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**THE INFLUENCE OF THE NATURAL APPROACH TO IMPROVE
THE ORAL PROFICIENCY ON 7TH GRADE STUDENTS AT LA TIA
ROSA SCHOOL DURING THE SCHOOL YEAR 2017-2018.**

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Teachers nowadays need to be as didactic as possible in order for education to be adequate to students that are learning a language. The influence of the Natural Approach is to improve proficiency and communication in language learners. It gives students the opportunity to deal with vocabulary and plain communication. The Natural Approach gives students the opportunity to expand themselves in communicating their thoughts and ideas in the new language as much as possible. This improves gradually depending on the amount of time spent practicing the language using dialogues to set the pace of the language as realistic in any situation, allowing the students to elaborate and improve language learning gradually with utter understanding and significance using ludic strategies in the classroom. The natural approach can become the expectation of all the classes which will help learners have a part of their everyday life including the language. Using the Natural Approach method for students to improve proficiency is done with the constant practice that is implied by the teacher in vocabulary learning tasks that adapt to the students' needs. Language proficiency is the soul of language learning which keeps evolving and improving students' performance when speaking. These activities will be manifested with similar activities that are found in book, on the internet and in the average classroom and its corresponding text or manual. This method assures the priority needed for improving speaking abilities in the English language through vocabulary; therefore, it is important to design the appropriate vocabulary material in which 7th grade class at La Tia Rosa can improve oral proficiency performance as highly required.

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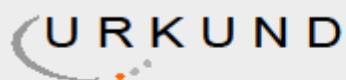
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First of all, I dedicate this research project to our dear God who gave me the strength, patience and eagerness to finish it in spite of all the things I had to face to achieve this goal.

This is also dedicated especially to my mother, who has motivated me every day since I was a child to accomplish every single goal that I set in my life, giving me support, strength, and sharing with me her knowledge to apply and improve my weaknesses, she wanted the best wishes for my life, and I am so thankful for all what she taught me in order to grow up as a better person. She was a great example of a professional life that I have ever had in my life. In spite of she is not here I feel her soul with me and I know she is guiding my steps and taking care of me every single day from the Heaven.

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INTRODUCTION

Speaking English has many opportunities that can open many doors to the one that can master the language in an adequate manner. These days it is mandatory for language learners to develop their language proficiency to the maximum of their capabilities in this challenging word. Students also need to be orientated in order for them to acquire enough knowledge to determine their social, commercial, technological, and cultural development, aiding student to establish skills and competences for them to improve human being lifestyles in future times. The problem in the study is stated in chapter one in which proper communication is not evident due to lack of proper intonation, pronunciation, vocabulary content, enough practice and even lack of confidence in students when it comes to perform speaking in English. The insufficiency of hours for English practice, not enough material aimed for such tasks and the poor motivation students show to engage into extra-curricular activities involving such skills.

As stated in the previous paragraph, in chapter two the methodology applied to find a relief to this problem is discussed. The Natural Approach and its methodology is applied to the problem with its characteristics as first hand communication, involvement of realia, vocabulary, and present situations depending on the tasks that are worked on in class or apparently improvised to the situation from the teacher or students requests. The parameters involved for such task using the Natural Approach also relate to the application of many flashcards, wallcharts and vocabulary that is from lessons and exercises aimed to the general objectives for each class.

Chapter three consist of the surveys, charts and other information that determines the outcome of such tools applied to make the investigation and the results scientifically reliable to the objectives for finding solutions that gradually alleviate the problem students face improve their oral proficiency. Chapter four is about the proposal as an aid for students to eventually find easier ways to improve their oral proficiency and acquire the English language. The proposal will be a guide for the teacher in using exercises and activities that will help students to meet their needs in order to acquire a better English communication using strategies demonstrating improvement.

CHAPTER I

1. THE RESEARCH PROBLEM

1.1 Background of the problem

At “La Tia Rosa” School, the problem of low oral proficiency of the students of 7th grade is the objective of this investigation. Their formality will be in an empiric character with different points in mind.

Speaking is the skill that most predominates because it stands out when any student relates and prepares. It is constructed with many objectives. The first thing that people may want to overcome is speaking. Also, there are many facts that are involved as well. That was the most difficult to learn because not all the people can reach to perform it perfectly, but if you can't reach it that is not the reason that you have to retract from learning it or expressing oneself openly and without the fear of making mistakes.

Speaking like listening can carry many difficulties to students. Having a conversation is like 50% the time talking, and the rest is listening to the other person. It comes difficult to answer to any person if you can't understand it well. You have to practice listening and speaking to reach a fluid conversation and have skills in the way you express opinions and such.

There are also times when a person is speaking English and has something in mind to say but forgets two or three words making it difficult to say what one is thinking.

English words are difficult to pronounce for some students and this has to be considered when English is spoken. The connection between words in a sentence should also be kept in mind as people speak. Rhythm and intonation are also key players when speaking, and there are times when even the native English language speaker gets confused.

When students feel nervous and are afraid of making mistakes while speaking English, there is a self-confidence problem. When students worry about grammar, they lack confidence and they don't practice outside of school.

1.2 Statement of the problem

Causes	Consequences
<ul style="list-style-type: none"> • There is lack of class participation 	<ul style="list-style-type: none"> • Classes are not interesting at all.
<ul style="list-style-type: none"> • There is no related language due to no comprehension 	<ul style="list-style-type: none"> • There is poor participation in learning.
<ul style="list-style-type: none"> • Students rarely have practice of the language 	<ul style="list-style-type: none"> • Students have low grades in performance and language competence evaluations.
<ul style="list-style-type: none"> • Insufficient activities on the topic of conversation. 	<ul style="list-style-type: none"> • Lack of practice in the language is noticeable.
<ul style="list-style-type: none"> • The students are distracted for other reasons. 	<ul style="list-style-type: none"> • Students don't pay attention in class.
<ul style="list-style-type: none"> • There is no production at all in the language 	<ul style="list-style-type: none"> • Students do not reach complete understanding in the classroom.

Authors: Cristina Narvaez and Kevin Buestan

This assignment involves two variables mentioned before, the effect of natural focus to improve the oral competition. Actually, the half of students has an issue with the English language for the reason that is totally not similar to their native language. It is different in sounds, consonant group, intonation, pronunciation of some diphthongs and other branches. Some strategies turn on students learning, which is

fundamental for language knowledge and docents have to be prepared with exercises that have to be done by the student. This will expand into a common practice if teachers apply it and train students into a continuous learning.

The dynamic in the classroom represents is normally boring and does not motivate the learners to search ways of expression or use the language by themselves. Docents need to be motivators for the reason that students do not express motivation to articulate the language or have a conversation about any topic. Students appear without the motivation to act, because it could affect their abilities to expand or improve their vocabulary.

The situation is most of the time current. With a no dynamic material, without a plan or communicative activities to practice, no learning is present, Spanish is more commonly used in class. Teachers are lack the necessary material to make classes more dynamic and communication master could be practiced but without an initiative from students.

There is an awesome nearness of trouble understanding discourse designs, general verbs and unpredictable verbs sound comprehension isn't evidential, third individual present conjugations is additionally befuddling for most of the class. There are unbounded holes about correspondence capacities, vocabulary is low and the dialect isn't intelligent by and large. The dialect mechanics must be explored or instructed again on the grounds that there is no considerable confirmation that students have evaluated.

What is the best way the Natural Approach can improve oral proficiency in students of the 7th grade at La Tia Rosa School? This is what will be kept in mind throughout the entire investigation.

1.3 Systematization of the problem

- What methods can help student's oral proficiency when speaking?
- How can the causes of the problem be stale in the English classroom?
- What other methods could be applied to improve students' oral proficiency?
- How can other methods foster students to improve oral proficiency?
- What other objectives will be covered directly or indirectly by addressing the problem of oral proficiency?

1.4 Broad Objectives

To use the Natural Approach method with 7th grade students to improve their oral proficiency in English.

1.5 Specific Objectives

- To identify the problem students have when communicating in English.
- To analyze methods teachers, use in class to help process learning-teaching.
- To encourage students with speaking patterns and techniques that improve English in the classroom and enhance students' communication.

1.6 Significance or justification of the study

The lack of communication in English and the old techniques or methods that continue to be used nowadays, students must try or at least experiment or undergo practicing in the language. Students need to be mature in order to benefit of it and can understood the language as their native language.

The conclusion of the experiment would solve the inconvenience that students face in communicating. Students will permit participation so they can get advantaged of the activities that are developing in the classroom. This difficult happen in the classroom because the student do not feel comfortable or motivating to communicate or maybe talk in class, they fear about the bullying that their own

classmates or criticized at any time or it is more probable that will happen when there is no facilitators or at break time and those are the reasons why some students hide or do not show their ability to express themselves.

In addition, this help or supports students in order to took or adopt the language from the natural approach technique and they can develop some skills by learning the language. This is fundamental because it will organize our ideas so students could present it in the most natural way.

The natural approach is known as integrated technique that helps students when they need to develop their communication daily problem, also it is considered the main solution of this serious problem.

This practiced technique will be the solution in order to learn and know how students associate situations so they can fix up or arrange the inconvenient step by step.

1.7 Scope and delimitations of the study

The examination emphasizes on the under domain that students have in communicative skills. This data come from 28 students of the 7th from La Tia Rosa School for the analytics examination of the research at hand. These walls that block the process and the capacity of ability growth that supplies well spoken English is what must be directed. Once the observation is complete, the lack of language usage in class was still obvious and classes were usually found tedious and without any significance for most of students. There was no type of student focused activities. Most of the performances were boring and teacher focused. The purpose of the classes might be transmission in different events and performances so they can maintain the students captivated in speaking manufacturing along with language growth and communication competence.

Delimitations of the study have not established the problem and its objectives as yet. It needs to promote its research on how the examination voids the purpose of the research with no concrete meaning is set according to the limitations and the purposes. The transmission problem found difficulties the effectiveness to develop

itself when speaking activities need to be made or when cognitive needs to showed how expressive students are when communicating among themselves.

1.8 Hypothetical Approach (Hypotheses or Research questions)

1. How can the Natural Approach benefit students' oral proficiency?
2. What is the best method to enhance communicative competency in the classroom?
3. How else can the Natural Approach influence student's learning and objectives?
4. How can this project improve students' oral proficiency communicative competencies and performance in the language?
5. What are the benefits of the Natural Approach besides higher oral proficiency performance?

1.9 Identification of Variables

“The Natural Approach” is the independent variable while the problem is the lack of oral proficiency. The Natural Approach is the way in which people learn a language. There are neither basic grammar rules nor any type of regulation which limit the ability of expressing oneself.

“The Oral proficiency” is the dependent variable because it is what students need to improve upon better results to be understood when expressing themselves and understand the language in order to constant communication to be achieved.

1.10 Operationalization of Variables

Variables	Dimensions	Indicators
Independent The Natural Approach	Approach	<ul style="list-style-type: none"> • Theory of the nature of language learning. • Classrooms techniques • Practices
	Native Language	<ul style="list-style-type: none"> • Mother tongue
Dependent Oral Proficiency	Ability	<ul style="list-style-type: none"> • Skills • Creativity • Resolution of the problems
	Accuracy	<ul style="list-style-type: none"> • Correct use of vocabulary • Correct pronunciation

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CHAPTER II

2.1 LITERATURE REVIEW

In the state-of-the-art studies done approximately in language, it can be visible that language tension is a critical region in such subject. This language weakness could have deep results at the technique of language. This examinations that became lowly achieved back in 2002 by way of Darrel Atkinson wherein he states that examining anxiety and oral skill may make such activities the purpose for college students to be anxious. Those oral ability sports are chargeable for growing such uncomforted. A designed questionnaire that identifies sources of tension over overseas language oral talent turned into positioned to 109 high school degree beginning Spanish oral proficiency scholars. It turned into fabricated from three sections. The first one became a 24 question related to anxiety, the second component asked college students to expose their level of tension associated with their sure class practices and the third one requested newcomers to point out teacher's characteristic and trainer practices that assist lessen language tension.

The effects of those analysis advised, among many other matters, that it's miles no longer a supply of scholar anxiety to speak in another language, but talking in the front of the magnificence is. Further, the method the teacher uses to correct college students in a comfortable, nice manner can extensively reduce language tension with such attitude.

According to J. Asher (2015), the anxiety associated with oral proficiency that is located nowadays has grown to be a critical vicinity for studies on this career. The examination of the investigation is of a blended-technique motive wherein linguistic and nine effectiveness are the results from the participation of 25 standard college students. The research determines significant adjustments in linguistic elements, oral ability and the natural method on doing so. This research additionally tested if the oral talent anxiety existed for students while presenting in elegance or whilst oral proficiency amongst peers. The consequences showed that linguistic talents

improved lots and the oral proficiency tension decreased whilst the natural approach carried out. The analysis of interviews and application reviews established that students participated facing two assets of tension in linguistic and cultural differences as properly.

Peter Carrel (2015) stated that such results about the observations were approximately concern with the relationship between the verbal methods used in the process and the oral skills that were endorsed in the necessity of extreme emphasis about the nonacademic factors to lessen anxiety in college students and with plenty oral Exchange among them. Being in touch with the native audio system provided inside the school and classroom plus the informal gaining knowledge of additional content that is stimulating in attitude for all adjustments and linguistic gains as correct as possible.

Charles Gattegno (2015) simplifies the reality of the Natural Approach giving a fee of conversation without any grammar involvement. The level of additional complex combines the regular practice and vocabulary mastering the usage of content and application to big situations that students can become aware of their personal environment and socializing.

H. D. Brown (2015) confirms that oral talent is a look at the way some methods use formulaic sequences including standardized terms like collocations and idiomatic expressions that could assist students get talent for overseas language beginners and the use of educational strategies which could emphasize their linguistic repertoire.

Frank Johnson (2015) states that counts correlated nicely enough to gain oral talent rankings that have been recommended in assisting students can also build a repertoire in approximately sequences that can make a contribution beneficial for the oral skills progress with the assistant and participation of the verbal approach and the parameters involved.

2.2 THEORETICAL FRAMEWORK

The Natural Approach is about correspondence. It is the method for discussing normally with local speakers and with no kind of dialect outline. It is vocabulary revealed and uses in like manner, ordinary circumstances. This is situated in the dialect procurement hypothesis created by Stephen Krashen. The Native dialect ought not to be utilized as a part of the classroom. Vocabulary ought to be presented to understudies. This is a technique for novices in view of perception and understanding of how a man secures his or her first dialect. It rejects the formal association of dialect. It did not depend on sentence structure however on correspondence. It underscores conceivable and important practice exercises as opposed to generation of syntactically idealize sentences.

This technique was first known about in 1983 in the book called the normal approach by Tracy Terrell and Stephen Krashen. This approach works in the utilization of dialect in informative circumstances without plan of action to the local dialect of the understudy and without reference to linguistic examination. It depends on the Naturalistic dialect learning in youthful kids. There is an accentuation on presentation and on input. The focal part of dialect isn't syntax however correspondence. Dialect is seen as an indispensable for conveying implications and messages. The vocabulary for both observation and creation is viewed as basic in the developments of messages.

