



**UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“REINFORCING ENGLISH-SPEAKING SKILLS BASED ON
CALLAN METHOD IN NINTH GRADERS AT UNIDAD
EDUCATIVA JOSÉ PEDRO VARELA”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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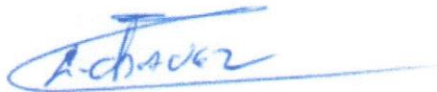
La Libertad – Ecuador

2025

La Libertad, June 27th, 2025

ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title **“REINFORCING OF ENGLISH- SPEAKING SKILLS BASED ON CALLAN METHOD IN NINTH GRADERS AT UNIDAD EDUCATIVA JOSÉ PEDRO VARELA**, prepared by Zavala Yagual Edison Adrian, an undergraduate student of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, I declare that after oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

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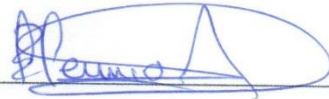
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ACKNOWLEDGMENT

I would like to mention three people in this graduation thesis who have had a significant impact on my studies during my university life, and I can add that they have advised and guided me along the professional path, and they have even changed my point of view with their words of encouragement.

First and foremost, I want to recognize Professor, Niola Sanmartin Rosa Elena, MSc. who I consider to be the teacher who has had the greatest impact on my life and studies; her dedication and love for her job are what motivates me to pursue a career as a teacher; I could also add that she is the teacher who is most considerate of his students; she takes the time to respond to each one, and her patience is unsurpassed, She works tirelessly to demonstrate that teaching is the most difficult but also the most essential profession, as it provides the foundation for future generations to have a good guide; today, my thanks are directed to her.

The second excellent professor I have had the pleasure of meeting since my first semester is Carabajo Romero Italo Rigoberto, MSc. Mr. Italo takes his job as a professional instructor very seriously, while also making us feel like friends by offering us advice and directing us in what we truly want in life, I have had great experiences with him throughout my studies, and I am thankful that he has been my instructor; I have learned a lot from him.

Finally, Professor Chávez Gonzabay Leonardo Augusto, MSc. I am thankful that he has been my instructor, I have learned a lot from him, he has been quite helpful, and he takes the time to fix and instruct me on how to better describe and explain each part of my project.

DEDICATION

I dedicate this investigative work primarily to God, for being the source of inspiration and strength that has enabled us to continue in this difficult process of obtaining an academic major during these years of study. In addition, I would like to thank in these lines the many people and colleagues who have lent me their assistance throughout the course of this thesis research.

- To my mother, who is truly a cornerstone in my life and is always willing to assist me, she has taught me to persevere and never give up in the face of adversity.
- To my friends who helped me with my studies, clearing up my concerns about each topic, and being one step away from becoming future colleagues, I thank you from the bottom of my heart. Dannis, Renato, Bryan, Jara, Jean and Diana were among my circle of friends, and I will never forget them.

ABSTRACT

This graduation thesis was designed to reinforcing English-speaking skills based on Callan method in ninth graders at Unidad Educativa José Pedro Varela. It studies the deficiencies and problems in the teaching and learning of the English language at grammar school level, it was decided to create a handbook based on the Callan method using as a reference topic that is appreciated by the students and is used on a daily basis, focusing on the reinforcement of the students to speak English, the quantitative method was used to carry out this study. Surveys were administered to obtain accurate information on learning process. The sample consisted of 15 ninth grade.

Based on the result interpretations, it was possible to detect that the students lacked basic English knowledge and daily vocabulary, demonstrating that there is a need, not only in the learning environment, but also in the teaching scenario of English, for which the handbook was created with topics related to daily life conversation and based on the Callan method. This thesis aims to provide strategies apply repetitive mode to react quickly to questions or answers that they already know, this handbook will serve as a tool for students to practice developing Productive Oral Skills.

KEY WORDS: The Callan Method, Speak English Skill, Enhance English Language, Oral Productive Abilities, Handbook

RESUMEN

En el presente proyecto, se diseñó para reforzar la habilidad de hablar inglés en los estudiantes de noveno grado de la Unidad Educativa José Pedro Varela, al ver las deficiencias y problemas en el área de inglés, se decidió crear un manual basado en el método Callan. utilizando como tema de referencia que es apreciado por los estudiantes y se utiliza en el día a día, enfocándose en el refuerzo del habla inglesa de los estudiantes, se utilizó como método cuantitativo el enfoque en encuestas aplicadas a la muestra de 15 estudiantes de noveno grado. instrumento principal a lo largo de la realización de este proyecto para adquirir información precisa sobre el proceso de aprendizaje.

Se pudo detectar que los estudiantes carecían de conocimiento y vocabulario, demostrando que existe una necesidad en el ambiente de aprendizaje y enseñanza del idioma inglés, por lo que se elaboró el manual con temas relacionados a la conversación de la vida diaria y basado en el método Callan, con el objetivo de que los estudiantes apliquen el modo repetitivo para reaccionar rápidamente a preguntas o respuestas que ya conocen, este manual servirá como una herramienta para que los estudiantes practiquen el desarrollo de habilidades orales productivas.

PALABRAS CLAVES: El método Callan, Habilidad de hablar inglés, Mejorar el idioma inglés, Habilidades productivas orales, Manual

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INTRODUCTION

Communication is a crucial skill for mankind since it allows us to interact through sounds called words. As a result, it is regarded as a uniquely human talent, this produces an essential cause for focusing on foreign languages that existed all over the world, this argument must prove that individuals have the goal of learning a second language, and one of the most well-known languages is English while studying this language, students would benefit not just in terms of language extension, but also in terms of work.

Most Ecuadorian students have trouble conversing in English with foreigners or native English speakers, because they do not have the appropriate level considering that English teaching in Ecuador is neutral, in short students do not show interest in wanting to learn this language, so today several strategies with the goal of students having a focus of interest in learning this language as a second language.

The lack of vocabulary among students creates a barrier to the development of English speaking ability; however, today there are a variety of methodologies that adapt to the needs of learners; for example, a small comparison could be made between the traditional method, still one of the most popular before and now, but there are also methods that help learners learn a language quickly, such as the Callan Method, which involves students repeating questions and answers in order to learn.

There are four chapters to this study project:

Chapter I - The Problem: This chapter describes and explains the issues that students have in the domain of English, as well as the causes for their low English proficiency.

Chapter II - Theoretical Framework: Here is the core information of the project, which includes the theories and foundations of the Callan method as well as the instruments that are used in conjunction with it.

Chapter III - Methodological Framework: In this section, data is collected in order to know more about the potential difficulties of students, and solutions will be developed when all the data has been obtained.

Chapter IV – Proposal: This section contains a possible solution to the problem that has been identified, as well as a daily dialogue handbook to help students develop their speaking English skills.

CHAPTER I

THE PROBLEM

1.1 RESEARCH TOPIC

Reinforcing English-Speaking Skills Based On Callan Method In Ninth Graders
At Unidad Educativa José Pedro Varela.

1.2 PROBLEM STATEMENT

The English language is an essential tool for communication between cultures, nations, countries, as well as for sharing knowledge this allows people to appreciate things from a different perspective, therefore that language has a very important factor because it even changes people's lives, speaking English provides the skills that individuals need to travel and communicate more successfully in so many parts of the globe, facilitating exploration and travel with confidence while learning more about the nations and cultures visited.

English is considered a fundamental language, for instance, in Japan for obtaining a better position in a corporation, even a famous company Rakuten created a system for employees to acquire and enhance their English skills with the goal of encouraging. The use of this language which was dubbed "Englishnization" for this project.

CEO, Hiroshi (2021) stated that "From now on, everything at Rakuten, from meetings, presentations, documents to the canteen menus, will be in English", this method of encouraging individuals to learn a new language is thought to be quite unique; it would not only assist the firm in expanding, but it would also allow employees to promote contact with other nations in order to enhance output.

English has become a requirement in public schools and a priority in private schools as part of the globalization process, with many colleges and organizations trying

to offer bilingual degrees. As a result, the limited time spent teaching English contributes to the needs of a world increasingly affected by this language, which is regarded as the universal language due to its use in communication, commerce, education, science, computers, politics, and many other fields.

The four English skills, reading, writing, listening, and speaking, are intertwined; each is considered necessary for becoming a complete speaker of this language, but proficiency in speaking allows for several benefits: the ability to connect words effectively to reflect thoughts, opinions, and feelings; it provides clarity and confidence in expressing and attracting attention to oneself (Gillis, 2022).

In Latin American countries precisely in Ecuador in 2016, the academic curriculum was modified and reformed with the objective to implement the adaptable curricular proposal, which is worked on by sublevels and developed in curricular blocks, the values of justice, innovation, solidarity that promotes the language, in this case, the communicative language approach: language is best learned as a means to interact and communicate, not as a body of memorized information. It was carried out with the aim of improving the teaching and learning process in the field of English as a Foreign Language by concentrating on teaching methodologies that reflect and respond to the strengths and problems of learners.

Within the province of Santa Elena, finds the basic education schools "Jose Pedro Varela, an institution located in the canton of La Libertad, this is framed as a pioneer entity in the breach of the standards of teaching-learning process like a barrier. Not allowing an efficient and effective service that fully satisfies the needs and expectations of the entire educational community, harming the development of students to face the difficulties of English language skills, focusing on speaking that a lot of non-speakers consider the hardest to learn.

