UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

FACULTAD DE EDUCACIÓN

CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

RESEARCH PROJECT:

THE EFFECTS OF METACOGNITIVE STRATEGIES ON THE ENGLISH COMMUNICATIVE SKILLS OF 4TH YEAR STUDENTS

PREVIO A LA OBTENCIÓN DEL TITULO DE: LICENCIADA EN LENGUA INGLESA

MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

AUTHORS:

MARIUXI AUXILIADORA ORTEGA TUMBACO
ANDREA MISHELL SARMIENTO TORRES

TUTOR:

MsC. XAVIER TORRES
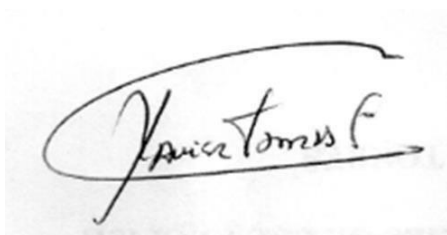
GUAYAQUIL – ECUADOR

2018

CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

CERTIFICO

Yo, Xavier Torres Freres, certifico que el Proyecto de Investigación con el tema: **"THE EFFECTS OF METACOGNITIVE STRATEGIES ON THE ENGLISH COMMUNICATIVE SKILLS OF 4TH YEAR STUDENTS"** ha sido elaborado por las Señorita MARIUXI AUXILIADORA ORTEGA TUMBACO, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.
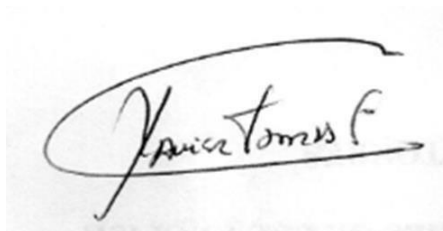
TUTOR

Xavier Torres Freres

CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación, nombrado por el Consejo Directivo de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés.

CERTIFICO

Yo, Xavier Torres Freres, certifico que el Proyecto de Investigación con el tema: **"THE EFFECTS OF METACOGNITIVE STRATEGIES ON THE ENGLISH COMMUNICATIVE SKILLS OF 4TH YEAR STUDENTS"**, ha sido elaborado por las Señorita ANDREA MISHELL SARMIENTO TORRES, bajo mi tutoría y que el mismo reúne los requisitos para ser defendido ante el tribunal examinador, que se designe al efecto.

TUTOR

Xavier Torres Freres

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR

DECLARACIÓN DE AUTORÍA

Yo, MARIUXI AUXILIADORA ORTEGA TUMBACO, con cédula de ciudadanía No. 0925322463, en calidad de autor, declaro bajo juramento que la autoría del presente trabajo me corresponde totalmente y me responsabilizo de los criterios y opiniones que en el mismo se declaran, como producto de la investigación que he realizado.

Que soy el único autor del trabajo del Proyecto de Investigación: "THE EFFECTS OF METACOGNITIVE STRATEGIES ON THE ENGLISH COMMUNICATIVE SKILLS OF 4TH YEAR STUDENTS"

Que el perfil del proyecto es de mi autoría, y que en su formulación he respetado las normas legales y reglamentarias pertinentes, previa la obtención del título de "Licenciado o Licenciado en Lengua Inglesa mención en Enseñanza y Administración de Sistemas Educativos en TEFL", de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica Vicente Rocafuerte de Guayaquil.

_____

Mariuxi Auxiliadora Ortega Tumbaco

Autor

CESIÓN DE DERECHOS DE AUTOR

De conformidad con lo establecido en el Capítulo I de la Ley de Propiedad Intelectual del Ecuador, su reglamento y normativa institucional vigente, dejo expresado mi aprobación de ceder los derechos de reproducción y circulación de esta obra, a la Universidad Laica Vicente Rocafuerte de Guayaquil. Dicha reproducción y circulación se podrá realizar, en una o varias veces, en cualquier soporte, siempre y cuando sean con fines sociales, educativos y científicos.

El autor garantiza la originalidad de sus aportaciones al proyecto, así como el hecho de que goza de la libre disponibilidad de los derechos que cede.

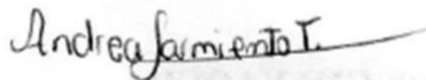Mariuxi Auxiliadora Ortega Tumbaco

Autor

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS DE AUTOR

DECLARACIÓN DE AUTORÍA

Yo, ANDREA MISHELL SARMIENTO TORRES, con cédula de ciudadanía No. 0918730805, en calidad de autor, declaro bajo juramento que la autoría del presente trabajo me corresponde totalmente y me responsabilizo de los criterios y opiniones que en el mismo se declaran, como producto de la investigación que he realizado.

Que soy el único autor del trabajo del Proyecto de Investigación: "THE EFFECTS OF METACOGNITIVE STRATEGIES ON THE ENGLISH COMMUNICATIVE SKILLS OF 4TH YEAR".

Que el perfil del proyecto es de mi autoría, y que en su formulación he respetado las normas legales y reglamentarias pertinentes, previa la obtención del título de "Licenciado o Licenciado en Lengua Inglesa mención en Enseñanza y Administración de Sistemas Educativos en TEFL", de la Facultad de Educación- Carrera de Ciencias de la Educación mención Inglés de la Universidad Laica Vicente Rocafuerte de Guayaquil.
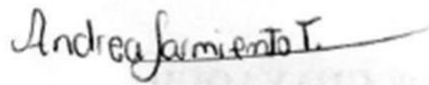
_____

Andrea Mishell Sarmiento Torres
Autor

CESIÓN DE DERECHOS DE AUTOR

De conformidad con lo establecido en el Capítulo I de la Ley de Propiedad Intelectual del Ecuador, su reglamento y normativa institucional vigente, dejo expresado mi aprobación de ceder los derechos de reproducción y circulación de esta obra, a la Universidad Laica Vicente Rocafuerte de Guayaquil. Dicha reproducción y circulación se podrá realizar, en una o varias veces, en cualquier soporte, siempre y cuando sean con fines sociales, educativos y científicos.

El autor garantiza la originalidad de sus aportaciones al proyecto, así como el hecho de que goza de la libre disponibilidad de los derechos que cede.

_____

Andrea Mishell Sarmiento Torres

Autor

DEDICATION

I would like to dedicate this work to God because he gave me all the strength to reach this goal; His words said "Beat your plowshares into swords, and your pruning hooks into spears; let the weak say, "I am strong." Joel 3:10.

Words are not enough to describe how grateful I am for all the support of my mother and my little son because they showed me that all the dreams may become true.

To my mother Francisca who says the right words at the right moment to support me to keep working, to be better than yesterday.

To my son Jesus Elias with his bright smile; his tenderness and pure love gave strength to keep on each day of my life.

Becoming a teacher is the most gratifying profession that would exist. Thanks to the teachers who inspired me to be part of a different teaching generation for a different way to cover all the needs of learners.

To my professor Mr. Xavier Torres who always believed in me and shared his knowledge and time to help me learn and improve myself.

Mariuxi Ortega Tumbaco

DEDICATION

I would like to express my total gratefulness first to God who allowed the accomplishment of this goal this year.

I would like to dedicate this research project to all my family, teachers, students who believed in me.

The road was really hard but your love showed me all is possible. Moreover, becoming a teacher is the most gratifying profession that would exist.

Thanks to the teachers who inspired me to be part of a different teaching generation. Thanks for giving me suggestions when I did not know what to do with my pupils, when they had needs in their process of learning; you always gave me an answer to help them.

Thanks for every single class motivated me to be a better English teacher, to teach with love and remind me to maintain in continuous training.

To my mother Patricia whose faith and love was unconditional every day for motivating me to reach my goals because big things could be achieved if I want to.

To my University professor Msc TEFL. Janeth Mora whose educational support to my professional growth was permanent.

Andrea Sarmiento Torres

ACKNOWLEDGEMENT

I would express my sincere gratitude to each one of those important people who have contributed to complete this project:

- To my mother and my son whose love, help and faith that they always showed me strengthened me to go forward.
- To my dear tutor Mr. Torres for his patience and constant support to finish this project.
- To my project partner, Andrea. Thanks for being not only my partner but also my sister for mixing our ideas and doing a great research that would contribute to the new generation and be compromised to finish in the time that we thought, may you always be blessed in your life my dear friend.

Mariuxi Ortega Tumbaco

ACKNOWLEDGEMENT

I would express my sincere gratitude to each one of those important people who have contributed to complete this project:

- To my mother, grandmother, and sisters Patricia, Olguita, Alma and Liz whose love helped me, and the faith that they always showed me strengthened me to go forward.

- To my dear tutor Mr. Torres for his patience and constant support to finish this project.

- To my project partner, Mariuxi. Thanks for being not only my partner but also my sister, for mixing our ideas and doing a great research that would contribute to the new generation and be compromised to finish in the time that we thought, may you always be blessed in your life my dear friend.

.

Andrea Sarmiento Torres

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

.

ABSTRACT

The present project is focused on The Effect of Metacognitive Strategies on speaking performance of Beginner Students, the lack of motivation when the students were developing many activity of L2 influenced to research it, so the purpose is to increase self-confidence in students when they face new challenges in L2 with considerable principles and appropriate techniques to reduce the impact of new language over them. Learners feel lower self- esteem at moment to produce and acquire speaking. And this is a key to prepare with metacognitive strategy because it refers a high- order thinking that permits to obtain a good understanding when they are learning. The application of qualitative and quantitative methods on 20th students are going to be apply for determining through observation with a group of students at the moment to transmit ideas also identify weaknesses and strengths for creating new ways to teach for improving this problem with a better approach on effective communication. In conclusion the researcher is based on how the project is to be implemented to change and give solution for speaking including how students achieve all objectives and welfare for them. Teacher and students are a perfect combination to break out the monotony.

Key words: increase, techniques, challenges

INTRODUCTION

1 Study Approach

By the time, education is faced news challenges in where the students often are having difficulties with oral production. This research project is focused on the main problem presented on fourth year students, whom dislikes speaking in class because they do not feel a good environment for them which affect their emotional and cognitive process in which these complements combine with a low participation and limits the results of the students in this learning acquisition process.

One reason that students avoid to communicate even when the topics are interesting or related with their hobbies or likes that permits the interaction goes on between themselves, but the lack of interest deals with a result that we are presenting. They may not give accurate answers or students may not know the real cause or reason that cut connection between teacher and student sometimes students feel a bad sensation or they think that speaking is the worst thing in the world but this may not be the reason for avoiding speaking.

Learning a new language involves different stages that teacher builds with his/ her students in this case, at moment of solidification knowledge, students create some difficulties which can be overcome with meta-cognitive strategies' application. Students have to face their fear during this process. Involving the prior knowledge of them, students can break their own limits which are included to produce L2. Students rise in poverty and lack of resource with limited proficiency in English, students need to arrangement it.

Students find some difficulties at moment to speak and they can connect ideas in a correct grammatical order, deficit in produce this new language are the principal troubles that teacher and students faced in daily routines of class, specially miscommunication that is the big gate of learning. One of the most important skills is speaking in which students with a correct practice they will be able to transmit their emotions, ideas, feeling or desires in a better way to increase their morale when they are speaking without limitations.

1.1   Background of the problem

Speaking in English in class is demanding to children of 4th grade, who cannot connect with the new episodes of second language, so they feel a lower self- confident and self- esteem that creates a big wall to produce it. Also, students have a limitation at moment to speak for this reason this project is based on effect of metacognitive strategies to improve speaking on beginner learners. Management of class in a principle key to do not break the connection between teacher and students, 20 percent of student have a deficit with speaking that we observe their barrier for producing this language. The correct administration of these problems permits to avoid a failure in speaking and their academic life that learning is connected with all the areas of acquiring knowledge.

However, it is also to recognize the advance of education is covered or reached all aims to communicate between people without exclusion, it does not matter the level of economy or incapacity, races and ethnic groups, but even these groups presented difficulties in communicate skills. Besides, it is necessary to stay a general view that learning is depended of factors like emotion, physical and intellectual so with one variation of these the process can be broken.

1.2   Statement of the problem

How students can develop a better oral communication using metacognitive strategies in order to reinforce their previous knowledge?

1.3   Systematization of the problem
   - Which are the common factors that reduce the oral proficiency in students?
   - In what aspects have been affected the students' learning when teachers create a monotonous class?
   - How influences teachers and parents in the student's English language approach?

1.4   Broad Objectives

- To determine a good connection between teacher and student permit the uses of meta-cognitive strategies for speaking the new language through a new environment of class in 4th year students.

1.5   Specific Objectives

- To diagnostic the speaking skills through interaction between Students and games in order to know students level with specific activities like role- play or short dialogues.
- To face the threat that students feel at moment to produce and express their ideas with debate about a certain kind of topic that permits to encourage students to speak.
- To identify the principal effects of meta-cognitive strategies and how can be used it with games inside and outside the classroom also how students can adapt a different situation.
- To select the best strategies to student and increase their self- confident for speaking with the application of speaking activities like interview and games in which the students will have broken their weakness.

1.6   Significance of the Study

The level of the pupils is acquiring a big deficit at moment to produce the new language for that reason students are creating walls inside their minds only focus on what is the grade during the partial not more, so this project was chosen for improving speaking skills to students in order to reinforce and manipulate their previous knowledge.

Students can get more opportunities to lost and cover the lack of vocabulary and fluency through diverse and dynamic activities for preparing a new profile of students at the end of scholar year.

The metacognitive ability to select and use particular strategies in a given context for a main purpose means that the students can think and make conscious decisions about the learning step also students can assemble and expand the information that is given through the principal person who is the teacher. The study concerns in combining the metacognitive strategies to encourage the students to speak.

1.7   Scope and Delimitations of the Study

Primary Director:

Location: North of the City

Province: Guayas, Guayaquil

Area: North

Parish: Tarqui

Course: 4th

Section: "A"

Number of Ss: 20

1.8   Research Questions

1. - What are the teacher's procedures to motivate students in the class?

2. - What is the importance of self- assess of the students?

3. - How teachers can fulfill the objectives during the class?

4. - How teachers encourage the students speak in class?

5. - How important does this project have a good result?

6. - How the school's environment helps the students to deal with their weakness?

7. - How the constructivism will be applied in this project?

8.-What are the purposes in which students break their walls to transmit?

9. - How relevant is the learners can demonstrate a better result?

10. - What are the plans to give the correct support to student in order to get the point?

1.9   Identification of Variables

The effects of metacognitive strategies for English Communicative Skills.

1.10   Operationalization of Variables

Variables	Definition	Dimensions	Indicators	Instruments
The effects of metacognitive strategies	The understanding students have about their own learning process. The ability to analyze us ideas and reanalyze them.	Using tools Metacognitive strategies inside the classroom	Activities that promote metacognitive strategies Students performance that show self-awareness	Surveys Observation Pre-Test
English Communicative Skills	The successful engaged and meaningful Speaking interaction, in which students share their ideas, putting in practice their abilities and knowledge.	Poor acquisition of vocabulary Lower self-esteem and anxiety	Students' oral performance Motivate students' ideas and thoughts in the English Language	

CHAPTER 2

Introduction-

In this chapter describes how the process of metacognition had a big influenceon young learner when they were acquiring a second language. The process of learning which is mentioned by many authors whom gave more than hypothetical concepts they presented results about how students improve their ability to speak. Also, how students did not realize about when they have learned in a real concept because sometimes students only learned for a specific moment and this knowledge had deleted in short period of time in other words; It became in an obsolete information, but when a teacher applies a strategy totally different so pupils practice or do some metacognitive activities they observed their own process of learning inside the classroom.

Metacognition had two main factors that are involved in this term like metacognitive strategies and metacognitive knowledge for reaching a good approach when students are learning so it is important to remember how language acquisition is represented by some aspects that learners deal with these aspects like a lower self-esteem, lack of motivation, a poor acquisition of vocabulary, monotony classes and underestimated.

2.1   Literature Review

Metacognition refers to the understanding students have about their own learning process. It studies primarily from the need to understand the mental sequence performed by learners need to deal with their academic process and they felt bad or worried so according with recent researches, some educators have considered metacognitive strategies like one of the most important results that could be applied inside the classroom because permit to manage all the factor sometimes emotions that a student has when need to learn something new in this case a second language.