An Oral Proficiency is an institutionalized, worldwide evaluation of utilitarian talking capacity. This is estimated on how well a man talks a dialect by evaluating their execution of a scope of dialect errands against determined criteria. The discussion to investigate the capacities and points of confinement of the person's oral target dialect capacities are to take part in an assortment of undertakings, for example, depicting, describing, and speculating. The scale can be imagined as a backwards triangle, with the "Prevalent" rating at the best speaking to an extensive variety of ability in semantic structures, vocabulary, and familiarity.

The Low class shapes the base purpose of the triangle, indicating minimal useful information of the dialect. Every dynamic class speaks to more extensive aptitudes and profundity of learning. While one can advance generally rapidly through the levels, advance is much slower through the upper appraisals in oral capability.

English is viewed as the world's most widely used language and it is determined in the archives distributed by the Ministry of Education on their site page. They have acknowledgment to that circumstance for two principle reasons. Right off the bat, learning and oral capability a remote dialect is imperative in the present globalized world and its general public of information. Besides, a large portion of innovative, logical, scholastic, and social data is found in English either physically or carefully. Subsequently, the administration considers English as an instrument which encourages understudies to prepare themselves to comprehend and impart among societies past their etymological and geographic cutoff points.

The Natural Approach divides the difficult process of SLA (Second Language Acquisition) into four simple levels and details learner and teacher attitudes at each one. Knowing the details of each level allows the teacher to communicate better and to choose teaching methods.

There are still certain cases that restrain teacher from doing good lessons. One is large sized classes which are problematic to organize oral proficiency. It is difficult to control a class with many students; they are different so they will have different rhythm to learn.

Another problem is the noise. Other classes may complain and will not be able to continue in a quiet environment, also is complicated to pay attention to all the students and provide feedback, some may seem this as an opportunity to be lazy and do not work in class.

Plus, students may lack of confident to pronounce well so they will avoid talking so their companions do not laugh at they. Teachers need to put impetus in their students and remember them that the class is the only place where they can make mistakes which are essential in the process of learning.

Teaching English always has required research to find the most efficient method to help students to improve in a short term but with a long lasting learning.

Brinton, Celce-Murcia and Snow (2014) already mentioned that it is necessary to master a word's meaning, written form, grammatical behavior, collocations, register, associations and frequency in order to know a word. This is one of the aspects why teachers should use different process, mechanisms and programs to practice and get familiar to new words. Students should detect new lexis in several backgrounds. Research claims that it is important to read, listen, and to have tasks that contain natural approach in different kind of situation that can be found in any type of activity that relates to the book or for teachers that are more prepared, an activity of their own.

Hamer (2015) classifies three reasons for teaching oral proficiency or having students communicating with each other in the classroom. Teachers should acknowledge these reasons to pay attention and carry out or organize oral proficiency tasks in their lessons to encourage students in their studies of the language. The main reason is that developing oral proficiency opportunities to students lead rehearsal chances for them to try the language in a controlled or semi-controlled way before they eventually encounter real life situations where they can put in practice what they have been practicing in a safe context.

Another reason is that these activities give sound feedback for students and teachers. According to what teachers do, they can set remedial or corrective activities to connect students' production in terms of delivery, discourse, intonation fluency or accuracy. Both teachers and students will know the mistakes that need to be worked on. Lately, these are great opportunities for students to activate their prior knowledge of language, structures and the natural approach to recall and apply them. Students need to be given the opportunity to also find the time to get familiar with the activity. When there is more practice, learners become more autonomous which mean that they are able to use words and phrases fluently or without much conscious thought of the language.

That's why students should be able to combine the natural approach and grammar parts for communicating that is the objective of learning a new language in the communicative language teaching that the Ecuadorian government supports in the documents published to help students reach a B1 level when finishing their high school studies.

The book that students from the 7th grade from La Tia Rosa faculty use is the "talking inside the metropolis 7" from the Ediciones SURAMERICA. The content material of the book is split in 5 blocks which cover topics as reading, grammar, vocabulary and talents which might be advanced in language mastering. The majority of the activities from the book are related to the targets which are in the suggestion as nicely. The sports are conjugated in speaking obligations which are aimed to improve students' language capabilities.

2.2.1 Language acquisition

Being that this study includes the verbal method and speaking. Those two standards may be investigated and evolved in that order in these foundations. Paraphrasing a few standards of Brinton et al (2014), it would be as observed. They say that the expertise teachers should percentage with their students about the special factors of every phrase is taken into consideration to be the natural technique depth. Moreover, lesson plans have to encompass the herbal technique breadth which refers to some of phrases college students can consider to supply the language.

Acquiring a word additionally includes receptive and effective information. The first refers to perceive or recognize lexis in studying passages or listening tracks. The second is the capability of students to use a word whilst writing or speaking.

They additionally analyze how many phrases should college students be delivered. They make distinctions between components of speech, idioms, compound nouns, figurative, denotative, sort of nouns, and all that entails teaching and studying a new word as natural as possible. this is what makes challenging to accumulate a brand new word for newcomers and for teachers to determine while to introduce the special parts or meaning of phrases, both in an unmarried class or in a sequence of

instructions. In line with the Natural Approach, in which English language students need to keep to acquire the acquisition of the language, beneath these parameters, the tiers of development of the second one language need to establish in the student, moral guidelines within the instructional integration of the language.

This manner, the process underneath a verbal or simple version must cognizance on the first-class strategy for the coaching technique (Krashen, SD & Terrell, TD, 1983), this has allowed many specialists on the way to difficulty powerful orientations whilst analyzing the traits of each student and what the stages of gaining knowledge of are in which it's miles and can determine the drift of the teaching-getting to know method in the continuing training of the scholar and the social being that incurs language mastering nowadays.

The substantial classroom approach to the method of physical response defends the silent phase, waiting for the level of oral proficiency in the second language to be processed and applied, at this point; emphasis is placed on the process. Given this fact, the process of underlying growth is generated through the importance of acquisition and its difference in the place of linguistic processing, being necessary that the information is understandable through the teacher, this is the essence of language and vocabulary (not grammar) is the main axis of the language.

The importance of the Natural Approach leads to the students being able to acquire the knowledge through the teacher and the strategies of communication that emit in the educational development of the student.

Pulverness, Spratt & Williams (2012) define oral proficiency as one of the four skills of the language. It is classified into the productive ones. This means that it is producing orally the language not receiving it. They add that it involves applying speech to transfer meaningful information to others. Oral proficiency includes more than just identifying and applying the natural approach accordingly and accurately in uttering words. When information is exchanged the person considers addressing the desire to communicate successfully. For Thornbury (2006) it is the most important because oral proficiency a second language is frequently equated with proficiency (Thornbury, 2006)

Scrivener (2015) confirms that fluency and confidence are important goals to achieve regarding speaking. He reinforces this by saying that it is useless to know a lot about the language but not being able to apply it. In the past, most learners were able to conjugate verbs yet not capable of responding to simple questions from the teachers. Thus, practicing the language is a lot more productive than knowing all major rules and regulations about it.

2.2.2 Learning taking place

Pulverness, Spratt and Williams (2012) specify that lexis respect to singular words or sets or words, alleged units of the normal approach that have a particular significance in a given circumstance or setting where they show up. Words mean in an unexpected way, these creators give a broad however vital rundown of circumstances educators can keep a record of when arranging their classes:

Students may be by and by of (things, individuals, or creatures); this is called indication or denotative importance. For instance: the white house, the loud puppy, the frightful mischance, and so forth. Words may likewise give metaphorical significance (inventive definition that gets from the denotative importance). For instance: a family tree, an unmistakable idea, and so on.

Other words make their significance with regards to a sentence where it is utilized. For instance: she was excessively tall in the step. On the off chance that we take a gander at a photo we can see that we are alluding to a young lady or lady. She is tall. Perhaps the stepping stool was little, the house, the room, or the place was little that she looked excessively tall. The significance can likewise originate from particles included toward the start or toward the finish of the words (prefixes, and postfixes). For this situation, educators should make students mindful of how the significance of the words changes by utilizing the distinctive prefixes or additions.

For instance on the off chance that we include the molecule "less" it gives a contrary significance of the primary word: help-defenseless, restrict-boundless, end-unending. Some words make their significance when utilized with others; for this

situation they are called compound things. Illustration: phone directory, pencil case, schoolbag, and so forth. Collocations are words that are regularly composed or talked together. There are numerous the normal approach words that gather in English, and the level of appearance may differ. For instance: eat is an extremely solid expression that orders as we as often as possible see them together. The words "has a PC" happen together however they don't show up so much of the time to be called collocations. Idioms are settled articulations since they can't be changed, yet their definition is unique in relation to the importance of the each and every word they have.

For instance, it is coming down like a hurricane implies that it is raining unequivocally. On the off chance that we envisioned the exacting message of this articulation we would see felines and pooches descending from the sky which will never happen or does not have any sense whatsoever. Another idea to investigate is "lumps" which are units of words that meet up and that student's utilization as one piece. A few cases of these are maxims, collocations and compound nouns.

A short comparison with the CLIL Natural Approach relates to the way that this procedure underpins a hypothetical structure, referred to today as the 4C training framework, this framework is an all-encompassing model, comparing to the improvement of Communication, Cognition and combination of culture unique in relation to the comprehension of the way of life of the dialect. The CLIL is powerful and through the Natural Approach ought to consider as vital 5 measurements to apply in the classroom: advance of dialect procurement, capacity and perception of vocabulary content, responsibility in the neighboring procedure of intellectual elements cooperation with the correspondence setting, the improvement of suitable proceeding with relational abilities and the level of intercultural mindfulness top to bottom (Coyle et al 2010).

To develop on what a word includes, Nuttall (2015) gives various types of importance sentences may have. They may be theoretical (the significance of a word without anyone else's input), propositional (the importance of words in a sentence), logical (the importance a sentence may have just in a specific setting)

and even minded (the significance a sentence may have just between the connection of the author and per user).

Concerning, Scrivener (2015) incorporates the meaning of sorts which compares to the assortment of discourse that you may discover in a specific place, with a few people, in a particular setting, to get an outcome, through a specific channel, just to specify a couple of highlights. When talking, types are described by right now decisions taken while exchanging thoughts. These decisions should seriously mull over style, way, tone, amount, volume, unequivocal quality, selection of words, custom, content, and so forth.

Also, Pulverness (2015) records some subskills for talking. Instructors can utilize them as an agenda to incorporate them in their lesson gets ready for usage. In the event that they need to begin measuring the viability of individual subskills, they can present and platform them with symptomatic and present assessments on thoroughly analyze comes about:

- Using the characteristic approach, and capacities. Contingent upon the subject of the discussion, discourse or the circumstance we are trading data, individuals need to know which capacity of the structures to use and in addition the shape and significance it passes on. Fitting the normal approach will influence correspondence to smooth, reasonable and intelligible to others.
- Applying register to talk fittingly. There are distinctive methods for tending to individuals either on the off chance that they are experts or associates. Students need to rehearse whether their discourse is formal, semi-formal or casual.
- Using highlights of associated discourse. This includes applying articulation examples, and inflection while expressing words.
- Displaying non-verbal communication. What we say must be as per the outflows of our body. We can send a mixed up message if either doesn't coordinate.
- Uttering distinctive content sorts. Educators need to open students to a few sorts of writings, so students get to know them and can utilize them as models when they rehearse before delivering the dialect specifically settings.

- Becoming familiar orally. Utilizing most or the majority of the sub skills may be an indication to show or ensure that we are familiar when we address others in any specific circumstance.
- Supporting discourse with intuitive systems. Transmitting a message includes four perspectives: the speaker, the questioner, the message and the unique circumstance. Students need to distinguish them and practice in a sheltered domain before they really confront a genuine circumstance.

Writers want to talk with their readers even though they may by no means meet. Rather than audio system who may fit their speech to fit the individual that is taking note of them (Bilbrough, 2007).

This author additionally says that actual language is essentially dialogic; human beings are always interacting with others. He includes 3 definitions of dialogues (lines in a drama, a communication, and a method of negotiation through speech). He mentions they're relevant for the following usages of dialogues in a study room placing:

- It's a spoken interplay amongst people, especially a pair, and the document of that interplay.
- Dialogues may be found in books where they get hold of the time period of pre-scripted or improvised or so referred to as unscripted. If they're pre-scripted it method they may be supplied inside the text in a shape of a communication. When instructors adapt that text to the scholars' context, then it will become unscripted.
- They can be actual or simulated.
- There is the possibility to file dialogues.
- They may be evolved via specific characters.
- Their consciousness could be form (to take a look at the language grammar), meaning (for information) or a mixture of each.
- There are types: transactional or interactional.
- The interactions can be among college students, instructor-scholar(s) or scholar/teacher and others (government or visitors).

2.2.3 Closing the learning gaps

Brinton et al. (2014) considers that for teachers the amount of words they cover is a challenge for them. To consider this topic they address two entries. The first is the use of dictionaries that can have more than 180,000 words, even though students use word families that include the basic form, its inflections and derivatives.

The second are the inflections, which refer to the necessary affixes according to the grammar of the sentence (come - "s" for the 3rd person singular, or published - "ed" for the regular past tense). Derivatives include affixes that change their part of the discourse (work: verb - worker: noun - worked: adjective).

It is estimated that academic students have close knowledge of 20,000 families of words in their own language. During their childhood, students learn about a thousand word families each year and in some cases they learn up to five thousand in just one year. This means that there is a gap between the numbers of words that students in a second language must learn, since they will begin their acquisition at a later age. Oral competence involves a variety of secondary skills.

Teachers can help students improve their skills by using those word families. They should be included in the lesson plans. Teachers must decide what to focus on in a particular class. However, there are some main differences. One of them is that speech is constructed clause by clause, and phrase by phrase instead of sentence by sentence as it happens in writing.

The students from La Tía Rosa School were given a diagnostic exam which consisted of 20 speaking Wh-questions that had to be answered with complex answers that were about students' personal affairs, their friends' description, favorite things, and other miscellaneous stuff. There was a rubric used in order to reach a certain score for students' response to the questions and their scores are based according to the performance graded to the rubric. The results were averaged out and were given a numerical score. Twenty students had a low score and the remaining eight had scores of eight and above.

This diagnostic exam allowed the researchers to have a core idea of the students' speaking abilities, performance, and knowledge about the English language.

2.2.4 The benefits of engaging in activities

Wilson (2008) offers some steps for lessons in order to get positive results, establishing the pre-stage (listening, writing, reading and speaking) as the first step. That would make the students into the topic, and that's when the teacher should use stepwise design, which has to begin with a brainstorming activity. After that the teacher must explain the class and make the students work along the explanation. And finally, some feedback is looked for in post-activities by the combination of top-down and bottom-up activities. That would help the teacher to identify which are the troubles for students (Bilbrough, 2007).