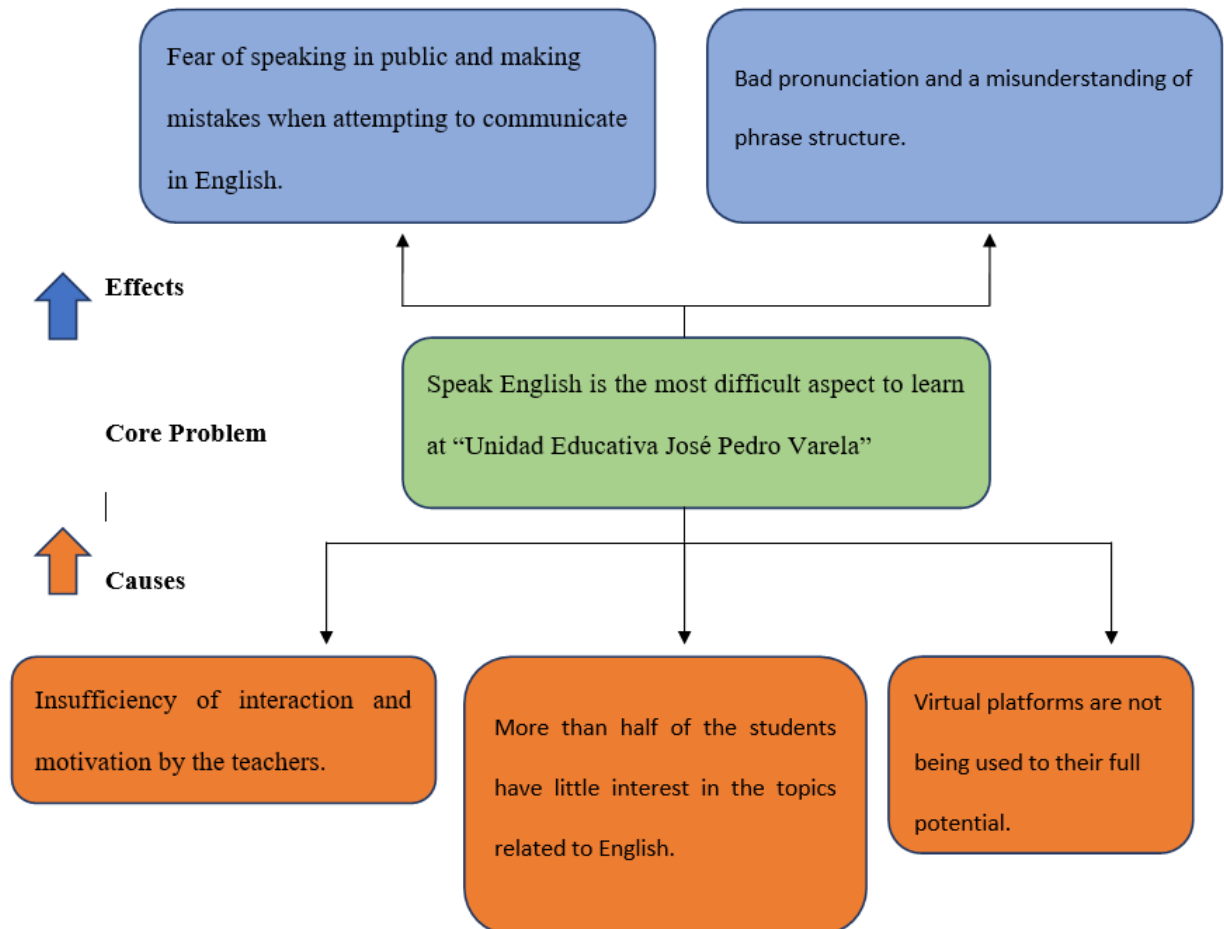
The teaching of the English language of the school is based on presenting and encouraging, which means that children are exposed to a 50 percent English environment from the moment they enter, this encourages children to learn to listen to the language from the start, and thus to know and practice listening and speaking skills.

It is considered that English language is undervalued at school since the emphasis is placed on teaching Spanish as the primary language, English instructors are well qualified to teach, but one of the issues is that pupils are not motivated to study this language two out of ten pupils exhibit merely a passing interest in English.

1.3 PROBLEM TREE

Figure 1

Problem Tree



1.4 PROBLEM FORMULATION

How does the Callan method influence English-speaking skills in the language teaching-learning process of Ninth graders at "Unidad Educativa José Pedro Varela"?

1.5 SPECIFIC RESEARCH QUESTIONS

What changes will be noticeable in the domain of oral expression as a result of daily conversation?

What approach should be taken to increase student interest to improve speaking abilities?

What characteristics emerge at the time using resources such as discussions, daily conversations, real-life situations, and audio files?

1.6 OBJECTIVES

1.6.1 *General Objective*

To contribute oral production and speaking skills based on the Callan method in the acquisition of English as a second language.

1.6.2 *Specific Objectives*

- To analyze the factors that contribute to achieving fluency in the language.
- To operate methods that accelerate knowledge and understanding of English.
- To design a guide with activities that support effective oral production in order to enhance student interest.

1.7 JUSTIFICATION

The English language has grown by over 80% on the internet, making it critical to master the acquisition of a second language because it is useful to have knowledge concentrating on speaking and comprehending it in the workplace today.

Most students are very interested in developing their language abilities since English is now the primary language of the internet, therefore communication and interaction through technology creates a need for students to focus on mastering the English language, At the same time, because an advanced level of English is required to graduate.

To attain this goal, appropriate English language instruction must begin in the classroom; in this situation, teachers are viewed as an instrument that transmits the language through concepts and tactics that are properly used to teach English in a good manner, the Callan Method is a quick, enjoyable, and simple technique to learn English that focuses on students strengthening listening and speaking abilities through repetition, this method has been demonstrated to provide excellent results because you must be a good listener and concentrate during class.

This method necessitates continuous and prompt correction, the teacher corrects the pronunciation and grammar faults, the correction is a step-by-step procedure that begins with repeating the error and ends with receiving the proper answer, in addition to repetition, may acquire the most practical and valuable vocabulary as well as basic and more complicated grammatical structures in each lesson.

The ninth graders have some difficulties that create a barrier that prevents them from learning appropriately; in this case, a lack of vocabulary as a result, they are unable to construct sentences prohibiting them from speaking or initiating a conversation.

Therefore, a factor is sought to strengthen the speaking area, that is, to get students to speak this second language with the objective they can have a conversation efficiently, emphasizing the most important aspects of speaking, such as correct pronunciation, fluency, and grammatical structure.

This project aims to enhance communication by applying some strategies from the Callan method based on a handbook as the main guide for the repetition of daily conversations, acquiring new vocabulary with the purpose of students being able to quickly answer specific questions and enhance their English-speaking skills in ninth graders at “Unidad Educativa José Pedro Varela”.

1.8 SCOPE Y DELIMITATIONS

1.8.1 Scope

The aim of this research to improve English-speaking skills of ninth graders at the “Unidad Educativa José Pedro Varela” by proposing the Callan method for the English language teaching, use the manual based on daily conversations to apply the specified objectives so that students follow out each provided tip to enhance speaking skills.

1.8.2 Delimitations

Field: Education

Area: English language

Aspect: Teaching-Learning process

Title: Improving speaking skills, a daily conversation and English vocabulary guide based on the Callan approach are provided

Time delimitation: School year

Spatial delimitation: Unidad Educativa “José Pedro Varela”

Social delimitation: Senior students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND

Efforts made to go through the abilities and skills that a student who wishes to study English would need to acquire, similarly the most significant theories of language learning and some of the most effective teaching approaches, together with associated didactic activities.

The Callan Method presents new content in the form of a question-and-answer method, which is extremely similar to the dialogue style in terms of reliance on memorizing predetermined phrases, as well as "overlearning" induced by repeated repetition. Pronunciation is extremely important in Callan Method lessons since the teacher is expected to correct his students on the spot and to demand accurate utterances all the time. As a result, effective replies are instantly praised, and students are encouraged to make error-free statements.

Students are compelled to offer replies solely in the long form. they are not allowed to use any short forms since, according to the Method this encourages them to speak as much as possible and allows them to practice their pronunciation all the time, to exercise and practice the vocabulary items or grammar structures, each 'question and answer' pattern is repeated at least three times, Because of the quick pace at which the questions are asked, as well as the fact that the teacher asks the students at random, the students must maintain constant concentration.

Such lengthy explanations of grammatical principles are difficult to recall, to say nothing of the fact that they will never be employed in real life. Even if pupils can repeat the long and difficult answers to grammatical problems.

2.2 THE VALUE OF ENGLISH IN MODERN EDUCATION

In general, English is the most widely spoken and technologically advanced language in the world. People interact among each other, share ideas, and express their feelings language mentioned is unquestionably a crucial instrument for human transformation and progress in education at various levels of formal education, students are given life-long knowledge and skills helping them to reach their full potential as human beings. (Sesha, 2014)

Language is the correct and methodical means for people to communicate with one another. Considering English is regarded a worldwide language on the internet, it is a necessity that all schools in the country teach it effectively, the elements that give it prominence include contact with other nations, as well as educational benefits in the future because the majority of students learn English for exams, they are unable to write even a single phrase free of grammatical errors. If one wishes to advance in life, one must be able to communicate in English, it is the actual doorway through which advanced nations have opened their doors to recruit technically capable individuals. (Dodson, 2020).

Studying English is of great importance, almost everyone dreams of studying it at least at the initial level, today, children begin to learn this language at preschool, even if they do not understand how important the English language is right now. However, it's not a secret for anyone that today it plays an important role in job placement and school, people who want to find a prestigious and highly paid position must necessarily know the English language well, this is due to the fact that large firms often cooperate with foreign partners. Ileal (2019)

2.3 THE CALLAN METHOD

According to Makoto (2017) the Callan Method is an English training method for learners of English as a second or foreign language and it was developed by Robin Callan in UK in 1959, it is a kind of direct method and used by millions of people across the world, it is believed to be an exceptionally quick way to successfully master English as a foreign language and designed specifically to improve listening and speaking abilities in a lively and active environment (p. 44) In particular it aims to extend the listening and speaking abilities.

The Callan Method is based on real-world classroom experience, teacher-student interaction, and the relationship between students and language based on Sakamoto (2017) the Callan lessons are mainly carried out in the flow of “instructor asks and student answers” Structure, starting from a revision of the previous lesson, new vocabulary are introduced and the lesson moves onto the reading and dictation.

It is an excellent method for encouraging pupils to speak and utilize a foreign language while also conquering their fears. It makes fundamental language simple to comprehend and use quickly and realistically, which may boost motivation immediately as stated by Chong (2012) “At the beginning, all the student is doing is simply repeating what the teacher is feeding them” (p. 12).

After repeated repetitions of the same question-answer set over the following several days, the objective is for the student to be able to speak the answers at the same time as the teacher asked, to exercise and practice the vocabulary items or grammar structures, each 'question and answer' pattern is repeated at least three times. Because of the quick pace at which the questions are asked, as well as the fact that the teacher asks the students at random, the students must maintain constant concentration, according to

the method the student learns by listening, even if he merely listens to the responses of other students.

2.4 OPTIMUM ENGLISH LEARNING BASED ON CALLAN METHOD

The Callan Method emphasizes class interaction heavily, it is broken down into stages, with the teacher posing a series of questions to the student. Its purpose is to influence students to talk, maintaining their attention on student, and activate memory, all while enhancing their grammar and vocabulary without overcomplicating classes with rare and difficult exceptions. As said by Honan (2021) “The Callan Method to learning a language is to make the students speak as much as possible. They are focused on listening to the questions when they are not speaking, ready to answer when asked”. Non-English speakers want to learn how to communicate on a daily basis as quickly as possible, thus lessons focus on interaction rather than academic study with the aim of pupils gaining fundamental English abilities, the emphasis is on practicality instead of just intellectual progress.