Poor acquisition of vocabulary at the moment to communicate

According to a research by Diaz (2015) based on a group of students from a conversation class, composed by six girls and four boys whose ages are 8 to 10 from Colombia, and their English level according to the Common European Framework was A1. In this study, students who showed difficulty to recall (memorize) information were explained the stages of metacognition and were asked to use metacognitive strategies during the activities. In this study teacher proposed using journal notebook in which this material could help them to acquire information better and build up a range of vocabulary daily, remembering this information in the class speaking time could be useful so they get more fluency and accuracy in an easy way at the moment to communicate with their peers in the activities. The study also shows that training the learner on metacognition will help his/her to be able to develop a different way to figure out understanding of a word rather than applying the traditional ways such as memorizing, translating, looking up in a dictionary and assimilating words within the context. (Diaz, 2015) Cited Lam who stated that through these strategies instructions engage students in creating meaning by their own based on record their experience of course obtaining a spontaneous talk (Diaz, 2015) mentioned Cameron, although this research shows that 29% of the students translate words and 28% of them think that it is not necessary to learn strategies.

This research analysis confirmed that 60% never set objectives for learning new vocabulary and the 45% of them think that they possess a great range of classroom research with get the solutions to prevent learning problem using the journal diary the numbers words increase from 5% or 6% in every lesson. That get the conclusion that students were not conscious to learn about strategies for learning in fact pupils apply it in their learning. By the other part find a useful for their development. Students have to feed their own learning using this technique and get advantages to understand their own role in leaning and not only get vocabulary also obtain a great advance in their oral proficiency that is a big issue in Latin American learners because vocabulary and speaking are strong connected.

To sum up this investigation emphasizes pupils struggle to learn new words and do not follow on the process they put up with while learning. Teacher will have opportunities though different studies to implement this strategy to become the

new generations a metacognitive student having a raise of awareness on learning strategies with this they become more familiar to used it in any situations and scaffold by their own their knowledge thus the teacher only will a guider.

Using tools inside the class to motivate students

This study is based on amount of 72 male and female Iranians' learners whose ages were between 14 to 18 years old from Kowsar Language Institute Esfahan with an intermediate and advanced level in EFL that were selected according to their scores from Oxford Placement Test that was taken to know their level of knowledge besides if they were able to be a participant in this search in which the investigators get the conclusion that work with an experimental group this project would get better resolves instead of a regular leaners in the improvement of speaking skill and have a big impact in their attitudes as foreign learners. For that reason were involved in a project where most of them did not know what metacognitive means, for example when a teacher analyzed if students could do activities using metacognitive strategies by themselves they felt like a stranger and uncomfortable furthermore whose have a big lack of information about this second language so the researcher establish this over metacognition pupils will have recognized and got a better comprehension about metacognition also they could analyze and evaluate their own process and be conscious about which steps and activities learners practiced to get a successful knowledge with a great enhancing in self-assessment. According to (Koosha, 2016) that self-assessment is one of the most important effects on students because they learn how to develop a new second language into their cognitive abilities. However, this process has many difficulties because speaking is considered one of the most difficult abilities in L2 also students do not realize how they learn for this reason using a portfolio is a great tool to support this process of learning sometimes education is only focus on students obtain high grades, but the implementation of a resource like a register creates or gives more facilities for students to speak. (Koosha, 2016) Cited Allan & Pierson mention that portfolio is a useful strategy because they could discover by their own their learning styles.

Also, one author defines the use of portfolio like a register in which students could identify their own advance when they are learning even to improve speaking.

According to one research (Koosha, 2016) that had established on 72 students intermediate and advanced school where learners showed good results using a speaking portfolio. Almost 80% of the participants said the effectiveness of this tool and how they expressed their own progress even they acquired a feedback that permits to improve their previous knowledge. Also, the results had shown male students said that they felt more comfortable than female students when they were recording on video so after this activity students analyzed their own speaking and learnt a lot of from their peers (Koosha, 2016). Thus, it is considered a good effect over students because using it for covering the lack of vocabulary, use a correct pronunciation and intonation when they speak. Teacher taught this kind of strategies to reduce and reinforce their students felt encouraged to try express and correct mistakes by themselves without limitations.

In conclusion It considered that this research will be a stronger effect and support for teaching L2 especially when students try to express their ideas or belief by self-assessment their own process. Students could discover a new system when a teacher needs to evaluate oral proficiency also how students deal with the pressure when they did not have a wide range of vocabulary so for that reason metacognition permits to cover all these empty spaces on their mind.

Lower self-esteem and anxiety during a conversation

It is important to recognize speaking is one the most important skills which demands to be aware, learners need to have a quick answer when they are involved in a conversation in other words they need to acquire a natural position when set up a good interaction between classmates. Moreover, students deal with a big problem at moment to transmit their ideas because feel anxiety, so they think in two learning problems at that point one is how to recall on a correct order the words and manage their emotions (self-esteem); nevertheless one factor which limits the pupils during the activities and block their system and does not tries to produce orally because the effect of nervous / nervousness on their bodies this research show that the 50 and 75 % of students have a high level of anxiety and a 30% had the lowest grade in the Liker scale.

Based on this investigation (El-Sakka, 2016) whose participants were Egyptian University students that the principle issue is how to develop a correct oral proficiency, organize their ideas and, avoid mistakes at the moment to talk produce by an emotional condition that become stronger if teachers and students do not try to find a solution to prevent this distractor. (El-Sakka, 2016) Cited Awan, Azher, Anwar, and Naz (2010) whose studies show that language anxiety and achievement are negatively connect in learners. In addition, that it produces that it lowers the student's self-esteem and lowers its performance; In spite of this this group of learners have been studying English for fourteen years without achieving effective results using different strategies by the teachers but none of them get succeed.

According to (El-Sakka, 2016) explain that applying metacognitive and self-regulated strategies as a principal and useful tool inside the classroom because they are going to have an big impact in their learning process and be motivated in the speaking time moreover students will manage their problem with anxiousness at the moment to produce orally and based on more self-regulated method when they perform their tasks will get better results .In addition teachers have to change their traditional way of teaching and innovate this new technique for the benefits of the pupils. To conclude self- regulated and metacognitive strategies will be applied and may discover new learning style in learner and use in their training. (El-Sakka, 2016) Mention also that Hinkle, Wiersma, & Jurs, 1994 learner` improves significantly in a 30% of their oral proficiency and loss the negative emotions using these strategies.

2.2   Theoretical framework

Metacognition has been over the years an influence over this process of learning a foreign language, creating and adapting new information and built a new one for teachers as a guide and students, they will be able to identify their weakness and correct their mistakes by themselves applying these strategies. "Metacognitive strategies (particularly self- management strategies) have been reported to contribute notably to the development of autonomy among distance learners in particular." (Lewis, 2008)

According to the author, the process of learning through metacognitive strategies has developed good results because it permits to improve the learner's autonomy in a

way that students can get results without help. Also, the teacher is applying all the physical and technological resources in order to fulfill the results to have learners without lack of understanding.

Metacognition has been defined by different authors finding the best description of it according to (Lai, 2011) that cited the following investigators that contributed to this methodology.

(Schraw 1998) defines:

> "Metacognition is a tool like as a multidimensional in which students find out their own weakness and will set and achieve and develop their skills areas to the general and the specific during the problem solving."

The author who gives us a better concept how the metacognition has an impact over a student in different fields also permits to analyze and create a solution when someone faced a specific situation while is learning. Moreover, one specific purpose is when they can identify and recognize their weakness and strength for improving speaking by them. Students will reinforce and develop their creativity at the moment to learn, especially when they are in the phase of production (speaking); they should create new solutions for some situations or challenges that they have to face. So, in an intrinsic and extrinsic way student develop their skills to produce more than the first time when used a metacognitive activity even though using this tool permits to compensate for deficits in the prior knowledge.

> "Metacognitive strategies are self- regulatory strategies in which learners are aware of their own learning. They involve thinking about the learning process-planning for learning, monitoring of comprehension of production while it is taking place and self- evaluation after the activity is completed." (White, 1993).

According to White metacognitive strategies has been improving the knowledge of learners in a way to permit more and more understanding while they are produced a new language in other words when they communicate after that can correct their mistakes and reflect about them with a good attitude so the process of communication can be fulfilled.

These are the results of the effects of metacognitive strategies when they are implemented in class so the benefits are the creation of a new profile for learners; also, it is useful to encourage them to understand the communication. Students can improve the self-assessment and self- management in order to be better speakers. If students realize when a good oral communication have established new parameters to understand in a better way the true purpose of each conversation.

The educational environment is a vital element of this process of speaking because the physical and intellectual aspects are connected if the physical could cause damage on the intellectual part, for that reason like a complement of learning is the adequate environment to speak in class. It is necessary to establish the characteristics of a good and bad speaker for identifying the correct levels of students in order to use the appropriate strategies for improving their speaking skill. "They will reject formal lectures and choose more participative methods, perhaps using physical props and entertaining demonstrations. These activities, the arguments goes, will engage the enthusiasm of the students, will motivate them, and they will learn with a correct motivation for." (Jenkins, 2001).

Metacognitive strategies facilitate how to learn. So, in this part can incorporate appropriate strategies into courses, and get a social learning experiences, pre- and post-training activities and other formal and informal experiences. Based on that ask questions. During formal courses and in post-training activities.

1. Ask questions that allow learners to reflect on their own learning processes and strategies. In collaborative learning, ask them to reflect on the role they play when problem solving in teams.

2. Foster Self-reflection. Emphasize the importance of personal reflection during and after learning experiences. Encourage learners to critically analyze their own assumptions and how this may have influenced their learning.

3. Encourage Self-questioning. Foster independent learning by asking learners to generate their own questions and answer them to enhance comprehension. The questions can be related to meeting their personal goals

4. Teach Strategies Directly. Teach appropriate metacognitive strategies as a part of a training course.

5. Promote Autonomous Learning. When learners have some domain knowledge, encourage participation in challenging learning experiences. They will then be forced to construct their own metacognitive strategies.

6. Provide Access to Mentors. Many people learn best by interacting with peers who are slightly more advanced. Promote experiences where novices can observe the proficient use of a skill and then gain access to the metacognitive strategies of their mentors.

7. Solve Problems with a Team: Cooperative problem solving can enhance metacognitive strategies by discussing possible approaches with team members and learning from each other.

8. Think Aloud. Teach learners how to think aloud and report their thoughts while performing a difficult task. A knowledgeable partner can then point out errors in thinking or the individual can use this approach for increased self-awareness during learning. Another approach to thinking aloud is the working out loud approach. Listen to this interview with Jane Bozarth about working out loud.

9. Self-explanation. Self-explanation in writing or speaking can help learners improve their comprehension of a difficult subject.

10. Provide Opportunities for Making Errors. When learners are given the opportunity to make errors while in training, such as during simulations, it stimulates reflection on the causes of their errors.

In summary, metacognition is a set of skills that enable learners to become aware of how they learn and to evaluate and adapt these skills to become increasingly effective at learning. In a world that demands lifelong learning, providing people with new and improved metacognitive strategies is a gift that can last forever.

According to Jenkins the role of a teacher is to be a motivator for pupils with the use of physical activities, teachers can create a motivating class when they are speaking. The main objective is to allow students to participate actively in each activity in class. The role of the teachers is an essential element during this process because teachers thinking at the different kind of troubles that a student could be have also they willadopt innovative techniques to results all the difficulties at moment to speak. It is important to remember students are learning inside the classroom, they demand more activities like the previous author said; so, one of the theories that could be useful to achieve the goals of this project is Constructivism. Based on Jean Piaget theory, an essential constructivist, in the process of learning students build up and store new information. At the same time, they develop their cognitive process for creating from a basic point that allows them to develop a level of knowledge to construct different realities. This shows they could be able to solve problems in class. (Jacki Watts, 2009).

Applying constructivism inside the classroom demonstrate more interaction between students and how they produce an effective communication through activities, the ones who benefit greatly are students and the teacher who allows them to enrich their knowledge with new experiences because with the implementation of Constructivist ideas, students will learn on their own, structuring, creating, inventing, and developing future activities relating past experiences to the new situations (Page, Creating and Sustaining the Constructivist Classroom, 2005, p. 168) Because students have been passed a process in where they had already built and store information related to how to speak better could be using some short activities inside the classroom using daily routines to promote a stronger acquisition of L2. (Dincer, 2017) "A good speaker of English is like a river because the river flows quickly and it has clean water. Then a good speaker is someone who speaks very fast with a clear pronunciation"

Based on Dincer who explains the process of a communication making a comparison with a river so when a good speaker can talk and express concrete ideas (accuracy) which determines the flows of words then learner makes association of pronunciation and fluency so there are principles that a teacher can identify in hers/ his students at moment to speak for achieve a true communication. However, students almost all the time have different qualities that permit a teacher to recognize the class' level. (Harmer, 2001) Cited Rubin & Thompson describe attributes of a good learner: who is creative, balanced, make her/ his own opportunities for practices and learned from mistakes and also tries to avoid them again.

According to the authors students present a profile in which teachers may determine their characteristics at the moment to learn and speak so teacher need to consider and be reflective at moment to listen their pupils because is important to keep on and improve these qualities in the classroom.

In our environment students become rapidly bilinguals and trilingual by nature acquire of new information that is faster than previous decades also how a person learn byapplying different ways of communications with the outside world using the language and started growing up with divers' language knowledge apart from our own mother tongue because people use them in their daily life all the time. Every human in their whole life accustomed their brain to hear different languages and a variety of dialect for the speech that offer our societies. It important to emphasize that according to(Fulcher)2014) that every person has their own way of speaking that means their own idiolect and shares it with the members of their community.

The acquisition of a new language would be easier only by innate because when someone learn a new language since they are kids obtain a wide range of opportunities in their brain because it becomes like a sponge ready to receive and save information moreover, the interest and curiosity that children had at moment to speak a foreign language in the modern age also achieve some goals like understand videos games and some cartoon on TV. Some studies are focus on working and recreating kids to bring them fun at moment to learn something different to avoid their learning problem at moment to communicate which means they have a deficit at moment to transmit ideas with fluency so during the process. It is necessary to implement all the possible tools to face this trouble because it could be appeared if does not have a correct support and motivation. Some children could be feel stranger. For that reason, after the age of nine years old the process of learning has more complexity and teacher has to make an effort in approach and develop a new language. At the age of adults and adolescent's apprenticeship come challenging.

(Fulcher, 2014) Describes the function of speaking; It is used to communicate with others, so a speaker needs to make choices depending on the formality of the situation to fulfill a true conversation. The social status of the various speakers and a range of other contextual variables depend on the production of the oral skills. Speaking process had become one of the most difficult skills to achieve on L2 learners.

(Fulcher, 2014) Mentions a good speaker had to decide what to say, how to articulate the words, and create the physical sound that carry on meaning. Second language learners need a knowledge for the language they want to speak and the understanding of the phonetic structures of the language at the level of individual word and understanding the intonation. Fulcher defines the process of communication is related to how is teacher's role.

In recent years, speaking has been some debates about which the best strategies or method would be to use in students for the acquisition in a second language and what they would obtained when fulfill a good speaking' level. On another hand, teachers hope they would be able to talk, write, read successfully in English using the correct strategies for them and continue developing their skills area according to the age's pupils; so, students gain an appropriate range of words (vocabulary) that could use in any conversation without limitation for completing a true purpose of communication. One strategy that educators apply is Task Based Learning that according to (Frost, 2007) offers an alternative in where teacher does not predetermine an order in the class because students develop speaking skill through tasks creating and connecting previous knowledge and build new one. The principal goal based on students achieve, moreover, students will learn by their experiences and also this theory emphasize in their oral production because in the entire lesson they would have a strong communication with their peers during the task-based lesson.

According to (Robinson, 2011) tasks provided information for the students to recognize what are the gaps they would have in context in their process of learning and with it; teacher their students weakness so put in practice to improve theirs to make an effort for rethinking and come to their mean the information that they approach in class. In addition, task-based learning explicit teacher gives a better feedback for students also how they felt motivated and delightful.

