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Topic: Development of the speaking skills in third year students of
“Bachillerato Superior” at Colegio Nacional Ingapirca through the
production and use of a guidebook for tourism for the Ingapirca
Archaeological Complex.

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RESUMEN

Este trabajo está enfocado en el desarrollo de las habilidades para hablar inglés dentro del propio contexto de los estudiantes. Se centra en que los alumnos experimenten el nuevo idioma dentro de situaciones auténticas ya que así los estudiantes son motivados a aprender sobre su cultura y de esa manera podrían ampliar sus habilidades lingüísticas.

El propósito de este proyecto se centra en facilitar orientación a los estudiantes para mejorar las habilidades del habla mediante el uso de una guía turística sobre Ingapirca. Este trabajo de titulación pretende ayudar a alumnos a familiarizarse con los términos turísticos y de esa manera ayudarlos a mejorar su competencia comunicativa como fuente de Enseñanza de Inglés como Lengua Extranjera. Por lo tanto, conseguir que los estudiantes de Inglés como Lengua Extranjera de la Parroquia Ingapirca aprendan acerca de su propia historia y cultura, es una manera eficaz para despertar su interés por aprender. Como resultado, los estudiantes estarán ansiosos en transferir la información desde su lengua materna, al idioma extranjero.

Palabras clave: Inglés como Lengua Extranjera, guión turístico, destreza del habla, competencia comunicativa.



ABSTRACT

This work is emphasized on the development of the English speaking skills within the students own context. It is important for students to experience the new language inside authentic situations since they become motivated to learn about their own culture and in that way they might expand their linguistic abilities.

The purpose of this project is focused on providing students guidance for improving the speaking skills by the use of a touristic guidebook about Ingapirca. This thesis will seek to help students to familiarize with touristic terms in order to help scholars to improve their communicative competence as a source of Teaching English as a Foreign Language. Thus, allowing EFL students of the Parish of Ingapirca to learn about their own history and culture is an effective way for arousing their interest to learn. As a result, learners would be eager to transfer their existent knowledge about the Ingapirca Ruins from the native language into the foreign language.

Key words: EFL, speaking skill, touristic guidebook, communicative competence.



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DEDICATION

This thesis is dedicated to those two very especial people in my life who always supported me. First of all, to my dear mother Miriam who has been my fundamental pillar during my entire life. To her I want to express my deepest gratitude. All the credit is for her. Thanks mom for everything. There is no way I can pay you back.

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Christian.



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Thank you very much to all of you.



INTRODUCTION

As long as education is always searching for new methodologies for making the learning process easier and more significant the use of a touristic guidebook could help EFL students to improve their linguistic competence. Nowadays, the tourism industry has increased considerably all around the world and English language speaking seems to be crucial in any kind of situation related with this field. For that reason, through this historical description of the Ingapirca Archaeological Complex, the students might develop their linguistic abilities by practicing and learning about their own culture.

For the production of this project called Development of the speaking skills in third year students of “Bachillerato Superior” at Colegio Nacional Ingapirca through the production and use of a guidebook for tourism for the Ingapirca Archaeological Complex. The data is collected and based on historical facts about the Ingapirca Ruins. Many historians and chroniclers which are mentioned in the work cited give testimony and describe the Archaeological Site.

The present research work has the purpose of increase the students' English general knowledge through the learning of a touristic script of the Ingapirca Ruins. Also, it searches for students to be familiar with technical words and with the history of this unique place. Finally, this project is developed concentrating on the students' needs, so hopefully it will have a good impact on the students' performance especially in what speaking about Ingapirca concerns.



RESEARCH QUESTION: To what degree does the Ingapirca Archaeological guide book help third year students at Colegio Nacional Ingapirca to improve their performance in English speaking skills?

BACKGROUND

While reading and listening are considered to be the two receptive skills in language learning, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. Of all the four English skills, speaking seems to be the most important skill because without the oral production there will not be real communication.

Taking into account that students who study English as a foreign language usually have limited opportunities to speak English inside and outside the classroom, the teachers should provide more situations and activities for students to strengthen their speaking competence.

One of those situations and activities would be the creation of a guidebook for students of the Parish of Ingapirca. Taking into consideration that Ingapirca is one of the most important and best conserved Archaeological Sites in Ecuador, and also it receives lots of foreign visitants daily, it will be a great opportunity to exposure students to real communication that occurs in this context, and in that way, they will improve their linguistic competence.

The guidebook of Ingapirca will be focused on a pedagogical design to provide opportunities to local students to speak about Ingapirca, which will help them to expand their English lexicon. In addition, the factors that are relating to the speaking skills, such pronunciation and vocabulary are going to be emphasized for effective English speaking performance.



JUSTIFICATION

The Archaeological Complex of Ingapirca receives daily lots of national visitants as well as foreigners. Therefore, it will be a great benefit to use those authentic situations for making students practice within this context. Moreover, the construction of this guide book will provide the course participants with useful tips to be more effective in what speaking concerns.

On the other hand, the students of the Colegio Nacional Ingapirca are not aware about the fact that the Ingapirca Archaeological Complex provides opportunities and benefits to local people for learning, developing their linguistic skills, increase their general knowledge about the site, and get involved with this place. The Ingapirca High School offers in its curriculum, English as a Foreign Language. However, the students do not practice their English inside their own context but solely on the memorization of vocabulary.

Finally, the authorities of the Colegio Nacional Ingapirca are predisposed and open to cooperate with this project because they send students to other institutions in order to make the practices before graduating. In addition, knowing that the Ingapirca Archaeological Complex hires local touristic guides only, this work will help students of the Parish of Ingapirca to become involved with this unique heritage as well as to improve their general English knowledge about the Site.



GENERAL OBJECTIVE:

To improve the oral communication in EFL students of the Colegio Nacional Ingapirca by the creation of a guide book about the Archaeological Complex of Ingapirca.

SPECIFIC OBJECTIVES:

- To arouse the interest and encourage students to increase their general knowledge about the Site.
- To get students to be able to express their ideas by using common expressions and in that way improve the general English level of students of the Colegio Nacional Ingapirca.
- To make students practice and be familiar with the Ingapirca Archaeological guide book in order to improve their performance in English pronunciation skill.

HYPOTHESIS

English oral communication will be improved through the usage of the guidebook about the Archaeological Complex of Ingapirca.

METHODOLOGY

The kind of methodology used in this work is going to be experimental research because the purpose of this investigation is to see the effect of the use of a guidebook for tourism about Ingapirca in the performance of students' speaking skill. Also, the method applied for this proposal is the hypothetical-deductive approach because the data that I will get will support or refuse the established hypothesis.

On the other hand, the individuals to whom this topic is directed are young learners at Colegio Nacional Ingapirca. The average age of the participants is between sixteen to eighteen years old and the class will must have around twenty nine students.



DATA COLLECTION TECHNIQUES

For this project the data is going to be collected principally through a pre-test, worksheets, rubric, and a post-test. The pre-test will be given at the beginning of the course in order to assess the student's performance especially concerning to the speaking skill. The students will fulfill the test based on their own previous knowledge they have about the Site. After that, the students will receive two hours of regular lessons where they will be instructed on the Ingapirca's guidebook. They will learn more about the Archaeological place as well as practice their pronunciation, and increase vocabulary. Finally, a post-test will be given to students in order to obtain the results that later will be analyzed and conclusions will be drawn.

DATA ORGANIZATION TECHNIQUES

By reason of the data collected is quantitative, the information will be organized through grading lists, rubrics, and sound recordings. All the information and results obtained from the tests will be recorded. After that, the progress and development of students' skill will be stated in a written report. Finally, the sound recordings are going to be used for comprehensible input in the learning process, because the students are expected to use spoken English.

DATA ANALYSIS TECHNIQUE

The data collected for this project will be analyzed through graphs statistics because through this, the multiple measurements that each student will obtained will be registered and shown. Observation is also important because through it one can realize how students are performing and know if they are progressing positively.

CHAPTER I

LITERATURE REVIEW

1.1 Ingapirca



Among the few pre-Columbian architectural relics that survive in the Ecuadorian territory, there is one that stands out for its exceptional characteristics and design, it is Ingapirca.

“Ingapirca is a classic name for these types of buildings and ruins constructed by the Incas with ritualistic and ceremonial purposes” (Ziolkowski 103). The name of Ingapirca comes from a Quechua word, which means “The wall of the Inca”. There are many Ingapircas all throughout the Inca’s empire but there is one Ingapirca that has reached a special renown for the monumentality of its architectonic rests that has been found and conserved; the Castle of Ingapirca. Thus, this name is identified with this site exclusively.