The Callan Method is unique and plays a critical role in properly teaching language, it does not allow individuals to sit silently and work on grammatical exercises from a book, since this strategy requires them to be awake and, on their toes, it continues their education by delving deeper into a different language in a fast-paced atmosphere. In the opinion of Wahyuningsih (2019) “The Callan Method is a fast and very effective way to learn foreign language, suitable for all students, from beginner to advanced level, the method is designed specifically to improve listening and speaking abilities in a lively and active environment”.

2.4.1 Callan method materials

The books for Students and Teachers are fairly similar since they both include an identical set of questions and answers, each book is split into two halves, the only

difference between the two is the size, includes an exam at the conclusion of each stage, when compared to regular coursebooks used at other colleges, the book itself is quite plain and unappealing visually, there is just the question-and-answer pattern.

The Chart Book, which contains Demonstration Cards with images or numbers that demonstrate a few selected vocabulary topics from the book, is the material that goes with this most important portion of the Callan Method course.

2.4.2 Teachers' and students' roles in the Callan method

In the Callan Method, the instructor plays a critical and pivotal role. Apart from the unusual pace with which he asks questions, which takes a lot of work, especially at first, he cannot allow himself to take a break or simply think for a while. During the class, the instructor is required to stand the entire time, and even the guidelines for where and how his book should be positioned are detailed in the handbook of teacher. Every word should be spoken by the teacher to keep the remainder of the pupils attentive and focused on him, aside from the teacher's need to keep up with the quick speed of the class, he is also expected to be mindful of other components of the lesson, it must also complement some questions with actions, particularly when it comes to revision.

In the Callan Method, the student is expected to be attentive during the session and to respond to the questions of the teacher, the learner should not try to rearrange the word order or provide his own interpretation of the version in the book, everything the learner says must be verbatim from the text, it is forbidden to modify a single word since this would be a breach of the Method as stated by (Klebana, 2018).

Using a basic question-answer strategy, the Callan Method seeks to teach English at a breakneck speed, unrivalled by any other method, The pupils are expected to respond to questions of the teacher word for word, while the teacher must maintain a continual quick pace and not allow for even a single break during the class.

The Callan Method relies on dynamic, fast-paced repetition, which is extremely beneficial because it is critical to update vocabulary at all times, the fast pace lesson is ideal for beginners who are more inclined to speak and think in their native language, Many timid persons find it easier to overcome the barrier of speaking in a foreign language when they are accompanied by an instructor who offers him with the response., the amicable environment between the instructor and the pupils should not be overlooked because it always helps the learning process.

2.5 ORAL PRODUCTIVE ABILITY

Oral expression refers to the linguistic ability to produce oral speech, it is a communicative capacity that includes not just a mastery of the target language is pronunciation, vocabulary, and syntax, but also sociocultural and pragmatic understanding it made up of a set of micro-skills such as understanding how to offer information and ideas, express agreement, or disagreement, correct conversational mistakes, and know what to do in certain situations. As mentioned by Ortiz (2018) “Teachers are faced with the challenge of planning appropriate speaking activities that foster oral production, bearing in mind the reality of errors and students’ reactions to them as a risk factor for any communicative effort” (p. 9).

Accordant with Mousena (2017) The analysis of oral communication in the school context aims to establish the types of conversation, that most promote students’ understanding of curriculum content, the so-called communicative approach to teaching English as a foreign language is characterized by the goal of achieving pedagogical content knowledge in the student, which is, supporting the development of a different attitude toward the language, defined by awareness of what it is for and how to make efficient use of it in any communicative process, the learner must utilize as many

linguistic forms as there are extra-linguistic components that substitute and/or enhance verbal expressions (p. 27).

In addition to what has previously been said, hearing entails a variety of factors such as emphasis, intonation, rhythm, loudness, interference, and so on, similarly, there are a variety of non-grammatical forms, reductions, eliminations, repeats, pauses, corrections, redundancies, and other occurrences in oral communication, requiring the listener to decipher the message even when it is not fully clear and complete.

2.6 RECEPTIVE AND PRODUCTIVE SKILL

Learners' receptive abilities are how they receive and process information. This effective communication is dynamic and continuous; something is continually being communicated, resulting in the receiver and sender switching positions as a result, it would be irrational to believe that these four abilities are learned in isolation; as said by Sreena (2018) “Language to communicate their ideas, either in speech or text Three things matter in a speech; who says it, how he says it and what he says” (p. 3), because they constantly interact with one another and combine, resulting in limitless combinations.

The statistics show that one of the most studied skills is listening, with oral production competence coming in second this might be because, in environment, stimuli are acquired through a variety of ways, including audiovisuals, and this provides a chance to improve one capacity to listen rather than talk it is important to remember, however, that communication capacity is the total of the four language abilities.

The instructor must be aware of the strengths and limitations of pupils, (p. 670) Through the interest and search of knowledge, the learner may earn maximum receptive skills, the ability to make out something remain questionable until it reaches perfection, A student may understand a well written essay, but he cannot produce it perfectly without practice for a good output, an input is necessary, absorption and concentration is

important for listening in other words, their true skills, and must have prepared or sought out various exercises for oral comprehension, these listening may be solely audio or video, and could include music, narrations or stories, dictations, and actual or fake dialogues, among other things in addition, the audio must be appropriate for the level of students, taking into account the interlocutors accents, vocabulary, diction, structures, and pace.

2.6.1 Nature of speaking

While it is true that speaking is a productive talent that can be directly and experimentally seen, those observations are usually tinted by the precision and effectiveness of a test taker's listening skills, compromising the reliability and validity of an oral production test. In a classroom, speaking entails contact between teachers and students, or among students, depending on how classroom activities are structured, according to the following taxonomy, there are some fundamental forms of speaking:

Imitative. The capacity to just parrot back (imitate) a word, phrase, or maybe a sentence is at one end of a continuum of sorts of speaking performance while this is a strictly phonetic level of oral output, the criteria of performance may incorporate several prosodic, lexical, and grammatical features of the language.

Intensive. Short lengths of spoken language are produced to demonstrate competency in a certain set of grammatical, phrasal, lexical, or phonological links.

Responsive. Interaction and understanding testing are included in responsive, but only at a restricted level of extremely brief discussions, conventional greetings and small chats, simple requests, and remarks, this is a type of quick response.

Interactive. The duration and complexity of the engagement, which may encompass many exchanges and/or multiple participants, is the distinction between

responsive and interactive speaking, transactional language which is used to share information, and interpersonal interactions, which are used to sustain social relationships, are two types of interaction.

Extensive. Speeches, oral representations, and narratives are examples of extensive oral production tasks in which the potential for oral participation from listeners is either severely constrained (possibly to non-verbal answers) or eliminated (Kurniati, 2018).

2.6.2 Components of effective communication

The speakers. The folks who make the sound are known as speakers; they can be used to communicate thoughts or sentiments to the listener. As a result, if no one speaks, one cannot viewpoint or feelings will be expressed.

The listeners. People who get or accept the viewpoint or sentiment are referred to as listeners. If there are no listeners, speakers will write down their thoughts.

The utterances. The utterances are the words or sentences that speaker use to express their opinions, both the speakers and the listeners will employ signs if there is no speech.

2.7 ENGLISH TEACHING-LEARNING PROCESS

It is the process that allows the instructor to connect with the pupils; in general, education is perceived to be more efficient and successful as a result of this process; the two elements of this process will be discussed.

During the teaching-learning process, the teacher should select a teaching approach that is appropriate for the content. In addition, the teacher should employ appropriate media to teach the content. A good class management system will assist the teacher in maintaining control of the classroom situation (Segovia, 1018).

2.7.1 Teaching

It is a tool that helps education to achieve a primary and functional goal of communicating feelings, experiences, and information about a topic that has been taught in this case, it is to make learning more effective and meaningful.

To educate is to include students in the process of learning; consequently, teaching is involving students in the active development of knowledge, in conformity with Komal (2021) “the process of attending to people’s needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given” A teacher must possess not just subject-matter expertise, but also an understanding of how pupils learn and how to turn them into effective learning. Thus, effective teaching necessitates a commitment to a systematic knowledge of learning, the purpose of instruction is not only to impart knowledge but also to change students from passive receivers of other people's knowledge to active creators from their own and others' knowledge.

2.7.2 Learning

It described as the action or process of acquiring information or skills via study, practice, instruction, or experience.

Learning a foreign language has a wide range of effects, the learner must acquire specific abilities in order to apply their information and be able to express your message in the chosen language, from perfect grammar and pronunciation to having a wide vocabulary, listening, speaking, reading, and writing are the four abilities that are taught in English classes, one of the most challenging elements for pupils to learn is speaking students consider all that goes into speaking, including thoughts, what to say, how to utilize vocabulary, pronunciation in the opinion of Sharma (2015) “when learning a language is a component of most people's everyday involvement with language activities”.

2.7.3 The teaching – learning process in five dimensions

The key components of the teaching-learning process and how, when managed effectively (Vallikat, 2021).

Design. Activities, instructional aids, and other elements must be included in the design in order to enhance efficiency. The learning atmosphere and experience should be good, and this is critical to the teaching-learning process.

Highlighting topics. The topics are quite important in the teaching and learning process. To put it another way, it resonates with their prior information and experiences; that is, pupils will have some prior knowledge, and when a new notion is taught to them in connection to that knowledge, it will resonate with them.

Presentation. The subjects must be accurate and unambiguous the manner in which the instructor presents the issue is critical in ensuring that the pupils grasp the notion. How the instructor presents the issue has a big impact on student involvement and attention. As a result, one of the most crucial talents that instructors must possess is the ability to present.

Assessment. Is another crucial part of the teaching-learning process. Assessments are required to determine how many pupils have learnt and if the design and presentation of ideas are effective.

Reflection. After evaluating the techniques and students' degree of knowledge, it's critical to evaluate and adjust the course design, themes, or delivery style as needed.

2.8 HANDBOOK AS A SUPPORT FOR LEARNING

A handbook is a sort of reference work or other collection of instructions designed to be easily accessible. A handbook is a comprehensive treatise on a certain topic,

nowadays it is frequently a straightforward but comprehensive therapy that contains succinct information and is tiny enough to be carried in palm of hand.

2.9 VARIABLES OF THE STUDY

2.9.1 Dependent Variable

Reinforcing of English-speaking skills in ninth graders at "Unidad Educativa José Pedro Varela"

2.9.2 Independent Variable

Callan Method.

CHAPTER III

METHODOLOGICAL FRAMEWORK

The methodological framework applied to the project Reinforcing of English-speaking skills based on Callan method in ninth graders at “Unidad Educativa José Pedro Varela” will allow to analyze and study the data that will be collected through a suitable research instrument. An appropriate selection of the research methodology allows to identify the possible causes and solutions of the problem stated in this research project.