All of these strategies are so close and related to obtain a powerful development in communication. And what is the true purpose of Communication according (Oxford, 2017) mention that is "the ability to convey or share ideas and feelings effectively". (Hunston, 2010) Explains Communication is the goal of language teaching. (Stelma, 2010) Communication is one of the most challenge skills for students because according to (Jones, 2015) people express nervousness to talk in public in 75 percent in recent investigation it is important that every classroom students feel comfortable at the moment to speak.

Teachers should to implement inside the classroom every day the communicative skills assigning a speaking time one month before moreover they would feel motivated to talk because the tasks would be about their own experiences. We analyze the results so permit to demonstrate what the main points are at moment to put into practice this technique.

According to this author (Hunston, 2010) oral production is not only include grammar because is focus on sociolinguist knowledge and strategies competences where students identify weakness and improve them.

According to the EFL Ecuadorian curriculum the communicative skills are based on a constructivism learning that helps students to feel engaged with the language in their learning approach this theory would help them to improve their oral production to be more active in classes and get a meaningful communication. A meaningful learning get a big impact molding and training our cognitive and metacognitive part in the acquisition of the foreign language given a variety of opportunities for learner coming back their language experiences to the present time in solving problem expanding their language resources moreover communicative skill would give the advantages to processing content select the information relevant, purposeful, interesting, and engaging. To obtain a successful learning is important to apply effective communicative strategies. Is relevant to keep on mind that the classroom is their second house pupils in which have to feel safe to share their idea spontaneity and freely with their pairs making that the students know that the teacher is only a facilitator inside the classroom; that is because every student has to collaborate with their thought because the learning depends only on the participation and interaction with other

2.3 Legal Framework

The English Language curriculum in Ecuador was created for students from 2nd to 10th EGB and 1st, 2nd, 3rd BGU whose mother tongue is not English this curriculum presents a statistics and framework by learning English while acknowledging authentic, culturally relevant production and practices in order to facilitate the process in learners apart from their own roots. (English as a Foreign Language Curriculum, 2016, pages. 2,3) This curriculum is created with monolingual and multilingual learners, including those who speak Spanish and those who have little or no Spanish. It aims to support the policy of developing citizens in Ecuador that would communicate effectively in today's globalized world.
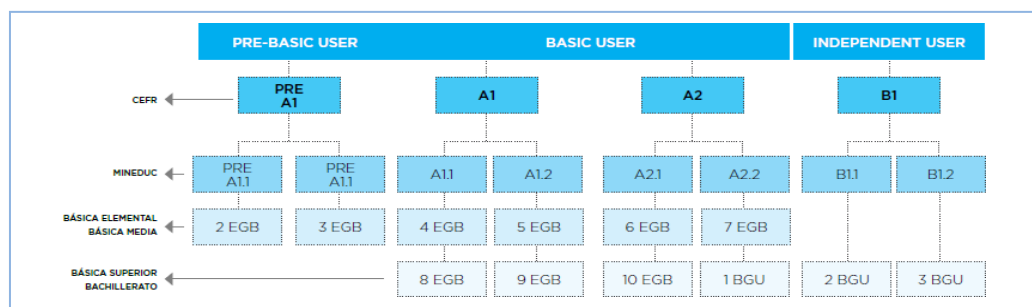
Figure 1.- Chart of English Levels

Fount: (Ministerio de Educaion del Ecuador, 2016)

Moreover, the methodology and classroom development would be applied by CLIL model. The principle core can be summarized for a variety of strategies to be used in class with students such as communicative language approach, content language integrated learning, thinking skills, and learner centered approach. The 4C threads based on the four principal skills listening, speaking, reading and writing for the improvement and development of the skills of EFL learners. This are the five threads Oral Communication (includes speaking and listening), Reading, Writing, Language through the Arts, and Communication and Cultural Awareness. Linguistic functions will be framed within the international standards of the Common European Framework for Language Reference (CEFR) (English as a Foreign Language Curriculum, 2016, pág. 4). In our research project the main objective is to improve student's speaking areas using metacognitive strategies for that reason focus on 4th EGB year students whose level proficiency according to the Common European Framework would be A1 – A1.1 abasic user. (English as a Foreign Language Curriculum, 2016, pág. 10)

Figure 2.- Skills developed through learning English

Fount: (Ministerio de Educaion del Ecuador, 2016)

The curriculum is designed with one principal objectives to persuade L1 learners in their linguistic intelligent through language analysis and the comprehension on written and oral texts required are critical thinking using different technic like applying inference, analysis and synthesis for the development of macros kills are useful tool in the language. The EFL curriculum expects that the students think, write, and speak in English taking a modern education system implementing new methodological strategies to obtain great results for the Ecuadorian population. (Ministerio de Educacion Ecuador, 2016, p. 17).

In the 21st Century, Education is developing through learning with a foreign language focus on three principles. One of these is the global engagement in which emphasize conscious learning understanding of the world and cultures also training students with a broad perspective of the world and what opportunities they can offer. Secondly, social and thinking skills pretend that students would work on their needs like interpersonal, socio-emotional, and intra-personal during their process and be competitive powerful in the world. Finally, foundation for lifelong living the main objective of his principle is to make an influence over students mind the love of the language since they are kids until they become adults and they would continue proving themselves and maintain in constantly training. (Ministerio de Educacion Ecuador, 2016, p. 2)

Relating this important principle based on (English as a Foreign Language Curriculum, 2016, page. 2) this reach project in which the main goal is the implementation of metacognitive strategies in students for the development and improvement their speaking area in class. The first principle is the global engagement on this research it wants to promote in students and parents' minds the importance to know and feel interested in meeting and exchanging a new culture apart from our root besides that puts in practice the language that you decide to learn so this let you to improve their relation and communication with other forgetting the fear to talk and make mistakes at the moment to talk because this would be helpful for them to having a broad knowledge with a lot of opportunities in this competitive world . The second principle is social and thinking skill is important to mention that metacognitive strategies wants that students creating their own awareness about what they have learn since they are kids and learning by their experiences and applying this inside the classroom let the students be more successful when they participate and collaborated with the teacher .At the end the most important principle the lifelong learning in which the protagonists are the students whose get all the benefits at the moment to learn a new language like English tea her have to find all type of strategies in this case it implement the metacognitive strategies to help them to they get more information by loving the language.

 Motivated the students every day to get engaged with their learning and also in the future continued perfectionist their L2 language and be real testimony that learning English in the most wonderful thing that open a wide windows of opportunities and let them to go far that students when think I English they think in a great experience in their process of learning. The oral production (English as a Foreign Language Curriculum, 2016, pages. 18,19,20) that is one of the variables on this project according to the EFL curriculum emphasize the importance of macro skills oral communication and listening because both are close and related to education in oral production because it included 3 sub threads such as listening , speaking production, speaking interaction and oral communication includes a variety of different skills can be used to improve their speaking area, moreover, the interaction between peers and correct motivation given by themselves produce more metacognition in where they are having a real contact with the second language also breaking all the limits that could be have even though teacher plays an important role when they are learning a new language. (English as a Foreign Language Curriculum, 2016, page. 19) Speaking interaction becomes like scaffolding students must feel freely to express their creative ideas according to the context. In the speaking production pupils talk about common topic that they enjoy it because let them to explode their knowledge and go far with their learning. (English as a Foreign Language Curriculum, 2016, pág. 15)

4Cs		Curricular Threads	Sub-Threads
CLIL	Culture / Citizenship	Communication and Cultural Awareness	Intercultural Awareness and Identity
			Social Competence and Values
		Oral Communication: (Listening and Speaking)	Listening Skills
			Spoken Production
	Communication		Spoken Interaction
		Reading	Literacy-rich Environment
			Reading Comprehension
	Cognition		Use of Resources & Study Skills
			Cross-curricular Content
	Content	Writing	Initial Literacy
			Text Production
		Language through the Arts	Literary Texts in Context
			Creative Writing
			Creative Thinking Skills

CLIL, critical thinking skills, and curricular threads.

Figure 3. - Curricular threads
Fount: (Ministerio de Educaion del Ecuador, 2016)

2.4   Conceptual Framework. -

Motivation. - Enthusiasm for doing something. (Cambridge, 2017)

Self-assessment. - A judgment, sometimes for official purposes, that you make about your abilities, qualities, or actions. (Cambridge, 2017)

Communication. - The act of communicating with people. (Cambridge, 2017)

Monotony. - A situation in which something stays the same and is therefore boring. (Cambridge, 2017)

Fear. - An unpleasant emotion or thought that you have when you are frightened or worried by something dangerous, painful, or bad. (Cambridge, 2017)

Metacognitive. - Knowledge and understanding of your own thinking. (Cambridge, 2017)

Skills. Is an ability that each person develop through previous activities. (Cambridge, 2017)

Language. - It is a way to transmit and produce sounds, words, and real speech. (Cambridge, 2017)

CHAPTER 3

3.1   Type of Research Description

The types of research are classified in quantitative, and qualitative. According to the nature of the two variables in this research "The effects of metacognitive strategies" and "to training Communicative Skills", this result is quali-quantitative because it combines data with numerical and statistical explanations and the characteristics of the objects.

The research is focused on the solution of speaking troubles for that reason it is necessary to fulfill through dynamic activities a good development of pupils. Increasing the self- confidence of each student also the preparation to solve problems in a communication in a naturally way because it is the second language of them.

3.2   Methods and techniques and research Instruments

This project had been worked with a combination of methods and techniques to permit a better description of students also to obtain the best results according the data and as quantitative. It also collects how was the process of application of those metacognitive strategies.

The triangulation is one technique that permits to use a better use of methods for getting a better approach. "The basic idea underpinning the concept of triangulation is that the phenomena under study can be understood best when approached with a variety or a combination of research methods." (Rothbauer, 2008) According to the author this technique is useful for creating a base and understands in a different point the problem and how are the solutions that could be applied. Triangulation is the most important part in the process of education to give a better education for children because it establishes connection between the family and teacher, learning is an emotional, physical and mental in where family develop a vital role for this process. Students are affected is they do not receive a good support that creates walls inside the mind for learning a new language. However, student can demonstrate their self-confidence and esteem when they received a correct guide and can show in any situation, but education involved all these kinds of aspects to create a new profile of each pupil.

During this research one of instruments used were a peer observation; a survey was applied to students from the three groups one of this was of students, parents, and teacher of 4th year. Another was a diagnostic test was conducted to identify the students' weakness after that with the correct analysis of observation; the strategies were applied to reinforce these deficiencies. The observation was a really useful method to determine the correct level of students in order to determine strategies according their weakness and strengths. The data collected was observed by teachers and an area director.

Metacognitive strategies are applied especially when pupils had a limitation on learning so these techniques are useful for motivating each student, however, students do not show their abilities at the moment to speak because they have a low self-esteem and confidence so is necessary to define what is the correct level for each one, teacher implements the classroom management to improve students' skills. According to the peer observation shows students had different aptitude at the moment to learn when they felt so bored or shy after learners were involved in games using metacognitive strategies in where changes their perspective about how to learn in L2. Students demonstrated a result that is totally opposite to the first observation for that reason they feel comfortable and try to speak in a better way; It is necessary to recognize that teacher defines the correct strategy to apply for them because creates a different atmosphere for speaking. Additionally, learners define their own time to learn and organization to speak their own ideas and thoughts so it permits to clarify and restore new information about a certain topic. Engage and encourage students give more opportunities to talk in class.

According to the teacher's results is important to take in consideration the emotional part of each student because is necessary to develop a better methodology to improve their abilities and sometimes they do not consider what are about the factors that determine the attention of student. For that result, teachers change their perspective at the moment to teach for creating a new environment to their students.

Another point that surveys permit to analyze was how teacher is focus on to complete the syllable like a requirement and obligation for to part of authorities, but is necessary to avoid it and implement new strategies for obtaining better result with kids. Additionally, teachers understand about how important is the application of metacognitive strategies for kids in a way develop speaking skill inside and outside the classroom also gives more opportunities to practice between peers. However, teachers need to receive the correct support by parts of authorities at the moment to make some arrangements at the moment to teach.

The observation in class shows how teacher changes his/ her methodology and obtain better speaking results in class so it is necessary to provide a new teacher profile in which can follow, remember teacher is a guide for pupils in where the metacognition is involved only if teacher applies.

According to parents, they feel a little uncomfortable at the beginning because they mention that students not only are based on grades in where they can see how students cannot transmit theirs ideas or thoughts, so it is important to take in consideration all the results in the parents' perspective because this kind of feedback permits to modify the aims of a class. Parents agree in to improve the communicative skills on kids. It is necessary to consider about what profile is shown in front of students because parents agree in teacher needs to have a good aptitude for kids.

The instruments used were a peer observation; a survey was applied to students from the three groups one of this was of students, parents, and teacher of 4th year. A diagnostic test was conducted to identify the students' weakness after that with the correct analysis of observation; the strategies were applied to reinforce these deficiencies.

The observation was a really useful method to determine the correct level of students in order to determine strategies according their weakness and strengths. The data collected was observed by teachers and an area director.

During this research one of instruments used were a peer observation; a survey was applied to students from the three groups one of this was of students, parents, and teacher of 4th year. Another was a diagnostic test was conducted to identify the students' weakness after that with the correct analysis of observation; the strategies were applied to reinforce these deficiencies. The observation was a really useful method to determine the correct level of students in order to determine strategies according their weakness and strengths. The data collected was observed by teachers and an area director.

Metacognitive strategies are applied especially when pupils had a limitation on learning so these techniques are useful for motivating each student, however, students do not show their abilities at the moment to speak because they have a low self-esteem and confidence so is necessary to define what is the correct level for each one, teacher implements the classroom management to improve students' skills. According to the peer observation shows students had different aptitude at the moment to learn when they felt so bored or shy after learners were involved in games using metacognitive strategies in where changes their perspective about how to learn in L2.

Students demonstrated a result that is totally opposite to the first observation for that reason they feel comfortable and try to speak in a better way; It is necessary to recognize that teacher defines the correct strategy to apply for them because creates a different atmosphere for speaking. Additionally, learners define their own time to learn and organization to speak their own ideas and thoughts so it permits to clarify and restore new information about a certain topic. Engage and encourage students give more opportunities to talk in class.

3.3   Research Population and Sample

Samples of 20 students were selected from the population of one section of fourth grade of one private school. The age group of these students varied from 8-9. The students at the beginning had some difficulties to transmit their thought to establish a good communication between themselves; they did not able to identify the purpose of each conversation. Since the performance of the students was measurable in order to obtain a different development after the use of metacognitive strategies. 20 parents were selected to ask some questions in order to complete the data in which they were identifying which are the needs that they see as a parent in order to see a notable improvement in their kids in the acquisition of the second language. Finally, English teachers develop the survey in which they clarify which one are the big issues inside the classroom and the things that they will improve to create a new class with a good environment, because there are the ones who interact with the kids and can faced real result in the application on the metacognitive strategies. English Coordinator give as suggestion when they realized the validation of the project according to their experience they see useful a 21 century that students apply that because that have to discover their own learning process in which they will be more independent and the learning is going to be more significant for them.

.

Students	**20**
Teachers	12
Parents	20
An area Director	1

3.4 Sources, Resources and Timeline

Processing, Presentation and Analysis of Results

Surveys' Students

Table 1.- Learning English by games

Do you think is important to learn English by games?			
Code	Description	Frequency	Percentage
Question 1	YES	18	90,00
	NO	2	10,00
	TOTAL	20	100,00

Sources: Students of 4th year

Graph 1
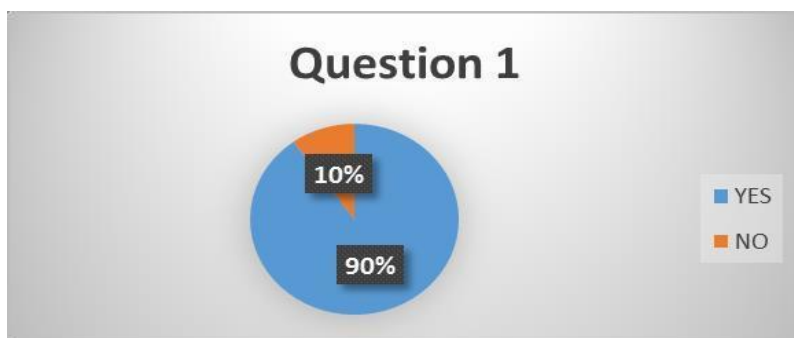
Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

The 90% of students agree in the use of games to improve their skills without pressure they think it would be useful for all the class. So, teachers can use this tool to apply inside the class to motivate and create a totally different environment not only the monotony class. Otherwise, students disagree with using of games because they said that is necessary to know what kind of games teacher will use so teacher should give a description of what types of games are involved.