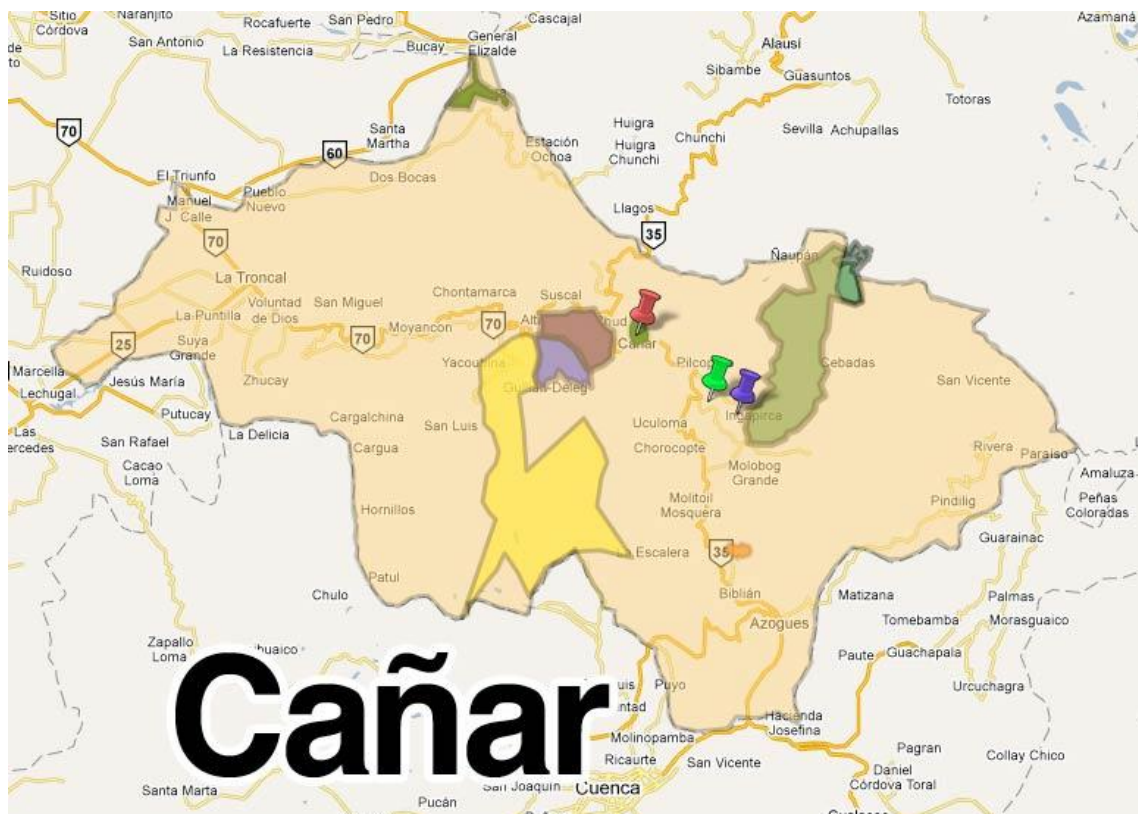
1.1.1 Geographical Location

According to Heriberto Rojas “Ingapirca is located at the heart of the Ecuadorian Andes, 2° 32” south latitude and 78° 52” west longitude, at an elevation of 3160 meters above the sea level; nearby Ingapirca Parish, Province of Cañar, Republic of Ecuador, it is: imposing, majestic, and enigmatical the Fortress, temple, or Place of Worship known in Archaeology as the Castle of Ingapirca” (13).

The town of Ingapirca is located in the Cañar River basin approximately 14 kilometers from the cantonal head of the same name and only 80 kilometers from the city of Cuenca. In addition, this Parish has 24 communities and has an extension of 240 km², being one of the largest Parishes that the canton Cañar has.

The strategic location of this Inca empire reveal us the great wisdom and knowledge that those people possessed giving a great importance to this sacred land; at the beginning the Cañaris and well ahead the Incas. “This archaeological relic was built by order of the Inca Huayna Capac about the years of 1487 to 1490, in Hatun Cañar, which means “Great Cañar”... this important archaeological monument had, at one time, served as a residential, administrative or ritual center, or perhaps as a storage depot for arms and provisions” (Rojas 140-146).

Illustration No. 1: Geographic location of the Ingapirca Parish



Author: Tourism of Cañar

Source: www.turismocanar.com

Date: December 12, 2015

On the other hand, the boundaries of the Parish of Ingapirca are the following:

To the North, by the Parishes of Juncal and Achupallas.

To the South, by the Parish of Honorato Vasquez.

To the East, by the Rivera and Pindilig Parishes.

To the west, by the Parishes of Honorato Vasquez and Juncal.

1.1.2 Population

According to the Census of Population and Housing (2010) performed by the INEC, “the total population of the Parish of Ingapirca is 8,340 inhabitants, of whom 4,657 are women which represents the 55.8 %; and 3,683 are men which represents the 44.16 % of the population. Of the total population approximately 5% is located in the downtown and the 95% is distributed in the different communities” (INEC 2010).

TABLE No. 1: Population of Ingapirca (Census 2010)

PARISH	INHABITANTS		
INGAPIRCA	MEN	WOMEN	TOTAL
TOTAL	3.683,00	4.657,00	8.340,00

Source: INEC (Census 2010)
Developed by: Technical Team

1.1.3 The Archaeological Complex of Ingapirca

The Archaeological Complex of Ingapirca covers approximately four hectares and has achieved international renown for being the most important and best preserved Inca Architectural Complex of the country.

The Ingapirca Archaeological Complex is strategically located and it presents a diversity of natural, cultural, and productive landscapes that sustains potential features for the provision of comprehensive and sustainable development opportunities, framing it in a coordinated work with the community. In addition, daily the Complex is visited by hundreds of tourists both national and foreigners, so that tourism has been and is a source of income for the town and the surrounding communities.



Ingapirca, which was abandoned for a long time, has been given greater attention in the last twenty years. Many chroniclers, historians, and archaeologists have written about Ingapirca, but the first ones are the members of the First Geodesic French Mission in 1736 that came to Ecuador to measure the meridian arch. Among the participants of this mission there was Carlos Maria de la Condamine whose first drawing of the Castle of Ingapirca was published in 1739.

After the Spaniards arrived in 1534 and destroyed almost the entire site, Ingapirca was found and became a farmhouse of the “Curia de Cuenca”. After them, the Ingapirca’s Castle Commission (CCI) took over this Complex, and finally since 2010 by decree of the Constitutional President of the Republic of Ecuador, Economist Rafael Correa, the Archaeological Complex of Ingapirca is administered by the National Institute of Cultural Heritage (INPC).

This majestic place has been considered differently for the diverse historians. For example; Pedro Cieza de Leon considered it as “Royal Tambo”, for Father Juan de Velasco, it is a Fortress, for the Archbishop Federico Gonzales Suarez and Jacinto Jijon y Camaño, it is Temple and worshiping place, and finally for Professor Francisco Huerta Rendon, it is a Temple of the Sun.

Ingapirca stands out by the exceptional characteristics of its stonecutting and by the originality of the design and construction of its main building, an elliptical tower, which is traditionally known as the “Castle”.

The Archaeological Complex of Ingapirca receives daily lots of national tourists as well as foreigners and it keeps on increasing. For instance, according to the Ministry of Tourism of Ecuador “The visits to the Archaeological Complex of Ingapirca have increased in 11 % in comparison to the entry of tourists recorded in the first half of 2011. So far 39.921 tourists have visited this archaeological site, of which 71% corresponds to internal tourism and 29% to foreign tourism” (02).

1.2 Description of the most important structures that make up Ingapirca



The Archeological site of Ingapirca is composed of a big set of stone structures, foundations of housing, terraces and paved roads, the same as detailed below:

1.2.1 The temple of the Sun

The temple of the Sun or better known as the Castle of Ingapirca is the most important Inca Architectural construction of the country, it is due to this temple and Ingapirca itself that the whole Province of Cañar is consider as the Cultural and Archaeological Capital of Ecuador.

According to Juan Cordero Iñiguez in his booklet “Ingapirca y Tomebamba”. He says that “the center of the complex is the castle. It consists of an elliptical structure (37.5m x 13.5m.) its tallest structure is 3.70 meters high and the entire building is constructed upon a nucleus stone, which was a place dedicated to the celebration of especial rites of the Sun”. In addition, he mentions that “the castle is laid out from east to west. Its orientation and its elliptical form (just like the orbit of the earth around the sun) are in accordance with the king of all luminous bodies: the Sun, which was the most important divinity of the Inca world” (32).

The Sun Temple is located at the top of a hill, its construction dates from the time of Huayna Capac around the year of the fifteen hundred. It is one of the most important examples of the Inca architecture.

According to Carlos Milla, he states that “the temple of the Sun of Ingapirca contains several astronomical mirrors which are either visible or hidden in that temple. Therefore, this sacred site which has an elongated oval form, is an Equinoctial Astronomical Observatory” (178).

“The stones used for this construction are of volcanic origin and green andesite. They were brought from the hill called Hato de la Virgen, one kilometer to the North of the Ruins. Its main function was the worship of the Gods in addition of serving as an astronomical observatory” (Almeida 16).

Illustration No. 2: The Temple of the Sun



Author: Christian Sarmiento

Source: Author

Date: December 17, 2015

1.2.2 The temple of the Moon (Pilaloma)

This small hill has been traditionally known as Pilaloma. This place is located at the Southern part of the Complex and it is also the area where the greatest amounts of Cañaris vestiges have been found. Pilaloma is the oldest building of the Complex. It has a semi elliptical shape, and it is composed of eight rectangular rooms located around a large courtyard in a similar way. During the first campaign of excavations carried out by the Spanish Mission in 1974, “it was discovered that Pilaloma could be a temple dedicated to the cult of the Moon and that it corresponded to a construction of ceremonial type of the Cañaris Indians” (Fresco 74).