Both Natural Approach and the Ancient Natural Method have dissimilar facts. Moreover, Prendergast and Marcel gave some contributions for the educative model during the nineteenth century. Marcel focused in meaning while teaching a language and affirmed that reading should be the first skill taught. He even compared how a child learn a language to how anyone could learn a new language. On the other hand, Prendergast gave the basics for the development of natural methods and, finally, the Direct Method. He applied and compared principles of the learning of a new language to the acquisition of the first language. Prendergast emphasized on identifying in children their routines while speaking and evaluating their communication considering the context. Additionally, he determines the post-activity stage as the moment in which methodology should be adapted to enhance the learning of students.

Brinton et al (2014) sums up in five methodologies how the natural approach has changed since it appeared.

Grammar-translation approach-. The main objective was to make students succeed in tests, and focused on the definition and origins of words by considering bilingual dictionaries as the most trustful source of information. In order to analyze how the language was built up, translation was used.

The primary recognition become the development of phonetic education and punctiliously managed spoken language or oral fluency. It turned into a British movement. For the first time, grammar and isolated words have been now not important however language related to truth. Phrases were selected mainly according to their usefulness and simplicity because instructors did not want to distract students from the focal point of this approach that turned into phonetic training.

Direct method - acquainted words are selected to beautify interplay in the study room. A few not unusual phrases are regular objects that in shape the project. Sources like charts, photographs and realia seemed as a part of coaching techniques. The main focus of this technique changed into communication. College students aren't allowed to speak in their mother tongue.

Audio-linguicism - in this approach phrases had been used to demonstrate grammatical structures. This changed into based totally on a behaviorist view of dependency formation and instructors modeling, growing drills, students memorizing structures, and receiving remarks.

Communicative language teaching. - The herbal approach is selected from authentic resources. The standards of the choice are usefulness. The followers of this approach agree with that language ought to be used for conversation, primary goal of this teaching process.

Nuttall (2015) addresses this subject matter by way of arguing that now not all words are essential. She suggests to begin by selecting the words that can be ignored, and cognizance on those that stand for comprehension. The writer provides that there are sorts of words: lively and receptive. The previous refers to those nicely to use on an each day foundation. The second organization those that you could recognize and respond to, but do no longer expectantly use. This is applicable in students' personal language or L1 and any foreign language. It's far critical to educate rookies to differentiate these phrases so they focus on those they want for communication.

Cohen (2014) shared a technique for using the natural approach that has worked for him. It involves students developing their own lexis cards. He suggests using a pocket-size that makes them portable. Students can record the word they wish to know, practice, reinforce or consolidate. Additionally, they are cheap, free-standing and easily shuffled to enhance communicative and interactive activities. The process might start by choosing the words. Teachers can provide the list but it is better if students decide the words by themselves since this will keep up the momentum. It is advisable to ask students to develop ten cards a week. This depends on the number of hour of classes and the content according to the curriculum set for the class.

Once again the guidance of the teachers is paramount in this activity. Cohen (2014) adds that if facilitators ask students to create a card, each student will come up with a different version according to what they visualized, their interests or background knowledge of cards. Some of them might be impressive to teachers others not very much attractive or useful. This is the main reason for teachers to provide guidelines on how to start and finish the card. It will be of great use also to display an example to follow. A template that has worked for this teacher is using both sides of the cardboard. In the front students should only write the word they want to learn. At the back, they can use the corners to write: an easy definition in students' own words, an example in a sentence, collocations and pronunciation. In the middle of the back students can write the translation of the word in their language.

Pulverness et al (2012) contribute to this topic by suggesting teachers to start with controlled practice. This is to use the language that has just been introduced repeatedly. They are important for oral proficiency practice in a positive environment. This can be done using drills, repetition and saying memorized words or sentences. These activities focus mainly on accuracy since students should use correct grammar, and pronunciation the natural approach is also related to such concept. At this point they are not producing the language independently but following a set model and making subtle changes provided by the teachers.

This also builds motivation since students are confident of what they are saying and how they are practicing. Controlled practice precedes freer rehearsal as they enhance useful, although sometimes limited, preparation for speaking. A key aspect to consider is correction, at this point teachers might want to make students aware of mispronunciation or misuse of the structure whereas in fluency tasks correction should be avoided or provided as feedback at the end of the practice or lesson.

The Natural Approach has certain similarities to the direct method, with the important exception that students are allowed to use the mother tongue along with the target language as part of the English language learning process. Considering that in the early stages, students are not used to acquire knowledge of the language, and in the teaching-learning process, states that the contractual level of the teacher to have no educational strategies, leads the student to fail to learn the English language.

2.2.5 Language environment at work

It is important to consider the characteristics of the students before thinking about any implementation. Teachers are slopes of the students learning in gropes or individual. Meters (2015) identified three profiles in a youth learning classroom to empower teachers and make the most of their classes.

Teacher motivating learning in lessons, Students at an early age experience situation that may have a greater influence on what they do in the same context in the future. Therefore, understanding their behavior and knowing how they are integrated into their groups is essential to maintain a positive teaching-learning environment. The author said that many students wants to boycott the lessons mostly in the first weeks. One recommendation is to keep in mind that students must get used to teachers, and vice versa, they need to be heard, loved and conversed. The three profiles are:

The naughty: the principal is the reluctance to pay attention of the topic that the teacher said. The many times do not care at all in the lesson. These kinds of students are restless and can also have difficulties with the language progress.

The know-it-all: they are committed, intelligent and attentive to the program they cannot stay quiet in their seats without asking or shouting out something intelligent. Teachers want all students to learn.

The zoo: are a group of students that work joins but with noise, they have a good relationship among all. This is a tendency to impact on each other to see who can be the most intelligent, the loudest, or the most dramatic.

Students need a lot of practice because they see oral proficiency as a complex skill (Pulverness et al, 2012). To help students overcome that fear, teachers can implement some previous tasks like introducing the natural approach, providing a lot of practice with the new words, giving enough time to organize their ideas, what and how they say them, setting activities for pronunciation rehearsals, trying the tasks before they speak freely. This order can be done all the way around. In that case, students try to produce the language in the assigned exercise, teachers take notes on difficult structures and the natural approach restrictions in order to work on those failures afterwards. In either case, students should make sure to create a positive environment where learners feel confident and open to mistakes considering them as part of their learning. Facilitators should consider that learners may need time to process what they hear before they start oral proficiency in controlled, semi-controlled or freer practice. A good teaching technique will be to allow some silent period especially for beginners. So students get a lot of input before they actually start producing the language.

Buckingham (2015) claims that the teachers' challenge is to encounter a way to encourage students provide them the confidence to have a go and try using English. Hence, she adds that motivated students are a pleasure to work with. Their willingness and eagerness to participate using the language guides or antecede a spiral of successful activities which any teacher would like to develop in their

lessons. As oppose to those teaching environments where learners are reluctant to interact with their peers because they cannot manage the tasks or the content so their attempts to try something new is diminished leading to speak out every time less and less. Ward (as cited in Buckingham, 2015) says “Motivation is one of those things like justice or world peace; we all know it’s a good idea but it’s not quite so clear how to get there”. However, motivation can be raised with simple yet interesting topics that are relevant to students and boost their interest and willingness to participate in the lesson.

2.2.6 The root of socializing

Thornbury (2006) considers about socialization, as the process to join into a social group. The group could be one that we are born into, or where we want to belong to. During socialization, people adapt or get values ad customs of their social environment. This process involves the language; there are some schools that have an appealing to use a second language learning as a process of socialization. Language is used as a link for a group membership. Learners are conduced to a different culture, adding the language. New problems appear as getting the host culture. It includes that classrooms are little cultures too. Docents are always aware of the necessity to promote socialization with the learners into the study context.

Learners have to mix the natural focusing and form to express their feelings. They do not work without the other. The teacher’s role is to determine the class and amount to insert in separate or in a series of lessons and their structure to help students communicate between them. Some interactions patterns and genders could be applied to avoid boredom.

Pulverness et al (2015) suggested that couples and team work rise opportunities to interact in the classroom. Docents should be careful with the activities for students to improve themselves.

Scrivener (2015) interprets that on daily situations, students and docents speak in different ways, according their environment, situation and topic conversation. Also, Bilbrough (2015) adds that books are a dialogue and authentic language use is

crucial dialogic. Language is there as a transmission of an idea or a feeling to talkers. And it is a respond of previous spoken or written information exchanged that is actually happening or that is assumed.

The regular approach rose up out of Terrell's encounters in showing Spanish classes, despite the fact that it has additionally been utilized as a part of basic to cutting edge classes and with a few different dialects. In the meantime, he joined Stephen Krashen, an etymologist at the University of Southern California, in building up a hypothetical thinking for the regular approach, drawing on Krashen's compelling hypothesis of second dialect procurement. Krashen and Terrell's joined composition of the standards and practices of the normal approach showed up in his book *The Natural Approach*, distributed in 1983. The book by Krashen and Terrell contains hypothetical segments arranged by Krashen portraying his perspectives on the securing of the second dialect (Krashen 1981, 1982), and segments on classroom usage and techniques, generally arranged by Terrell.

Krashen and Terrell distinguished the regular way to deal with what they call "conventional" ways to deal with dialect instructing. Customary methodologies are characterized as "in view of the utilization of dialect in informative circumstances without falling back on local dialect" and, maybe, without reference to linguistic investigation, syntactic cut or a specific hypothesis of sentence structure. Krashen and Terrell brought up that such "methodologies have been called regular, mental, phonetic, new, change, immediate, logical, imitative, et cetera" (Krashen and Terrell 1983: 9). The way that the creators of the Natural Approach relate their way to deal with the Natural Method has driven a few people to accept that the Natural Approach and the Natural Method are synonymous terms.

2.2.7 Structure and language function

The present government has made a sound interest in Education which has been broadly declare to general society. This has inferred changes in the framework of structures and outfitting organizations with innovation to upgrade training. In this manner, the Ministry of Education has likewise set a few benchmarks to fulfil for schools as foundations, principals, educators and students. Concerning, it is known

broadly that they ought to confirm a B2 level to be qualified and educate at secondary schools. College workforce are requested to come to a C1. Discussing students the circumstance is comparable. Despite the fact that for secondary school students, they ought to accomplish a B1 and when completing their college considers they ought to have picked up a B2 level. With a specific end goal to the instructing learning group accomplish the guidelines, the experts have created and distributed archives that run what and how to educate in regards to English. The fundamental target of those records is to enable students to build up their informative dialect aptitudes thinking about these standards:

- Language is a framework for the articulation and transport of importance. There is association for data transference.
- The fundamental capacity of dialect is association and correspondence. Educators ought not just concentrate on syntax structures, and testing. Students ought to have an incredible assortment of activities to impart in various collaboration designs. Buckingham (2015) states that "enabling students to present is regularly what has the effect between actions in which there is showing happening or where the students are simply being tried".
- The structure of dialect mirrors its practical and open employments. Again the concentration ought to be correspondence not just the shape and the way words are accurately composed in a sentence.

2.2.8 Standards and guidelines

Those benchmarks and rules consider the Common European Framework Reference as a model to take after for the diverse levels to be refined when completing each review. The experts additionally clarify what this reference includes. They consider the CEFR as an arranging apparatus to manage instructors, inspectors, material authors, coaches, and chairmen. It has an essential part at creating approaches worldwide since it depicts completely two parts of the learning procedure: the dialect students ought to create at the distinctive levels of the procedure, and the information and aptitudes they have to convey successfully.

They likewise clarified in their records that the point is to help and guide the educating learning group in their procedures by sharing methodological proposals to execute and apply the Communicative Language Teaching approach and in addition its strategies. Educators and students will profit of the use of such guides in the classroom as well as outside it. Subsequently, they will pick up their B1 skill bit by bit.

Educators are urged to reexamine completely and with a mindful perusing these records. The fundamental object is to take after the rules which are certain and achievable with a specific end goal to achieve the primary objective that is students conveying in English as a remote dialect.

The Good Living act is an inspiring thought that offers contrasting options to the contemporary issues that humankind has. It constitute and manufactures solidary social orders, journalist and corresponding that live in agreement with nature. The Sumak Kawsay fortifies social union, group esteems and dynamic individual interest and aggregate activities in settling on pertinent choices for the development of its own fate and bliss.

In Ecuador, the administration of the Citizen Revolution, gathering arranging about towns, arranging the idea of the Good Living Act like the focal target of people in general legislative issues.

2.2.9 Ministerio de educación del ecuador, 2017

The lack of communication, no vocabulary, the need of an interactive book, the insufficiency of class participation found in students and the shortage of dynamic material to be shared among students are just a few of the reasons that can be named that has launch this research and this dissertation. In order for Ecuadorian students to get the English language, it is necessary that there be complete support in the language of the educational system. Goals need to be accomplished with innovation, justice and solidarity that will prepare the mean Ecuadorian learner in order to contract with prosperity in local and also international communities in this new millennium (Educacion, 2015)

2.2.10 Threads according to the new curriculum

Listening

- Difficult and defiant is how it has to be the exercises in the listening texts and must be manifested as, relevant and motivating. The necessity to supply opportunities to practice listening for gist, detail, inferring, and predicting. Real texts found in songs, videos, advertisements will help learners in terms of pronunciation abilities such as stress, rhythm, and intonation. Classifying the task, not the text will secure high achievement rate for students if you listen attentively, you will understand something. Spoken development in order to lower affective filter to focus on fluency instead of accuracy, to be concentrating on its significance rather than form in young learners' inhibitions low, like to copy and begin with production in chunks of rhymes, songs, chants to imitate sounds is outstanding. Pronunciation for practicing with individual sounds, tongue twisters. A good pattern, good fun, lots of repetition, physical movement (e.g. whole body actions, clapping), encouragement to participate, the genuine attitude of enjoyment of the teacher and the goal of this sub-thread is to experiment and regurgitate large pieces of language.

The grammatical and lexical content of these texts is less important at this stage than their expense in terms of sounds, rhythm, intonation, expressions, idioms, and simple enjoyment.

2.2.11 Spoken interaction

Pair work, group work essential right from the beginning, as learners develop taking part in role plays, dialogues, substitution dialogues and language games.

2.2.12 Rubrics for speaking evaluation

Years back, there was no type of evaluation rubrics for any type of skill in the English language in Ecuador. The students were just given an exam of some type of translations and that was all the examination. The project conducted and the rubrics

that are involved will consist of evaluating the central message, the use of the language with its vocabulary, terminology and structure, the organization and supporting material. Within the central message, the main points of the presentation will be addressed with its delivery techniques, posture, and voice of the students. The audience reaction will also be considered. The grammatical effectiveness of the presentation will be under the language section in which imagination takes place for students to develop communication with vivid and expressive performance.

The organization and sequence of ideas that can be brainstormed in the material for the presentation of the patterns involved if any are needed to support the effectiveness of the alternatives for the purpose of each analysis.

The supporting material such as flashcard, wallcharts, illustrations, analogies will add credible and relevant resources to make the project stand ground.

2.3 LEGAL FRAMEWORK

2.3.1 Regulations concerns

This project is based according to curricular guidelines and quality exercises that can be categorized and placed in the activities that are standard, students must reach the required level established by the CEFR and all the aspects concerning language learning.