Table 2.- English Classes outside the classroom

Would you like to receive English classes outside the classroom?			
Code	Description	Frequency	Percentage
	YES	17	85,00%
Question 2	NO	3	15,00%
	TOTAL	20	100,00%

Sources: Students of 4th year

Graph 2.-

Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Almost 90% of students are in agreement to receive classes outside the classroom. Also, teacher could create a different environment to improve, motivate, encourage, and evaluate hers/ his students.

Table 3. - Process of Metacognitive for learning

Do you agree with the process of metacognitive for learning?			
Code	Description	Frequency	Percentage
Question 3	YES	15	75,00%
	NO	5	25,00%
	TOTAL	20	100,00%

Sources: Students of 4th year

Graph 3

Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

The 75% of students have chosen to acquire the process of metacognitive strategies for learning a new language so the principal tool there is the teacher for creating new systems to motivate the students to produce by themselves, in a way to break the shell of conformity.

Table 4.- Motivation for learning

Do you consider the motivation is one part of learning?			
Code	Description	Frequency	Percentage
Question 4	YES	19	95.00%
	NO	1	5.00%
	TOTAL	20	100.00%

Sources: Students of 4th year

Graph 4
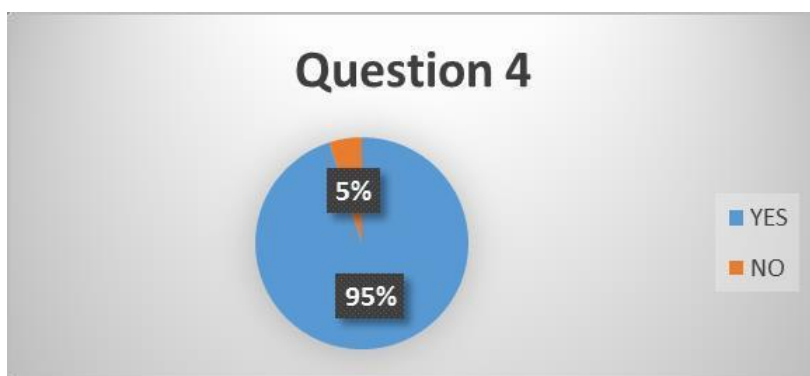
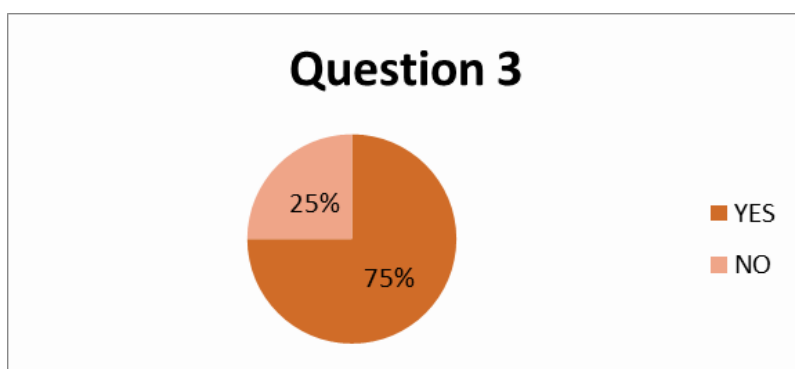Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Students are in agreement that the essential part of a class is the motivation, so learners need to improve them self-encourage for creating a connection that permits a better approach on language.

Table 5. - New environment in the classroom.

Is It necessary teacher create a new environment in the classroom?			
Code	Description	Frequency	Percentage
Question 5	YES	18	90,00%
	NO	2	10,00%
	TOTAL	20	100,00%

Source: Students of 4th year

Graph 5
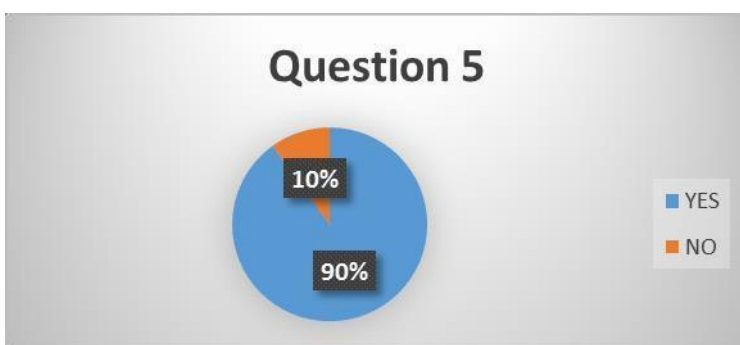
Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

A new environment form part of process how teaches to students, because the main purpose is permit they can solve and produce a good oral communication without limitation. However, those students disagree is for one simple reason, they said that teacher does not need to create a new environment only need to teach.

Table 6. - Confident in your English class

Do you feel confident in your English class?			
Code	Description	Frequency	Percentage
Question 6	YES	12	60,00%
	NO	8	40,00%
	TOTAL	20	100,00%

Source: Students of 4th year

Graph 6

Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Students are in disagreement because they are facing a lot of troubles with their self-confident to produce inside or outside the class for this reason they do not participate during class.

Table 7.- A friendly teacher

Do you like a friendly teacher?			
Code	Description	Frequency	Percentage
Question 7	YES	14	70,00%
	NO	6	30,00%
	TOTAL	20	100,00%

Source: Students of 4th year

Graph 7
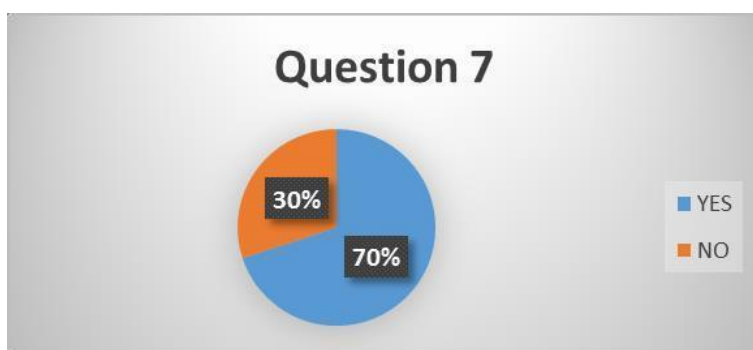
Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

The teacher's attitude is the base of his / her class, in a way to students feel safe to produce and permit to get the results that he / she wants to achieve.

Table 8.- Classes are boring

Do you think the classes are boring?			
Code	Description	Frequency	Percentage
Question 8	YES	18	90,00%
	NO	2	10,00%
	TOTAL	20	100,00%

Sources: Students of 4th year

Graph 8

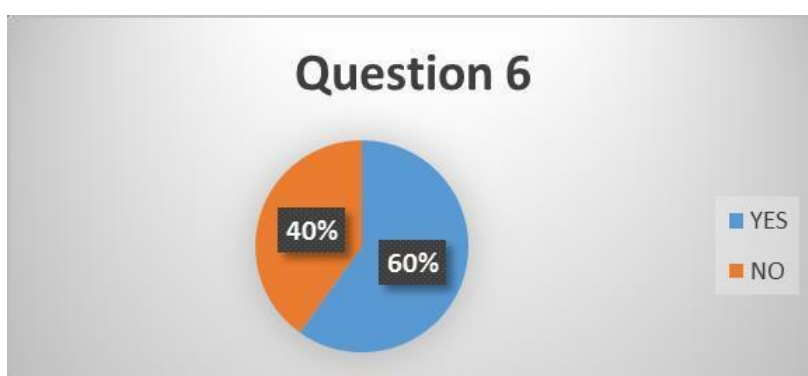Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Learners feel a decrease in their emotional life because they had a limitation so they think a different class; it could be a good strategy for learning. To be a teacher is necessary to have the appropriate techniques to break all these limitations inside the class.

Table 9.- Remembering the class

Do you remember what did you learn on class when you arrive at home?			
Code	Description	Frequency	Percentage
Question 9	YES	10	50,00%
	NO	10	50,00%
	TOTAL	20	100,00%

Source: Students of 4th year

Graph 9

Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

We had the same result because one of the problems that teachers are facing is when students do not remember any kind of information about classes, so the problem is focus on teacher because if you had good developments inside class also apply strategies in when students make something by themselves they could not forget it.

Table 10.- Having dynamic classes

Do you consider is essential to have dynamic classes?			
Code	Description	Frequency	Percentage
Question 10	YES	19	95,00%
	NO	1	5,00%
	TOTAL	20	100,00%

Source: Students of 4th year

Graph 10
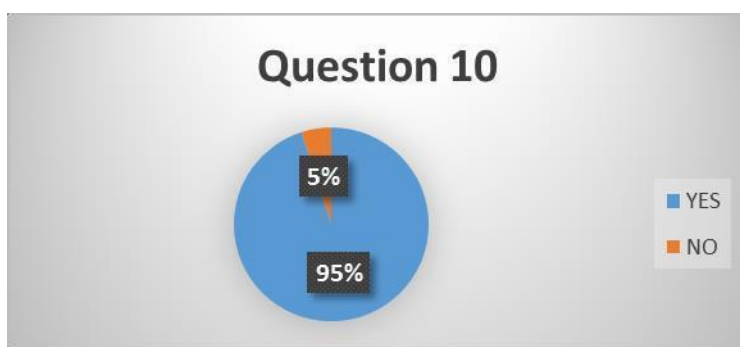
Elaborated by: Mariuxi Ortega & Andrea Sarmiento

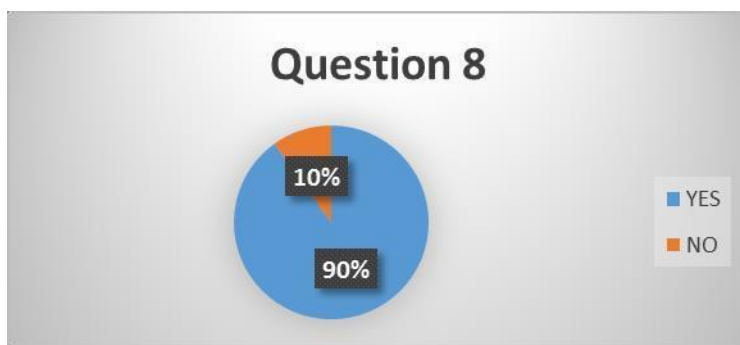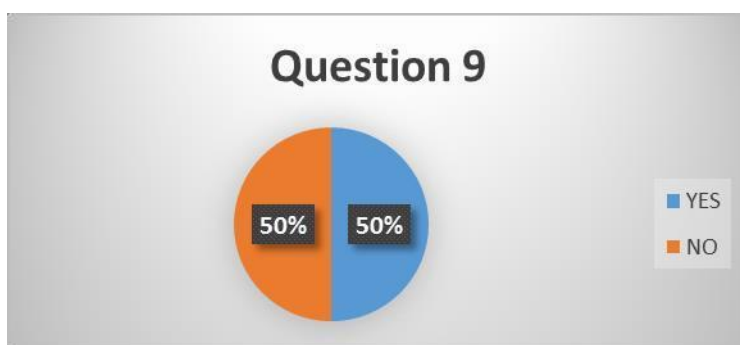Analysis:

Dynamic classes are the best option that students prefer because they agree with a new system or implementation at the moment to receive classes especially in different way that they feel a comfortable environment for learning.

Surveys teachers' results

Table 11.- Metacognitive strategies useful for students

Are the metacognitive strategies useful for your students?			
Code	Description	Frequency	percentage
Question 11	Strongly Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	4	33,33%
	Strongly Agree	8	66,67%
	Total	12	100,00%

Sources: Teacher of Educational Institution subject of the study

Graph 11
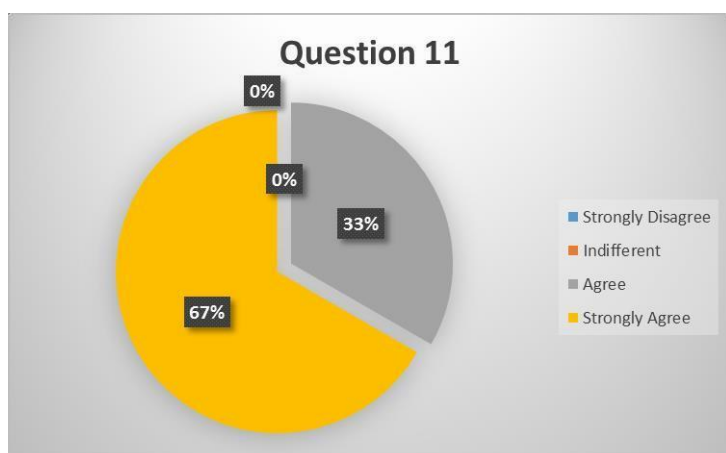
Elaborated by: Mariuxi Ortega y Andrea Sarmiento

Analysis:

Teachers are in agreement with encouraged to students for developing activities by themselves. Students need to focus on the process of learning and how they can make without help so is a way in which learners will discover the new side of learning in classes.

Table 12. - The application of Metacognitive strategies to improve speaking.

Do you consider recommendable the application of metacognitive strategies to improve? speaking?			
Code	Description	Frequency	percentage
Question 12	Strongly Disagree	0	0,00%
	Indifferent	1	8,33%
	Agree	4	33,33%
	Strongly Agree	7	58,33%
	Total	12	100,00%

Source: Teacher of Educational Institution subject of the study

Graph 12

Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

The application of these strategies permit to break all the wall which students have at the moment to learn, through activities teacher will have evaluated the process of them without pressure for obtaining a good grade. The interaction is necessary for an environment totally different for students.

Table 13.- Technology in the classroom

Is it important the use of technology in the classroom?			
Code	Description	Frequency	percentage
Question 13	Strongly Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	1	8,33%
	Strongly Agree	11	91,67%
	Total	12	100,00%

Source: Teacher of Educational Institution subject of the study

Graph 13

Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:
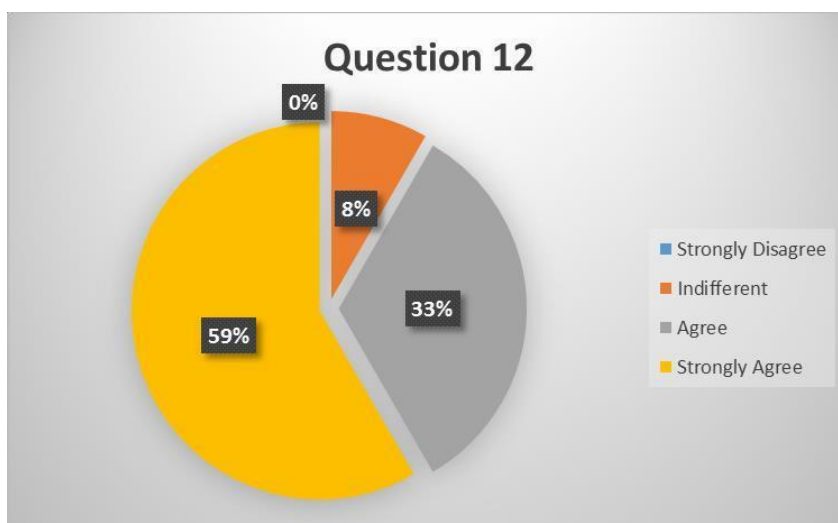
As educators known the technology is using by students in any time, so when they are learning a new language is important to obtain a better approach of it, while students have fun at the same time they are acquiring new information through different activities on Internet.