Probably, this Cañari temple of Pilaloma could have been used for carrying out important events such as the big Cañari feast of the “Quilla Raimy” which means the Moon Festivity and is celebrated on the equinox on September 21th. On the other hand,

according to Ziolkowki and Sadowski “Pilaloma could have served to observations of the stars” (Ziolkowki, Sadowski 6).

Illustration No. 3: The Temple of the Moon (Pilaloma)



Author: Christian Sarmiento
Source: Author
Date: December 17, 2015

1.2.3 The Large Field (Gran Kancha)

The open space of the Gran Kancha had the functionality of workshops because the archaeologists have found numerous vestiges especially pottery with rests of corn. Therefore, it is assumed that in this place the ancestral drink of Chicha was prepared. In addition, metal works were made in this area because the Incas already knew how to melt metals such as gold, copper, and silver. They were rich in minerals “It is sufficient to cite for example the amount of gold and silver that was offered by the rescue of Atahualpa when he was captured by the Spaniards in Cajamarca, to determine the amount of precious metals that the aboriginal peoples were showing in the pre-Hispanic epoch” (Garzon 97).

On the other hand, according to the Archaeologist Juan Cordero Iñiguez; “The Large Field had a functionality of a royal kitchen because many traces have been found principally, flat dishes, cylindrical pots, and lids of containers” (29).

Illustration No. 4: The Large Field (Gran Kancha)



Author: Christian Sarmiento
Source: Author
Date: December 17, 2015

1.2.4 The Inca Trail

This is known as Inti Ñan which means the Inca trail. It is part of the huge Qhapac Ñan that goes straight from the South part of Colombia up until the North part of Chile going through six countries.

This paved road was built to connect religious and administrative centers of the huge Inca Empire.

Illustration No. 5: The Inca Trail



Author: Christian Sarmiento
Source: Author
Date: December 17, 2015

1.2.5 The Inca's Face

Toward the North-Western part of the Temple of the Sun there is an impressive profile of human face nailed in a natural rock known as the Inca's face. There are two theories about the formation of this rock:

- I. It is a natural accident.
- II. It is a man-made formation.

In any case, the Inca's face is a symbolic illustration of the human being that through his science and knowledge was able to build Ingapirca. "This huge rock with features of a human face, more than a representation of the solar divinity for the Incas, it seems by their hard and sharp features to the face of a Cañari" (Idrovo 17).

Illustration No. 6: The Inca's Face



Author: Christian Sarmiento
Source: Author
Date: December 17, 2015

1.2.6 The Inca's Baths

The Inca's baths are located to the North of the Temple of the Sun on the top part of a hill. Due to its characteristics this kind of construction is related with ceremonial purposes.

"This architectonic structure of clearly religious purpose was built and consecrated to the worship of the Sun. The position of the Sun in the water indicated when it had to be performed religious festivities and agricultural tasks" (Jaramillo 135).

Illustration No. 7: THE INCA'S BATHS



Author: Christian Sarmiento
Source: Author
Date: December 17, 2015

"Ingapirca was built in order to maintain a symbolic connection between the human being and the Astros, especially with the Sun and the Moon" (Swieciochowski 23). In fact, the Archaeological Complex of Ingapirca was constructed by the union of two



imposing cultures; the Cañaris and the Incas. Ingapirca is that sacred place which through the cosmic energy allows the human beings to establish a direct communication with the Gods.

1.3 Speaking Skill

Speaking is considered to be one of the four macro skills necessary for effective communication in any language according to most research. Of all four speaking seems to be the most important skill required for communication. In addition, there are a number of factors relating to speaking skills to be considered for effective English speaking performance. “Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for EFL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students’ fluency when speaking; confidence and competence usually reinforce English speaking skills” (Morozova np).

Therefore, familiarizing students with touristic terms, guide-book phrases, minimal responses, and common expressions is a good way to improve their linguistic competence.

On the other hand, there have been developed some guidebooks for tourism in some other places in the world in order to improve the speaking skill. For example; “in the Republic of Thailand, the University of Pibulson Kram Rajabhat implanted a program from November 2002 to February 2003, called “English for Tourism”. Thirty four third year students (30 female and 4 male) between 20 to 22 years old enrolled in this course for the tourism industry program. It lasted nine weeks and covered around fifty one hours to complete this preparation. At the beginning of the training the thirty four students in the class were assigned to prepare four oral tasks: an explanation of an itinerary, a description of a place, a narrative of a famous place, and a procedure for doing something. The holistic assessment reveled that, in the view of the rates, by the end of the English for Tour Guiding Course, an improvement had occurred in the main aspects focused on the course genre organization and language features. In addition,



some students were able to improve their descriptive ability and learners showed positive attitudes for learning English. Finally, the English course was considered a useful and enjoyable source of knowledge of genre organization, pronunciation, the spoken form of language, and other language features achieving to improve their oral performance” (Kunyt 72).

Taking into account the previous example, it is a good way to encourage students for learning English through the instruction and description of their own touristic place. Students which are natives of this place have visited the Archaeological Complex at least once during their lives. Thus, they have a basic notion and knowledge about the place and it is a good way to encourage students to transfer what they already known in their mother tongue into the foreign language.

As another example, in Costa Rica the development of a guidebook has helped students and local people to have a better knowledge about some touristic attractions in this country. This project was called “Guidebook for the elaboration of the plan of tourism development of a territory” and this project improved the participants’ lexicon about the site as well as their general knowledge (Blanco 23). Therefore, it seems that the use of guidebooks for tourism has helped learners to become well informed about the touristic attractions and manage a good language system for speaking.

The relation between the Ingapirca Archaeological Guidebook and the development of the speaking skill is presented through the practice itself. Since students are trained to be able to talk about the Ingapirca Ruins they are listening to a speech and practicing the pronunciation. Then, students are asked to use the language for learning as well as for communicating. Reading the guidebook and also listening to the touristic language about Ingapirca Ruins can play a big part in successful language learning. It can develop speaking skills.

In addition, the factors that students are asked to focus on are the correct use of vocabulary, pronunciation practiced through controlled and guided activities, and fluency. It is important also to see other physical and non-verbal means that show how



they are feeling. This study highlights vocabulary and pronunciation which will enable learners to develop their general knowledge about Ingapirca and contribute to their speaking skill.

Encouraging learners to read the guidebook will lead them guessing the meaning of the words, phrases from context, and the more they read the more they understand the meanings of sentences and concepts. Thus, students are exposed to the language in a more natural and less structured way since they learn to talk something about their touristic hometown where they live.

Nowadays, many teachers agree that students should learn to speak the foreign language by interacting to each other. For that reason, discussion groups are going to be performed during the English learning process so that students could work in groups during a certain time period, sharing their ideas, and present their opinions to the class. It is important when interacting to others to recognize the non-verbal communication because based on it one can understand what students really mean and built better relationships with learners. Non-verbal communication is taking into account also for the period of the oral test. (See Rubric)

In addition, the pronunciation is emphasized during the learning process. Students are trained in pronouncing the words and phrases in order to make their pronunciation easy to understand. The students' voice recordings will help to analyze how the students are speaking whether if they are speaking with some hesitation or if they are able to communicate clearly with volume and expression. The students also will hear their own voices and the teacher's voice in order to make them realize about their mistakes and then they will try to reproduce the correct way of what they are hearing.

CHAPTER II

APPLICATION TECHNIQUE



Principally, this project is going to be directed to third year students at Colegio Nacional Ingapirca in order to develop their linguistic abilities. The average age of the participants is between sixteen to eighteen years old. The third year classroom has twenty nine students. Among them boys and girls with low intermediate English level.

The application will start with a pre-test that will be given at the beginning of the course in order to assess the English level of the students concerning to the general knowledge about the Ingapirca site. The pre-test will be focused on objective questions about the Ingapirca's Ruins. Also, it is important to evaluate the pronunciation. Therefore, a rubric will be created. Subsequently, the English classes will be given. The classes will consist on give general information about the Ingapirca Complex to the high school students. Pronunciation and vocabulary will be emphasized through the use of some techniques like listening and repeating and flashcards. (See Appendix 1)

Finally, the post-test will be given to students in order to achieve grades and of course the final results. The tests are going to be structured with objective questions to obtain the different scores that later will be examined and conclusions will be stated. (See Appendix 2)

The data collected for this project will be analyzed through statistics because through this, the multiple measurements that students will obtain will be registered and shown. Also, by examining the graphs statistics, the students' average grades will be taken into account for analysis.

Something that is important to take into consideration for the purpose of this project is that during the application of these activities the students may not be used to the technical vocabulary of the Complex, so they might react in a different way or have problems in becoming accustomed to the new vocabulary. Also, it is important to mention that some students tend to be a little bit shy, so it can affect the learning process because they would not be able to express themselves.