The Secretary of Education has recognized that English is a fundamental and necessary mean of communication worldwide and it is also a general tool of education and to access up-to-date scientific and technological information. That is why it has to be taught from the early stages of education in schools and this is supported with Objective 4 and Article 26 of the LOES that is included in this investigation.

In addition to what is guaranteed on the Educational law and specified in the current Ecuadorian constitution and defined by the LOEI (intercultural organic education

law), teachers need to observe the following information in order to design their Annual plans, as described at the Ministry of Education webpage:

- The new English National Curriculum Guidelines.
- New Curriculum Specifications.
- Ecuadorian Republic constitution. Article 26 states that the education is a right of the people throughout life and an inescapable and inexcusable duty of the state.
- The Intercultural education is supported by the article 243 of the LOEI
- PNBV- The Good Living Act Plan
- Regulations, General law, section 26 (2011)
- The second run of new textbooks for 10th grade, in this case study.
- Suggestions for designing their annual, unit and lesson plans.
- Suggestions for classroom assessment within the Communicative Approach.
- The present Ecuadorian constitution, chapter 2, the right to the Good Living Act, section fifth, recognizes the right of Education as an unalienated right to its citizens, Article 26. Children have the right to education, the right to equal opportunity, no discrimination and immune from any other deficiencies, guaranteeing quality and the best type of welfare.

The legal foundation is also backed up by PNBV (National Plan for Good Living) offering a better way of life to the Ecuadorian citizen, with the equal right to the proper education, without any constrictions, obstacles, or conditions to the right of bearing such privileges and entitlements.

The Ecuadorian government supports this act to the utmost respect of the law and in it lies all the responsibilities for all citizens to be guaranteed the right to pursuit equality and sovereign as a whole. Children and adolescents educational code.

The right to a dignified life, children and adolescents have the right to a dignified life which allows them to enjoy the socioeconomically conditions that are necessary enough for their integrated development. This right includes those themes that assure a nourishment that is balanced and sufficient, recreation and leisure, access

to health services, to quality education, adequate attire, secured housing, hygiene and basic services.

In handicapped children and adolescent cases, the state and its institutions should guarantee the conditions, help and techniques, bar architectural eliminations of communication and transportation. Concordances: Constitution of the Republic of Ecuador, Articles 13, 24.

2.4 CONCEPTUAL FRAMEWORK

Games

They are perfect to review the natural approach or to raise motivation and interest in your students. Students work in groups. They have to select five cards to work with and five to put aside. After that, they teach one another their words. Teachers can help with a dialogue on the board so students can start their expositions. Once students have finished their lessons, all cards are mixed up and they are spread across their desks. The owner of the card has to say the definition and the members of the group have to find the correct word.

Teachers can adapt the game, if it is too difficult to say the definition, students can say the translation. The first student to pick up the word takes it. At the end the winner will be the one with most cards.

Word card tennis

This a good resource to review the natural approach at the end of the class, week, month, or any time when teachers need to create a nice learning atmosphere. The setting can be pairs or groups, depending on the teacher and situation. Students have to take ten words and put them in the middle of their desk. One classmate picks the first card and the pair has to say either the translation or the definition. The activity is over when both has worked with all of the cards or when the time given is up.

Story time

This activity gives students opportunities to deepen connections between words and language they already know. Groups or pairs are required for this task. They have to choose up to 15 cards randomly and spread them across their desks. The task is students have to imagine a story using most or all the cards. Teachers should provide a big piece of paper so students can draw images of the story and tell it in front of the class.

Acquisition

The learning or developing of a skill, habit, or quality. Language acquisition evolves on the way students learn the language, the natural way and not studying the language. When students are exposed to such language functions without the involvement of grammar, learning is a lot more effective in the communication realm.

Analysis

Detailed examination of the elements or structure of something, typically as a basis for discussion or interpretation. Such analysis were part of the instruments of investigation in this project. The students' survey, the investigation and the observations were analyzed so the outcome could be considered as concrete as possible.

Communication

The imparting or exchanging of information or news. The main objective of the investigation is to display the facility and the engagement the proposal will bring as a result in order for the students to communicate easily and effectively.

Development

A specified state of growth or advancement. The project will bring out the development of the theories applied to the investigation and to the sources that will be involved.

Emphasis

To make something or a concept important or to expand. Most of the concepts will emphasize their development as the project enhances the methods, approach and techniques involved.

Exposure

To place in front of, to show, demonstrate. The exposure of the abilities learned will suffice the results of the project and the overall outcome of the students' performance.

Formal

Basic, simple, standard. The formality of the investigation sets the pacing of the outcome which will demonstrate the steps and process of the proposal as well.

CHAPTER III

3. RESEARCH METHODOLOGIES

The Natural Approach is a set or system of methods, principles, and rules for regulating a given discipline, as in the abilities of speaking. (Association, 2015).

The Natural Approach is a way to follow a process that is used in order to reach specific objectives in a task. The relationship with this project is the many methods that can be used in order to follow the right style, manner and sources to accomplish the investigation goals. The best method that was used depended on the different styles of learning students showed in class. There are no specific methods that can be applied for one style when there are multi styles of learning in the classroom. Therefore, the teacher must include and activate all types of teaching when it comes to having a didactic and dynamic class. Otherwise, boredom sets in and production lacks from the beginning to the end of the English class period.

3.1 TYPE OF RESEARCH DESCRIPTION

This study is of qualitative method, which focuses all the requirements of the investigation done in the educational field, and it is displayed as follow: It is exploratory, descriptive and correlational. Exploratory in the sense that it attempts to find out the reasons why 7th grade students have communication problems in the classroom and then provides information about how oral proficiency can be improved through the Natural Approach.

The scientific aspect of it is because the theoretical foundation is the outcome from the scientific research that was done. It shares the characteristics a full grown investigation should have because of the following reasons: the adequate group was picked for the research.

3.2 METHODS, TECHNIQUES AND RESEARCH INSTRUMENTS

3.2.1 Deductive

When the deductive method is used, the information is gotten from the holistic point of view narrowing it down to the most detailed in validity with regulations and norms that can be based on empirical observations.

3.2.2 Inductive

In the inductive method, the information is obtained from the specific, detailed type to the general spectrum, in which the information is exposed.

3.3 TECHNIQUES OF THE INVESTIGATION

For this research project we use two types of techniques, participant observation and interview. The quality of results obtained from field research depends on the data gathered in the field. The data in turn, depend upon the field worker, his or her level of involvement, and ability to see and visualize things that other individuals visiting the area of study may fail to notice. Techniques including the categories of the investigation are also of the utmost importance in the topic that has been chosen due to the exact results that were obtained. The investigation that was done in the classroom where it showed that the speaking pattern or the students needed improvement is also vital as one of the techniques included in the research. The outcome of such investigation also leads to the conclusion that speaking was a major factor and the problem was obviously presented in the classroom, (Field Research, 2015).

The more involved the investigator is in the project, the most gathered data the investigator will get from the research. It is a collaboration effect and it will play well into the investigation. The investigator must comply with all the aspects about the goals and the objectives which need to be accomplished, not leaving important details aside and doing the best to cover every angle of the case in the investigation.

3.4 RESEARCH INSTRUMENT

3.4.1 Interview

An investigative interview is a spontaneous or planned conversation with a person concerning the circumstances surrounding their knowledge of events or involvement in a crime. The purpose of an investigative interview is to collect facts, ascertain the truth and obtain a statement, information and true facts (Interviewing and investigating techniques, 2011).

According to the citation, an interview is a method to obtain as much information as possible. The interview needs to be as practical as it can. However, there will be some objectives that may not complete with the investigation or the information provided by the people being interviewed may differ from the actual facts and information that is being seek. The teachers name is Rocío Guerrero and the Director's name is Raul Unda

The interviews that were conducted to help this investigation were done to the teacher of the class which is 7th grade and to the Director of the La Tía Rosa School. The reports can be found at the annex # 2 of this project.

3.4.2 Survey or Questionnaire

The survey or questionnaire is a group of questions that are part of the research in order for the investigation can turn out to be as precise as possible, covering every detail that needs to be covered so no loose ends are left. It helps to achieve concrete findings that will back up the investigation and its results. It will measure criterion in an important stage of the investigation.

The question is the connection between the investigator and the information obtained because the investigator cannot work with all the 28 student when the survey is being conducted. The survey is just of 10 questions or so that is answered with close responses. The options are totally agree, agree, totally disagree, disagree and indifferent. This way, the students have better options to make the correct

decisions when answering. These surveys are focused on the data collection process, giving clear answers, so there would be no chance for students to be in any type of conflict when answering the questions (Christina Hughes, 2000).

The survey for this investigation was done to 28 students from the 7th grade of La Tía Rosa School.

3.5 RESEARCH POPULATION AND SAMPLE

This research work was conducted at “La Tia Rosa” in Guayaquil, Ecuador. The research population was 203 students, 14 teachers and one Director.

The research sample was 28 students who were registered in Playgroup level and 1 English teacher who were responsible for the application of the proposed technique and one Director

**STRATUM
(CHART B)**

STAFF	POPULATION	SAMPLE
DIRECTOR	1	1
STUDENTS	203	28
TEACHERS	14	1
TOTAL	218	30

Authors: Cristina Narvaez and Kevin Buestan

3.6 SOURCES, RESOURCES, AND TIMELINE

3.6.1 Sources

Sources

TABLE 1

SOURCES	REQUIREMENTS
Internet Services	To manage research about different topics in relation to the research project.
Computer	To develop all the information and chapters for the project.
Copies	To have the printed worksheets, surveys, and pre-test and post-test for students and teachers.
Papers	To print all the things needed.
Transport	To move from place to another to check and correct the project.

Authors: Cristina Narvaez and Kevin Buestan

3.6.2 Resources

Resources

TABLE 2

DESCRIPTION	NUMBER	PRICE	TOTAL
Internet	60	\$1,00	\$60,00
Copies	150	\$0,02	\$3,00
Printing Black and White Paper	60	\$0,10	\$6,00
Printing Color Paper	20	\$0,50	\$10,00
CD's	3	\$1,00	\$3,00
Transport	10	\$0,25	\$2,50

Authors: Cristina Narvaez and Kevin Buestan

3.6.3

Timeline

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE EDUCACIÓN
CRONOGRAMA DE ACTIVIDADES
FACULTAD o CARRERA: CIENCIAS DE LA EDUCACION MENCIÓN INGLÉS

TABLE 3
Timeline

ACTIVITIES	MONTHS																																			
	July				August				September				October				November				December				January				February				March			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Tutor Assignment	X																																			
General Instructions for the development of the project		X																																		
Examination of the first chapter			x	x																																
General Instruction to start chapter 2						x																														
Elaboration of the survey for students								x																												
Approval of the survey											x																									
Second examination of chapter 1 and first examination chapter 2												x																								

3.7 ANALYSIS OF RESULTS

SURVEY TO THE STUDENTS

Sample: 28 students **Course:** 7th course

Question 1: I like learning new words in English.

CHART OF FREQUENCY

TABLE 4

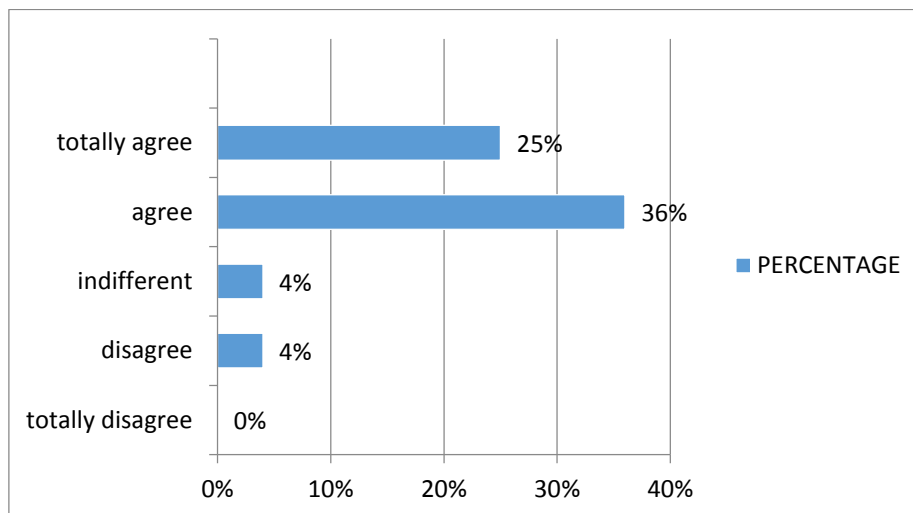
ALTERNATIVES	FREQUENCY	PERCENTAGE
1- TOTALLYDISAGREE	0	0%
2- DISAGREE	10	4%
3- INDIFFERENT	1	4%
4- AGREE	10	36%
5- TOTALLY AGREE	7	25%
TOTAL	28	100%

Title: 1.I like learning new words in English.

Source: Students from 7th grade from La Tia Rosa School.

Author: Kevin Buestan and Cristina Narvaez

FIGURE 1



ANALYSIS: 36% of the students consider that they like learning new words, and a 4% of the students shows indifference or disagree. This demonstrates that a high percentage of students are interested in new vocabulary words.

Sample: 28 students **Course:** 7th course

Question 2: I can memorize words and describe pictures

CHART OF FREQUENCY

TABLE 5

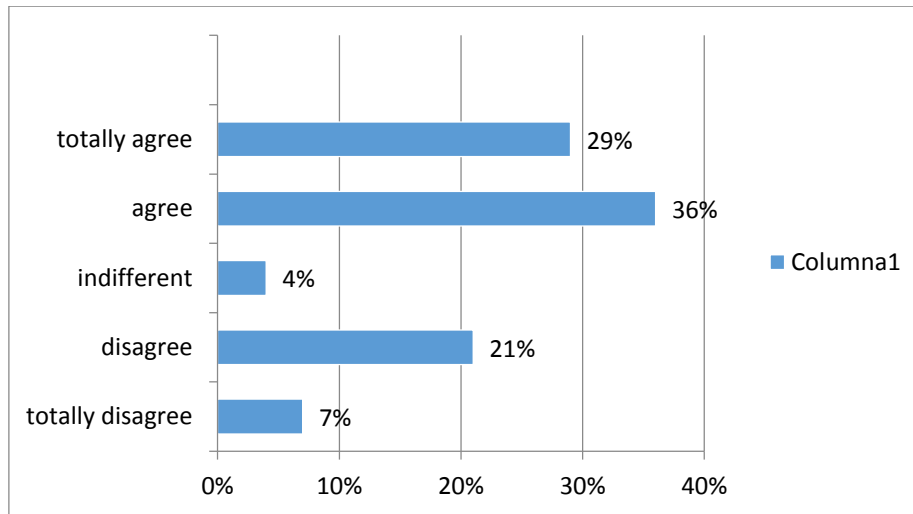
ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	2	7%
2- Disagree	6	21%
3- Indifferent	1	4%
4- Agree	10	36%
5- Totally agree	8	29%
TOTAL	28	100%

Title: 2. I can memorize words and describe pictures

Source: Students from 7th grade from Club de Leones

Author: Kevin Buestan and Cristina Narvaez

FIGURE 2



ANALYSIS: 7% of the students totally disagree about memorizing words and describing pictures, another 36% of students also just agree, meaning that students are capable of retaining information when it is necessary.