Table 14. - Speaking skill through activities

Do you agree in improving the Speaking skill through activities?			
Code	Description	Frequency	percentage
Question 14	Strongly Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	2	16,67%
	Strongly Agree	10	83,33%
	Total	12	100,00%

Source: Teacher of Educational Institution subject of the study

Graph 14

Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Improving speaking skill is the challenge of learning a new language so is a vital part of the process to motivate the students with activities to produce. Teacher mentioned that the part of student had a low self- esteem and self- confidence for that reason they did not participate in class.

Table 15. - The monotony a big influence

Is the monotony a big influence in class?			
Code	Description	Frequency	percentage
Question 15	Strongly Disagree	0	0,00%
	Indifferent	2	16,67%
	Agree	3	25,00%
	Strongly Agree	7	58,33%
	Total	12	100,00%

Source: Teacher of Educational Institution subject of the study

Graph 15

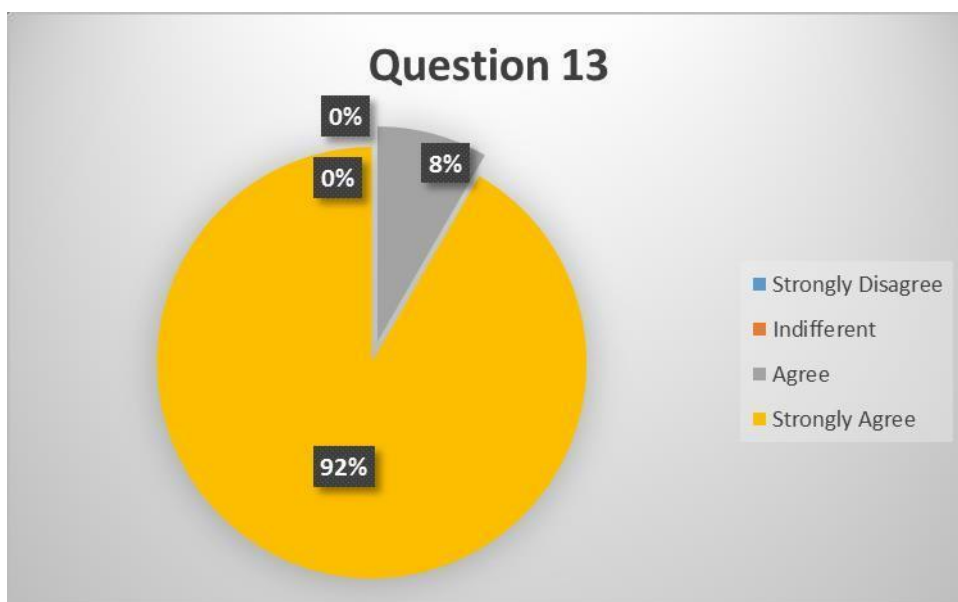Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Teachers agree with the main problem is the monotony because students feel bored with the class in a way to be a distraction for the rest of students. However, a group of teachers believe that students had problems that they did not pay attention even when the class is very interesting.

Table 16.- Getting better results.

Are you interested in modifying your class for getting better results?			
Code	Description	Frequency	percentage
Question 16	Strongly Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	0	0,00%
	Strongly Agree	12	100,00%
	Total	12	100,00%

Source: Teacher of Educational Institution subject of the study

Graph 16

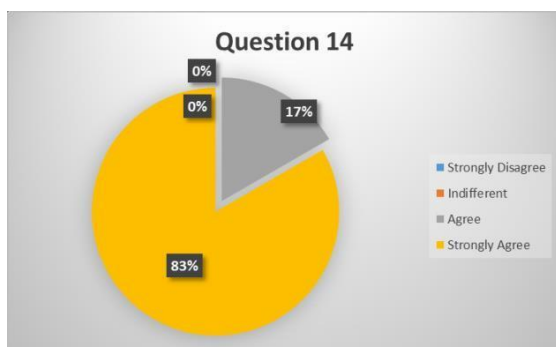Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

All teachers agree with modifying the class if it is necessary so students will obtain different results. The change is a good aspect of teaching because they are analyzed the needs in a constantly way, but sometimes teachers do not have enough support with resources.

Table 17.- The best approach is focused on learner- centered.

Do you consider the best approach is focused on learner-centered?			
Code	Description	Frequency	percentage
Question 17	Strongly Disagree	0	0,00%
	Indifferent	1	8,33%
	Agree	4	33,33%
	Strongly Agree	7	58,33%
	Total	12	100,00%

Source: Teacher of Educational Institution subject of the study

Graph 17

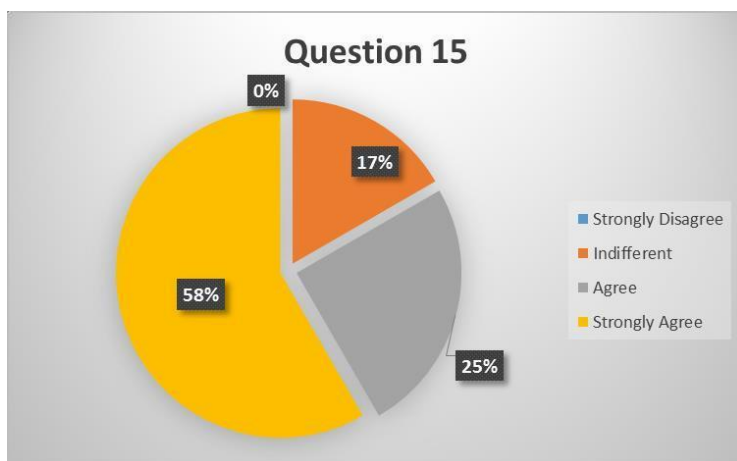Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

The learner- centered permits to develop a different system for students even how are the responsibilities of them inside the classroom. The main purpose is developed the autonomy and independence of students.

Table 18.- Speaking through metacognitive strategies.

Would you like to improve the speaking skill through the use of metacognitive strategies?			
Code	Description	Frequency	percentage
Question 18	Strongly Disagree	3	25,00%
	Indifferent	0	0,00%
	Agree	1	8,33%
	Strongly Agree	8	66,67%
	Total	12	100,00%

Source: Teacher of Educational Institution subject of the study

Graph 18

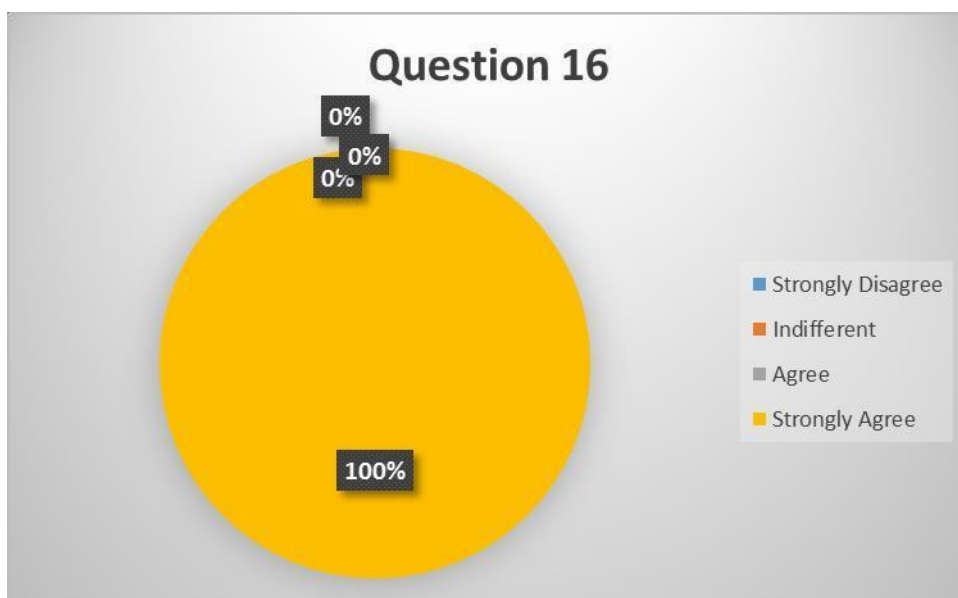Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Teachers are in agreement with the implementation of metacognitive strategies for improving speaking also only the 10% of teachers think the main problem is on student so any kind of student never would have good results because they do not want to do it. For that reason is necessary to change the environment in which students are learning the same class with the same book could be bored.

Table 19.- Different levels of students

Do you consider the different levels of students when you were teaching?			
Code	Description	Frequency	percentage
Question 19	Strongly Disagree	1	8,33%
	Indifferent	6	50,00%
	Agree	3	25,00%
	Strongly Agree	2	16,67%
	Total	12	100,00%

Source: Teacher of Educational Institution subject of the study

Graph 19
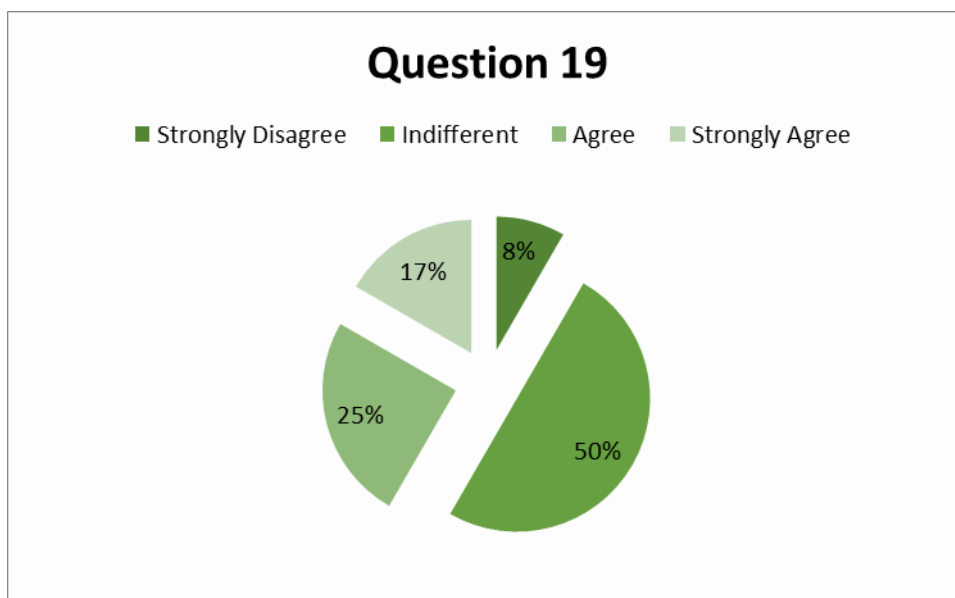
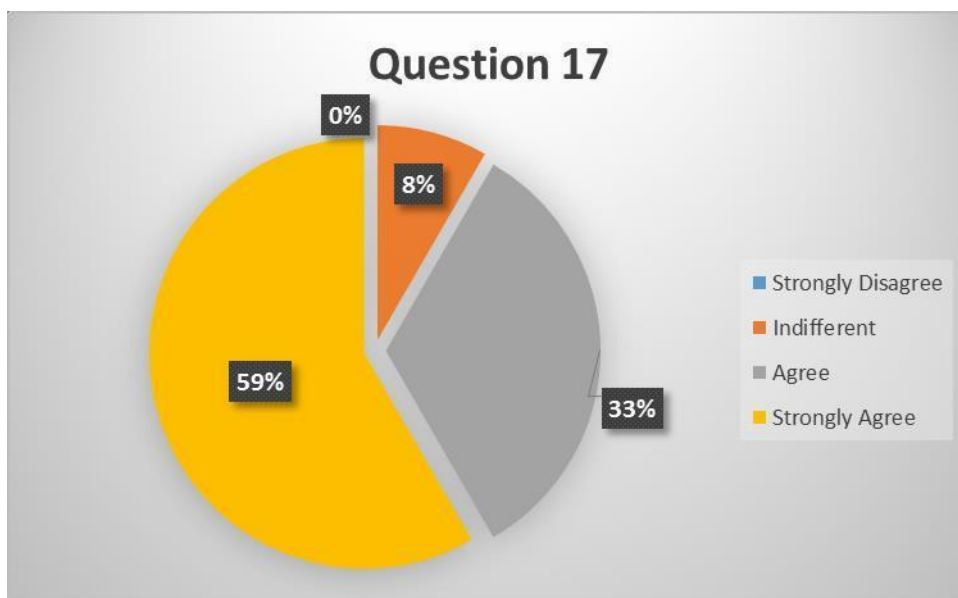Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

The main point is the indifference of teacher at moment to teach because they explained that for them is an obligation to complete the syllabus so many times they do not have a lot of time to develop different activities. Otherwise, some teacher mentioned that for them a vital part of class is the different levels of learners in which they are adopted extra-material for doing in class to reinforce the knowledge of students.

Table 20.- To fulfill the syllabus

Is it necessary to fulfill the syllabus?			
Code	Description	Frequency	percentage
Question 20	Strongly Disagree	2	16,67%
	Indifferent	0	0,00%
	Agree	0	0,00%
	Strongly Agree	10	83,33%
	Total	12	100,00%

Source: Teacher of Educational Institution subject of the study

Graph 20

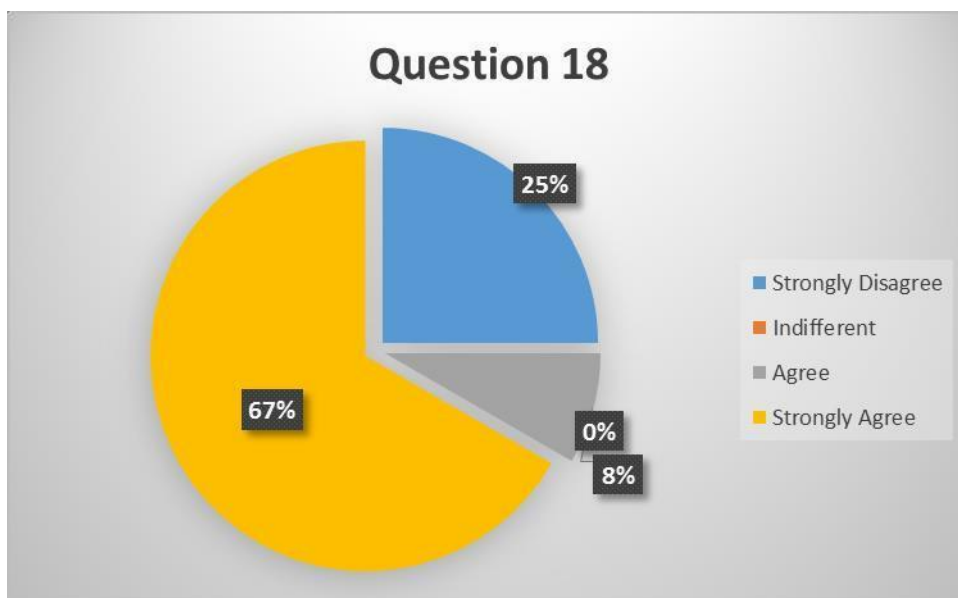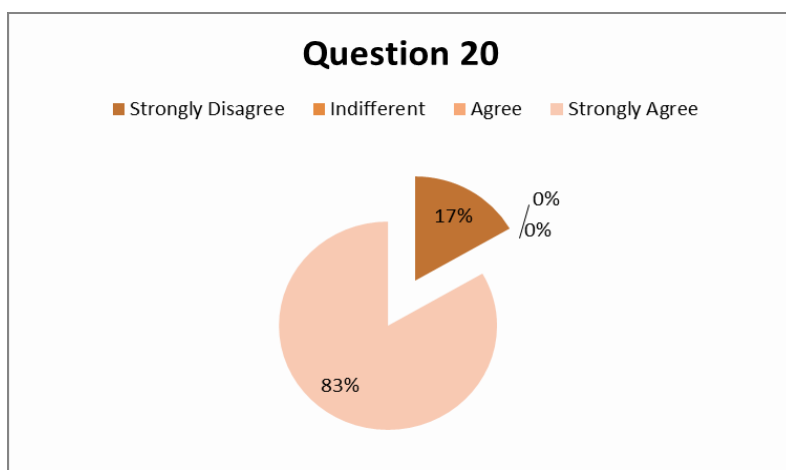Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

The syllabus is the base of one class, but teacher is decided to fulfill the goals that are established even if the students does not have the correspondence level that is necessary when they are learning a new language, teacher mentioned that they have a big responsibility under their shoulders for completing it by the government.