CHAPTER III

DATA ANALYSIS

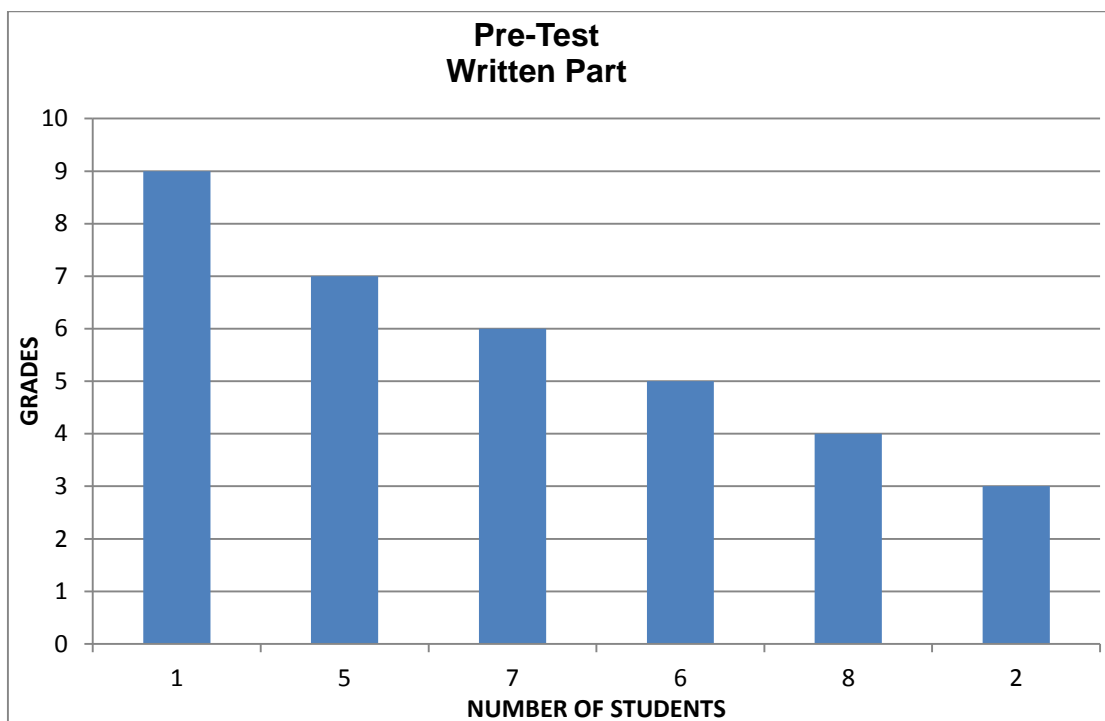
In this chapter the results of the data analysis are presented. Three fundamental goals guided the collection of the data and the subsequent data analysis. Eighteen boys and eleven girls were part of the project which was done in five scholar hours. It was completed ahead of schedule that was organized with the assistance of the teacher of English as a Foreign Language of the Ingapirca High School.

First of all, the pre-test was taken to twenty nine students. It was January 20, 2016. It took forty minutes to accomplish the assignment. The pre-test was structured in two parts; a written and a spoken part. The students were anxious and a little bit noisy. The test started and the development of the class was normal. The students individually take the tests and finally, all of them fulfill both the written and the spoken test.

According to the students' grades of the written pre-test, the average grade of the students is five point three (5.3) over ten (10). The grades were the following; one student obtained nine, five students achieved seven, seven students got six, six students obtained five, eight students achieved four, and two students obtained three points over ten.

The following statistic graph will show you all the grades that each student obtained. It is important to mention that the grades are shown from the highest to the lowest.

Statistic Graph No. 1

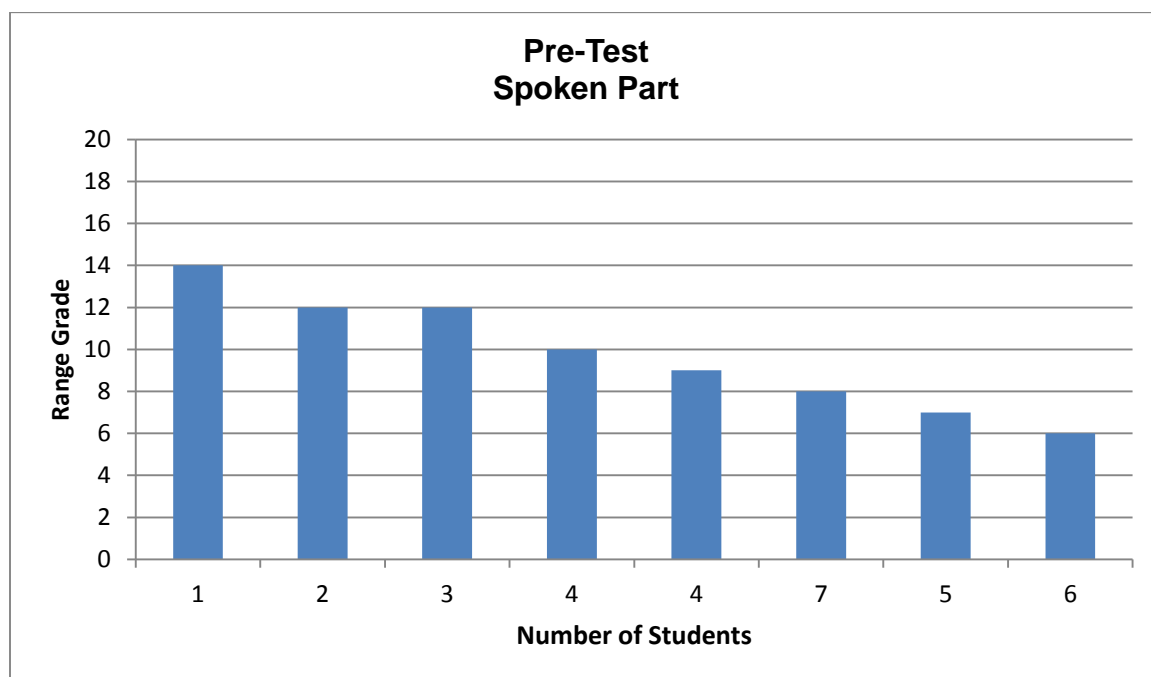


On the other hand, the spoken part of the pre-test was developed in the same way as the written part. However, in this part it is important to mention that the students' speech was recorded in order to have a better understanding about their speaking production.

Also, a speaking rubric was used which was focused on five main skill components: fluency and flow, pronunciation, intonation, volume and voice, and nonverbal communication. In addition, the scores scales were presented as the following: excellent from eighteen to twenty points, good from seventeen to fifteen points, fair from fourteen to ten points, and poor from nine to five points respectively. The spoken part test was over twenty points. (See Appendix 3)

Therefore, evaluating the recordings and all the staff that was involved in the speaking rubric, the grades which all students obtained were the following:

Statistic Graph No. 2



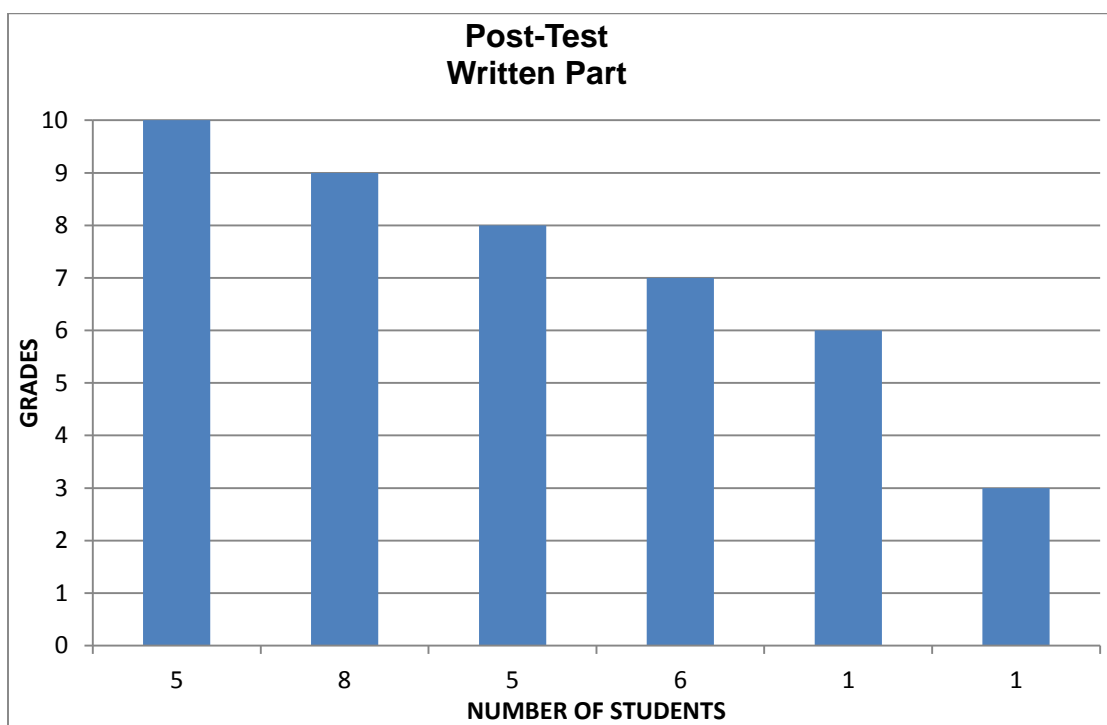
According to the statistic graph number two, the average score of the students is eight point three (8.3) over twenty (20). The grades were distributed as the following: one student obtained fourteen, two students obtained twelve, four students obtained ten, four students obtained nine, seven students obtained eight, five students obtained seven, and six students obtained six points respectively.