Sample: 28 students **Course:** 7th course

Question 3: I consider learning English by speaking with others in a simple form to help my pronunciation

CHART OF FREQUENCY

TABLE 6

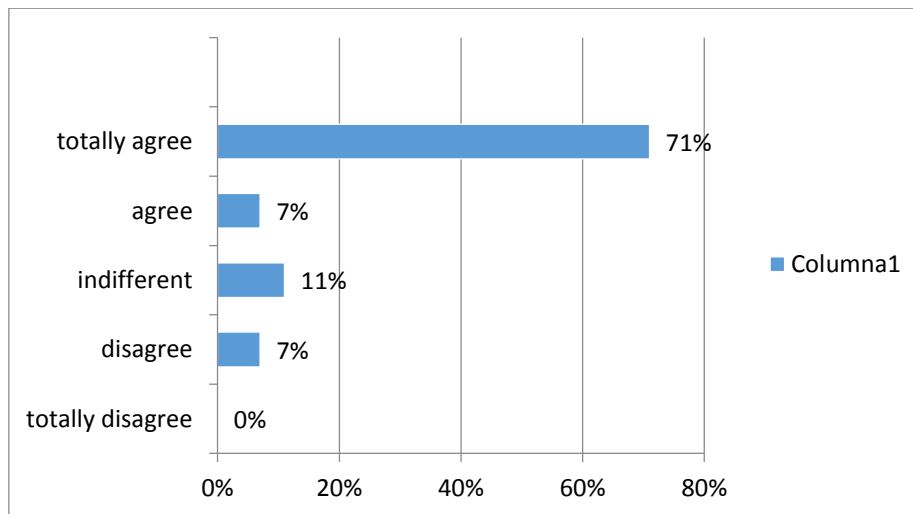
ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	0	0%
2- Disagree	2	7%
3- Indifferent	3	11%
4- Agree	2	7%
5- Totally agree	20	71%
TOTAL	28	100%

Title: I consider learning English by speaking with others in a simple form to help my pronunciation

Source: Students from 7th grade from La Tia Rosa School

Author: Kevin Buestan and Cristina Narvaez

FIGURE 3



ANALYSIS: 71% of the students totally agree they like learning English by speaking the language that they are learning with others, 7% dislike the idea. This common interest of learning the language as simple as possible to improve pronunciation is adequate and ideal for students overall performance.

Sample: 28 students **Course:** 7th course

Question 4: I read aloud sometimes to hear my pronunciation

CHART OF FREQUENCY

TABLE 7

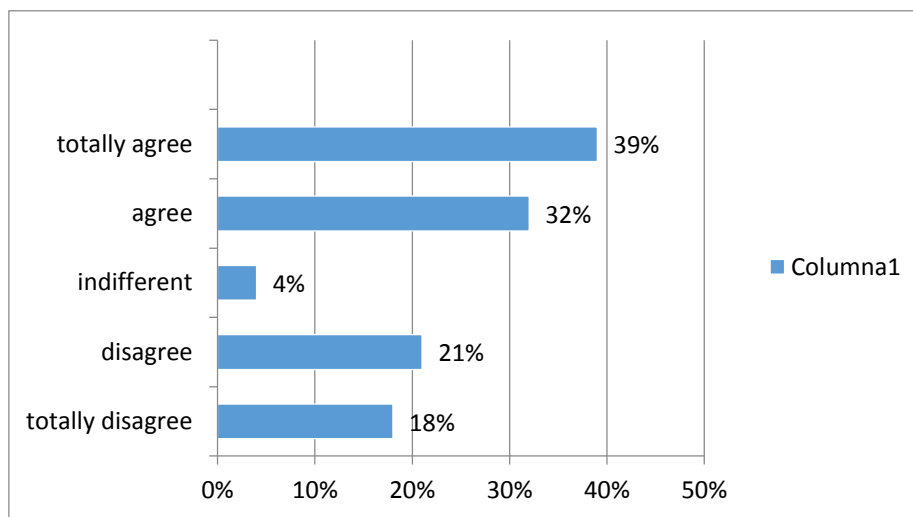
ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	5	18%
2- Disagree	6	21%
3- Indifferent	1	4%
4- Agree	9	32%
5- Totally agree	11	39%
TOTAL	28	100%

Title: I like read aloud sometimes to hear my pronunciation

Source: Students from 7th grade from La Tia Rosa School

Author: Kevin Buestan and Cristina Narvaez

FIGURE 4



ANALYSIS: 39% of the students like to read aloud to hear their pronunciation while a 4% feel indifferent. This type of activity can only motivate students into more practice involved in the classroom and more participation expected from them as a whole.

Sample: 28 students **Course:** 7th course

Question 5: I try to create stories using words I just learned in class

CHART OF FREQUENCY

TABLE 8

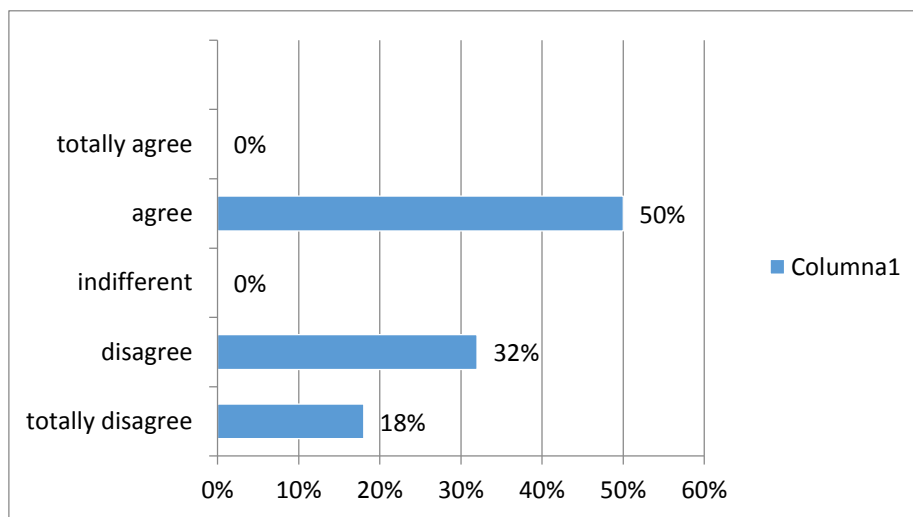
ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	5	18%
2- Disagree	9	32%
3- Indifferent	0	0%
4- Agree	14	50%
5- Totally agree	0	0%
TOTAL	28	100%

Title: I try to create stories using words I just learned in class

Source: Students from 7th grade from La Tia Rosa School

Author: Kevin Buestan and Cristina Narvaez

FIGURE 5



ANALYSIS: 50% of the students agree in creating stories with their own words learned in class and 18% totally disagrees with the idea. Increasing such skills of story-telling and story creating can help polish students English in writing skills as well, something they need.

Sample: 28 students **Course:** 7th course

Question 6: I try to practice speaking with friends in English class.

CHART OF FREQUENCY

TABLE 9

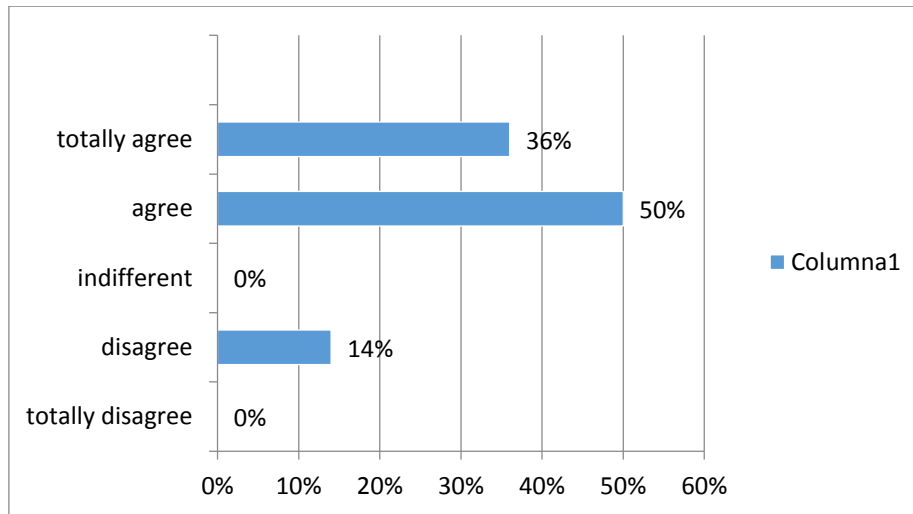
ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	0	0%
2- Disagree	4	14%
3- Indifferent	0	0%
4- Agree	14	50%
5- Totally agree	10	36%
TOTAL	28	100%

Title: I try to practice speaking with friends in English class.

Source: Students from 7th grade from La Tia Rosa School

Author: Kevin Buestan and Cristina Narvaez

FIGURE 6



ANALYSIS: 50% of the students agree in trying to speak with friends in English class and 14% shows unsatisfactory results for them. As mentioned previously, student can only gain improvement in their speaking skills to increase vocabulary and expressing themselves.

Sample: 28 students **Course:** 7th course

Question 7: I try to practice English inside the classroom with the teacher

CHART OF FREQUENCY

TABLE 10

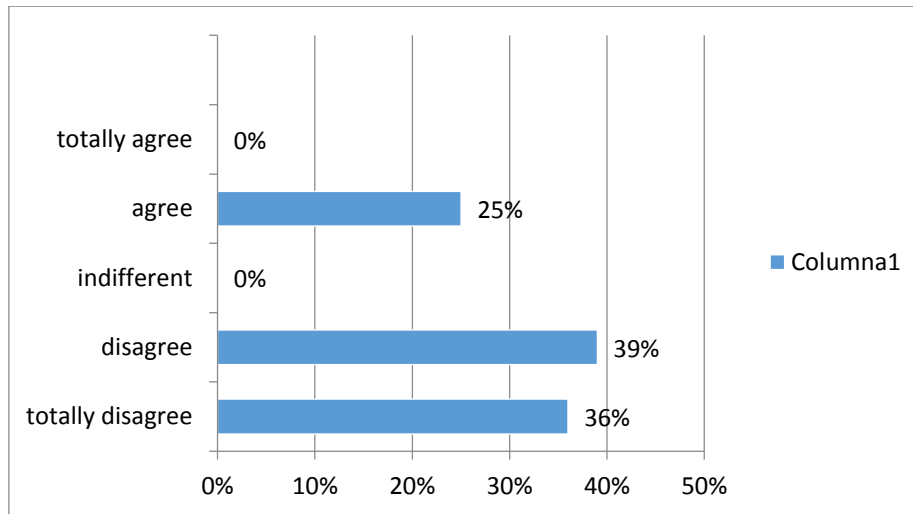
ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	10	36%
2- Disagree	11	39%
3- Indifferent	0	0%
4- Agree	7	25%
5- Totally agree	0	0%
TOTAL	28	100%

Title: I try to practice English inside the classroom with the teacher

Source: Students from 7th grade from La Tia Rosa School

Author: Kevin Buestan and Cristina Narvaez

FIGURE 7



ANALYSIS: 25% of the students agree in practicing English with the teacher, while another 75% dislikes the idea. Students' participation on speaking practice in the classroom with the teacher can only bring positive results and performance.

Sample: 28 students **Course:** 7th course

Question 8: I find conversations helpful when is done in the classroom

CHART OF FREQUENCY

TABLE 11

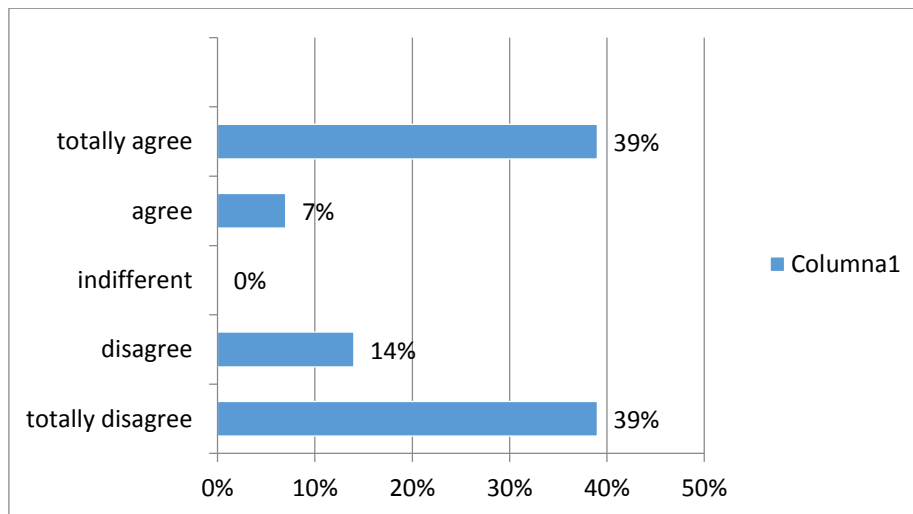
ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	11	39%
2- Disagree	4	14%
3- Indifferent	0	0%
4- Agree	2	7%
5- Totally agree	11	39%
TOTAL	28	100%

Title: I find conversations helpful when is done in the classroom

Source: Students from 7th grade from La Tia Rosa School

Author: Kevin Buestan and Cristina Narvaez

FIGURE 8



ANALYSIS: 46% find conversations helpful when they are done in the classroom while 53% do not like the idea. Getting to a comfortable environment should be put into practice as much as possible to make students have a broader spectrum in the language.

Sample: 28 students **Course:** 7th course

Question 9: I like learning vocabulary the natural way to make speaking easier

CHART OF FREQUENCY

TABLE 12

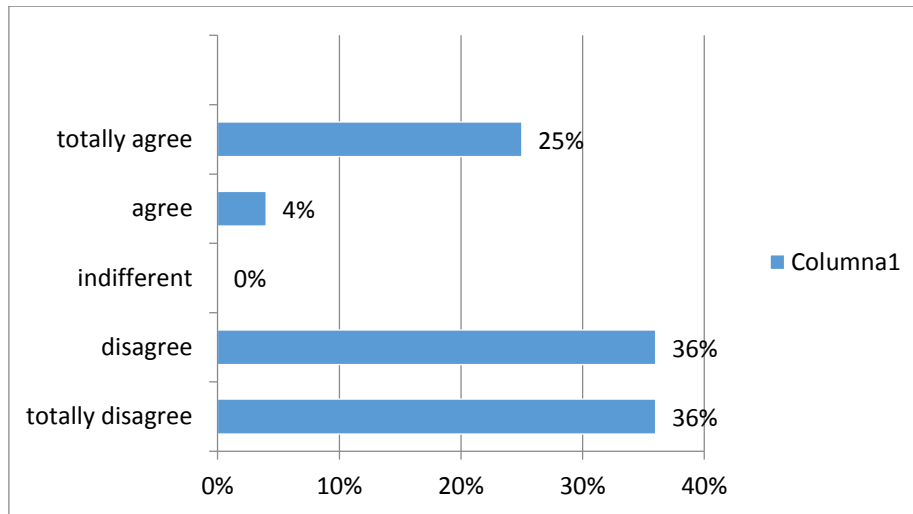
ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	10	36%
2- Disagree	10	36%
3- Indifferent	0	0%
4- Agree	1	4%
5- Totally agree	7	25%
TOTAL	28	100%

Title: I like learning vocabulary the natural way to make speaking easier

Source: Students from 7th grade from La Tia Rosa School

Author: Kevin Buestan and Cristina Narvaez

FIGURE 9



ANALYSIS: 36% don't like learning vocabulary the natural way to speak a lot easier while another 25% agrees in reading the instructions because they do like learning vocabulary. The purpose of the investigation manifests itself in this survey question because it complies with the independent variable and the purpose of the survey, total uttered communication at hand.