3.1 RESEARCH METHODS

Researchers distinguish between research methods and research methodologies because of through these it will acquire the data for the research endeavor, the most appropriate approach for the research will be determined primarily by the topic and the sort of data. The people or things from which it will be gathering information the research methodologies included in the following boxes are divided into three categories: quantitative, qualitative, and mixed (Taherdoost, 2018).

3.2 QUANTITATIVE METHOD

Quantitative research it is described as the systematic analysis of phenomena via the collection of measurable data and use of statistical, mathematical, and computational methodologies. This is the process of gathering information from current and future consumers by sampling techniques and the distribution of online surveys, online polls, questionnaires, and other forms of questionnaires. The results of which may be represented numerically, after gaining a thorough grasp of these figures, it is possible to forecast the future of a product or service and make modifications as needed as stated by (Bhandari, 2021), In addition to being able to decide with greater ease the inquiry and planning, it will be able to include in ninth graders at “Unidad Educativa José Pedro Varela” into the strategy in order to understand how they absorb the English language.

3.3 EXPLORATORY RESEARCH

Investigators conduct exploratory examinations to look into a variety of issues; it is conceivable that the answers and analytics will not be enough to solve the apparent issue. It is being carried out in order to deal with fresh problem areas that have not been looked into before this type of basic data gathering and analysis lays the framework for more thorough data collection and analysis in the future.

Exploratory research is frequently employed when the problem being studied is innovative or when the data collection process is difficult for some reason as mentioned by (George, 2021) “It can execute this form of research if it has a general notion or a specific subject that it wishes to investigate but no prior knowledge or paradigm with which to do it”.

3.4 INSTRUMENTS

The researcher chooses the exact research instrument tool to utilize, it will also be closely linked to the precise methodologies that will be employed in the research, any tool that you may use to collect or gather data, measure data, or analyse data that is relevant to the subject of your research is referred to as a research instrument. (trigueros, 2017).

These tools are also available in education for patients, staff, instructors, and students, as a result, it will utilize this application to collect correct data from students in order to complete the requirements of the project.

3.4.1 Survey

The most popular and widely utilized tool for quantitative research is survey research, surveys are used to collect data by asking pertinent questions to respondents who are believed to have the relevant information it is looking for, in most cases, a formal list of questionnaires is developed and distributed to respondents, who can then self-report their responses. According to (Mills, 2021) “In general, respondents are asked questions about their demographic information as well as the opinion that the researcher is interested in researching”. Researchers employ an open approach so that survey participants know exactly what they are replying, therefore, the survey will focus on ninth graders at “Unidad Educativa José Pedro Varela” with the objective to know about their behavioral preferences and viewpoints.

3.4.2 Questionnaires research

A questionnaire is a kind of research instrument that contains a set of questions designed to elicit relevant data from respondents, these instruments may contain written or spoken questions and are formatted in an interview-style manner. Questionnaires offer a variety of benefits and drawbacks as a vehicle for eliciting information and opinion, in summarizing the major benefits and disadvantages of questionnaires, these questionnaires can be delivered online, over the phone, on paper, or in person. It must concentrate on particular forms in the scale question language, item sequence, response options, and other factors that have an impact on survey questionnaire replies. When designing surveys and analyzing survey findings, researchers should keep such impacts in mind.

The surveys were conducted on in ninth graders at “Unidad Educativa José Pedro Varela”, who were chosen because their level of English was not particularly impressive. The sample size was 15 students, and 10 questions were asked about their level of English,

the tools used by the teacher, and the teaching and learning process in the educational environment, the survey will be conducted online.

3.4.3 Analysis of data

After collecting the data from the students' survey, which was applied to a group of ninth graders at "Unidad Educativa José Pedro Varela" is analyzed and presented in table format.

3.4.4 Population and sample

The sample for this study consists of 15 ninth graders at "Unidad Educativa José Pedro Varela"

Table 1

Detailed information about the Population

DESCRIPTION	QUANTIFY	PERCENTAGE
Ninth grade students at "Unidad Educativa José Pedro Varela"	15	100%
TOTAL	15	100%

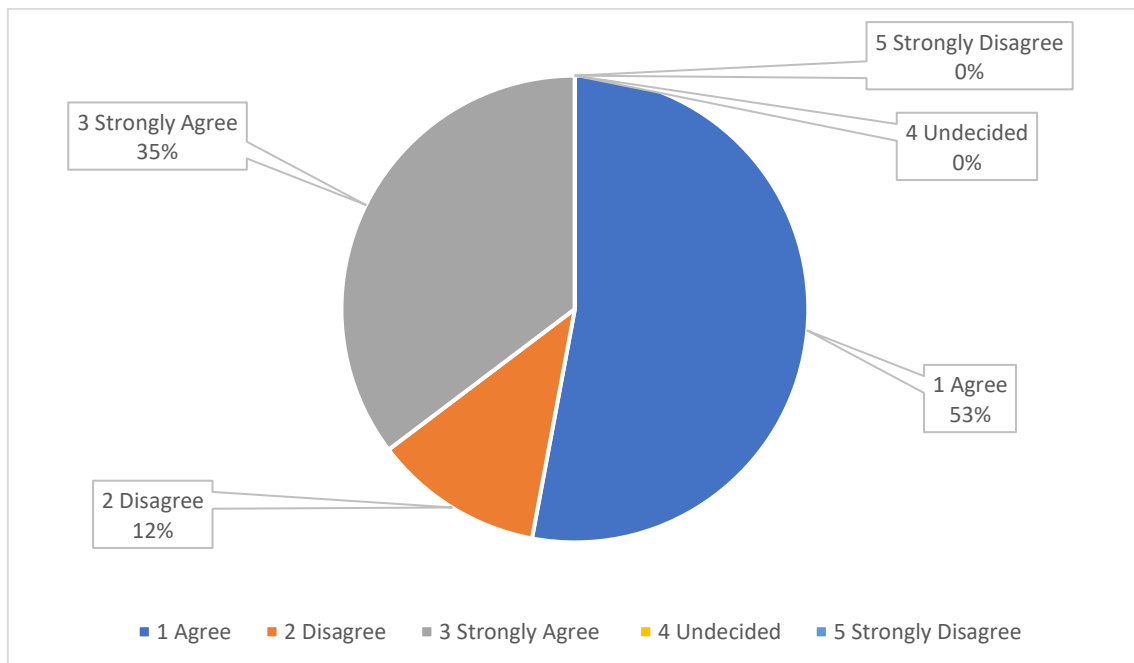
Source: Unidad Educativa José Pedro Varela
Author: Zavala Yagual Edison

Analysis Data

Diagnostic Test Result

Figure 2

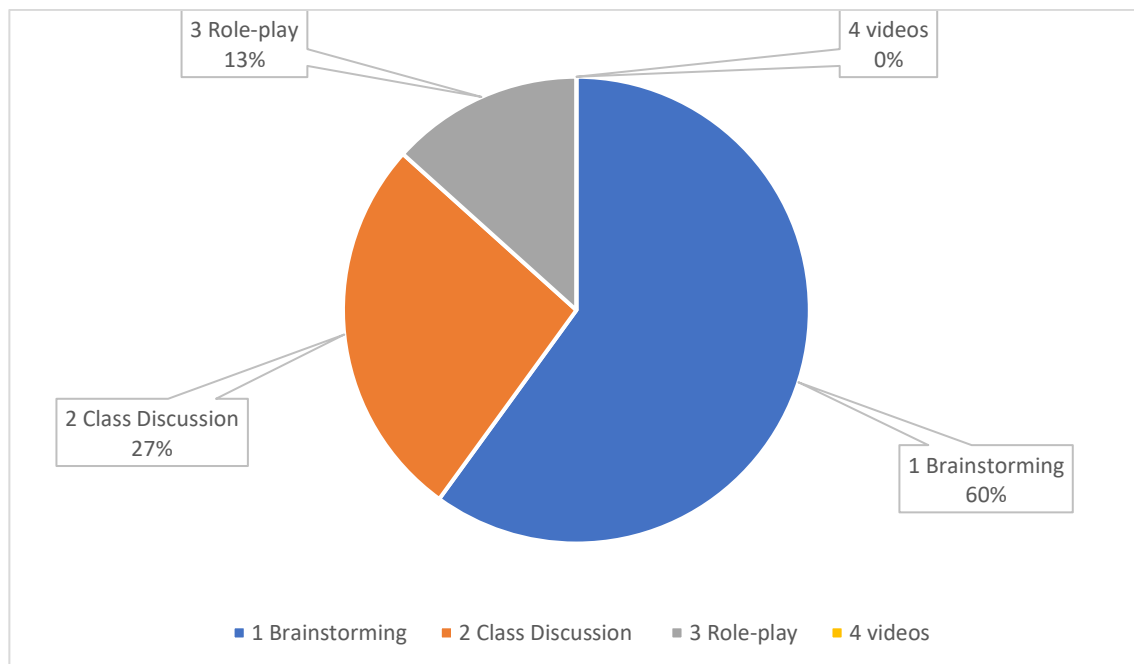
Learning English is beneficial for your future career/studies/projects. To what extent do you agree with this statement?



Note: According to the population of ninth graders at " Unidad Educativa José Pedro Varela " 53% of students agree that English will be a tool that will help them in the future, 35% of students selected strongly agree that English will be a support for their future, and 12% selected disagree, indicating that the majority of students believe that mastering English will have a significant impact on their lives.

Figure 3

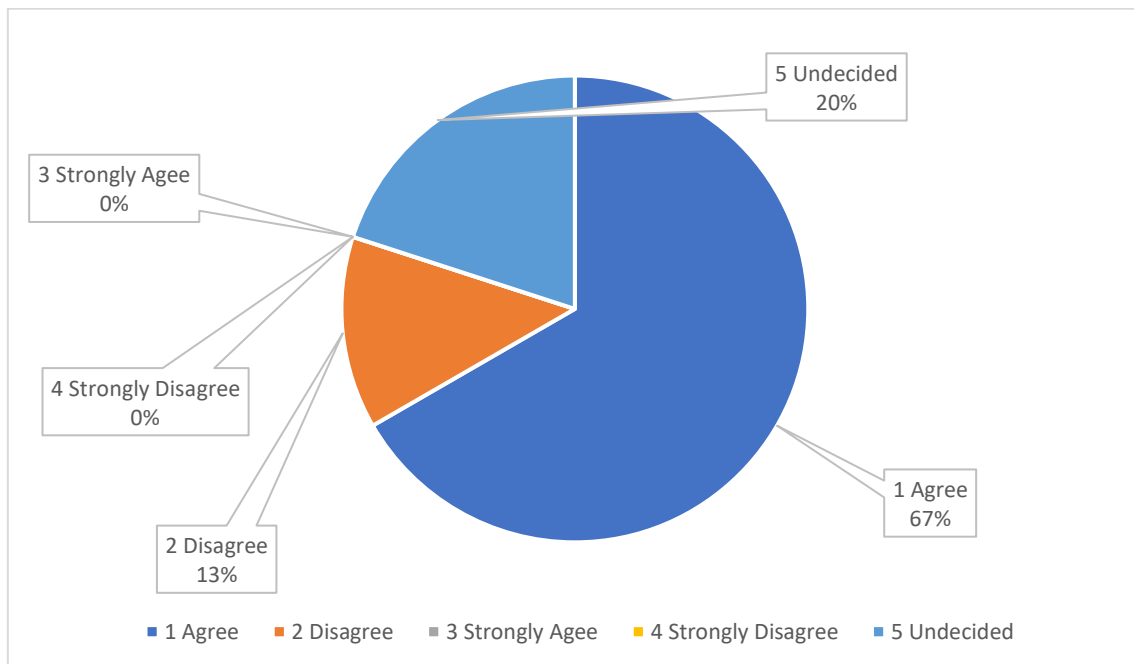
What technique does the teacher employ to encourage the student to participate?



