead-in in English Classrooms*. China.
- Kemmis, K. (2000). *Participatory Action Research*.
- Kenji Kitao. (May 27, 2006). *ELT and Communication*. Retrieved January 05, 2014,
<http://www.cis.doshisha.ac.jp/kkitao/library/article/test/speaking.htm#a>
- Koshy, V. (2005). *Action Research for Improving Practice*. London: Paul Chapman Publishing.
- Maslow's, A. (s.f.). *A Theory of Human Motivation*.

- Mc Niff, J. (1993). *Action Research Approach*. London.
- McGroarty, M. (2002). *Situating second-language motivation*. Hawaii.
- McTaggart, R. (2000). *Participatory Action Research*.
- Nunan, D. (1991). *Language teaching methodology*. London: Prentice Hall International.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw Hill Companies.
- Ramelan. (1992). *English As a Second Language*.
- Ramelan, B. (1992). *Introduction to Linguistic Analytic*. Semarang: IKIP Press.
- S. Kathleen Kitao. (May 27, 2006). *ELT and Communication*. Retrieved January 05, 2014. <http://www.cis.doshisha.ac.jp/kkitao/library/article/test/speaking.htm>
- Shuzhen, H. (1996). *Teaching Techniques*. Changsha: Hunan Normal University Press.
- Slavin, R. (2004). *Educational Psychology*. Beijing: Beijing University Press 223.
- Slavin, R. (2004). *Educational Psychology*. Beijing: Beijing University Press, 223.
- Teller, B. a. (1987). *Motivation and Education Performance*.
- Vanderkeven, D. (1990). *Meaning and Speech Acts*. United States.
- Wang, B. (2009). *Motivation and Language Learning*. China: Daqing Petroleum Institute.
- Willis, J. A. (1996). *Framework for Task-based Learning*. Addison Wesley Longman Limited: Harlow.

ANNEX 2



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Cuestionario

El siguiente cuestionario tiene el propósito de recopilar información relacionada con el uso de Lead-in activities para mejorar la habilidad de hablar; los datos recogidos ayudarán como base en el desarrollo de los trabajos de investigación que se llevó a cabo. Necesito su colaboración respondiendo a las siguientes preguntas con toda sinceridad y honestidad:

1. ¿Le gusta hablar en la clase de inglés?

Si () No ()

2. ¿Qué actividades se utilizan para la práctica oral en la clase de inglés?

Juegos () Diálogos () Rol de juegos ()

Discusiones () Discursos ()

3. ¿Con qué frecuencia se practican estas actividades en la clase de Inglés?

Juegos Siempre () A menudo () A veces () Nunca ()

Diálogos Siempre () A menudo () A veces () Nunca ()

Rol de juegos Siempre () A menudo () A veces () Nunca ()

Discusiones Siempre () A menudo () A veces () Nunca ()

Discursos Siempre () A menudo () A veces () Nunca ()

4. Cómo le gusta practicar el hablar?

	Nada	Poco	Algo	Mucho
1. Individualmente				
2. En pequeños grupos				
3. con toda la clase				

5. Practica el habla con lead-in activities?

Si () No ()

6. Son útiles las lead-in activities para:

	nada	poco	Algo	Mucho
a. Hablar más en Inglés				
b. Sentirse más confiado				
c. Le dará más oportunidades para el intercambio de ideas				
d. Aprender unos de otros				

7. ¿Le gusta practicar el hablar con las Lead-in activities?

Si () No ()

ANNEX 3



UNIVERSIDAD NACIONAL DE LOJA
ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE CAREER

Questionnaire

The following questionnaire has the purpose to collect information related with the use of lead-in activities to improve the speaking skill; the data gathered will help as base in the development of the research work I am carried out. I need your collaboration answering the following questions with all sincerity and honesty:

1. Do you like to speak in the English class?

Yes () No ()

2. What activities are used to practice speaking in the English class?

Games () dialogues () role plays ()

Discussions () speeches ()

3. How often these activities are practiced in the English class?

-Games Always () often () sometimes () never ()

-Dialogues Always () often () sometimes () never ()

-Role plays Always () often () sometimes () never ()

-Discussions Always () often () sometimes () never ()

-Speeches Always () often () sometimes () never ()

4. How do you like to practice the speaking skill?

	Not at all	little	rather	Very
1. Individually				
2. In a small group				
3. With the whole class				

5. Do you practice speaking with Lead-in activities?

Yes () No ()

6. Are the lead-in activities helpful to?

	Not at all	little	rather	Very
a. speak more in English				
b. feel more confident				
c. give you more opportunities for exchanging ideas				
d. Learn from each other				

7. Do you like to practice speaking skill with lead-in activities?

Yes () No ()

Thanks for your collaboration

ANNEX 4

PRE TEST

Escuela de Educación General Básica “José Ingenieros Nº. 1”

The test will be taken in pairs in order to assess the students' speaking.

PAIR ACTIVITY each student asks and answers **Wh-questions** and a **Yes/No** questions.