Surveys Parents' Results

Table 21.- Using games inside the classroom

How you consider the using of games inside the classroom?			
Code	Description	Frequency	percentage
Question 21	Strongly Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	2	16,67%
	Strongly Agree	12	83,33%
	Total	20	100,00%

Sources: Parents of 4th year

Graph 21
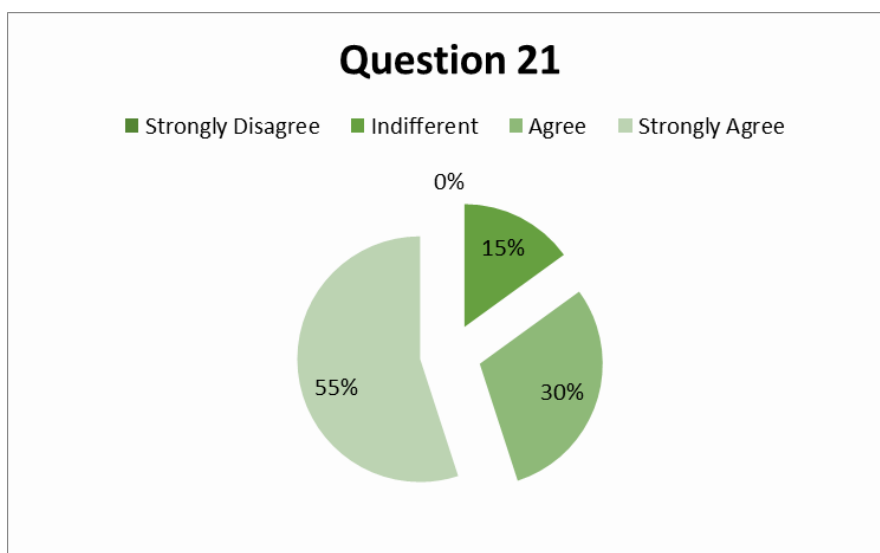
Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

 Parents agree with applying games in class to motivate the student to participate and improve their self- confidence. Parents refer that hope their sons or daughter obtain a different education that they received when they studied also recognize that education in nowadays faces a lot of challenges.

Table 22.- Speaking

Would you like the learner speak in a better way?			
Code	Description	Frequency	percentage
Question 22	Strongly Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	8	40,00%
	Strongly Agree	12	60,00%
	Total	20	100,00%

Sources: Parents of 4th year

Graph 22

Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Parents agree with the students gain more and more fluency while students have been speaking also they want to see the results not only based on grades; they prefer the learners will have demonstrated their abilities during the year through activities that see a good report.

Table 23.- Motivating students

Do you consider teacher is the principal tool to motivate students?			
Code	Description	Frequency	Percentage
Question 23	Strongly Disagree	0	0,00%
	Indifferent	1	5,00%
	Agree	7	35,00%
	Strongly Agree	12	60,00%
	Total	20	100,00%

Sources: Parents of 4th year

Graph 23

Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis

The motivation is considered one of the key for acquiring new knowledge also reinforce for that reason parents agree with this technique because they said that if a class is boring so they students won't pay attention. Furthermore, everybody knows students have low level of concentration unless they receive a lot of works to do it.

Table 24.- Good grades

Is it important for you that your son or daughter gets good grades?			
Code	Description	Frequency	Percentage
Question 24	Strongly Disagree	3	15,00%
	Indifferent	5	25,00%
	Agree	4	20,00%
	Strongly Agree	8	40,00%
	Total	20	100,00%

Sources: Parents of 4th year

Graph 24

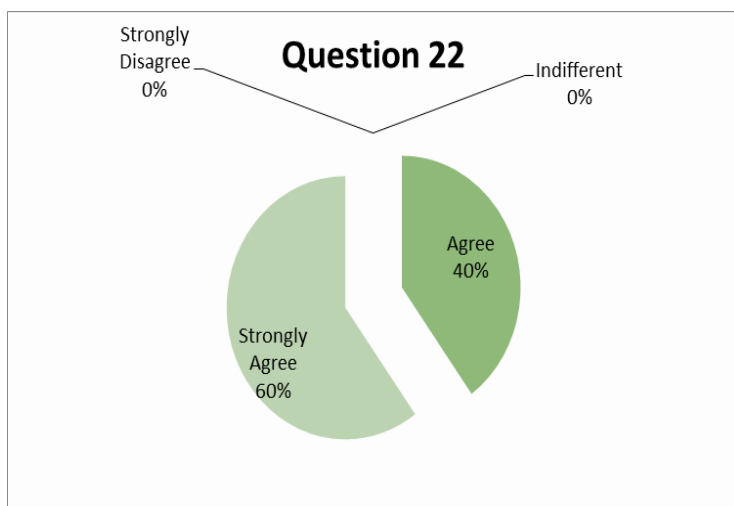Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Parents present a big variation with the topic of good grades, so they consider that students need to learn and need to do something by themselves for that reason these are the main purposes of this question. Good grades permit to admire the student, but in the real society learners have to face real situations, real problems, and create solution.

Table 25.- To complete the syllabus

Is it necessary to complete the syllabus for you?			
Code	Description	Frequency	Percentage
Question 25	Strongly Disagree	7	35,00%
	Indifferent	4	20,00%
	Agree	6	30,00%
	Strongly Agree	3	15,00%
	Total	20	100,00%

Source: Parents of 4th year

Graph 25

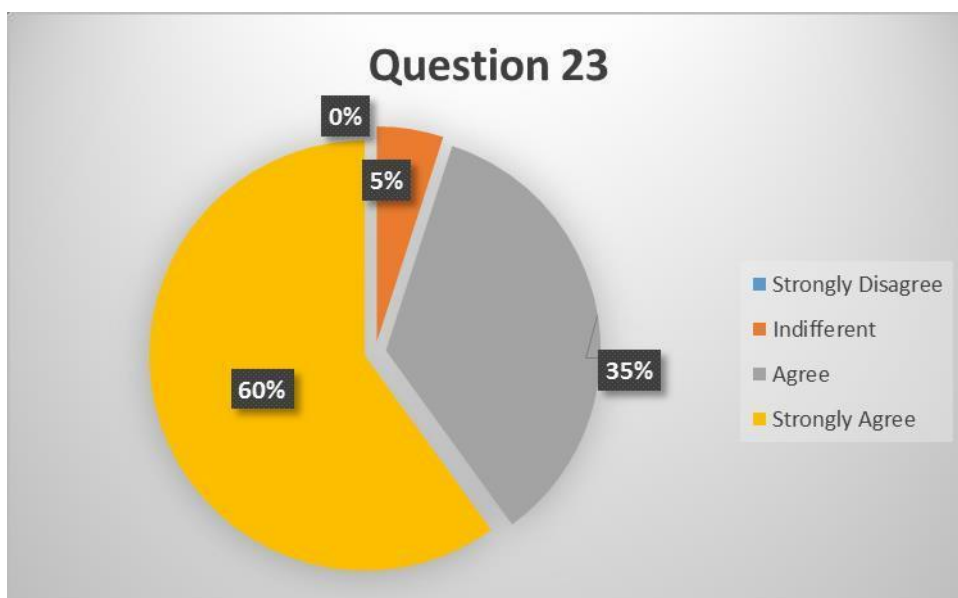Elaborated by: Mariuxi Ortega y Andrea Sarmiento

Analysis:

Parents considered that syllabus is not necessary to fulfill because they have already known the real level of their sons so for that reason they only want that students learn and feel motivated when they are in class. Parents desire to see their students improving all the skills and producing the new language.

Table 26. - Classes outside the classroom

Do you prefer the students receive classes outside the classroom?			
Code	Description	Frequency	Percentage
Question 26	Strongly Disagree	10	50,00%
	Indifferent	4	20,00%
	Agree	3	15,00%
	Strongly Agree	4	15,00%
	Total	20	100,00%

Sources: Parents of 4th year

Graph 26

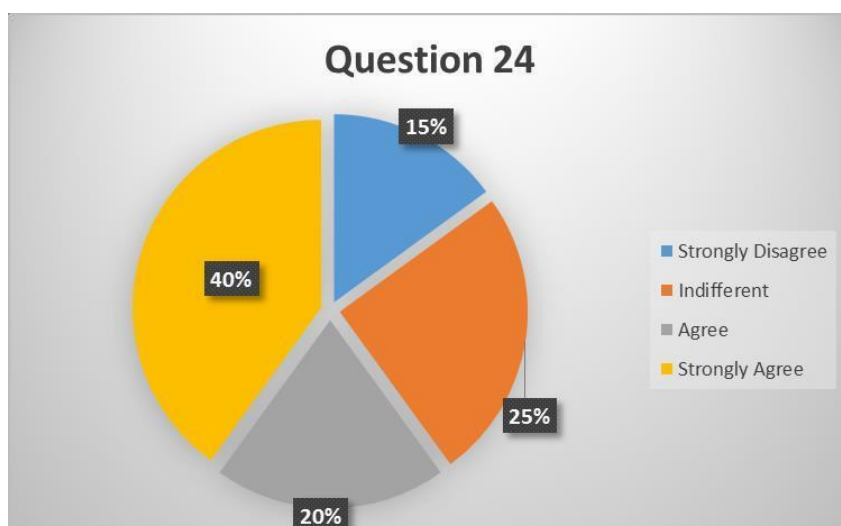Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Parents disagree with students receive classes outside the classroom because they considered that teacher is responsible for the process of learning if teacher cannot catch the attention of the students inside much less outside the classroom. For them is very difficult to trust that teacher has a good management of classroom.

Table 27. - Classes inside the classroom

Do you prefer the students receive classes inside the classroom?			
Code	Description	Frequency	Percentage
Question 27	Strongly Disagree	2	6,67%
	Indifferent	3	10,00%
	Agree	5	36,67%
	Strongly Agree	10	46,67%
	Total	20	100,00%

Source: Parents of 4th year

Graph 27

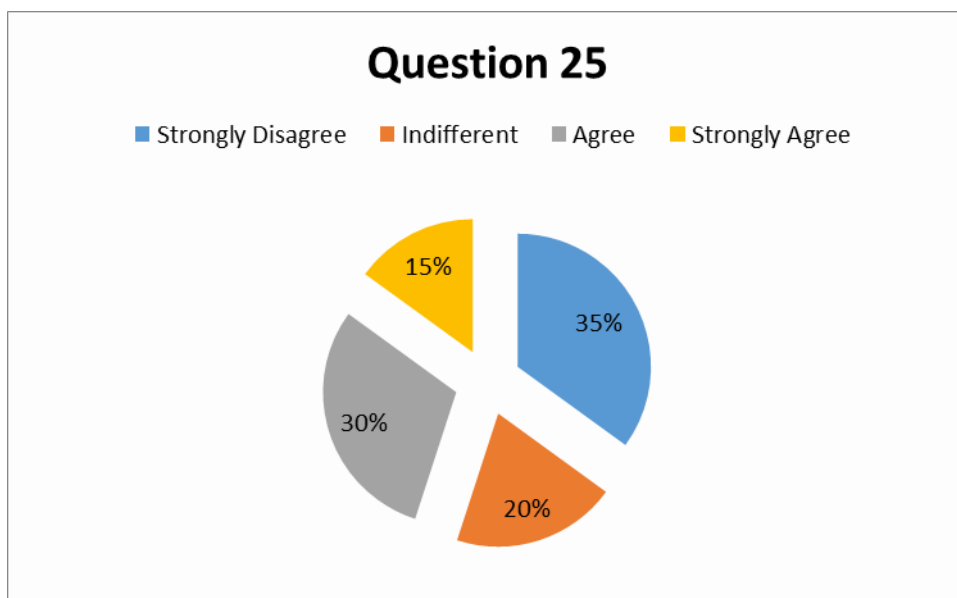Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Parents considered that teacher has to create a new environment inside the classroom because the results that will be presented in how students are acquired the new language. Also, they feel fear that teacher cannot control the group of students.

Table 28.- Students more independent

Would like you have students more independent?			
Code	Description	Frequency	Porcentage
Question 28	Strongly Disagree	1	5,00%
	Indifferent	1	5,00%
	Agree	2	10,00%
	Strongly Agree	16	80,00%
	Total	20	100,00%

Source: Parents of 4th year

Graph 28
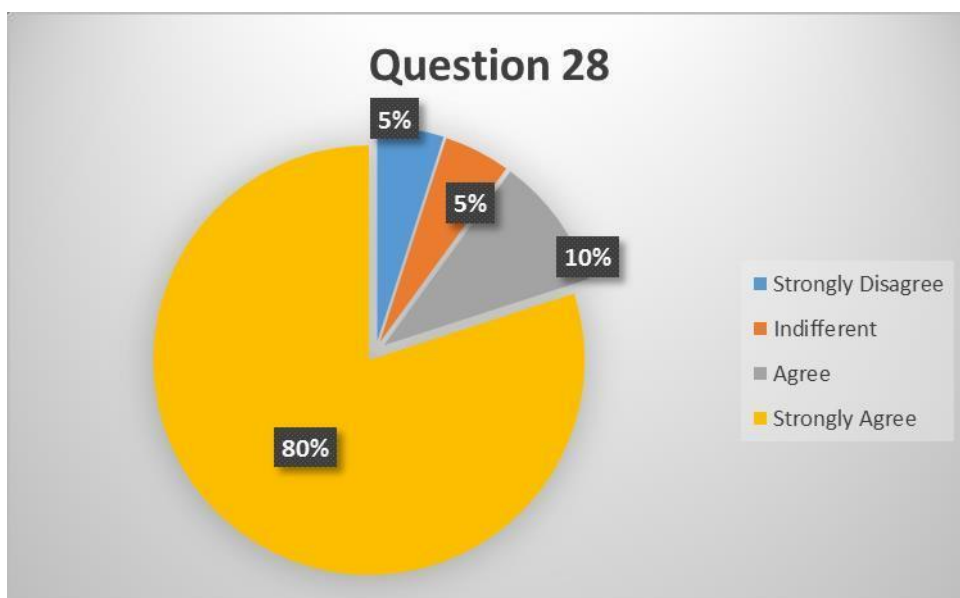
Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Parents are in agreement almost the 90% in the students should have a new exit profile in which learners will be more independent when they have to apply specially in second language, they want their sons demonstrate all their abilities in a real communication.