Note: This figure reveals of ninth graders" Unidad Educativa José Pedro Varela ", 60 % chose brainstorming as the most interactive technique for them in a class, 27 % chose class discussion as a technique that improves speech among themselves, and 13 % chose role-play as the least used technique. In conclusion, students prefer quick thinking towards already known topics because it is usually somewhat repetitive.

Figure 4

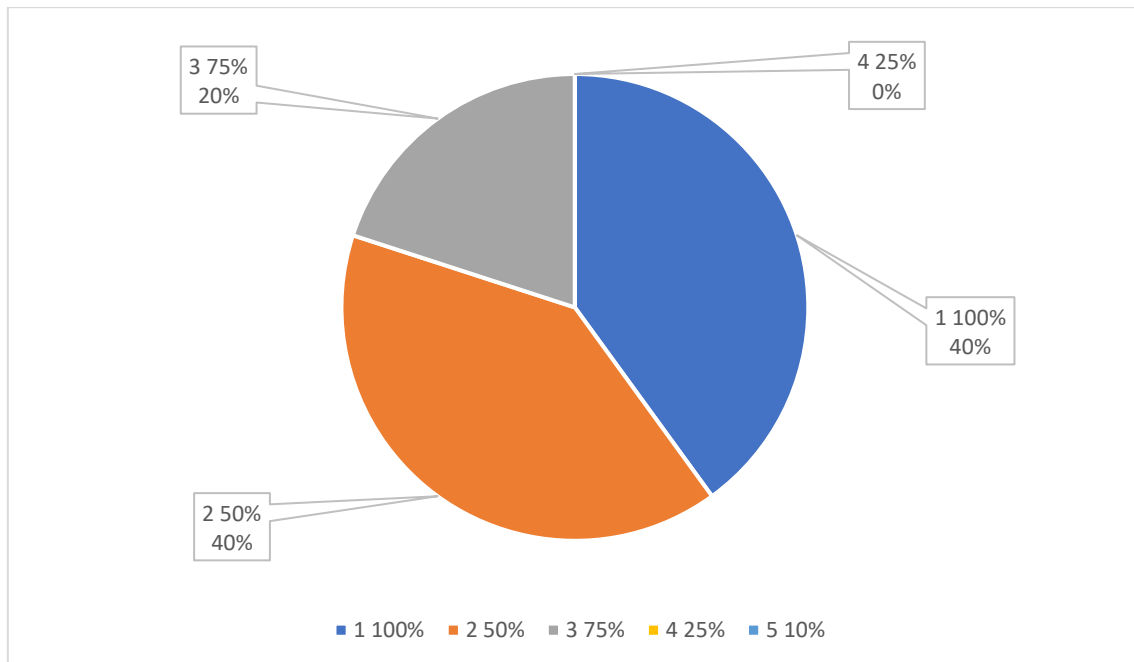
Consider the level of English taught at the institution sufficient for you to hold a proficient English short conversation?



Note: This figure shows 67% saying they agree, 20% saying they are uncertain since their vocabulary is limited, and 13% saying they disagree, the responses suggest that pupils can create a modest brief discussion such as short greetings, Students find it challenging to communicate in this language since they lack a variety of words.

Figure 5

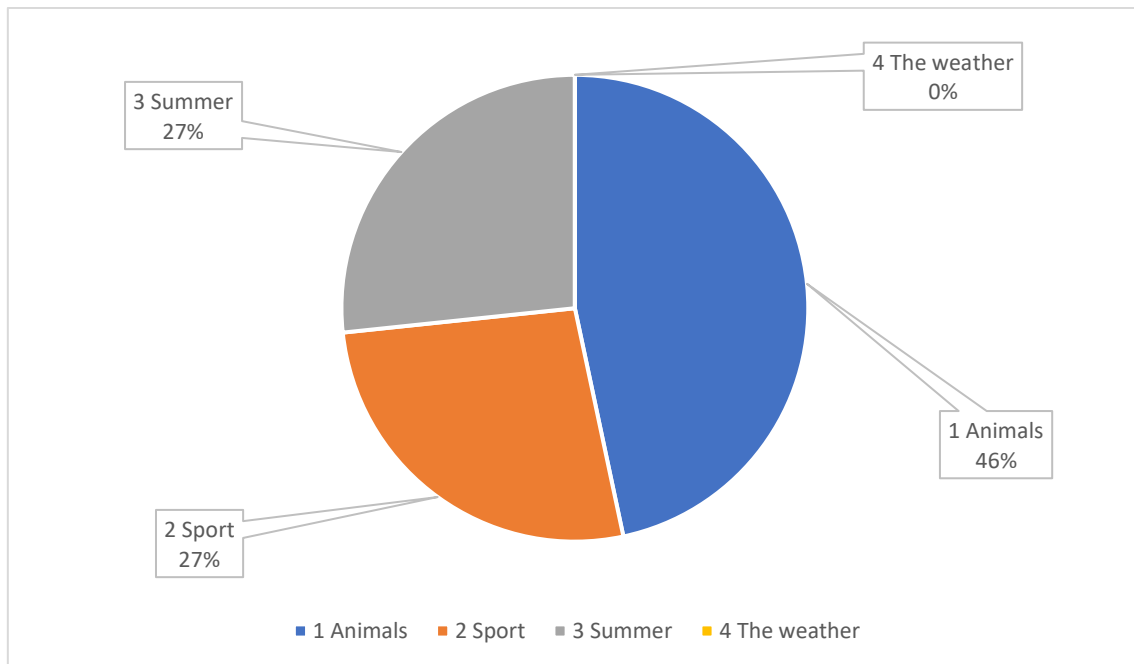
Based on these percentages, how excellent is your command of the English language?



Note: This figure exposes 40% of the students chose 100% they have perfect English proficiency, 50% chose 40% they have a good intermediate level and can defend themselves, and 20% chose 20% they have a good intermediate level and can defend themselves, with all these findings, it can be stated that the students of " Unidad Educativa José Pedro Varela " have a good knowledge of the English language, and that English is also important in their life.

Figure 6

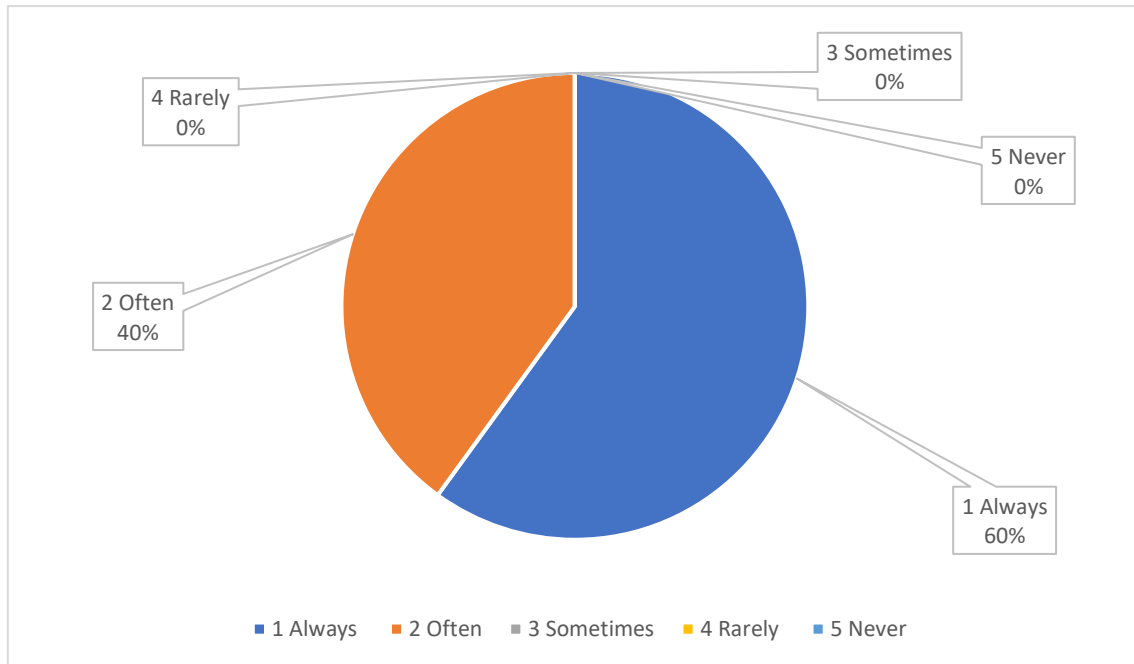
Which of these topics do you think is best for enhancing your speaking abilities?



Note: According to the majority of the student, 46 % picked the animal theme, which is one of the most fun and thrilling, 27 % chose Sport, which is the most popular among males because it demonstrates a passion for soccer, and 27 % chose Summer because it is a vacation theme, finally, students have a wide range of interests on which to enhance and increase their English vocabulary.