Answer questions aloud.

What is he doing? What is she doing? What is she doing?

Evan Cindy Grandma Sue Baby Ben Dad Usel

What is he doing? What is he doing? What is Usel doing?

-Is Baby Ben writing a letter?

-Is Grandma Sue drinking a coffee?

-Is Evan gluing pieces of paper?

ANNEX 5

ASSESSMENT SPEAKING RUBRIC

Student's code: _____

Parameters			Wh-question	Answers	Yes/no questions	Yes/no answers							
Fluency	Poorly	1											
	average	3											
	good	4											
	Very good	5											
Pronunciation	Poorly	1											
	average	3											
	good	4											
	Very good	5											
Vocabulary	Poorly	1											
	average	3											
	good	4											
	Very good	5											
Feel confident	Poorly	1											
	average	3											
	good	4											
	Very good	5											

ANNEX 6

POST TEST

Escuela de Educación General Básica “José Ingenieros N° 1”

The test will be taken in pairs in order to assess the students' speaking.

PAIR ACTIVITY each student asks and answers **Wh-questions** and a **Yes/No** questions.

Answer questions aloud.

What is he doing? What is she doing? What is she doing?

Evan Cindy Grandma Sue Baby Ben Dad Usel

What is he doing? What is he doing? What is Usel doing?

-Is Baby Ben writing a letter?

-Is Grandma Sue drinking a coffee?

-Is Evan gluing pieces of paper?

ANNEX 7

Check list

Every class a check-list will be used to collect data about the linguistic competence: vocabulary, expressions, grammar and pronunciation. The data will be about the use vocabulary, expressions and sentences that students will use in their conversations the intonation and pace will be rate.

Pair work

Student's name:

Speaking skill		Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
		1	2	3	4	5
His/her voice was clearly heard						
His/her tone of voice was varied						
The pace was appropriate						
Language	Vocabulary					
	Expressions					
	Sentences					
	Questions					

Student's name:

Speaking skill		Disagree	Slightly disagree	Slightly agree	Agree	Strongly agree
		1	2	3	4	5
His/her voice was clearly heard						
His/her tone of voice was varied						
The pace was appropriate						
Language	Vocabulary					
	Expressions					
	Sentences					
	Questions					

ANNEX 8

Application of the Pre-Test:



Photo taken by: Diego Ordóñez (the researcher)



Photo taken by: Diego Ordóñez (the researcher)

During the intervention process:



Photo taken by: Diego Ordóñez (the researcher)

Application of the Post-Test



Photo taken by: Diego Ordóñez (the researcher)

MATRIX

THEME: THE USE OF LEAD-IN ACTIVITIES TO IMPROVE THE SPEAKING SKILL WITH 10TH YEAR STUDENTS AT “JOSÉ INGENIEROS N° 1” PUBLIC SCHOOL, ACADEMIC PERIOD 2013-2014.

PROBLEM	OBJECTIVES	THEORETICAL FRAME	METHODOLOGICAL DESIGN (ACTION RESEARCH)	INSTRUMENTS
<p>Research Problem:</p> <p>-How does the use of lead-in activities improve the speaking skill with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?</p>	<p style="text-align: center;">General</p> <p>-To improve the speaking skill through the use of lead-in activities with 10th year students at “José Ingenieros N° 1” school, academic period 2013-2014.</p>	<p>What is speaking?</p> <ul style="list-style-type: none"> -The importance of speaking. -The purpose of speaking -The components of speaking -Teaching speaking -The speaking process. -Types of speaking 	<p>Preliminary investigation</p> <ul style="list-style-type: none"> -observing the English classes. -Stating the background of problem. -Describing current situation. -Locating and reviewing the literature. -Creating a methodological framework for research. -preparing an intervention plan. <p>Intervention and observation</p> <ul style="list-style-type: none"> -applying, observing and monitoring students' performance according to the intervention plan. <p>Presentation of research findings</p>	<p style="text-align: center;">Questionnaires</p> <p style="text-align: center;">Tests</p> <p style="text-align: center;">Observation Checklists</p>
<p>Sub-problems:</p> <p>-What kind of theoretical references about speaking skill and lead-in activities are effective to help 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?</p>	<p style="text-align: center;">Specifics</p> <p>-To investigate the theoretical references about speaking skill and lead-in activities with 10th year students at “José Ingenieros N° 1” public school, academic period</p>	<p>What is a Lead-in activity?</p> <ul style="list-style-type: none"> - THE PRINCIPLES OF LEAD-IN -Being interesting -Being Relevant -Being student- 		