Sample: 28 students **Course:** 7th course

Question 10: I would like to communicate on my own with new vocabulary and activities practiced in the classroom.

CHART OF FREQUENCY

TABLE 13

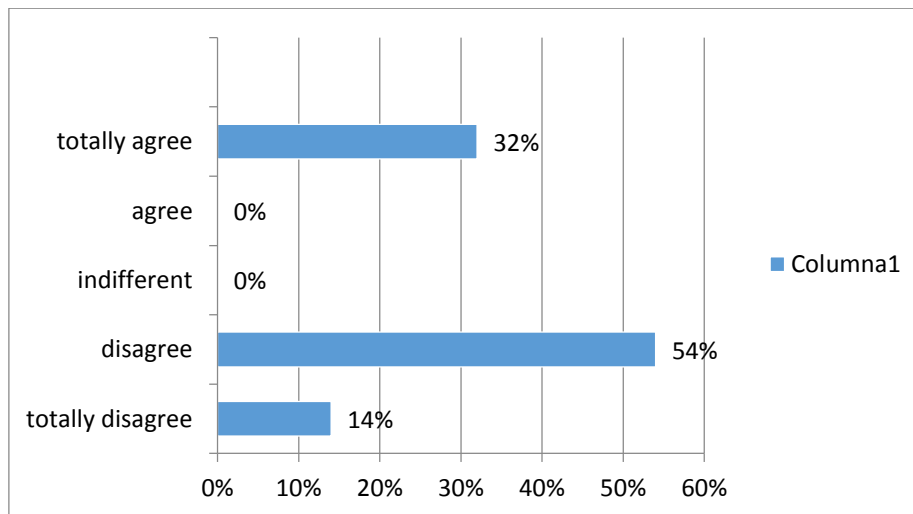
ALTERNATIVES	FREQUENCY	PERCENTAGE
1- Totally disagree	4	14%
2- Disagree	15	54%
3- Indifferent	0	0%
4- Agree	0	0%
5- Totally agree	9	32%
TOTAL	28	100%

Title: I would like to communicate on my own with new vocabulary and activities practiced in the classroom.

Source: Students from 7th grade from La Tia Rosa School

Author: Kevin Buestan and Cristina Narvaez

FIGURE 10



ANALYSIS: 32% of the students totally agree with the idea of communicating on their own with new vocabulary and activities practiced in the classroom. Another 54% disagree, bringing about vocabulary learning and with significance in order for students to engage themselves in activities.

OBSERVATION REPORT FROM THE CLASS PERFORMANCE

OBSERVATION FORM	
Objective	To determine the level of oral proficiency in the seventh grade students at “ La tia Rosa school”
Process	<p>The observation of the class was the following:</p> <p>Students barely had concrete comprehension about the class and the activities to be performed about talking to each other.</p> <p>There were little participation from most students due to the lack of understanding of the activity.</p> <p>There was no checking of understanding about what needed to be done as activity in the class. The teacher hand out the activities, explained about the instructions of the activity and made students proceed with the task, not checking understanding nor asking students if they knew what was to be done.</p> <p>The insufficient understanding about communicating activities that were expected to be performed was another evidential remark about the low proficiency of oral communication from students of the 7th grade.</p>
Participants	7th grade students from La Tía Rosa School
Place	La Tia Rosa school
Date:	June 30th, 2017
Time of observation	From 8:00AM to 9:00AM

Results of the diagnostic test

STUDENTS' LIST OF "LA TÍA ROSA SCHOOL"			
N°	STUDENTS	D.E	OBSERVATIONS
1	ALARCÓN SEPÚLVEDA CAMILO	10	EXCELLENT
2	BENSAN ARAYA ALEJANDRA	4	Needs improvement
3	BESA MARTIN PABLO TOMÁS	6	Needs improvement
4	BRAVO CABEZAS GABRIEL	4	Needs improvement
5	BRIGNARDELLO CASTRO MIGUEL	2	Needs improvement
6	CABRERA KOCH MAXIMILIANO	2	Needs improvement
7	CACERES BLAZQUEZ PABLO	10	EXCELLENT
8	CAÑOLES OLGUIN MARIA IGNACIA	2	Needs improvement
9	CEPEDA ACUÑA MATIAS ISAAC	4	Needs improvement
10	CERONI SILVA GINO ANTONIO	6	Needs improvement
11	CONTRERAS MILET MARIA JOSE	8	GOOD JOB
12	DASVIL CANCINO IGNACIO	2	Needs improvement
13	DARRAIDOU AGUIRRE ANDRES	4	Needs improvement
14	DE BONE OVALLE FELIPE ANDRES	4	Needs improvement
15	ENCINA MUÑOZ MARIA FERNANDA	10	EXCELLENT
16	GAJARDO ROMO FELIPE IGNACIO	4	Needs improvement
17	GARCIA BELLALTA MARIA SOL	2	Needs improvement
18	GARRIDO PALOMINOS TAMARA	8	VERY GOOD
19	GONZÁLEZ SEPÚLVEDA DIEGO	8	GOOD JOB
20	IBIETA COLOMA JOSE IGNACIO	4	Needs improvement
21	INSERRATO LOPEZ ROCCO	4	Needs improvement
22	LÓPEZ CAMPOS CATALINA GLORIA	4	Needs improvement
23	MARTINEZ HENRIQUEZ VALENTÍN	6	Needs improvement
24	MELLA PINTO ELISEO HERNAN	6	Needs improvement
25	SANTIS ARRIAGADA VALENTINA	8	Needs improvement
26	SILVA VIDAL DANIELA PAZ	6	Needs improvement
27	SOTO ITURRIETA NICOLÁS	8	YOU DID A GREAT JOB
28	VIDELA FARRÚ JAVIERA ANDREA	10	EXCELLENT

Authors: Cristina Narvaez and Kevin Buestan

INTERVIEW TO THE PRINCIPAL OF THE SCHOOL

Specific instruction:

Please respond to the following question the best way you can.

- 1. How convenient would it be if students develop their speaking skills using methods that are orientated to a certain effective method?**

According to the annual plan from the MinEdu., it is of very importance to have students orientated in speaking in the English language. This would be convenient if such developing could take place.

- 2. How satisfactory would it be if students were given the choice to improve their speaking skills using real life like situation examples in English classes?**

Using real life-like situations in role plays or other type of language arts assignment would be very productive in the classroom. Students must make their activities as significant as possible.

- 3. How much do you think students need to increase their English knowledge with methods that apply speaking activities?**

Students need to do such as much as possible because knowledge about the subject could only improve their skills in all aspects.

- 4. Have you ever considered updated methods to be used to teach English that are not found in the books that are issued to the students?**

Why? Creativity is promoted to our teaching staff. Teachers are told to do their best to use the latest methods available out there so they can also be updated with today's education reality.

- 5. Why do you think the didactic applied in class to teach and learn English is satisfactory?**

Today's didactic is based on classes that are student centered and not teachers' centered. It is obvious that learning takes place a lot faster and most effectively when the students are the center of attention when given a

topic in the classroom. Students should be the one doing all the explaining, organizing and teaching in some subjects and as much as possible.

6. Why do you think English classes are loud sometimes in the classroom and the students raise their voice? Do you think there are other ways to practice speaking in groups?

Practicing English can be noisy at times, and this can cause classes to be really rowdy and chaotic but controlled due to the fact that the teacher knows about the much attention he or she must give and provide students when such activity is performed in class.

7. How can it be adequate for students to develop speaking abilities using communication techniques outside the classroom?

Students feel ashamed in speaking English outside the classroom. This can have negative effects on students and make them shun from English practice outside the classroom if their pronunciation, vocabulary and knowledge about the language is laughed about or simply ridicule in public.

8. How would teachers feel to have other types of material to help them motivate students into speaking practice?

Teachers would like the idea to have other types of material to help them out with students' motivation and English speaking practices. Teachers are always looking for innovating ways and methods to have students produce the language. Material that is aimed for these types of activities would be great for such.

9. What do you think about using a guide with methods to assist teachers and monitor students in language learning?

Using a guide with methods to assist teachers' monitor students' language learning would be ideal because I believe that monitoring students improvement would also be graded with this type of guide.

10. How effective do you find the English oral proficiency in class these days?

Oral proficiency in the English language can be effective to students in today's world because English is the universal language in the world. Everyone speaking English is involved in the world trade and for every business known as possible.

INTERVIEW TO THE ENGLISH TEACHER

Specific instruction:

Write the answer you consider the most appropriate to the questions below.

- 1. Do you agree with the use of the Natural Approach method to develop students' oral proficiency in class?**

It is recommendable for such approach to be used because it only focuses on communication and not grammar skills.

- 2. Would it be satisfactory for you if students develop their oral proficiency skills using methods that are compatible with the Natural Approach?**

It would be the maximum results any teacher would love to have achieved with his or her students. Of course, I would love to use those methods.

- 3. Would it be satisfactory for you if students develop their speaking skills using life-like situation activities in English classes?**

Speaking is a very difficult skill to obtain or acquire. Students need to be placed in life-like situations when using the language. I agree with this method.

- 4. Do you find it satisfactory if students could increase their English vocabulary knowledge with methods that are related to the application of the Natural Approach and other speaking activities?**

Yes. Vocabulary enrichment is what the students need for them to have a better understanding of the language that they are learning.

- 5. Do you consider today's language teaching methods competent enough for students' learning?**

Yes, I do. Today's methods are in complete effect with the help of technology as well.

6. Do you think the methods and techniques to teach and learn English complement today's learning needs for students?

Students learning skills are developed gradually thanks to the use of techniques and methods that are applied in the classroom. Teachers have also brought the teaching realm to a higher level of comprehension and total understanding.

7. Do you think the English class schedule in the school are adequate for the students?

Students are adaptable to the Schedule and also to the changes that they must cover due to the changes that sometimes are unexpected during the school year.

8. Would it be proficient for you if students develop their language skills using speaking techniques involving everyday English in class?

It would be the most efficient method to have such speaking techniques applied in the classroom.

9. Do you consider a good idea to have updated resources in your speaking practice for English classes?

Updated resources in the speaking practice for English classes can be a good idea since most of the resources involve technology and its applications.

10. Would it be fair for you if you had a guide with methods to assist you in language learning and speaking activities?

Having a guide with methods and language learning to apply to speaking activities would be more than fair. It would be the maximum to my speaking classes and conversations sessions as well.

3.8 PRELIMINARY CONCLUSIONS

The lack of dynamic activities promoting vocabulary and communication through speaking, usage and purpose has given students such low scores and low performance in speaking skills. Students are lacking motivation when it comes to vocabulary production of their own and expressions. The low level of performance in the foreign language is one of the consequences for the lack of structured ideas and build up that can be didactic, dynamic and productive. Students' class participation is poor and it shows the lacking of appropriate methods to facilitate students the understanding when it comes to communication throughout speaking, structure, usage and utter comprehension of the language. There is poor application of the innovating methods, approaches and techniques being used in the classroom to encourage and keep students engaged on the subject at hand when it comes to vocabulary comprehension and language usage and understanding, (Nuttall, 2005).

A high percentage of students have obtained a low performance in their diagnostic tests and during the observations it was possible to observe students barely had concrete comprehension about the class and the activities to be performed about talking to each other. There was no checking of understanding about what was needed to be done as an activity in the class. The insufficient understanding about communicating activities that were expected to be performed was another evidential remark about the low proficiency of oral communication from students of the 7th grade.

Class and lesson planning should be updated and done with the most importance in mind, so there could be the appropriately method being used for students to feel motivated in learning and producing the English language. The use of vocabulary content exercises must be focused in significant learning methods that can relate the students with their everyday life issues. Providing students as much as possible with the proper resources can be a process that will encourage them with the proper abilities to bring forth improvement in The Natural Approach exercises. Reaching

students' demands with didactic, dynamic, educational activities will improve students' motivation in acquiring the English language, improving their vocabulary skills and motivating students to become more comprehensible about the language and engaging themselves in the English language realm. The constancy of providing students with the basic needed attention and the effective parameters in the classroom so their problems could progressively be addressed is another step that impulses proper learning in the classroom as well, (Bilbrough, 2007).

The Principal of the school states that according to the annual plan from the Minedu. it is of very importance to have students orientated in speaking in the English language. He believes that this would be convenient if such developing concept could take place in the classroom on the daily basis. He manifests that using real life-like situations in role plays or other type of language arts assignment would be very productive in the classroom. He also stresses the fact that students must make their activities as significant as possible. The fact that students need to do as much as possible because knowledge about the subject could only improve their skills in all aspects is another issue that the Principal of the school mentioned constantly. According to the Principal of the school, creativity is promoted through our teaching staff. Teachers are told to do their best to use the latest methods available out there so they can also be updated with today's education reality.

The didactic concept is based on classes that are student centered and not teacher centered. It is obvious that learning takes place a lot faster and most effectively when students are the center of attention and given a topic in the classroom. Students should be the ones doing all the explaining, organizing and teaching in some subjects and as much as possible. Practicing English can be noisy at times, and this can cause classes to be really rowdy and chaotic, but controlled due to the fact that the teacher knows about the much attention he or she must give and provide students when such activity is performed in class. Students may feel ashamed, the Principal believes in such, but in speaking English outside the classroom sometimes is no different. This can have negative

effects on students and make them shun from English practice outside the classroom if their pronunciation, vocabulary and knowledge about the language is laughed about or simply ridicule in public. Teachers would like the idea to have other types of material to help them out with students' motivation and English speaking practices. Teachers are always looking for innovating ways and methods to have students produce the language.

Material that is aimed for these types of activities would be great for such. Using a guide with methods to assist teachers' monitor students' language learning would be ideal because monitoring students' improvement would also be graded with this type of guide. Oral proficiency in the English language can be effective to students in today's world because English is the universal language in the world. Everyone speaking English is involved in the world trade and for every business known as possible.

According to the teacher, it is recommendable for such approach to be used because it only focuses on communication and not grammar skills. It would be the maximum results any teacher would love to have achieved with his or her students. Of course, I would love to use those methods. Speaking is a very difficult skill to obtain or acquire. Students need to be placed in life-like situations when using the language. I agree with this method. Vocabulary enrichment is what the students need for them to have a better understanding of the language that they are learning. Today's methods are in complete effect with the help of technology as well. Students learning skills are developed gradually thanks to the use of techniques and methods that are applied in the classroom. Teachers have also brought the teaching realm to a higher level of comprehension and total understanding.