After that, on January 27 an English class about Ingapirca was performed. The topic was; how much do you know about Ingapirca? It took forty minutes to develop the class. All the twenty nine students participated in the activities. According to observation technique, most of the students were eager to participate in the activities however two of them were not interested in the class. Also, a lesson plan was created in order to develop the performance of the class. (See Appendix 4)

Finally, the post-test was taken. It was January 28 and it took forty minutes to accomplish the assignment. The post-test was structured in the same way as the pre-test. It was divided in two parts a written and a spoken part. In this day three students were missed, so that the test was taken to twenty six students. The task was completed successfully. (See Appendix 5)

The grades that each student obtained in the post-test are shown in the following statistic graph number three. The grades are shown from the highest to the lowest.

Statistic Graph No. 3

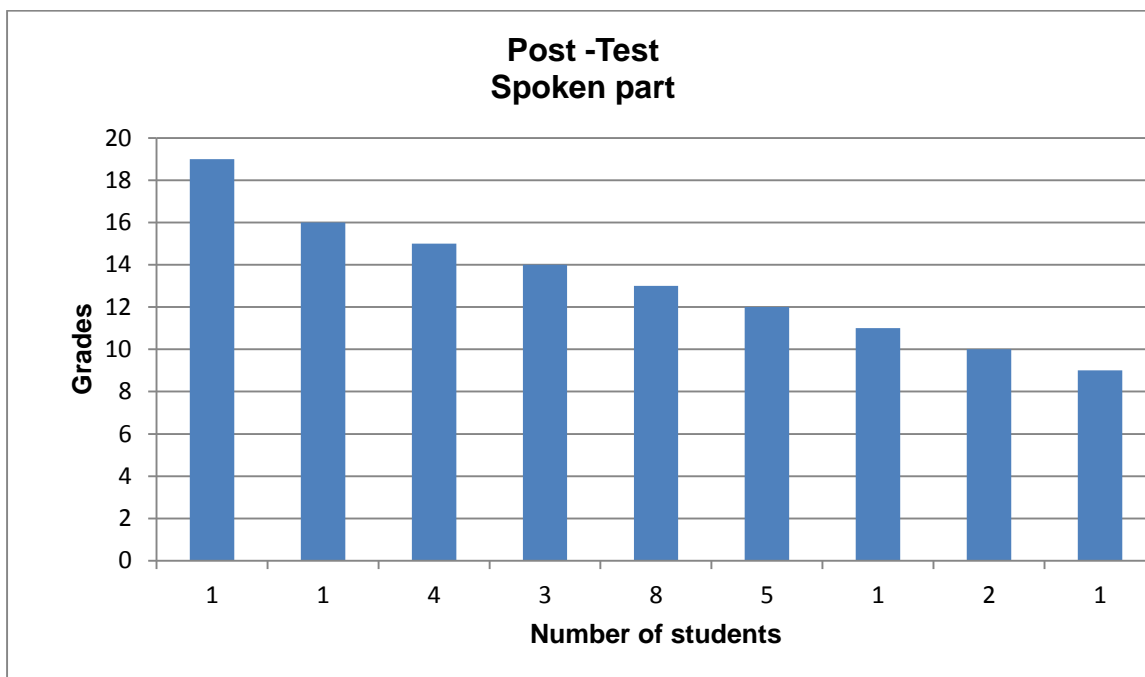


Statistic Graph No. 3 shows the grade range and the number of students that fulfill the test. Evaluating the grades, the average score of the class in the written part of the post-test is eight point three (8.3) over ten (10).

The grades were the following: five students obtained ten, eight students obtained nine, five students obtained eight, six students obtained seven, one student obtained six, and one student obtained three respectively.

On the other hand, analyzing the spoken part of the post-test one can realize that the students' average score has increased in comparison to the pre-test. Twenty six students participated in the test, and the average grade of the class is thirteen point one (13.1) over twenty (20). All the grades can be appreciated in the next statistic graph number four.

Statistic Graph No. 4

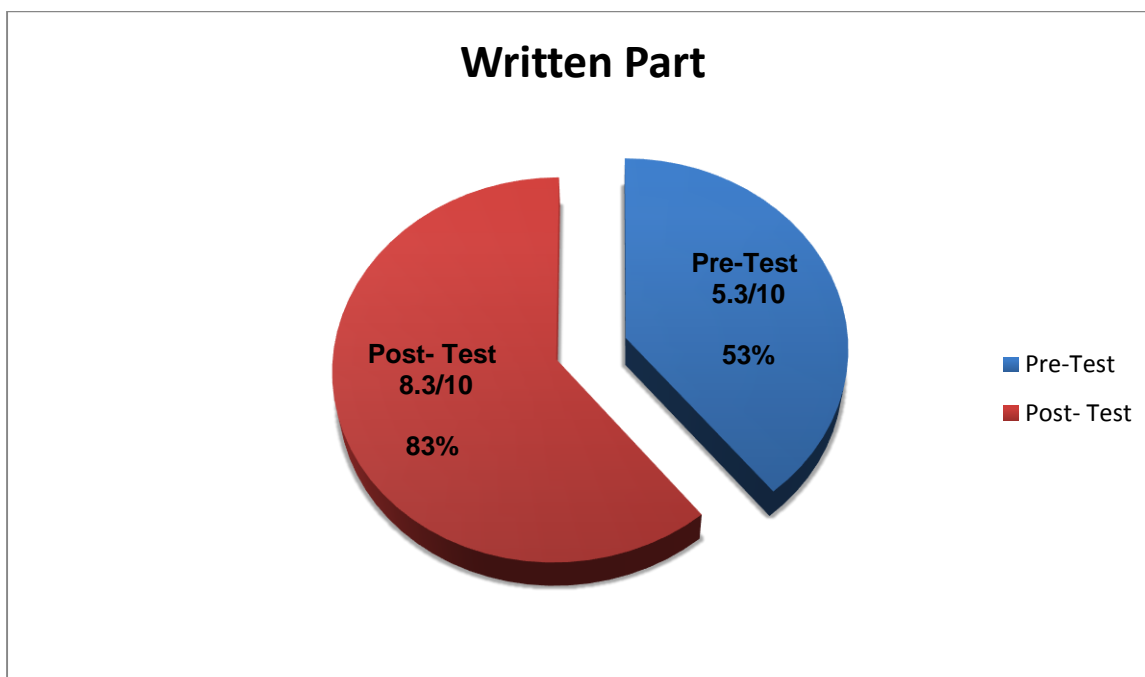


The grades were divided in the following way: one student obtained nineteen, one student obtained sixteen, four students obtained fifteen, three of them achieved fourteen, eight students obtained thirteen, five students achieved twelve, one student obtained eleven, two of them obtained ten, and one achieved nine points over twenty.

As a result, the students grades were analyzed and based on that, it can be seen that the objectives posed in chapter one of this project were accomplished.

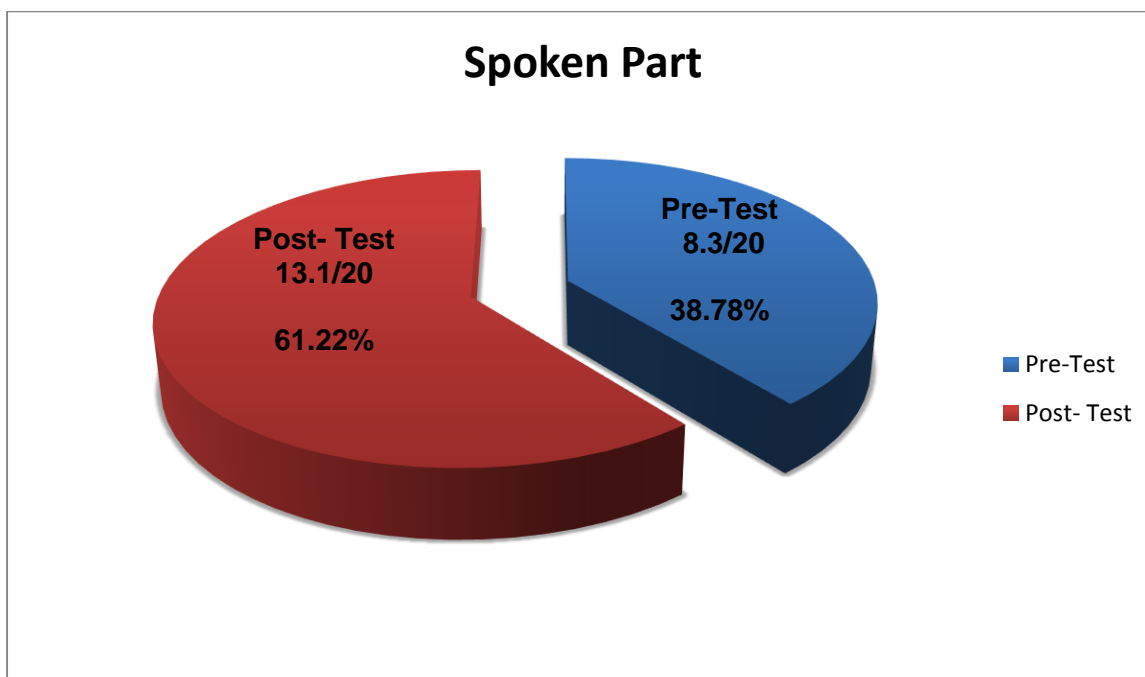
The following statistical graph shows the students' achievement at the end of the project.