<p>-Why are the issues that limit the learning of speaking skill with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?</p> <p>-What are the important phases of the intervention plan that address the current issues of the speaking skill with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?</p> <p>-Which lead-in activities are implementing to improve the speaking skill with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?</p> <p>-How do lead-in activities as part of the classroom activities reduce the limitation of the speaking with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014?</p>	<p>2013-2014. .</p> <p>-To diagnose the issues that limits the learning of the English Language with students of 10th year at “José Ingenieros N° 1” public school, academic period 2013-2014.</p> <p>-To design an intervention plan with the use of lead-in activities to improve the speaking skill with students 10th year at “José Ingenieros N° 1” public school, academic period 2013-2014.</p> <p>-To apply the intervention plan as part of the classroom activities in order to solve the limitations in the speaking skill with 10th year students at “José Ingenieros N° 1” public school, academic period 2013-2014.</p> <p>-To reflect upon the effect that the lead-in activities had on 10th year students’ speaking skill at “José Ingenieros N°1” public school, academic period 2013-2014.</p>	<p>centered</p> <ul style="list-style-type: none"> -Being brief -Being authentic and close to students’ life <p>THE STRATEGIES OF LEAD-IN</p> <ul style="list-style-type: none"> -Situational lead-in -Multi-media lead-in -Dialogue lead-in -Revision lead-in -Question lead-in -Hot topic lead-in -Storytelling lead-in 	<ul style="list-style-type: none"> -reflecting, analyzing and answering the proposed inquiries. -organizing the final report 	
---	---	--	--	--

INDEX

➤ CERTIFICATION	ii
➤ AUTORÍA	iii
➤ CARTA DE AUTORIZACIÓN	iv
➤ GRATEFULNESS	v
➤ DEDICATION	vi
➤ MATRIZ DE ÁMBITO GEOGRÁFICO	vii
➤ MAPA GEOGRÁFICO Y CROQUIS	viii
➤ THESIS SCHEME	ix
a. TITLE	1
b. RESUMEN	2
ABSTRACT	3
c. INTRODUCTION	4
d. LITERATURE REVIEW	7
SPEAKING	7
What is speaking skill?	7
The Importance of Speaking	7
The Purpose of Speaking	8
The Components of Speaking	8
Teaching Speaking	9
The Speaking Process	11
Pre-speaking: Planning and Organizing	12
To choose a speaking topic	12
To determine purpose	13
To determine audience	13
To determine format	13
Middle Speaking: Going Public	13
Post-speaking: a time for reflection and setting goals	14
To set goals for improvement	15
Types of Speaking	17
Imitative	17
Intensive	17

Responsive	18
Interactive	18
Extensive	18
Types of Speaking Test	19
Reading aloud	19
Conversational Exchanges	19
Role-Play Test	20
Group or Pair Activities	20
Testing Speaking Using Visual Material	20
Oral interviews	21
LEAD IN ACTIVITY	21
What is Lead-in?	21
Functions	21
The Principles of Lead-in	22
Being interesting	22
Being Relevant	22
Being student-centered	23
Being brief	23
Being authentic and close to students' life	23
The Strategies of Lead-in	24
Situational Lead-in	24
Multi-media Lead-in	24
Dialogue Lead-in	25
Revision Lead-in	25
Question Lead-in	26
Hot topic Lead-in	26
Storytelling Lead-in	26
e. MATERIALS AND METHODS	28
f. RESULTS	34
g. DISCUSSION	46
h. CONCLUSIONS	49
i. RECOMMENDATIONS	50

j. BIBLIOGRAPHY	51
k. ANNEXES	53
a. THEME	54
b. PROBLEM	55
c. JUSTIFICATION	59
d. OBJECTIVES	61
e. THEORETICAL FRAME	62
SPEAKING	62
WHAT IS SPEAKING SKILL	62
THE IMPORTANCE OF SPEAKING	62
THE PURPOSE OF SPEAKING	63
THE COMPONENTS OF SPEAKING	64
TEACHING SPEAKING	64
THE SPEAKING PROCESS	67
Pre-speaking	67
To choose a speaking topic	68
To determine purpose	68
To determine audience	68
To determine format	69
MIDDLE Speaking: Going Public	69
POST-SPEAKING	70
To set goals for improvement	70
The role of the teacher is to	71
TYPES OF SPEAKING	72
Imitative	72
Intensive	73
Responsive	73
Interactive	73
Extensive	74
TYPES OF SPEAKING TEST	74
Reading aloud	75
Conversational Exchanges	75

Role-Play Test	75
Group or Pair Activities	75
Testing Speaking Using Visual Material	76
Oral interviews	76
LEAD IN ACTIVITY	77
WHAT IS LEAD-IN	77
FUNCTIONS	77
THE PRINCIPLES OF LEAD-IN	77
Being interesting	77
Being Relevant	78
Being student-centered	78
Being brief	79
Being authentic and close to students' life	79
THE STRATEGIES OF LEAD-IN	79
Situational lead-in	79
Multi-media lead-in	80
Dialogue lead-in	81
Revision lead-in	81
Question lead-in	81
Hot topic lead-in	82
Storytelling lead-in	82
f. METHODOLOGY	84
g. TIME LINE	93
h. BUDGET AND FINANCING	94
i. BIBLIOGRAPHY	96
INDEX	110