Figure 7

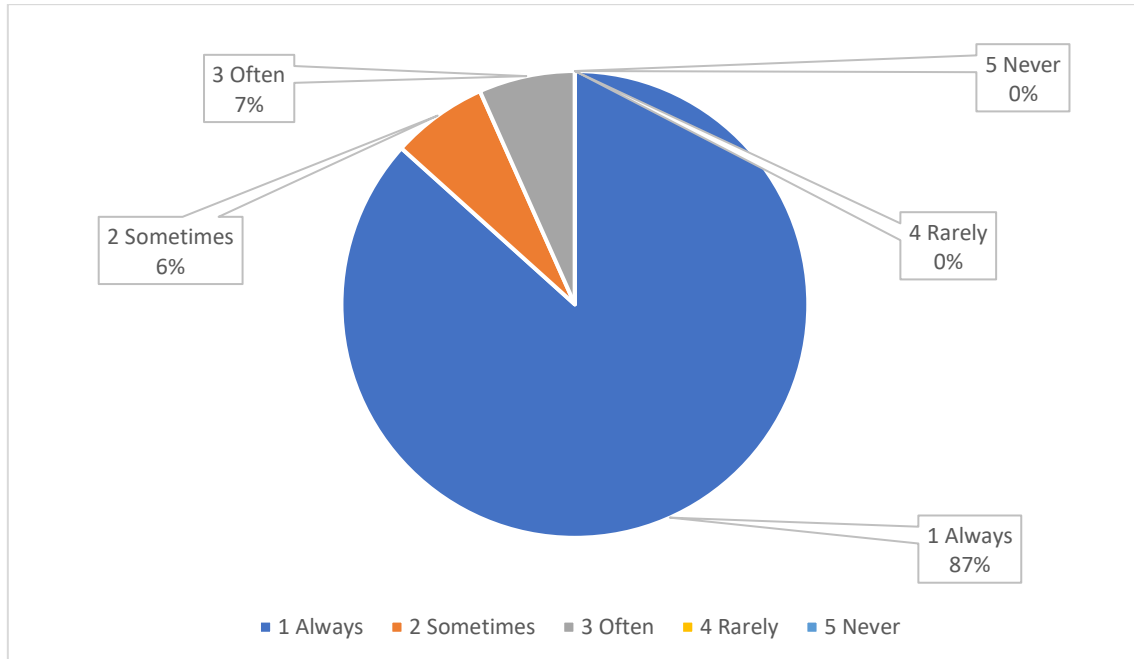
After class, does the teacher perform any exercises to help students comprehend the subject better?



Note: This figure presents 60% of students chose "always", implying that the instructor enriches their courses on a regular basis; 40% choose often, in summary, activities or exercises are conducted after each class with the goal of allowing students to practice and resolve any issues they may have about the subjects covered in that class.

Figure 8

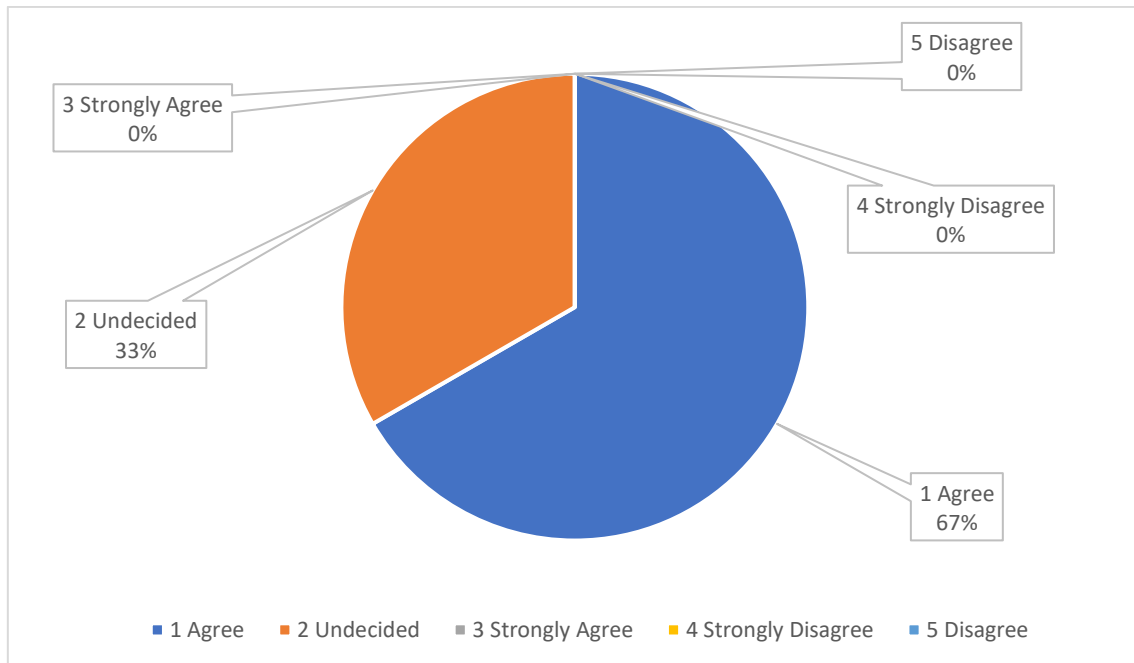
Does the instructor encourage students to participate in class discussions to improve their speaking English skills?



Note: In ninth graders at " Unidad Educativa José Pedro Varela ", 87 % students select "always," 7% chose often, and 6% chose sometimes, Since the instructor provides a participatory atmosphere with all pupils, it can evaluate which classrooms are particularly engaged and where the instructor focuses on participation with the goal of boosting their English ability based on the results of this poll.

Figure 9

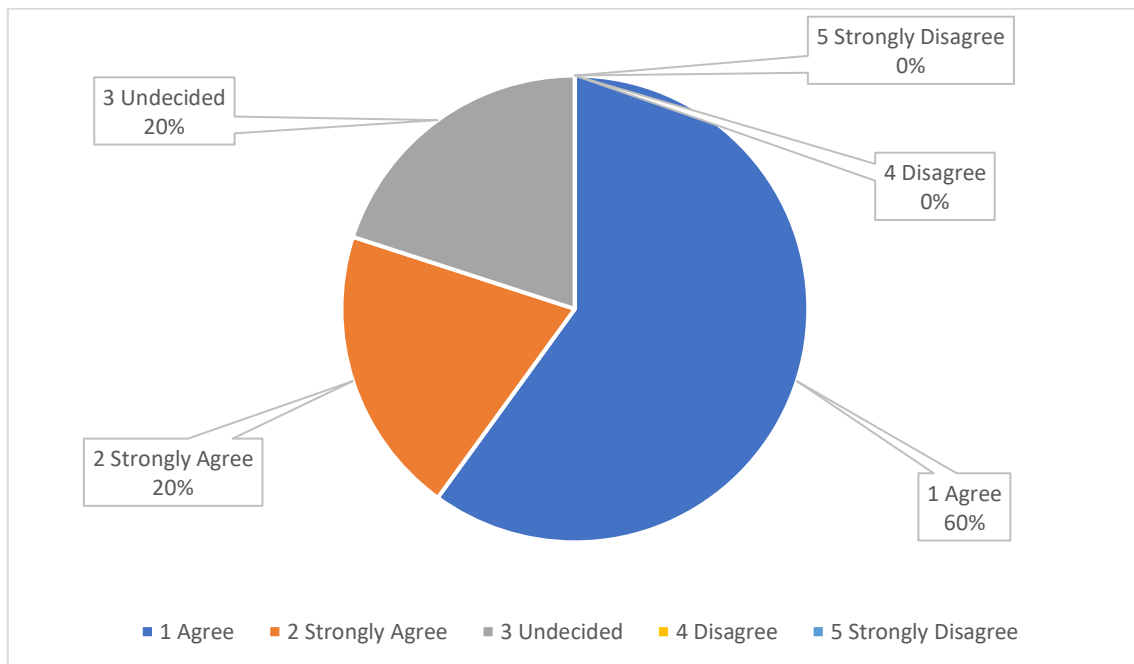
Do you think that repeating a word is an effective way to learn English quickly?



Note: More than half of the students picked "always" because this form of learning helps them improve their English pronunciation and word fluency, while 33% chose "undecided" because they think this process of learning does not assist because critical thinking is not applied, in a nutshell, the strategy being used greatly aids pupils in expanding their vocabulary and improving their pronunciation while also motivating them to practice the language.

Figure 10

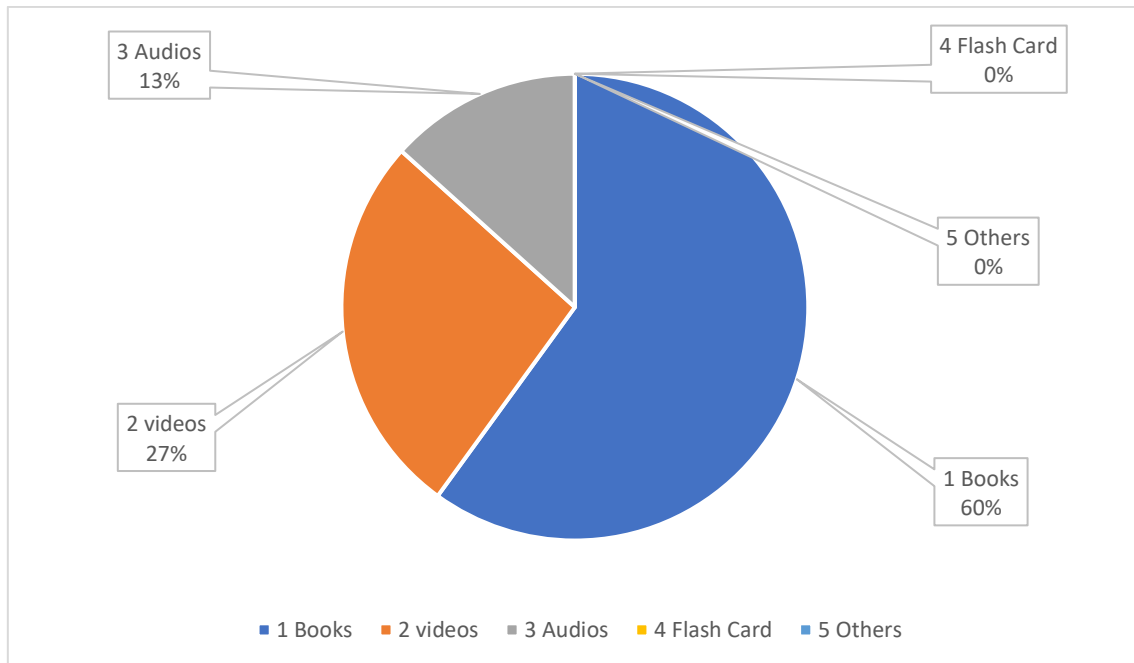
Do you think virtual education technologies have aided you in improving your learning process in the English Area?



Note: Although 60% and 20% of students believe that virtual education may help them develop certain English abilities, 20% of students picked "undecided" because they have reservations about these sorts of technologies, in a nutshell, the present implementation modality provides students with some advantages, such as having access to information and technology tools, which they may use to improve their English proficiency.

Figure 11

What type of materials does the instructor use to help learn new words?