Statistic Graph No. 5



According to the statistic graph number five, in the pre-test students had an average grade of five point three (5.3) over ten (10), which represents the fifty three percent (53%) of the global rating. Meanwhile, in the post test the average grade was eight point three (8.3) over ten (10) which represents the eighty three percent (83%) of the global rating. Thus, students' knowledge about the Site of Ingapirca has increased in three points (3.0).

On the other hand, in the spoken part the students also show an important increase in their speaking performance as it is showed in the next statistic graph number six.

Statistic Graph No. 6

According to the statistic graph number six, students' speaking skill has increased in a total of twenty two point four percent (22.4%) in comparison between the score of the pre-test and the one of the post test. In the pre-test students had an average grade of eight point three (8.3) over twenty (20) meanwhile in the post test the average grade was thirteen point one (13.1) over twenty (20). Therefore, at the end of the class students were able to improve their speaking skills and knowledge about Ingapirca in four point eight points (4.8).



Chapter IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

According to the results obtained from the tests applied in third year students at Colegio Nacional Ingapirca, one might conclude that at the beginning of the course the students' current English level was poor and insufficient to communicate. The students average grade was eight point three (8.3) over twenty (20).

Then, a lesson class was created trying to improve the students' oral production level. Once the students got interested on the topic, they had the opportunity to express their ideas and share their opinions with their partners through a group activity. They practiced the language between themselves, and then they experienced the verbal skills through speaking activities practice. Essentially, the use of the guidebook leads students to learn the language.

Finally, based on the tests offered to the students the results revealed that some increase in the percentage has occurred at the end of the learning process. The post-test results showed that the students increased their English speaking skill in twenty two point four percent (22.4%) in comparison to the average percentage of the pre-test. Thus, the current project helped students for improving their linguistic skills and increasing their interest and motivation for learning.



4.2 Recommendations

Since the students' English speaking level is not good, the teachers of English as a foreign language of the Colegio Nacional Ingapirca should provide more opportunities and motivating activities in which the students could practice the pronunciation of words and sentences. And in that way, they could be able to talk about their own context.

Also, it is important to mention that the students' oral production must be practiced by means of real situations. Therefore, the Colegio Nacional Ingapirca should reach an agreement with the Archaeological Complex of Ingapirca in order to perform some English touristic activities within the Touristic Site. Either, authentic situation or real communications are helpful tools for improving the students' speaking performance. Thus, the director has to take advantage of this situation and make the High School become involved with the Institution for allowing students to practice there.

Finally, the authorities of the Colegio Nacional Ingapirca should create a relevant proposal related with the Ingapirca Archaeological Site which must be included in the English as a Foreign Language curriculum, so that students' program of study would be focused on the interaction between students and English native speakers.



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APPENDICES

**Appendix 1: Speaking Rubric**

NAME:

DATE:

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Students were able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
PHRASING	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a good style and take pauses for breath. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
VOLUME / VOICE	Reads in a quiet voice. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend. Uses appropriate volume all of the time.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: -----**SCORING:****Excellent= 18-20****Good= 17-15****Fair= 14-10****Poor= 9-5**



Appendix 2: Pre-Test

UNIVERSIDAD DE CUENCA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN ESCUELA DE LENGUA Y LITERATURA INGLESA

PRE-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Underline the five correct answers. (5pts.)

Building
Mall
Stone
Horse
Ruins
Moon
Mars
Castle
Pyramid
Airplane

2. - Choose the correct answer. (5pts.)

The word "Ingapirca" means:

- a. The Inca's Rock
- b. The Inca's Wall
- c. The Inca's Castle

Who built the Ruins of Ingapirca?

- a. The Andeans
- b. The Mayas
- c. The Cañaris
- d. The Incas
- e. The Cañaris and The Incas



The word “Inti Raymi” means:

- a. The Party of the Sun
- b. The Party of the Inca
- c. The Field of the Sun

The primary Gods of the Cañaris and Incas were:

- a. The Sun
- b. The Stars
- c. The Gold
- d. The Moon
- e. The Sun and the Moon

The most important building of the Archaeological Complex of Ingapirca is known as:

- a. The Stones of Ingapirca
- b. The Castle of Ingapirca
- c. The Pyramid of Ingapirca

3. – Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



Appendix 3: Post-Test

POST-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUA Y LITERATURA INGLESA**

1. - How many English words do you know about Ingapirca? Write five.

2. – Fill in the blank.

The word “Ingapirca” means the Inca’s..... The Ingapirca’s Ruins was built by.....

The primary Gods of the Cañaris and Incas were The..... and The.....

The most important structure that make up the Ingapirca’s Complex is known as.....

3. – Please read the following paragraph:

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



Appendix 4: Lesson Plan

COURSE: THIRD YEAR	ÁREA: FOREIGN LANGUAGE	DATE 01-27-2016
SUUBJECT: ENGLISH	TIME: 40 MINUTES	
TEACHER: CHRISTIAN SARMIENTO		
TOPIC: HOW MUCH DO YOU KNOW ABOUT INGAPIRCA?		
AIM: AT THE END OF THE LESSON, STUDENTS WILL BE ABLE TO TALK ABOUT INGAPIRCA TO A PARTNER.		No. PERÍODOS: 1

	LEARNING ACTIVITIES	RESOURCES	EVALUATION	
			CORE INDICATORS ASSESSMENT	TECHNICAL/INSTRUMENTAL ACTIVITY
WARM UP	<ul style="list-style-type: none"> - Brainstorming about Ingapirca. 	Whiteboard Markers	Students engage in the activity.	
CONSTRUCTION OF KNOWLEDGE	<ul style="list-style-type: none"> - VOCABULARY ACTIVITY USING FLASHCARDS - Students look at the pictures - Students deduce the meaning from context - The teacher helps them to understand the meaning - Students listen to the pronunciation of a word and then they repeat it. - The teacher checks pronunciation and monitors the activity. - GROUP ACTIVITY - The class is divided into two groups. - Worksheets are offered to the students. - The teacher gives instructions to perform the activity. - They fulfill the worksheets. - Students check the answers in groups. - The teacher tells them the right answers. 	Whiteboard Markers Worksheets Pens	<p>Students complete the activity correctly</p> <p>Students know how to give and follow instructions.</p> <p>Students talk to each other in groups.</p>	<p>Technique: Observation and Discussion. Pictures.</p> <p>Instruments: Worksheets.</p> <p>Pictures</p>
ACTIVATE	<ul style="list-style-type: none"> - QUESTION AND ANSWER ACTIVITY - Students will be asked to answer some questions. 	Whiteboard Markers		



Appendix 5: Worksheets

Worksheets

Do the following activities:

Fill in the blank.

The Gods of the Cañaris and Incas were

The word “Ingapirca” means the

The Ingapirca’s Ruins was built by.....

The most important building of the Ingapirca’s Complex is

Draw a line from pictures to their words.



RUINS



CASTLE



MOON



WALL



STONE



Appendix 6: Pre-Test Results

4/10

UNIVERSIDAD DE CUENCA
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ESCUELA DE LENGUA Y LITERATURA INGLESA

PRE-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Underline the five correct answers. (5pts.)

Building
Mall
Stone
Horse
Ruins
Moon
Mars
Castle
Pyramid
Airplane

2

2. - Choose the correct answer. (5pts.)

The word "Ingapirca" means:

- a. The Inca's Rock
- ☒ b. The Inca's Wall
- c. The Inca's Castle

Who built the Ruins of Ingapirca?

- a. The Andeans
- b. The Mayas
- c. The Cañaris
- d. The Incas
- ☒ e. The Cañaris and The Incas

3

The word "Inti Raymi" means:

- ☒ a. The Party of the Sun
- b. The Party of the Inca
- c. The Field of the Sun



The primary Gods of the Cañaris and Incas were:

- a. The Sun
- b. The Stars
- c. The Gold
- d. The Moon
- ☒ e. The Sun and the Moon

The most important building of the Archaeological Complex of Ingapirca is known as:

- a. The Stones of Ingapirca
- ☒ b. The Castle of Ingapirca
- c. The Pyramid of Ingapirca

3. – Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



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1. - How many English words do you know about Ingapirca? Underline the five correct answers. (5pts.)

Building
Mall
Stone
Horse
Ruins
Moon
Mars
Castle
Pyramid
Airplane

2

2. - Choose the correct answer. (5pts.)