Students are adaptable to the Schedule and also to the changes that they must cover due to the changes that sometimes are unexpected during the school year. It would be the most efficient method to have such speaking techniques applied in the classroom. Updated resources in the speaking practice for English classes can be a good idea since most of the resources involve technology and its applications. Having a guide with methods and language

learning to apply to speaking activities would be more than fair. It would be the maximum to my speaking classes and conversations sessions as well.

It is of remedial and conscious regards to say that both individuals, the Principal and the teacher, agree on having such proposal imposed on students from La Tia Rosa School this present year.

It would be of very substantial opportunities for such proposal to also encourage other schools, teachers and Principals of adapting it once results demonstrate all the rewards that it provides.

CHAPTER IV

4. PROPOSED PROJECT PLAN

4.1 TITLE

DESIGN OF A BASIC DIDACTIC GUIDE WITH THE USE OF CONVERSATION EXERCISES TO STUDENTS OF THE 7TH GRADE OF BASIC EDUCATION FROM LA TIA ROSA SCHOOL.

4.2 JUSTIFICATION

Students that learn about the English language, should do it in the most natural way possible and with constant fluency for the main objective could remain the learning of the language intelligibly and appropriate. This project is focused with the proper investigation at hand to solve the problem in students from the 7th grade of basic education from La Tia Rosa School. The classes are planned and updated with the most importance in mind regarding the lessons at hand. The right method about the Natural Approach needs to be reached and class planning can pave the way to achieve these objectives, providing motivation on students to learn and produce the English language in the classroom in the most natural way. Students showed lack of control on the language and the structure of the language was not clear to most of them. In the theoretical aspect, students have problems managing the proper use of the language and dominating the conjugation, intonation, stress, sentence stress and diction. From the pedagogical point of view, students also have the same problems when expressing themselves in conversations and dialogues. The problem was obvious to identify when students could not have words to express their daily activities nor have the right tense usage. Students have difficulty understanding the rules and applying them to practice. One of the major problems that was observed during classes was that students kept confusing the third person present tense conjugation. Regular verbs and irregular verbs were also an obstacle that students had difficulty trying to understand. The right vocabulary was also not being used with

the exception of words that derive from the Latin language found in English. Students were also at the wrongly usage of translating English to Spanish in order for them to understand the conversation or the language as a whole.

4.3 OBJECTIVES (BROAD AND SPECIFIC)

4.3.1 Broad objective

To determine the relation of the use of The Natural Approach to improve oral proficiency through a field study to design a Basic Didactic Guide with the use of a conversation exercises to students of the 7th grade of Basic Education from La Tia Rosa School.

4.3.2 Specific objectives

- To define students of the 7th grade of basic education with problems about the oral proficiency they may have.
- To measure the influence of the linguistic competence through a study to students and teachers using The Natural Approach.
- To select important dates of the proposal to design a basic didactic guide with English conversation activities from the survey results

4.4 CONTENT FRAMEWORK OF THE PROPOSED PROJECT PLAN

- COVER PAGE
- INTRODUCTION
- RULES AND REGULATIONS
- UNITS
- UNIT 1- NUMBERS / AFFIRMATIVE SENTENCES
- UNIT 2- MONTHS OF THE YEAR / ADJECTIVES
- UNIT 3- DAYS OF THE WEEK / COUNTRIES
- UNIT 4- LIVING ROOM AND KITCHEN/ VERBS-FUNCTIONS
- UNIT 5- CLOTHES AND OTHER ATTIRE/ INTERROGATIVES
- UNIT 6- PHYSICAL APPEARANCE DIALOGUES/ NEGATIVE
- REFERENCES
- ANSWER KEY

4.5 THE PROPOSED PROJECT PLAN

This project's proposal was implemented in the months of July, August, September and October in La Tia Rosa School in the year 2017. This guide is made up of 18 activities in which it will allow students to put into practice their communication skills and improve their linguistic competence. The guide is designed to activate students' prior knowledge also and their skills at the same time with the activities that the guide contains. A variety of activities with explanations and that are student centered can help students practice their linguistic competence as well. The design of the activities will assist students and keep them engaged while learning is taking place in groups or in pairs or individually if it's assigned as extra homework too.

The future application of the proposal consists of 4 phases:

PHASE I: Activate students' word meaning, communication and utter comprehension in linguistic skills.

PHASE II: keep students engaged with activities that activate prior knowledge and have innovating speaking exercises to help them develop oral proficiency skills in expressing themselves correctly.

PHASE III: Practice new methods to uphold students' language learning process and convey significant meaning.

PHASE IV: Evaluation, feedback and assessment about students acquiring speaking and conversation structure and oral proficiency skills in the classroom to maximize and improve English.

MATERIALS

Our handbook was supported by several English oral practice web sites:

(Keep talking, 2000)

(Speak your mind, 1999)

(English exercises for speaking , 2012)

(Ministerio de Educacion, 2002)

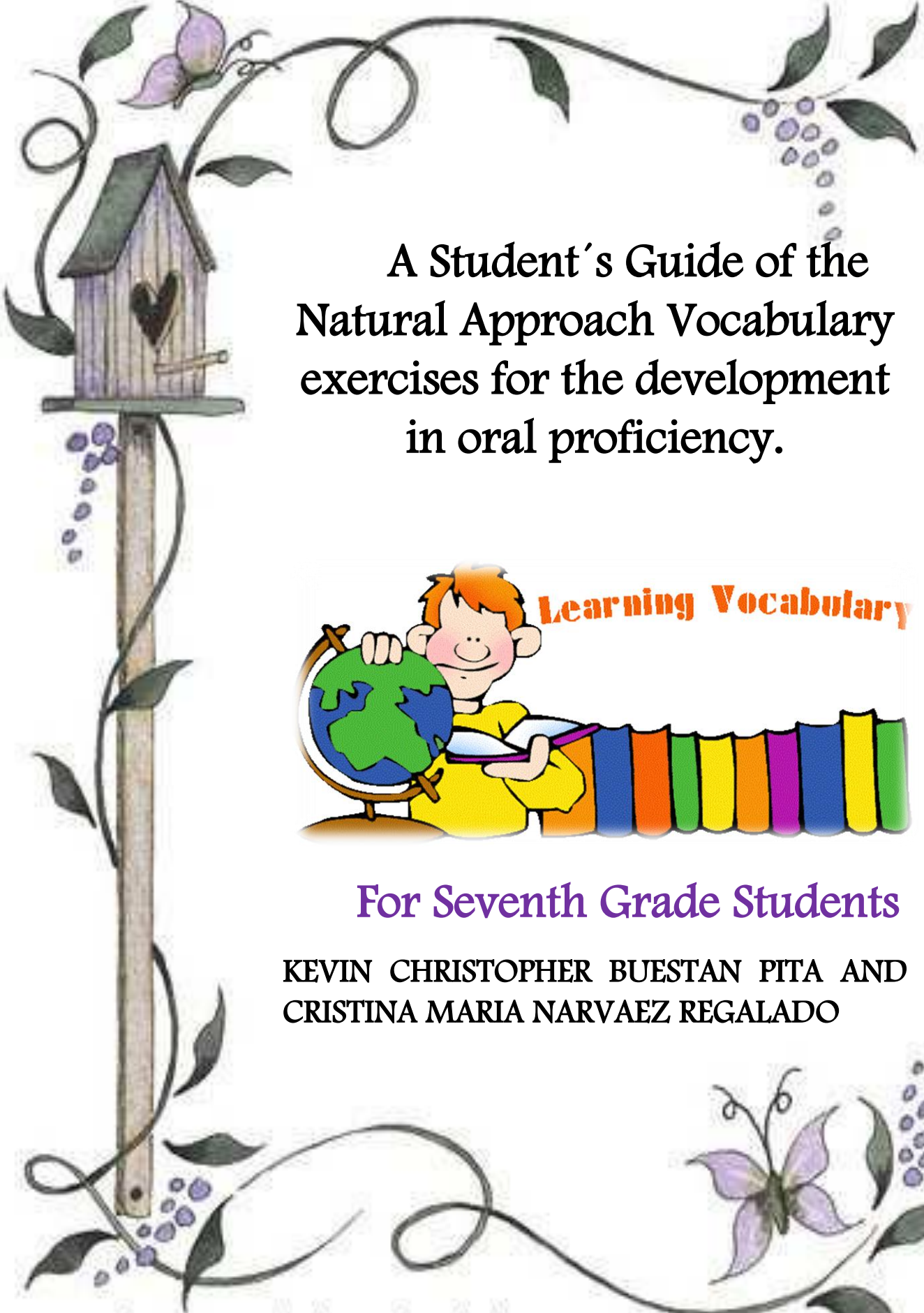
(learn English, 201-2015)

(Sparkle and shine, 2015)

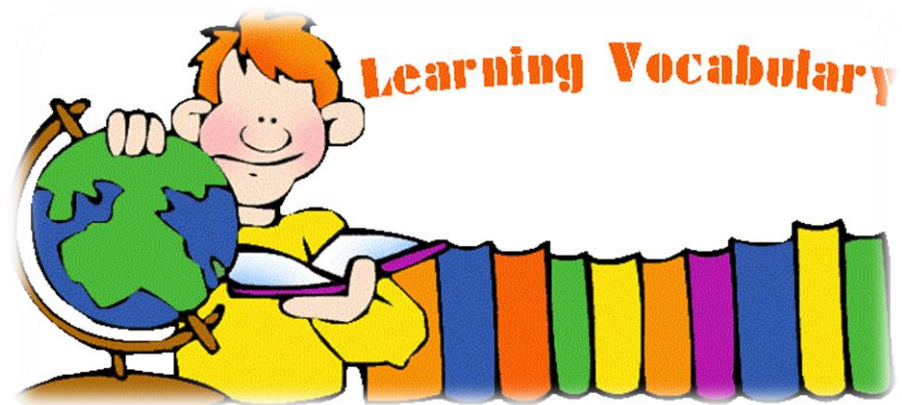
The following books were also part of the investigation that helped inspired some of the exercises included in the guide to be used.

(Talk your opinion) (By Raymond Murphy)

(English in Supplementary Activities) (by Louise Hashemi, Raymond Murphy)



A Student's Guide of the
Natural Approach Vocabulary
exercises for the development
in oral proficiency.

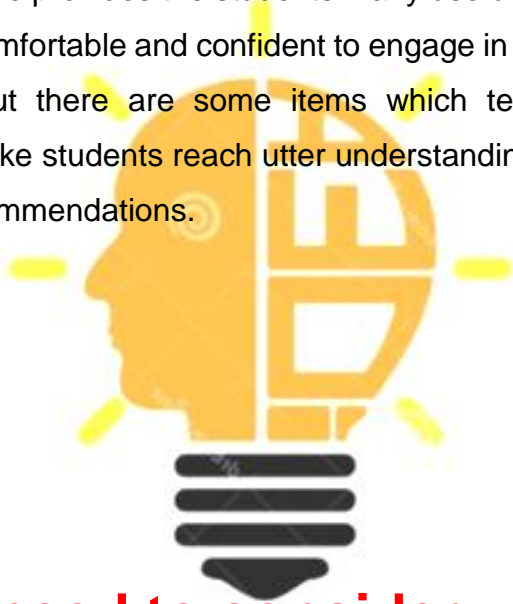


For Seventh Grade Students

KEVIN CHRISTOPHER BUESTAN PITA AND
CRISTINA MARIA NARVAEZ REGALADO

INTRODUCTION

The following guide will help students improve the Learning Process about the English Language and catch the interest. The guide is easy and understandable; it's also based on active strategies which are useful to create a good environment in the classroom. The guide provides the students many useful activities that can motivate them into feeling comfortable and confident to engage in conversations and adapt to oral proficiency, but there are some items which teachers need to take into consideration to make students reach utter understanding. It is extremely important to follow some recommendations.



Teachers need to consider

- ✓ Knowing the learners knowledge and vocabulary proficiency.
- ✓ Motivating learners to do each active strategy.
- ✓ Dividing the class into groups when it is necessary.
- ✓ Explaining learners what they are going to do.

Theme: VOCABULARY ACTIVITIES APPLIED IN THE NATURAL APPROACH.

Type of exercise	:	Vocabulary Activities using the Natural Approach
Name	:	Exercises to the development of vocabulary in speaking skill
Skills	:	Vocabulary and speaking
Description	:	This is a group and individual activity focused on different types of activities that are explained with the instructions to follow in order to make sentences, practice structure or communicate properly.
Objective	:	To use exercises to motivate students to make proper use of vocabulary and apply it in speaking skill.
Instructions	:	<ul style="list-style-type: none"> • Teach the content before using it. • Explain the activity. • Break the class up in groups. • Give an example with a group of learners. • Start with the exercises when the teacher says.
Resources	:	Flashcards, markers and sheets, vocabulary charts, etc.
Rules	:	<ul style="list-style-type: none"> • Learners have to listen carefully to the teacher's rules. • One student in the group has to raise his/her hand to start the activity or answer with the correct sentence or answer once he/she finishes and is asked to do so by the teacher. • If the student doesn't answer properly another group will have the chance to do it.
Suggestions	:	In order to develop oral proficiency in conversations, learners can address themselves the words and dialogues found in all the groups in their notebooks.

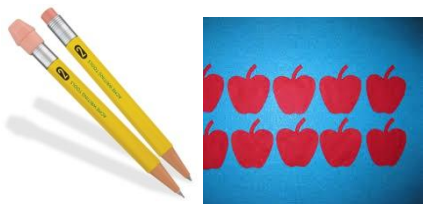
Unit 1

Numbers

Objective: To recognize the numbers and practice the pronunciation.

Activity 1 (This exercise can be used as a warm-up activity)

- Look at the picture and write in letters the correct Number.



- Repeat the number you hear from your teacher and write them down accordingly.

Sixteen	Fourteen	Fifty	Thirteen	Forty
Seventeen	fifteen	Thirty		seventy
sixty				

30 _____	14 _____	60 _____
50 _____	70 _____	17 _____
16 _____	15 _____	13 _____
	40 _____	

Activity 2

- Find the numbers in the chart.

N	R	R	L	V	F	O	U	R	V	EIGHT FIVE FOUR NINE ONE SEVEN SIX TEN THREE TWO
A	B	O	M	S	E	V	E	N	R	
N	S	P	N	Q	O	H	X	T	C	
B	Z	L	I	O	N	E	K	B	B	
U	T	H	R	E	E	I	G	H	T	
V	O	T	W	O	V	Z	R	N	Q	
F	E	H	L	H	S	I	X	F	X	
T	E	N	I	N	E	G	D	O	I	
D	P	N	A	C	E	R	T	B	B	
X	I	Q	F	I	V	E	I	S	I	

- Practice the following conversations in pairs. **(This can be used as an engagement activity)**

At the grocery store-(number stress)



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Shop assistant: welcome, what can i do for you?