Note: 60 % students chose "books" because of the ease with which they can be accessed and the techniques that can be learned from them, 27 % chose "videos" because some terms are unfamiliar and it is regarded a choice, and 13 % chose "audio", In short, the students believe that books are the best work tool because of their ease of use and the large number of exercises they can practice with.

CHARTER IV

THE PROPOSAL

4.1 NAME OF THE PROPOSAL

DAILY CONVERSATIONS AND ENGLISH VOCABULARY HANDBOOK
TO ENHANCE SPEAKING SKILLS AIMED TO NINTH GRADERS

4.2 INFORMATIVE DATA

Institution: Unidad Educativa “José Pedro Varela”

Country: Ecuador

Province: Santa Elena

City: La Libertad

Beneficiaries: Ninth graders

Author: Zavala Yagual Edison Adrian

Advisor: Chávez Gonzabay Leonardo Augusto, MSc

4.3 BACKGROUND

The ninth graders at “Unidad Educativa José Pedro Varela” were identified in this research project, and it was revealed that the students lack knowledge of the English language as a result of the teaching approaches used in education. The pronunciation ability of students in the English area was found to be of rather low quality; this information prompted the inquiry, which resulted in the development of activities to be included in a handbook to help students improve their oral expression abilities.

The main purpose of the handbook is to assist students to develop their speaking abilities, but it has also been considered that it will be useful for other skills. Students will

use this tool, either digitally or manually, to focus on learning the English language and the chance to improve their abilities with the aim of continuing a discussion based on daily interaction. The handbook will provide a new perspective on the acquisition of the English language since it uses a repetitious strategy that allows students to maintain a daily dialogue about issues that are relevant to their age, resulting in a fun and engaging learning experience. Due to the approach that has been used to increase their capacity to talk, students will have an easier time replying, listening will be something easy to comprehend based on the dialogues that are connected in the handbook, and their vocabulary will expand.

4.4 JUSTIFICATION

Focus on the objective of supporting the needs of the ninth-grade students in the “Unidad Educativa José Pedro Varela”, this project has been designed to take into account those requirements to improve and reinforce the speaking ability, center an approach that is enjoyable encouraging practice and applying it on a daily basis, establish a learning environment centered on repetition of words to push students to improve on the learned feature, which will eventually lead to greater verbal and oral communication among peers and with other English speakers in the long run.

As result from this study, a "handbook" was created to confront the points that are regarded as an impediment to the growth of English in students, based on the Callan method of word repetition, which consists of students responding quickly to an already imprinted vocabulary. The researcher generated the information to make a handbook focused on the area of English, for which the content included is considered the researcher's property, the handbook tool will be carried out through the canvas platform, which consists of three units based on daily conversations appropriate to the need to

improve speech skills, the main aim proposal is to enhance the speaking skill of students by adopting the Callan method in the handbook to make learning easier.

4.5 RESEARCH OBJECTIVES

4.5.1 General objective

To enhance English-speaking skills through daily conversation based on the Callan method in ninth graders at "Unidad Educativa José Pedro Varela"

4.5.2 Specific objectives

To provide a handbook in real-life scenarios to assist students in improving their speaking abilities.

To enhance daily used vocabulary with a useful handbook to assist vocal expression in the acquisition of daily dialogues.

To gather multimedia materials related to the Callan method to support students to enhance their ability to pronounce English words.

4.6 PROPOSAL DESCRIPTION

The following handbook includes the major qualities of an English book focused on the subject of talk, which is intended for ninth graders, it is considered a tool to develop speech and pronunciation of student.

The handbook has an instructional design and can be used in two ways: virtual and physical, when used in virtual mode, it is available to the public and may be accessed at any time of day.

Daily conversation is a topic that students are interested in, and it is one that they will utilize on a daily basis, according to the Callan Method, which focuses on the

repetition of phrases or sentences with the purpose of students answering swiftly to questions with responses they have previously acquired.

The developer of this project has contributed all the content in the handbook.

UNIVERSIDAD ESTADAL PENINSULA DE
SANTA ELENA



HANDBOOK

A NEW LANGUAGE GETS A NEW
EXPERIENCE

ZAVALA YAGUAL EDISON

WELCOME TO THE NEW WORLD OF ENGLISH



EDISON ZAVALA



WORK EXPERIENCE

Teacher

- I prepare the lesson plans.
- Organized and archived exams.
- I corrected the homework of the student.
- I passed the attendance list.

Web designer

- Create pages focused on the education of teaching English.
- Helping to promote products.

INFORMATION OF TEACHER

- Zavala Yagual Edison Adrian
- Email : Favian.ace@gmail.com
- Number of Cellphone: 0960438014
- Social Media : Facebook -
<https://www.facebook.com/favian.ace.3/>
- Direction : Eloy Alfaro - Santa Elena - Ecuador

In this section, I will tell you a bit about myself: a language enthusiast with experience sketching stories based on real-life events and science fiction. As a student and teacher, my aim is to raise awareness of the significance of English and the benefits that can be gained by studying it.

My primary objective with this handbook is to develop the skills of students who want to learn the English language by emphasizing the ability to speak as the primary means of communicating with native English speakers with excellent pronunciation and fluency.

Edison Zavala

SIGN

TABLE OF CONTENTS

Unit # 1

- Greetings
- Providing personal data.
- Weather Report.
- Applying words to describe people.
- Providing details on things.



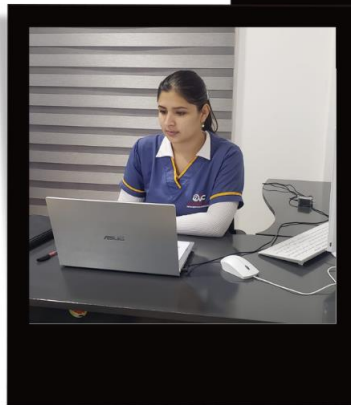
Unit # 2

- Description of a place.
- Activities at home.
- Simple activities are described.
- Requests and offers.
- Expressing likes and dislikes.



Unit # 3

- Life at work and in school.
- Meeting suggestions/arrangements.
- Communication/keeping in contact
- Journeys/places visited/modes of transportation
- Past occurrences, initial encounters, and significant moments in life.

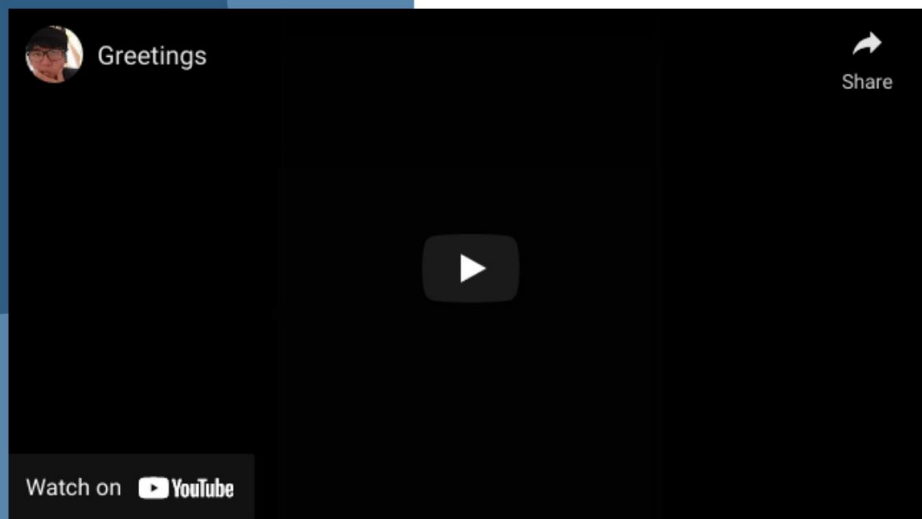


Greetings

SCRIPT 1:

- 1: Good morning / good afternoon / good evening.
- 2: Hi there! I'm [name].
- 3: Haven't seen you in a while!
- 4: How are you?
- 5: How are things?
- 6: Long time to see
- 7: Great to see you again
- 8: It's nice to meet you!
- 9: I's a pleasure to meet you
- 10: Good bye |

Speak Practice 1:

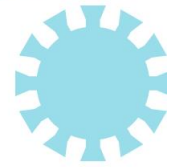




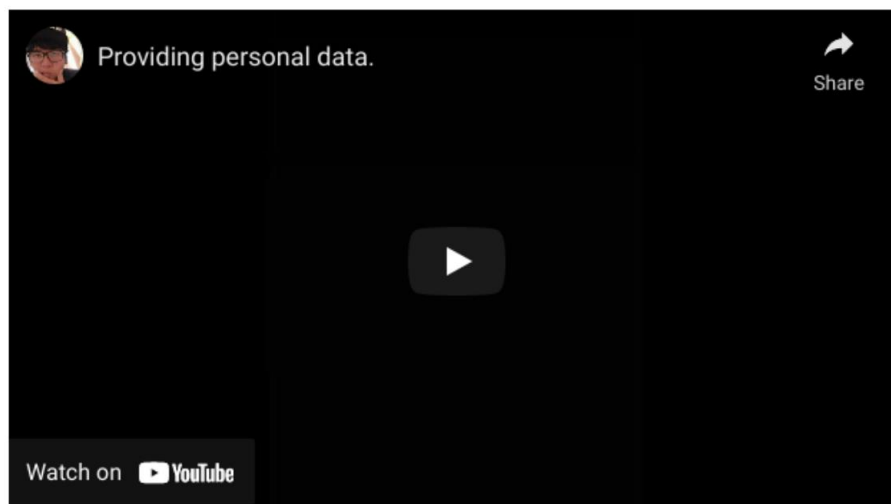
Providing personal data

SCRIPT 2:

Name: hello my name is
Country: I am from Ecuador
Residence: I live in the city of Guayaquil
Marital status: I am married
Do you have children: I have 3 children
Profession: I am a university professor



SPEAK PRACTICE 2:

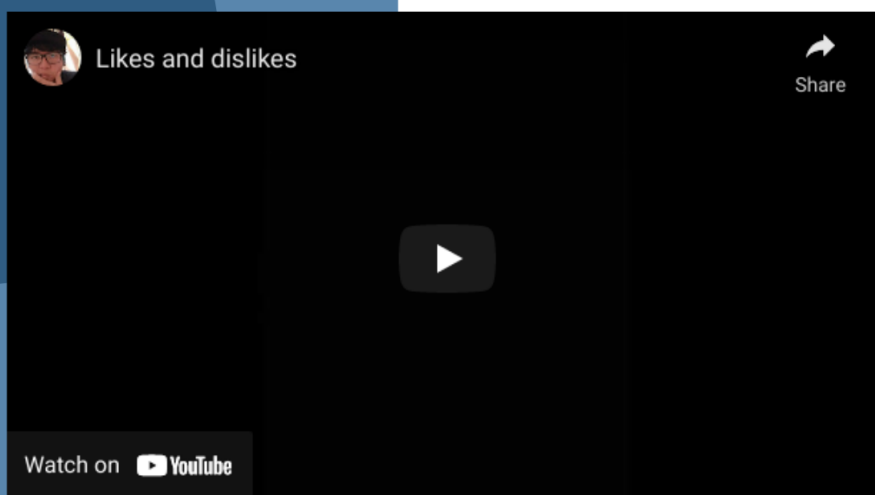


Likes and Dislikes

SCRIPT :

1. I **like** to watch movies every night.
2. I **don't like** to eat fish
3. I **like** your blue t-shirt.
4. I **don't like** your attitude.
5. I **like** to study English.
6. I **don't like** that Youtube video.
7. I **like** my outfit today.
8. I **don't like** to use too much make-up.
9. I **like** to listen to music at night.
10. I **don't like** to watch tiktok videos.