The word "Ingapirca" means:

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- a. The Andeans
b. The Mayas
c. The Cañaris
d. The Incas
e. The Cañaris and The Incas

The word "Inti Raymi" means:

- a. The Party of the Sun
b. The Party of the Inca
c. The Field of the Sun

3



The primary Gods of the Cañaris and Incas were:

- a. The Sun
- b. The Stars
- c. The Gold
- d. The Moon
- ☒ e. The Sun and the Moon

The most important building of the Archaeological Complex of Ingapirca is known as:

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PRE-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Underline the five correct answers. (5pts.)

Building ✓

Mall

Stone

Horse

Ruins

Moon ✓

Mars

Castle ✓

Pyramid X

Airplane X

3

2. - Choose the correct answer. (5pts.)

The word "Ingapirca" means:

a. The Inca's Rock

b. The Inca's Wall

c. The Inca's Castle X

Who built the Ruins of Ingapirca?

a. The Andeans

b. The Mayas

c. The Cañaris

d. The Incas X

e. The Cañaris and The Incas

1

The word "Inti Raymi" means:

a. The Party of the Sun ✓

b. The Party of the Inca

c. The Field of the Sun



The primary Gods of the Cañaris and Incas were:

- a. The Sun X
- b. The Stars
- c. The Gold
- d. The Moon
- e. The Sun and the Moon 1

The most important building of the Archaeological Complex of Ingapirca is known as:

- a. The Stones of Ingapirca
- b. The Castle of Ingapirca ✓
- c. The Pyramid of Ingapirca

3. – Please read the following paragraph: (20pts.)

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PRE-TEST

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1. - How many English words do you know about Ingapirca? Underline the five correct answers. (5pts.)

Building
Mall
Stone
Horse
Ruins
Moon
Mars
Castle
Pyramid
Airplane

2

2. - Choose the correct answer. (5pts.)

The word "Ingapirca" means:

- a. The Inca's Rock
- b. The Inca's Wall
- c. The Inca's Castle

X

Who built the Ruins of Ingapirca?

- a. The Andeans
- b. The Mayas
- c. The Cañaris
- d. The Incas
- e. The Cañaris and The Incas

1

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- ☒ b. The Castle of Ingapirca
- c. The Pyramid of Ingapirca

3. – Please read the following paragraph: (20pts.)

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INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Underline the five correct answers. (5pts.)

Building

Mall X

Stone

Horse X

Ruins ✓

Moon

Mars

Castle ✓

Pyramid X

Airplane

2

2. - Choose the correct answer. (5pts.)

The word "Ingapirca" means:

a. The Inca's Rock

b. The Inca's Wall

c. The Inca's Castle X

Who built the Ruins of Ingapirca?

a. The Andeans

b. The Mayas

c. The Cañaris

d. The Incas X

e. The Cañaris and The Incas

1

The word "Inti Raymi" means:

a. The Party of the Sun ✓

b. The Party of the Inca

c. The Field of the Sun



The primary Gods of the Cañaris and Incas were:

- ☒ a. The Sun
- b. The Stars
- c. The Gold
- d. The Moon
- e. The Sun and the Moon

The most important building of the Archaeological Complex of Ingapirca is known as:

- a. The Stones of Ingapirca
- ☒ b. The Castle of Ingapirca
- c. The Pyramid of Ingapirca

3. – Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



4/10

UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUA Y LITERATURA INGLESA

PRE-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Underline the five correct answers. (5pts.)

Building
Mall
Stone
Horse
Ruins ✓
Moon
Mars
Castle ✓
Pyramid
Airplane

2

2. - Choose the correct answer. (5pts.)

The word "Ingapirca" means:

- a. The Inca's Rock X
b. The Inca's Wall
c. The Inca's Castle

Who built the Ruins of Ingapirca?

- a. The Andeans
b. The Mayas
c. The Cañaris
d. The Incas X
e. The Cañaris and The Incas

The word "Inti Raymi" means:

- a. The Party of the Sun
b. The Party of the Inca X
c. The Field of the Sun



The primary Gods of the Cañaris and Incas were:

- a. The Sun
- b. The Stars
- c. The Gold
- d. The Moon
- e. The Sun and the Moon

2

The most important building of the Archaeological Complex of Ingapirca is known as:

- a. The Stones of Ingapirca
- b. The Castle of Ingapirca
- c. The Pyramid of Ingapirca

3. – Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



4/10

UNIVERSIDAD DE CUENCA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUA Y LITERATURA INGLESA

PRE-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Underline the five correct answers. (5pts.)

Building
Mall
Stone
Horse
Ruins
Moon
Mars
Castle ✓
Pyramid
Airplane

1

2. - Choose the correct answer. (5pts.)

The word "Ingapirca" means:

- a. The Inca's Rock
- b. The Inca's Wall ✓
- c. The Inca's Castle

Who built the Ruins of Ingapirca?

- a. The Andeans
- b. The Mayas
- c. The Cañaris X
- d. The Incas
- e. The Cañaris and The Incas

2

The word "Inti Raymi" means:

- a. The Party of the Sun ✓
- b. The Party of the Inca
- c. The Field of the Sun



The primary Gods of the Cañaris and Incas were:

- a. The Sun
- ☒ b. The Stars X
- c. The Gold
- d. The Moon
- e. The Sun and the Moon

1

The most important building of the Archaeological Complex of Ingapirca is known as:

- a. The Stones of Ingapirca
- ☒ b. The Castle of Ingapirca ✓
- c. The Pyramid of Ingapirca

3. – Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



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ESCUELA DE LENGUA Y LITERATURA INGLESA

PRE-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Underline the five correct answers. (5pts.)

Building
Mall X
Stone ✓
Horse
Ruins ✓
Moon
Mars
Castle ✓
Pyramid
Airplane X

3

2. - Choose the correct answer. (5pts.)

The word "Ingapirca" means:

- a. The Inca's Rock X
b. The Inca's Wall
c. The Inca's Castle

Who built the Ruins of Ingapirca?

- a. The Andeans
b. The Mayas
c. The Cañaris
d. The Incas X
e. The Cañaris and The Incas

The word "Inti Raymi" means:

- a. The Party of the Sun
b. The Party of the Inca X
c. The Field of the Sun



The primary Gods of the Cañaris and Incas were:

- a. The Sun
- b. The Stars
- ☒ c. The Gold X
- d. The Moon
- e. The Sun and the Moon

1

The most important building of the Archaeological Complex of Ingapirca is known as:

- a. The Stones of Ingapirca
- ☒ b. The Castle of Ingapirca ✓
- c. The Pyramid of Ingapirca

3. – Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



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ESCUELA DE LENGUA Y LITERATURA INGLESA

PRE-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Underline the five correct answers. (5pts.)

Building
Mall
Stone
Horse
Ruins
Moon
Mars
Castle
Pyramid
Airplane

1

2. - Choose the correct answer. (5pts.)

The word "Ingapirca" means:

- a. The Inca's Rock
- b. The Inca's Wall
- c. The Inca's Castle X

Who built the Ruins of Ingapirca?

- a. The Andeans
- b. The Mayas
- c. The Cañaris
- d. The Incas X
- e. The Cañaris and The Incas

The word "Inti Raymi" means:

- a. The Party of the Sun ✓
- b. The Party of the Inca
- c. The Field of the Sun

1



The primary Gods of the Cañaris and Incas were:

- a. The Sun
- b. The Stars
- c. The Gold
- d. The Moon
- e. The Sun and the Moon ✓

2

The most important building of the Archaeological Complex of Ingapirca is known as:

- a. The Stones of Ingapirca
- b. The Castle of Ingapirca ✓
- c. The Pyramid of Ingapirca

3. – Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



UNIVERSIDAD DE CUENCA
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ESCUELA DE LENGUA Y LITERATURA INGLESA

PRE-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Underline the five correct answers. (5pts.)

Building
Mall
Stone
Horse
Ruins
Moon
Mars
Castle
Pyramid
Airplane

2. - Choose the correct answer. (5pts.)

The word "Ingapirca" means:

- a. The Inca's Rock
- b. The Inca's Wall
- c. The Inca's Castle

Who built the Ruins of Ingapirca?

- a. The Andeans
- b. The Mayas
- c. The Cañaris
- d. The Incas
- e. The Cañaris and The Incas

The word "Inti Raymi" means:

- a. The Party of the Sun
- b. The Party of the Inca
- c. The Field of the Sun



The primary Gods of the Cañaris and Incas were:

- a. The Sun
- b. The Stars
- c. The Gold
- d. The Moon
- ☒ e. The Sun and the Moon

2

The most important building of the Archaeological Complex of Ingapirca is known as:

- a. The Stones of Ingapirca
- ☒ b. The Castle of Ingapirca
- c. The Pyramid of Ingapirca

3. – Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



Appendix 7: Post-Test Results

UNIVERSIDAD DE CUENCA
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ESCUELA DE LENGUA Y LITERATURA INGLESA

POST-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Write five. (5pts)

Castle ✓
Ruins ✓
Sun ✓
stone ✓
Moon ✓

5

5

2. - Fill in the blank. (5pts)

The word "Ingapirca" means the Inca's.....wall..... The Ingapirca's Ruins was built by.....Incas.....Cañaris ✓

The primary Gods of the Cañaris and Incas were The.....sun..... and The.....moon.....