Table 29. - Necessary a good attitude

Do you believe that it is necessary a good attitude of students?			
Code	Description	Frequency	Percentage
Question 29	Strongly Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	2	10,00%
	Strongly Agree	18	90,00%
	Total	20	100,00%

Source: Parents of 4th year

Graph 29
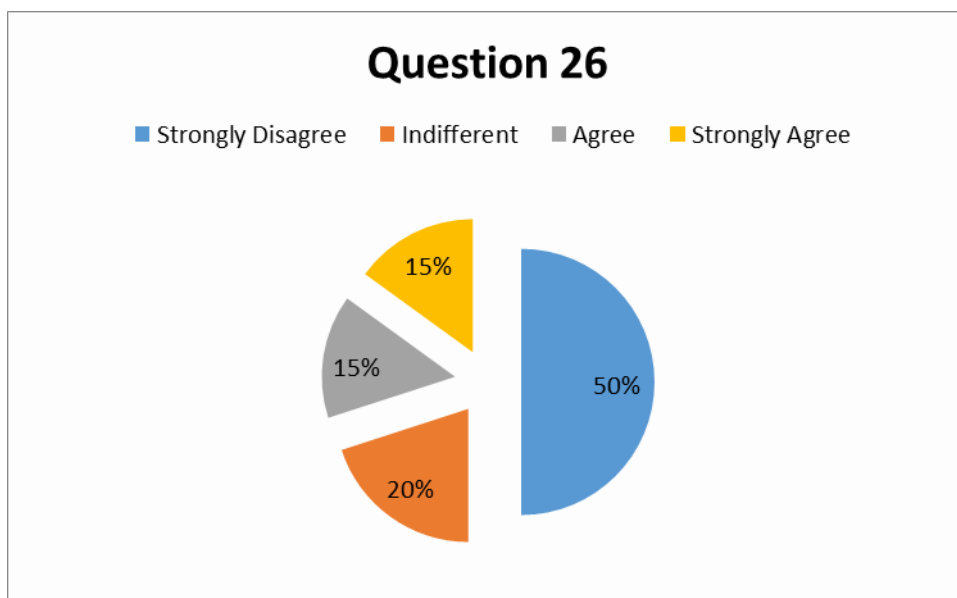

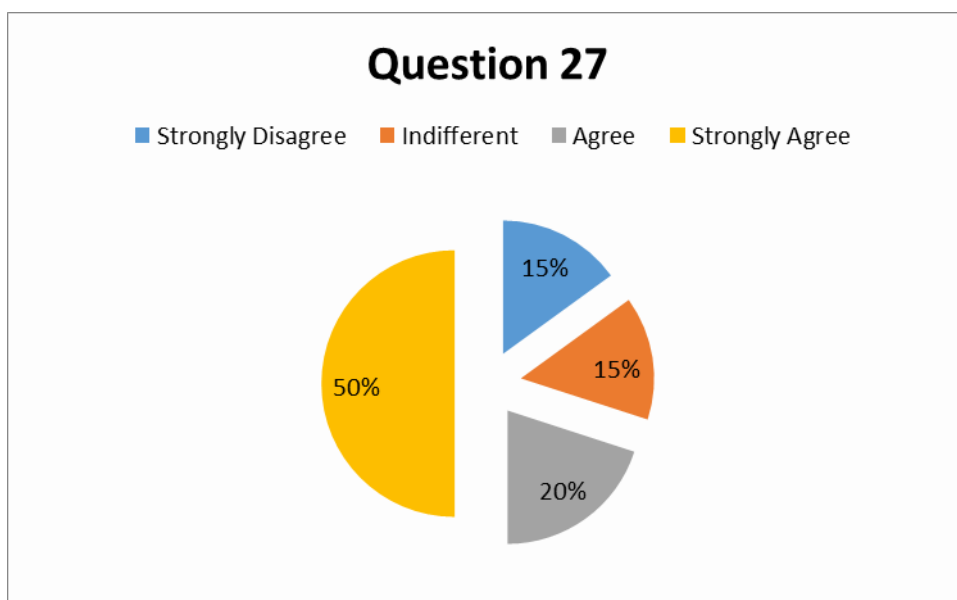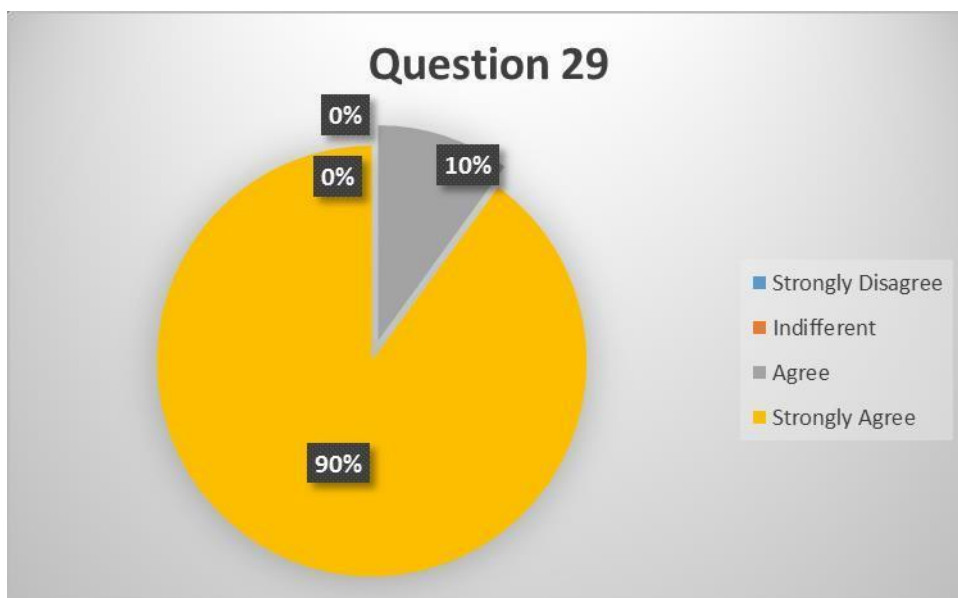Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

Parents agree that the attitude of students is a vital part of learning because they do not show a good manner to learn theycould not do it even if they have the best teacher in the world, for that reason is necessary to implement a new method to break this kind of situation that delayed the results.

Table 30.- Improving speaking in our institution

Do you agree to improve the ability to speak in your children in our institution?			
Code	Description	Frequency	Percentage
Question 30	Strongly Disagree	0	0,00%
	Indifferent	0	0,00%
	Agree	4	20,00%
	Strongly Agree	16	60,00%
	Total	20	100,00%

Source: Parents of 4th year

Graph 30
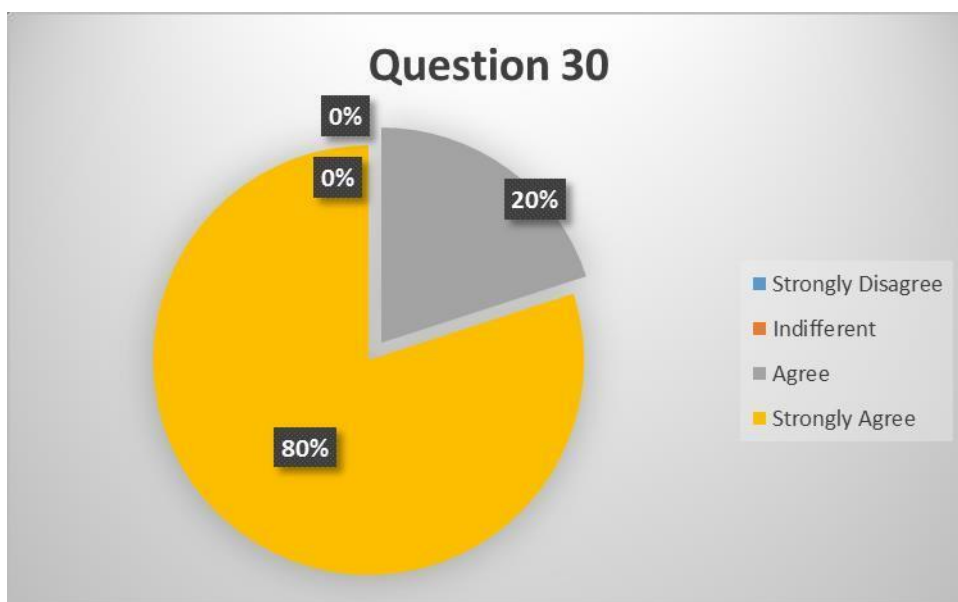
Elaborated by: Mariuxi Ortega & Andrea Sarmiento

Analysis:

The part of growing is the students improve their abilities to acquire a good job also travel around the world, parents always want to give the best for their sons for that reason they agree with it, also they know the acquisition of new language is reflected when learners speak in another words they produce it.

3.6 Preliminary Conclusions

According with the results' surveys students demonstrated a better improvement on their speaking process that obviously they covered all the spaces in their knowledge. For that reason, students realized that they improved their skills by using different strategies for learning. Students also remember the beginning of their process because they did not know the true meaning of metacognition, it was so weird for them, but after that when they realized what metacognition is they could express them agree with this project.

Teachers also are in agreement to apply these kinds of strategies for motivating students to have a real conversation and enjoy the moment.

Determining a good environment had a big influence on students to achieve teacher's aims; creating and developing games inside or outside the classroom. Teachers expected more metacognition classes than traditional methods to teach, including their attitude and aptitude for developing their students' skills.

Parents conclude that of course is necessary to complete a syllabus, but when they analyzed in another perspective and realized how their sons could produce by them with a high level of self-confident and self-reflection. So they are in agreement that the best option is students get true knowledge not obsolete information that could be they never use it. A grade does not define who is a student because sometimes students need to receive the correct support to explore their abilities.

Chapter 4

4.1 Title of the Project

Metacognitive Strategies to Foster English Language Oral Production

4.2 Justification

This research project focuses on a big deficit on students in their most important skill the speaking area in a foreign language in which students have too many problems to communicate and express their thoughts and ideas. For many factors that could be include as reasons because students had be affective in their oral production. Sometimes pupils feel afraid of speaking in public in spite of how they related with the teachers and students every day they would be more sure and feel comfortable to talk but the lack of knowledge and demotivation also unsure negative feeling that appear in their minds created a wall of difficulties in their process of the language acquisition moreover the incorrect use of strategies implement by the teachers inside the classroom increase the possibilities to not achieve the objectives of the class for students and be successful in their learning . For that reason this project based on metacognitive strategies and the theories related such as critical thinking and task based learning want to teach students and guide teacher how to implement this strategies in class to get a L2 students giving directions for teachers and students to achieves their goals propose in class using games , group work and speech to improve their speaking that according to the (Ministerio de Educacion Ecuador, 2016) from students of 4th EGB their English level based on Common European framework would be A1.1 a basic user .

4.3 Objectives

General Objectives. -

- To guide teachers in the creation of a different class applying metacognitive strategies that help students improve their oral production.

Specific Objectives. -

- To propose metacognitive activities to develop English oral production.
- To propose activities that develops metacognitive awareness in students.

4.4 Content framework of the proposed project plan

- Directions for teachers.
- How teachers can be teaching the class.
- Strategies to create a metacognitive self-awareness on English Class.
- Activities

4.5 The Proposed Project Plan

Directions for teachers
A Metacognitive Teacher Profile.

Teacher most of time focus on completing all the syllabus and students feel a pressure to get good grades so it is important to recognize students can develop and apply the content that they have learned, but students feel limited their abilities. However, metacognition brings a new profile for teaching like these characteristics that a teacher could be developed at the moment to teach students.

- √   Open- minded
- √   Reflective
- √   Dynamic
- √   Inquirer
- √   Principled
- √   Implement ludic classes
- √   Do not focus on complete the syllabus
- √   Focus on students learn a significant knowledge
- √   Motivated
- √   Friendly
- √   Knowledgeable

In fact, education is demanding more and more responsibility to complete their syllabus, but is necessary to remember that kids are a world so a teacher needs to explore and improve it.

- Role of a teacher is so important for determining the self-esteem, self- confidence and self- assessment on students also, how they can express their ideas or thoughts in class. If teacher does not have a predisposition to listen and give a correct support for students, they would have to face some troubles and limited their abilities on English Language.

- It is necessary to break all the monotony in class because actually teacher has a wide range of tools that could be the best option for teaching.

- Also, teachers need to have constantly training based on students' needs.

How teachers can teach in class?

- Applying one pre- assessment activity related to the topic because it brings a motivation for student to enroll with teacher.
- Motivating students to ask questions related to the topic.
- Monitoring students during the class, it is important because demonstrate them that they have the support of teacher in all the class and they can develop activities by their own.

Strategies to create a metacognitive self-awareness on English Class

Metacognition is based on a theory about thinking about thinking, but to clarify in other words metacognition is a system in where students analyze their own understanding and control their own learning style performance. This project proposes students have to be more conscious about how they have learned to interpret what are their needs during process of learning. Creating a metacognitive self-confidence in students is a big challenge for English Teacher because education actually involves or demands more than past including new methodologies for applying with learners, moreover, taking all kind of opportunities to teach a modern education in where students enrich and improve their knowledge.

This is the main purpose for this research project to motivate teacher to change their traditional teaching style for a new one and guide students to feel confidence through new ways of learning also giving directions for using these strategies that are detailed in eight metacognition activities focus on oral production. These are simply and dynamic games to apply inside or outside the classroom.

1- HOPSCOTCH GAME

PURPOSE: The purpose of this metacognitive technique is to provide multiples turns in which each student learns and practices grammatical structures having the change to interact between peers based on familiar content.

DIRECTIONS:

Materials to use in the hopscotch game: Create a railroad from numbers from 1 to 10 using chalk with striking colors, pictures for representing the topic, a list of 5 questions for each topic.

Before to start this activity: This activity would be applied outside the classroom to dissolve little by little the monotonous classes and get more success in the activities. For a big classroom is recommended to develop these activities in pair, moreover to practice cooperative learning in class at the same time.

- First, teacher asks classmates familiar topics, which one they feel comfortable to share with their peers.
- He / She should choose a pair work in which they would be a team during game.
- They would start in the starting point 0 until to 10 that would be the winner point; all the students would achieve the game until the last point.
- Students would go with one leg jumping with your pairs, answering question that show the road; they would be a support to each other.
- Team has to choose one of the five questions that every railroad has to continue to the next step until they go to the final railroad to win.

Figure 4. - Hopscotch game
Fount: (Google Images)

2. - FIVE STICKS

PURPOSE: The purpose of this metacognitive technique is creating a competitive environment to talk about a relevant topic about their child experiences.

DIRECTIONS:

- First, make groups of 10 students to start this activity.
- Teacher provides every participant 5 stick.
- For every stick teacher provides some questions based on their child experiences such as:
  - ➢ What is your favorite toy?
  - ➢ What is your favorite food and Why?
  - ➢ What is your favorite sport?
  - ➢ What do you prefer to do in your free time?
  - ➢ What is your favorite color?
- Students have to be competitive, the first 5 participant that give the stick to teacher has the opportunities to share their child experience, and the rest of the students have to wait to the next turn.
- Students who answer the questions have 1 stick left, until students do not have any stick they became winners.

Figure 5. - Students' positions.

Fount: (Google Images)

4-   ONE HUNDRED DOLLARS

PURPOSE: The purpose of this metacognitive technique is to practice the communicative skills in students and become a challenging English speaker.

DIRECTIONS:

- This activity is based on vocabulary teacher could match to the lesson that they are teaching to their students.
- It recommended develop this activity making a big circle to share their ideas together.
- On the board, teacher would write 20 vocabulary words and gives a picture to it, to help students to get a better comprehension of meaning; related to the previous students' knowledge.
- Every single student would have 100 fake dollars, to buy a vocabulary word; they buy it because they know it definition.
- Students have to put in practice their speaking abilities by making sentences to valid your purchase, any way you lose your money.
- The challenge for the students is that they only would choose two basic words.
- Students whose buy more words, they would have the opportunities to win.
- The vocabulary words are divided in 4 groups with the following prices: 20 basic, 40 elementary, 60 pre - intermediate and 80 intermediate words.

Figure 7-Students' position
Fount: (Google Images)

5- MISSING PAIR

PURPOSE: The purpose of this metacognitive technique is to practice task based learning awareness in which the teacher guides students, monitors the class and students become an independent learner, practicing their speaking area with familiar topics.

DIRECTIONS:

● Every student writes a short summary based on likes and dislikes about themselves on a paper without writing their name and give to the teacher.
● Teacher would paste the paper on student´s back, working in pairs, the student has to ask others classmates one things that is written on the paper that help to discover if student is their missing pair.
● They only have 30 seconds to ask yes/no questions to their classmates to find out their missing part. They practice their oral proficiency without any pressure and having fun.

.

Figure 8. - Students' challenge

Fount: (Google Images)

6- FOR A MINUTE A FAMOUS INTERVIEWER

PURPOSE: The purpose of this metacognitive technique is to training their speaking abilities with a topic related to their life, they would feel the pressure to collect information faster asking and responding questions.

DIRECTIONS:

The teacher gives students a work bank about basic daily questions such as:

1.   What is your name?

2.   Where are you from?

3.   Where do you live?

4.   How old are you?

5.   What do you do in your free time / why?

6.   What are your favorite hobbies and why?

7.   Do you like to read? Who is your favorite writer?

8.   What is your favorite song?

9.   What is your favorite food and Why?

10.   Do you like to do sports?

Figure 9- Students' Position
Fount: (Google Images)

● Before to start the teacher is going to give the instructions to this activity.