SPEAK PRACTICE :



Applying words to describe people

TALL



SHORT



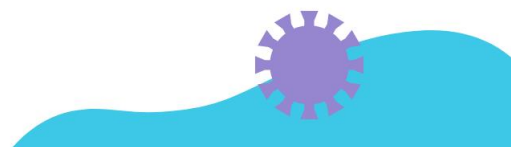
BEAUTIFUL



UGLY



Write 3 sentences using these adjectives



Weather Report

SCRIPT 3:

a high of twenty degrees
a low of -25
20 percent chance of snow
mainly sunny
sunny with cloudy periods
record high/low
above/below average temperatures
a few flurries
5-day forecast

SPEAK PRACTICE 3:

***Repeat after the
audio***

Providing details on things

SCRIPT 4:

Acrílico – Acrylic
 Algodón – Cotton
 Artificial / Sintético – Synthetic / artificial / Man-made
 Bronce – Bronze
 Brillante – Shiny
 Cartón – Cardboard
 Cartulina – Card
 Cerámica – Ceramic
 Cuero – Leather
 Goma / Caucho – Rubber
 Impermeable – Waterproof
 Lana – Wool
 Liso – Plain
 Liso / Suave – Smooth/Soft

Madera – Wood
 Metal – Metal
 Nailon / Nilon – Nylon
 Oro – Gold
 Papel – Paper
 Piedra – Stone
 Piel – Fur
 Plástico – Plastic
 Plata – Silver
 Poliéster – Polyester
 Rugoso / Áspero – Rough
 Seda – Silk
 Tejido – Fabric
 Tela vaquera – Denim
 Terciopelo – Velvet

SPEAK PRACTICE 4:

Repeat after the audio



Description of a place

SCRIPT 5:

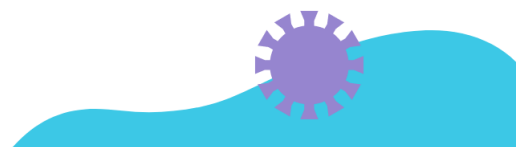
SPEAK PRACTICE 5:

Repeat after the audio

I've always loved the big sky and quiet solitude of my town's small, rural airport in the evening. When the sun sets west of the field, the sky turns every manner of blue and gold. Pilots call this hour after sunset (and the hour before sunrise) "the civil twilight," and I have always thought, "How civil, indeed." It's the most obliging hour of the day, cordial and courteous in its warm-glow way of saying "The night is coming. Settle down. Settle in."



UNIT 2



Description of a place

- Alive - Full of life
- Attractive - Pleasing; charming
- Beautiful - Having qualities that are pleasing or appealing
- Bustling - Full of life, energy
- Calm - Peaceful; free from stress
- Charming - Fascinating; likeable
- Cosmopolitan - Appealing to people from all across the globe
- Enchanting - Delightful; fascinating
- Fascinating - Alluring; captivating
- Fresh - Something newly made and full of vigor
- Homey - Cozy; inviting
- Inspiring - Enlivening; motivating
- Lively - Full of life and spirit
- Peaceful - Calm; friendly
- Picturesque - Scenic; beautiful
- Unspoiled - Untouched by man; pure
- Vibrant - Full of life; energy



Daily activities at home

SCRIPT 6:

Daily Activities at Home

What are some of the daily activities that you do at home?

I **wake up** at 7am every morning.

I **press the snooze button** five times every morning before I **turn off the alarm** and **get up**.

I **have a cup of coffee** and **make breakfast**. I usually **read the newspaper** while I **have breakfast**. My children like to **have a shower** after they have breakfast but I like to have a shower before I **get dressed**.

My wife **brushes her long hair**, and I have short hair so I **comb my hair**. How do you **do your hair** in the morning?

SPEAK PRACTICE 6:

Repeat after the audio



REQUESTS AND OFFERS

"Can I help you?"

"Shall I open the window for you?"

"Would you like another coffee?"

"Would you like me to answer the phone?"

"I'll do the photocopying, if you like."

SPEAK PRACTICE 7:



"Can I help you?"

"**Yes please. I'd like to know** what time the train leaves."

"Can I help you?"

"**No thanks**, I'm just looking." (In a shop.)

"Shall I open the window for you?"

"Yes please. **That would be very kind** of you."

"Would you like another coffee?"

"**No thanks.**" Or, "**No thank you.**"

"Would you like another coffee?"

"**Yes please, that would be lovely.**" Or, "**Yes please, I'd love one.**"

"Would you like me to answer the phone?"

"**If you wouldn't mind.**" Or, "**If you could.**"

(Don't answer "Yes, I would", as this sounds like you **expect** someone to do it for you.)

"I'll do the photocopying, if you like."

"**It's OK, I can do it.**" Or, "**Don't worry, I'll do it.**"

"Or, "**Thank you, that would be great.**"



CONCLUSIONS

- The daily conversation handbook that is focused on the repetition of words is highly effective to develop the vocabulary and improve the pronunciation of the pupils.
- Repetition-based activities should be applied to enhance comprehension and interpretation of sentences with the purpose of maximizing the ability to acquire more knowledge about the English language.
- The data showed that the student has a great interest to improve the level of English, therefore, this manual provides activities based on the Callan method using daily conversation vocabulary with the aim of improving speaking skills.

RECOMMENDATIONS

- It is encouraged that use videos that focus on continual repetition activities based on oral expression abilities to help improve in the target language and practice English like a natural English speaker.
- It is suggested to employ resources concentrating on speaking because when this ability is strengthened, create a relationship to learning new words and sentences being the major emphasis in the pronunciation.
- It is advised that institutions take into consideration the Callan method by applying it to activities used in courses by teachers because of the high percentage of success in learning and pronouncing words in the English language.

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ANNEXES**SURVEY FOR STUDENTS**

1) Learning English is beneficial for your future career/studies/projects. To what extent do you agree with this statement?

Agree

Disagree

Strongly Agree

Undecided

Strongly disagree

2) What technique does the teacher employ to encourage the student to participate?

Role-play

Video

Class Discussion

Brainstorming

3) Consider the level of English taught at the institution sufficient for you to hold a proficient English conversation?

Agree

Disagree

Strongly Agree

Undecided

Strongly disagree

4) What type of materials does the instructor use to help learn new words?

Books

Videos

Audios

Flash Card

Others

5) Based on these percentages, how excellent is your command of the English language?

100%

75%

50%

25%

10%

6) Which of these topics do you think is best for enhancing your speaking abilities?

Entertainment and movie

Youtuber

History

Technology

7) After class, does the teacher perform any exercises to help students comprehend the subject better?

Always

Often

Sometimes

Rarely

Never

8) Does the instructor encourage students to participate in class discussions to improve their speaking English skills?

Always

Often

Sometimes

Rarely

Never

9) Do you think that repeating a word is an effective way to learn English quickly?

Agree

Disagree

Strongly Agree

Undecided

Strongly disagree

10) Do you think virtual education technologies have aided you in improving your learning process in the English Area?

Agree

Disagree

Strongly Agree

Undecided

Strongly disagree

SURVEY ANSWERED

SURVEY FOR STUDENTS

*Obligatorio

Nombre *

LISBETH DEL ROCIO DOMÍNGUEZ JAIME

Correo *

Lisbethdelrocio.2006@gmail.com

Learning English is beneficial for your future career/studies/projects. To what extent do you agree with this statement?

- Agree
- Disagree
- Strongly Agree
- Undecided
- Strongly disagree

What method does the teacher employ to encourage the student to participate?

- Brainstorming
- Class discussion
- Role-playing.
- Videos

Consider the level of English taught at the institution sufficient for you to hold a proficient English short conversation?

- Agree
- Disagree
- Strongly Agree
- Undecided
- Strongly disagree

What type of materials does the instructor use to help learn new words?

- Books
- Videos
- Audios
- Flash Card
- Others

Based on these percentages, how excellent is your command of the English language?

- 100%
- 75%
- 50%
- 25%
- 10%

Which of these topics do you think is best for enhancing your speaking abilities?

- Sports
- Animals
- Summer
- The weather

After class, does the teacher perform any exercises to help students comprehend the subject better?

- Always
- Often
- Sometimes
- Rarely
- Never

Does the instructor encourage students to participate in class discussions to improve their speaking English skills?

- Always
- Often
- Sometimes
- Rarely
- Never

Do you think that repeating a word is an effective way to learn English quickly?

- Agree
- Disagree
- Strongly Agree
- Undecided
- Strongly disagree



**UNIVERSIDAD
ESTATAL PENÍNSULA
DE SANTA ELENA**
Facultad de Ciencias de la Educación
e Idiomas



La Libertad, 14 de agosto 2025

CERTIFICADO SISTEMA ANTI PLAGIO

Se certifica que el trabajo de Integración Curricular denominado “REINFORCING OF ENGLISH-SPEAKING SKILLS BASED ON CALLAN METHOD IN NINTH GRADERS AT “UNIDAD EDUCATIVA JOSÉ PEDRO VARELA, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, una vez analizado en el sistema anti plagio COMPILATIO y luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 2 % de la valoración permitida, por consiguiente, se procede a emitir el informe.

Atentamente,



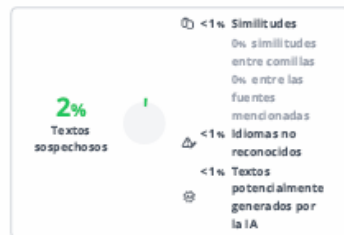
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 Tamaño del documento original: 530,21 kB

Depositante: ELIANA GEOMAR LEÓN ABAD
 Fecha de depósito: 14/8/2025
 Tipo de carga: Interface
 fecha de fin de análisis: 14/8/2025

Número de palabras: 7690
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1 <https://blogs.wsj.com/japanrealtime/2012/06/29/rakuten-english-policy-just-speak-it/>