The most important structure that make up the Ingapirca's Complex is known as.....the castle.....

3. -Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



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ESCUELA DE LENGUA Y LITERATURA INGLESA

POST-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Write five. (5pts)

Castle ✓
sun ✓
Moon ✓
Inca ✓
stone ✓

5

2. - Fill in the blank. (5pts)

The word "Ingapirca" means the Inca's.....wall. The Ingapirca's Ruins was built by.....Inca's.....

The primary Gods of the Cañaris and Incas were The.....Sun..... and The.....Moon.....

The most important structure that make up the Ingapirca's Complex is known as.....the castle.....

5

3. -Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



UNIVERSIDAD DE CUENCA
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ESCUELA DE LENGUA Y LITERATURA INGLESA

POST-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Write five. (5pts)

Castle ✓
Sun = sol ✓
Archaeological ✓
Ruins ✓
stone ✓

5

2. - Fill in the blank. (5pts)

The word "Ingapirca" means the Inca's....wall.... The Ingapirca's Ruins was built by....Incas....Cañaris ✓

The primary Gods of the Cañaris and Incas were The....Sun.... and The....Moon....

The most important structure that make up the Ingapirca's Complex is known as....The Castle.... ✓

5

3. -Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



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ESCUELA DE LENGUA Y LITERATURA INGLESA

POST-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Write five. (5pts)

- Stone ✓

- Sun ✓

- Castle ✓

- Moon ✓

- Ruins ✓

5

2. - Fill in the blank. (5pts)

The word "Ingapirca" means the Inca's...wall... The Ingapirca's Ruins was built by...Incas...and...Cañaris ✓

The primary Gods of the Cañaris and Incas were The...Sun... and The...Moon... ✓

The most important structure that make up the Ingapirca's Complex is known as...the...castle... ✓

5

3. -Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



10/10

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ESCUELA DE LENGUA Y LITERATURA INGLESA

POST-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Write five. (5pts)

Castle ✓ Stone ✓
Sun ✓ Ruins ✓
Moon ✓ 5

2. - Fill in the blank. (5pts)

The word "Ingapirca" means the Inca's...ruins... The Ingapirca's Ruins was built by...Incas...Casaris ✓

The primary Gods of the Cañaris and Incas were The...Sun... and The...moon...

The most important structure that make up the Ingapirca's Complex is known as...The Castle... 5

3. -Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



9/10

UNIVERSIDAD DE CUENCA
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ESCUELA DE LENGUA Y LITERATURA INGLESA

POST-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Write five. (5pts)

Moon ✓
sun ✓
Castle ✓
Inca's wall ✓
Ruins ✓

5

2. - Fill in the blank. (5pts)

The word "Ingapirca" means the Inca's... wall ✓
by... Inca's... X

4

The primary Gods of the Cañaris and Incas were The... Sun ✓ and The... Moon ✓

The most important structure that make up the Ingapirca's Complex is known as... Castle ✓

3. -Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



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ESCUELA DE LENGUA Y LITERATURA INGLESA

POST-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Write five. (5pts)

Castle ✓
Sun ✓
Moon ✓
Ruins ✓
Incas ✓

5

2. - Fill in the blank. (5pts)

The word "Ingapirca" means the Inca's....Wall.... The Ingapirca's Ruins was built by....The Ingapirca....

The primary Gods of the Cañaris and Incas were The....sun.... and The....moon....

The most important structure that make up the Ingapirca's Complex is known as....The Castle....

4

3. -Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



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ESCUELA DE LENGUA Y LITERATURA INGLESA

9/10

POST-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Write five. (5pts)

Sun ✓
Moon ✓
Castle ✓
Incas ✓
Ruins ✓

5

2. - Fill in the blank. (5pts)

The word "Ingapirca" means the Inca's....ruins!... The Ingapirca's Ruins was built by...the Incas...

The primary Gods of the Cañaris and Incas were The...Sun... and The...Moon...

The most important structure that make up the Ingapirca's Complex is known as...the castle...

4

3. -Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



9/10

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ESCUELA DE LENGUA Y LITERATURA INGLESA

POST-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Write five. (5pts)

- Sun ✓
- Moon ✓
- Muro → wall ✓
- Ruins ✓
- Castle ✓

5

2. - Fill in the blank. (5pts)

The word "Ingapirca" means the Inca's.....wall..... The Ingapirca's Ruins was built by...~~the Ingapirca~~.....

The primary Gods of the Cañaris and Incas were The.....Sun..... and The.....Moon.....

The most important structure that make up the Ingapirca's Complex is known as...the castle.....

4

3. -Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



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POST-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Write five. (5pts)

- Castle ✓ - Sun ✓ - Wall ✓
- Stone ✓ - Moon ✓

5

2. - Fill in the blank. (5pts)

The word "Ingapirca" means the Inca's... wall ✓. The Ingapirca's Ruins was built by... the Incas ✓.

The primary Gods of the Cañaris and Incas were The... Sun ✓ and The... Moon ✓.

The most important structure that make up the Ingapirca's Complex is known as... the castle ✓.

4

3. -Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



9/10

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ESCUELA DE LENGUA Y LITERATURA INGLESA

POST-TEST

Title: How much do you know about Ingapirca?

INSTRUCTIONS: Dear students please read the following sentences carefully and try to answer them correctly. Good Luck!

1. - How many English words do you know about Ingapirca? Write five. (5pts)

Sun ✓
Moon ✓
Stone ✓
Castle ✓
Ruins ✓

5

2. - Fill in the blank. (5pts)

The word "Ingapirca" means the Inca's.....wall..... The Ingapirca's Ruins was built by.....af.....Ingapirca.....

The primary Gods of the Cañaris and Incas were The.....Sun..... and The.....Moon.....

The most important structure that make up the Ingapirca's Complex is known as.....castle.....

4

3. -Please read the following paragraph: (20pts.)

The Complex of Ingapirca is known as the most important and best preserved Archaeological Site of the country and it is one of the main touristic attractions of the region. Due to Ingapirca the entire Province of Cañar is regarded as the Cultural and Archaeological Capital of Ecuador.



Appendix 8: Oral Test Results (Rubric)

SPEAKING RUBRIC

NAME: *Cristian Paucar*

DATE: *01-20-2016*

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 14

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: Daysi Romero

DATE: 01-20-2016.

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 12

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: Guillermo Allalica

DATE: 01-20-2016

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 12

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: *Erika Sarmiento*

DATE: *01-20-2016*

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 10

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: Ricardo Romero

DATE: 01-20-2016

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 7

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: Jazmin Romero

DATE: 01-20-2016

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 7

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: *Lady Saeteros*

DATE: *20-01-2016*

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: *7*

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: *Tania Romero*

DATE: *20-01-2016*

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: *7*

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: Maria Belén Alvarez

DATE: 01-20-2016

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 6

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: Elsa Angamarca

DATE: 20-01-2016

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 6

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: Marco Yamasqui

DATE: 01-20-2016

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 6

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: Julio Pavar

DATE: 01-20-2016

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 6

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: *Erika Sarmiento*

DATE: *28-01-2016*

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: *16*

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: *Freddy Jachero*

DATE: *28-01-2016*

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: *15*

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: *Jessica Huerta*

DATE: *28-01-2016*

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 15

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: Mercedes Sacteros.

DATE: 28-01-2016

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: -----12-----

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: Jorge Montero

DATE: 28-01-2016

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 11

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: Tania Romero

DATE: 28-01-2016

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 10

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



SPEAKING RUBRIC

NAME: *Marco Yamasqui*

DATE: *28-01-2016*

SKILL COMPONENTS	POOR 1pt.	FAIR 2pts	GOOD 3pts	EXCELLENT 4pts
FLUENCY / FLOW	Hesitates too often when speaking, which often interferes with communication	Speaks with some hesitation, which often interferes with communication	Speaks with some hesitation, but it does not usually interfere with communication	Student was able to communicate clearly with no difficulty.
PRONUNCIATION	Student's pronunciation was incomprehensible.	Student's pronunciation made understanding difficult.	Student's pronunciation was understandable with some error.	Student's pronunciation was very clear and easy to understand.
INTONATION	Frequent problems with intonation. Pronounce words in a monotone voice.	Intonation errors sometimes make it difficult to understand the student.	Intonation is usually clear/accurate with a few problem areas.	Intonation is almost always very clear/accurate.
VOLUME / VOICE	Speaker uses little variance in pitch, rate and volume to enhance understanding.	Uses some variance in pitch, and volume to appropriately enhance their meaning a few times.	Uses much variance in pitch, and volume to appropriately convey their meaning in much of the presentation.	Uses variance in pitch, and volume to appropriately convey their meaning throughout.
NONVERBAL COMMUNICATION	Rarely uses eye contact and uses very few gestures, facial expressions or body movements, making it difficult to accomplish the task.	Uses some eye contact, gestures, and body movements to accomplish the task.	Uses appropriate eye contact, facial expressions, and gestures that support task completion.	Uses appropriate eye contact, facial expressions, and gestures that lead to successful task completion and encourage interaction.

TOTAL SCORE: 10

SCORING:

Excellent= 18-20

Good= 17-15

Fair= 14-10

Poor= 9-5



Appendix 9: Pictures