● Teacher is going to put music for the students to keep dancing while they are walking around the classroom the music stops and they have to find a partner to become an interviewer.

● Putting in practice their speaking abilities and listening comprehension to play, they have to report, what interesting information their partners share.

● They would ask grammatically correct and well-structured for better comprehension to the receptor.

● Student has to collect as many answers as possible to win the activity.

7- THE MIMIC'S GAME.

PURPOSE: The purpose of this metacognitive technique is motivating students to practice the language, using their body language using their previous knowledge.

DIRECTIONS:

- Teacher would form two teams to become the game more interesting
- Ask students for a name that identify the team group.
- Every team has to choose a leader that is going to be the first participant of this game and while the game is going on different participants appear to do the mimes.
- Teacher is going to give a group of words related to the lesson that they have already learnt for the unit book.
- The task is that participants have to use their body language to express what the mysterious word is; all of team members have to guess the word to be the winner team.
- The challenge is that every participant only has 45 seconds to do mimes if the students lose their 45 second they lose the chance to win.
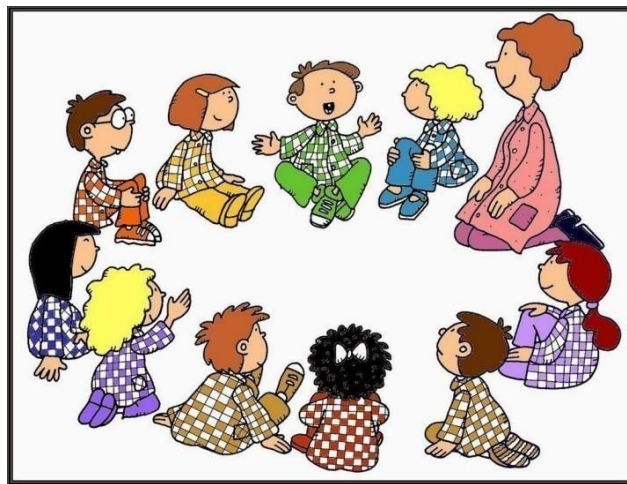
Figure 10- Students' position

Fount: (Google Images)

8- IF I WENT TO THE MOON

PURPOSE: The purpose of this metacognitive technique is let the students to feel free of learning and expressing what thing they learn, collecting all the information that they know and do not know.

DIRECTIONS:

- Teacher gives the instructions to students; students make a big circle to start the game.
- The game is about to say different vocabulary words but only using the first letter of your name for example if the student's name is Andrea the vocabulary word, that they have to say have to begin with their initial letter name: Apple, ant, ambulance, etc.
- Students have to say many words as possible.
- Students begin to say a phrase if I went to the moon and continue saying the vocabulary word.

Figure 11- Moon
Fount: (Google Images)

4.6 Validation of the Proposed Project Plan

Validations-

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the Proposed Project plan

Metacognitive Strategies to Foster English Language Oral Production on 4th EGB year students at "Unidad Educativa" Scholar Year 2017-2018

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Sequence of the study (Introduction, objectives, activities)	✓				
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

I consider that ludic techniques are the best way to make students produce in class. And any person can follow strategies created by other teachers, but I think it is a very interesting proposal to create games to be applied in classes that shows creativity and originality in the teacher. Those are important qualities that English teachers should have.

Name:	Lcda. Sandra Sanchez	
Occupation:	English Coordinator at Unidad Educativa Liceo Cristiano de Guayaquil	Signature
Phone number:	0985767953	

Figure 12- Validation 1

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the Proposed Project plan

Metacognitive Strategies to Foster English Language Oral Production on 4th EGB
year students at "Unidad Educativa" Scholar Year 2017-2018

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Sequence of the study (Introduction, objectives, activities)	✓				
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

The activities are appropriate for the age and interest of the students.

Name:	MSc. Janeth Mora	
Occupation:	English Director at Universidad Laica Vicente Rocafuerte	Janeth R Mora
Phone number:	0990536501	Signature

Figure 13.- Validation 2

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the Proposed Project plan

Metacognitive Strategies to Foster English Language Oral Production

Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Sequence of the study (Introduction, objectives, activities)	✓				
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

The games are well organized and created. It should be nice to apply them on class to see if they work. These are simple and economic activities to use in everyday class.
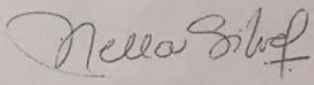
Name:	Lcda. Nella Silva	
Occupation:	English Director at Centro Educativo Naciones Unidas	
Phone number:	0994327694	Signature

Figure 14.- Validation 3

4.7 Impact/Benefits of the Proposed Project Plan

One of the benefits related to this project is that teacher creates a better place for students in which students improve their communicative skills.

- Benefits

- Create a better place for students in which students improve their communicative skills.

- Develop a metacognitive process with students in where they can improve their self-assessment.

- Apply different strategies inside the classroom.

- A metacognitive teacher profiles

- Students create more self- control and can express their ideas or thoughts without limitations.

Impact

These impacts could be reduced the students' participation, but after they would be showed

-Break the monotony classes

-Teachers can feel confused at the beginning of these processes because they need to change strategies and aims.

-Students can feel surprise at the moment to speak.

Conclusions

Our proposal permits to bring new ideas with a correct application for learners. Also, how a teacher could be a guide for her / his pupils; determining the correct level of students' oral proficiency where all those activities created a dynamic class based on a pure constructivist approach for motivating learners to speak inside or outside the classroom. According to the results of the survey, teachers are in agreement with applying these kinds of strategies because they noticed that learners improved their previous knowledge and how they got a better interaction between peers during those activities. They could identify weakness and strength that promotes to clarify in their objectives' class and how a simple teacher would be a metacognitive teacher.

They are sure that students could change their perspective on how to develop a good self-assessment; moreover, learners adapted and practiced these activities like a part of a new process of learning in where they felt motivated, but at the beginning were so difficult then they could talk without a lot of limitation in other words in a natural way and achieve a true purpose of communication. However, students presented some difficulties at the moment to speak because they had a lower self-esteem that cause a big interruption when they expressed their ideas also a deep lack of vocabulary. So, for these reasons, students were not ready for speaking.

With the application of these strategies showed that metacognition is the most important element at moment to teach and learn because when a guide in this case a teacher implements different ways for creating a better management of class and interaction between students. On the other hand, students felt comfortable and motivated to express their thought and ideas in second language.

Recommendations

The best recommendations could say for teacher are that always tries to apply something different in hers or his class for determining a real interaction between students, sometimes teacher felt a stronger pressure in where monotony invades a class that cut off all the processes of learning, but like educators need to identify the weakness and strength of learners to apply the correct strategies for producing and improving oral proficiency on learners.

Determining an general objective to motivate students to improve and working on their process of learning not only focus on getting good grades because metacognition teaches us how a student can evaluate their own process and explore their abilities that sometimes they did not know because they felt frustrated at the moment to speak. So it is important to bring a correct support when they are trying to establish a conversation. Furthermore, student can notice theirs advance in a manner to self- control their disciplines and also feel proud of theirs with it.

Applying a better teacher profile for teaching because it is necessary to enrich the class' environment that let students explore the way that they learn using different strategies that help them to solve problems.

Teachers have a good attitude because students need to feel comfortable and a friendly environment in where mistakes of pronunciation or grammar do not interrupt or cut their communication.

Keeping on training because it so important that teachers improve their knowledge and recall information to avoid an obsolete information for that reason coordinators need to bring all these kinds of support for their teacher, remember is important to take care of teacher because in theirs hand have the future in where students can be better or also adapt a bad experience for the rest of their lives.

Finally, teacher is a profession that defines each life in each student; they are different worlds in where only a teacher can change the world and create new perspectives about this second language also express their ideas and thoughts in a real world.

Bibliografía

Cambridge, U. o. (2017, Marzo). *Cambridge Dictionary*. Retrieved Marzo 7, 2017,
    from Cambridge University Press:
    http://dictionary.cambridge.org/es/diccionario/ingles/metacognition?q=Metacog
    nitive

Diaz, I. (1 de June de 2015). *Eric*. Recuperado el 1 de July de 2015, de
    http://files.eric.ed.gov/fulltext/EJ1051498.pdf

Dincer, A. (2017). *Universal Journal of Educational Research.* Obtenido de Universal
    Journal of Educational Research:
    http://www.hrpub.org/download/20161230/UJER13-19508236.pdf

El-Sakka, S. M. (7 de November de 2016). *Canadian Center of Science and Education.*
    Recuperado el 15 de August de 2017, de English Langua Teaching Vol.9,
    No.12: http://www.ccsenet.org/journal/index.php/elt/article/view/64220

Frost, R. (2007). *British Council*. Obtenido de British Council:
    https://www.teachingenglish.org.uk/article/a-task-based-approach

Fulcher, G. (2014). *Testing Second Language Speaking.* New York: Pearson.

Harmer, J. (2001). *The practice of English Language Teaching* (Third Edition ed.).
    Harlow, United Kingdom: Pearson Education Limited.

Hunston, S. H. (2010). *Introducing Applied Linguistics: Concepts and Skills.* New
    York: Routledge.

Jacki Watts, K. C. (2009). *Developmental Psychology.* South Africa: Juta and Company
    Ltd, 2009.

Jenkins, T. (2001). *TEACHING PROGRAMMING – A JOURNEY FROM TEACHER
    TO*. Leeds, UK: LTSN Centre for Information and Computer Sciences.

Jones, G. (16 de April de 2015). *Edutopia.* Recuperado el 16 de April de 2015, de
    Feeling the Power of Oral Communication:
    https://www.edutopia.org/blog/feeling-power-or-oral-communication-gai-jones

Koosha, M. S. (14 de Febrero de 2016). *Canadian Center of Science and Education.* Recuperado el 17 de Diciembre de 2015, de Canadian Center of Science and Education: http://www.ccsenet.org/journal/index.php/elt/article/view/57323

Lai, E. R. (April de 2011). *Pearson.* Obtenido de Pearson.

Lewis, S. H. (2008). *Language Learning Strategies in Indepent settings .* Toronto: Multilingual Matters.

Meng, C. G. (2 de August de 2008). *The National Institute of Education Singapur.* Recuperado el 22 de July de 2017, de https://repository.nie.edu.sg/bitstream/10497/18525/1/RELCJ-39-2-188.pdf

Oxford. (2017). *English Oxford living dictionary.* Obtenido de English Oxford living dictionary: https://en.oxforddictionaries.com/definition/communication_skills

Page, B. M. (2005). *Creating and Sustaining the Constructivist Classroom.* Corwin Publishers.

Page, B. M. (2005). *Creating and Sustaining the Constructivist Classroom.* Corwin Publishers.

Robinson, P. (2011). *Task Based Language Learning.* United Stated : University of Michigan.

Rothbauer, P. M. (2008). *The SAGE Encyclopedia of Qualitative Research Methods*. Obtenido de http://sk.sagepub.com/reference/research/n468.xml

Stelma, J. (2010). What is communicative language teaching? En J. H. Stelma, *What is communicative language teaching?* (págs. 53-59). Abingdon, Oxon: Routledge.

White, C. J. (1993). *Metacognitive,cognitive, social and affective strategy use in foreign language learning: a comparative study.* Nueva Zelanda : Massey University .

(Ministerio de Educaion del Ecuador, 2016)

ANNEXES

Template of Teacher's Surveys

	Question	Strongly Disagree	Disagree	Indifferent	Agree	Strongly Agree
1	Are the metacognitive strategies useful for students?					
2	Do you consider recommendable the application of metacognitive strategies to improve speaking?					
3	Is important the use of technology in the classroom?					
4	Do you agree in improving the speaking skills through activities?					
5	Is the monotony a big influence in class?					
6	Are you interested in modifying your class for getting better results?					
7	Do you consider the best approach is focused on learner-centered?					
8	Would you like to improve the speaking skill through the use of metacognitive strategies?					
9	Do you consider the different level of students when you were teaching?					
10	Is it necessary to fulfill the syllabus?					

Elaborated by: Mariuxi Ortega & Andrea Sarmiento.

Template of Students' Surveys

	Question	YES	NO
1	Do you think is important to learn English by games		
2	Would you like to receive English classes outside the classroom?		
3	Do you agree with the process of metacognitive for leaning?		
4	Do you consider the motivation is one part of learning?		
5	Is It necessary teacher create a new? environment in the classroom?		
6	Do you feel confident in you? English class?		
7	Do you like a friendly teacher?		
8	Do you think the classes are boring?		
9	Do you remember what you learned on class when you arrive at home?		
10	Do you consider is essential to have dynamic classes?		

Elaborated by: Mariuxi Ortega & Andrea Sarmiento.

Template of Parents' Surveys

	Question	Strongly Disagree 1	Disagree 2	Indifferent 3	Agree 4	Strongly Agree 5
1	How you consider the using games inside of classroom?					
2	Would you like the learner speak in a better way?					
3	Do you consider teacher is the principal tool to motivate students?					
4	Is it important for you that your son or daughter gets good grades?					
5	Is it necessary to complete the syllabus for you?					
6	Do you prefer the students receive classes outside of the classroom?					
7	Do you prefer the students receive classes inside of the classroom?					
8	Would like you have students more independent?					
9	Do you believe that it is necessary a good aptitude of students?					
10	Do you agree to improve the ability to speak in your children in our institution?					

Elaborated by: Mariuxi Ortega & Andrea Sarmiento

URKUND

Urkund Analysis Result

Analysed Document: TESIS sarm ortega urkund.docx (D34831081)
Submitted: 1/19/2018 1:08:00 AM
Submitted By: xtorresf@ulvr.edu.ec
Significance: 2 %

Sources included in the report:

tesis hillary-erazo octubre 9.docx (D31170494)
Thesis Diana Revision.docx (D29685742)
https://en.oxforddictionaries.com/definition/communication_skills

Instances where selected sources appear:

4

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS	
TÍTULOYSUBTÍTULO: THEEFFECTSOF METACOGNITIVE STRATEGIES ONTHE ENGLISH COMMUNICATIVE SKILLS OF 4TH YEAR STUDENTS	
AUTORES: Mariuxi Ortega Tumbaco Andrea Sarmiento Torres	**TUTOR: Msc. Xavier Torres** **REVISORES:** **Msc. Luis León**
INSTITUCIÓN: Universidad Laica Vicente Rocafuerte de Guayaquil	**FACULTAD:** Facultad de Ciencias de la Educación mención Inglés
CARRERA: Educación Mención Inglés	
FECHA DE PUBLICACIÓN: 2018	**No. DE PÁGS:** 101
TÍTULO OBTENIDO: LICENCIADA EN LENGUA INGLESA CON MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN EN SISTEMAS EDUCATIVOS EN TEFL.	
ÁREAS TEMÁTICAS: HUMANIDADES	
PALABRAS CLAVE: CHALLENGE, TECHNIQUES, INCREASE	

RESUMEN: The present project is focused on The Effect of Metacognitive Strategies on speaking performance of Beginner Students, the lack of motivation when the students were developing many activities of L2 influenced to research it, so the purpose is to increase self-confidence in students when they face new challenges in L2 with considerable principles and appropriate techniques to reduce the impact of new language over them. The application of qualitative and quantitative methods on 20 students were applied for determining through observation with a group of students at the moment to transmit ideas also identify weaknesses and strengths for creating new ways to teach for improving this problem with a better approach on effective communication. In conclusion the researcher is based on how the project is to be implemented to change and give solution for speaking including how students achieve all objectives and welfare for them. Teacher and students are a perfect combination to break out the monotony.

No. DE REGISTRO :	No. DE CLASIFICACION:
DIRECCIÓN URL: (tesis en la web)	

ADJUNTO PDF:	x SI	NO
CONTACTO CON AUTOR/ES Mariuxi Ortega Tumbaco Andrea Sarmiento Torres	**Teléfono:** 0983760944 0983659740	**E-mail:** orteg.mariux@gmail.com andreasarmienttorres@gmail.com
CONTACTO EN LA INSTITUCIÓN:	**Nombre:** Ab. José Maldonado Mora	
	Teléfono: 596-500 ext 221	
	E-mail: jmaldonadomo@ulvr.edu.ec	