Kid: hello sir. i'd like a pound of potatoes, please

Shop assistant: sure, come with me..... one pound of potatoes.... anything else?

Kid: yes, please. is there some milk?

Shop assistant: yes. How much do you need?

Kid: two liters, please.

Shop assistant: ok. Potatoes and milk, that's three dollar fifty.

Kid: oh, four pounds of strawberries, too, please.

Shop assistant: sure.... here you are. That's five dollars.

Kid: ok. Here you have ten dollars.

Shop assistant: and here you have five dollars change. Thanks for

Your purchase. Come back soon.

Kid: Thank you.

Activity 3 Numbers pronunciation. (This activity is used for checking understanding)

- Listen to the conversation and repeat it, then practice with your partner.

Maria: How old are you Juan?

Juan: I am 14 years old. And you, Maria?

Maria: I am 15, just like Lissette.

Lissette: No, Maria. I am 16years old, just like Pablo.

Pablo: Oh no, I am not 16 years old. I am 17, just like Myriam.

Myriam: Ah? 17? I am 14 years old. Juan and I are twins.



Unit 2

Months of the year

Objective: To learn the months of the year and out in practice in a dialogue.

Activity 1 (This activity is used as a warm up exercise)

- Add the missing letter

___anuary ___une ___ovember

___ebruary ___uly ___ecember

___arch ___ugust

___pril ___eptember

___ay ___ctober

Fill in the blanks with the appropriate month:

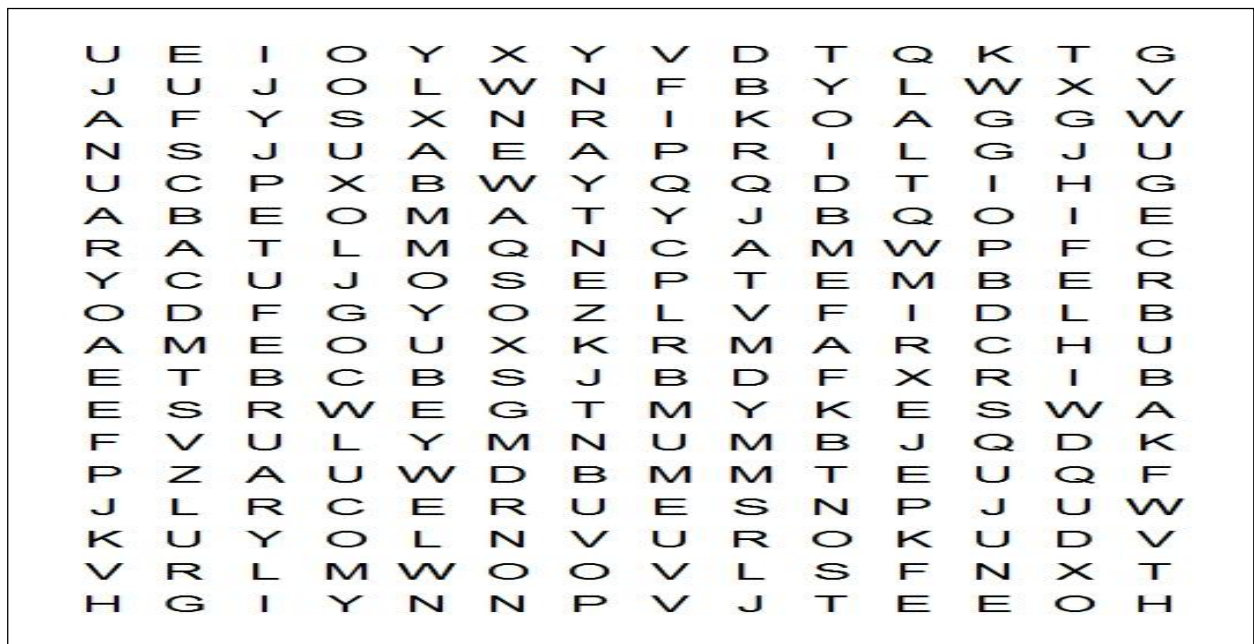
(This activity is used to engage students in the new vocabulary)

- Halloween takes place in_____
- _____comes after February.
- The last month of the year is_____
- The month between August and October is_____
- Chistmas is celebrated in_____
- My birthday is celebrated in_____
- _____ has 28 days.

Activity 2

- Word search. Find the 12 months of the year. **(warm up activity)**

April	August	December
February	January	July
June	March	May
November	October	September



- Write the months in the correct order. **(Engagement activity)**

1° _____

2° _____

3° _____

4° _____

5° _____

6° _____

7° _____

8° _____

9° _____

10° _____

11° _____

12° _____

Activity 3 (This activity is to check understanding)

- Practice the pronunciation of each sentence with your partner.

1. The first month of the year is **January**.
2. He'll be seventeen in **February**.
3. In **March**, many flowers come out.
4. The cold weather extended into **April**.
5. The month of **May** is the month of mothers.
6. The rainy season begins in **June**.
7. The summer vacation begins in **July**.
8. There is no school during **August**.
9. School starts in **September** in Europe.
10. The German course begins **October** fifth.
11. My birthday is in **November**.
12. **December** is the last month of the year.



Unit 3

Days of the week

Objective: To learn the days of the week and put in practice every day.

Activity 1 (Warm up)

- Unscramble and write the letter. Tell your partner the letters so they can be put in order.

Example:

U S Y T E A D: Tuesday

N A D Y O M: _____

A F R Y I D: _____

T S A R U Y A D: _____

U A N Y D S: _____

R H U D A T S Y: _____

A Y W D E D E N S: _____

S E Y U T D A: _____

- Which days are weekend days?

__ Tuesday __ Friday __ Monday __ Sunday

__ Wednesday __ Saturday __ Thursday

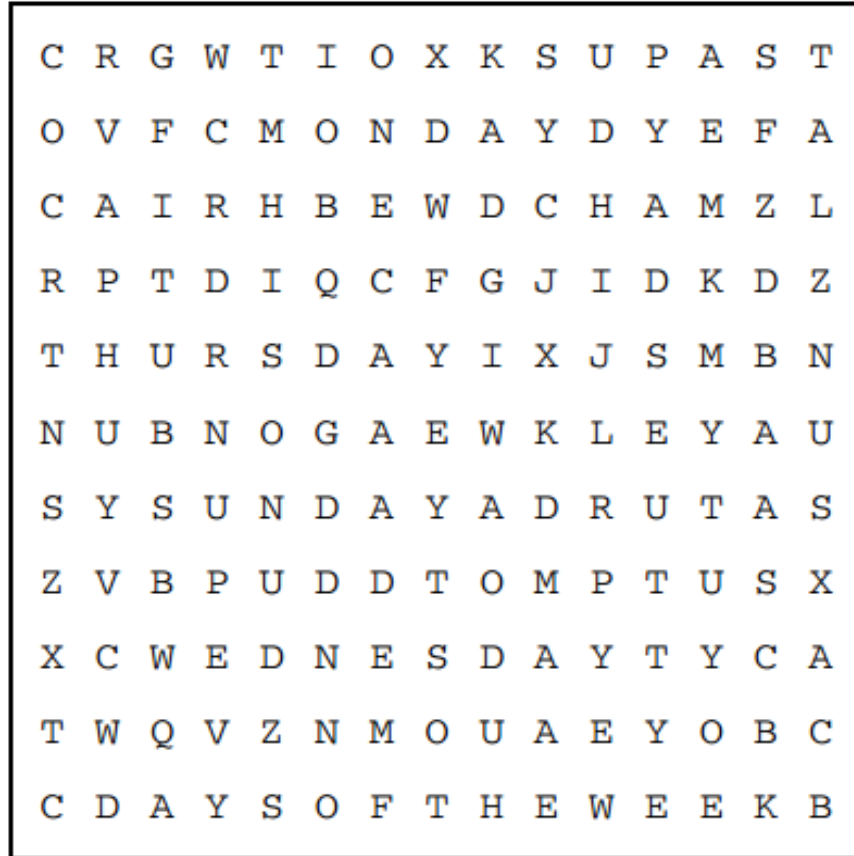
- Which days are school days?

__ Tuesday __ Friday __ Monday __ Sunday

__ Wednesday __ Saturday __ Thursday

Activity 2 (This activity engages the students in the spelling of the new vocabulary)

- Find and circle the days of the week in the word search puzzle below.

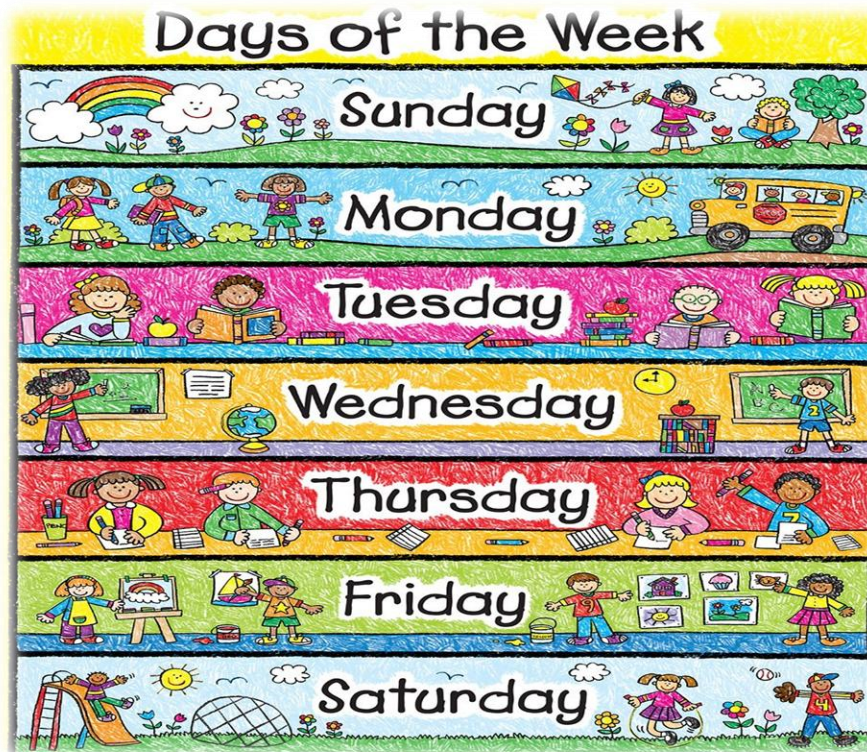


- What day comes before Friday? _____
- What day comes after Monday? _____
- What day comes before Wednesday _____
- What day comes after Sunday _____
- What day of the week is your birthday on this year _____
- Which day is your favorite day of the week? _____

Activity 3 (This activity checks understanding)

- Practice the dialogue with a partner.

A:	What did you do over the weekend?
B:	Not much. I had to work on Saturday, but on Sunday I went to Green Lake. How about you?
A:	On Saturday I did some shopping at Costco and on Sunday I visited some friends. Was Green Lake crowded?
B:	Yes, it was. It was a sunny day. People were running, skating, and walking around the lake. What did you get a Costco?
A:	I bought some frozen chicken, muffins, and a digital camera!
B:	Did you buy a Canon?
A:	Yes, I did.
B:	How much did you pay for it?
A:	\$300 Here, let me take your picture.
B:	No! I look a wreck!



Unit 4

Living Room and Kitchen stuff

Objective: To identify things in the house (Furniture, pots and pans and other utensils.)

Activity 1 (Flash cards)

- Students will learn vocabulary through the use of flash cards in a visual manner (synonyms for things in a living room)



SOFA

COUCH



END TABLE

LAMP TABLE



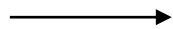
COFFEE TABLE



CENTER TABLE



SOFA TABLE



LONG TABLE



TV STAND



TV TABLE

Activity 2

- Things in the living room. (Students look at the pictures and then describe their own living room furniture to each other)



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- Describe the items in your living room to your partner.
 1. The sofa in my living room is red and made of oak.
 2. The curtains in my living room are light blue and white.
 3. There are two rugs and one carpet in my living room.
 4. The armchair is very old but comfortable.
 5. There is only one big window in my living room.
 6. The walls in my living room are beige and green.

- Identify the following kitchen items (teacher has the class in pairs and asks them to practice the name of the items and what are they use for.)
(This activity checks vocabulary understanding)



1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____

Activity 3

- The living room (Teacher asks students to practice the conversation in pairs and then Change partners)



Dad: David, did you sweep the living room?

David: Yes, I did, dad. Why?

Dad: I am asking because it looks like it has not been swept.

David: But I swept it and I also vacuumed the rug.

Dad: Did you dust the furniture too?

David: Yes, I did, dad, and I cleaned the Windows, pictures and the lamp tables.

Dad: How about the ceiling fans? Did you dust them off too?

David: Yes, dad. I used the ladder to clean them. The whole living room is cleaned.

Dad: I guess it is. Good job, David.

Unit 5

Clothes and other attire

Objective: To identify clothes and their proper names, usage and description

Activity 1 (Teacher shows and has students repeat the names of the clothing items on each Flashcard)

- Clothes items and their proper names



Gala Gown



Jeans



Midriff Top



Pullovers



Polo Shirt



T-Shirt



Running shoes



Designer shoes



Bermudas



Casual Shoes



Shirts



Shirt and Slacks



Shirt, tie and slacks

Activity 2

- Match the pictures with the proper names on the line next to the items names inside the box. (Students look at the pictures and match them with their proper names. if they know the colors, they can also write them)



1 _____ A _____



2 _____



3 _____

- A. SWEAT SUIT
 B. HAT (SHIRT & VEST)
 C. SANDALS



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

- D. PRINTED T-SHIRT
- E. MID-RIF TOP & JEANS
- F. PULLOVER
- G. CASUAL SHOES
- H. DESIGNER SHOES
- I. SNEAKERS

Activity 3

- Teacher pairs up students so they can fill in the blanks of the activity by interviewing each other and then practicing the activity

The catwalk

Fill in the blanks with the information provided by your partner. then, your partner will walk the runway styling his/her attire.

Look at the example done with a student's information:

Roberto Andrade is from Duran, Ecuador. He is now living in beautiful Guayaquil, Ecuador where he learns English. On his spare time, he enjoys bike riding, reading, writing and surfing the internet, especially Facebook. he is also the proud father of two basset hounds (Hush Puppies) that he loves so much. today he's wearing (or styling: a pair of brown, casual shoes, denim blue designer jeans by Morocco, a silk, purple , long sleeve polo shirt, a Movado wrist watch, a gold chain and a pair of sunglasses by Oakley. let us have a round of applause for Roberto Andrade.)

(As the student walks, up and down the catwalk):

A. Fill in the blanks with your partner's information.

_____ (partner's name) is
from _____ (city), _____ (country).

he/she lives in
_____ (neighborhood), _____ (city).

he/she is a/an: _____ (profession). on his/her spare time
he/she enjoys:

_____ (hobby)
es) and _____ (any other
activity). he/she is

also: _____
_____ (any reliable information). today he/she is wearing (or styling):

(name shoes, pants, jeans, shirts, t-shirts, long sleeve shirts, jewelry, sunglasses, hats, purses, bags, etc

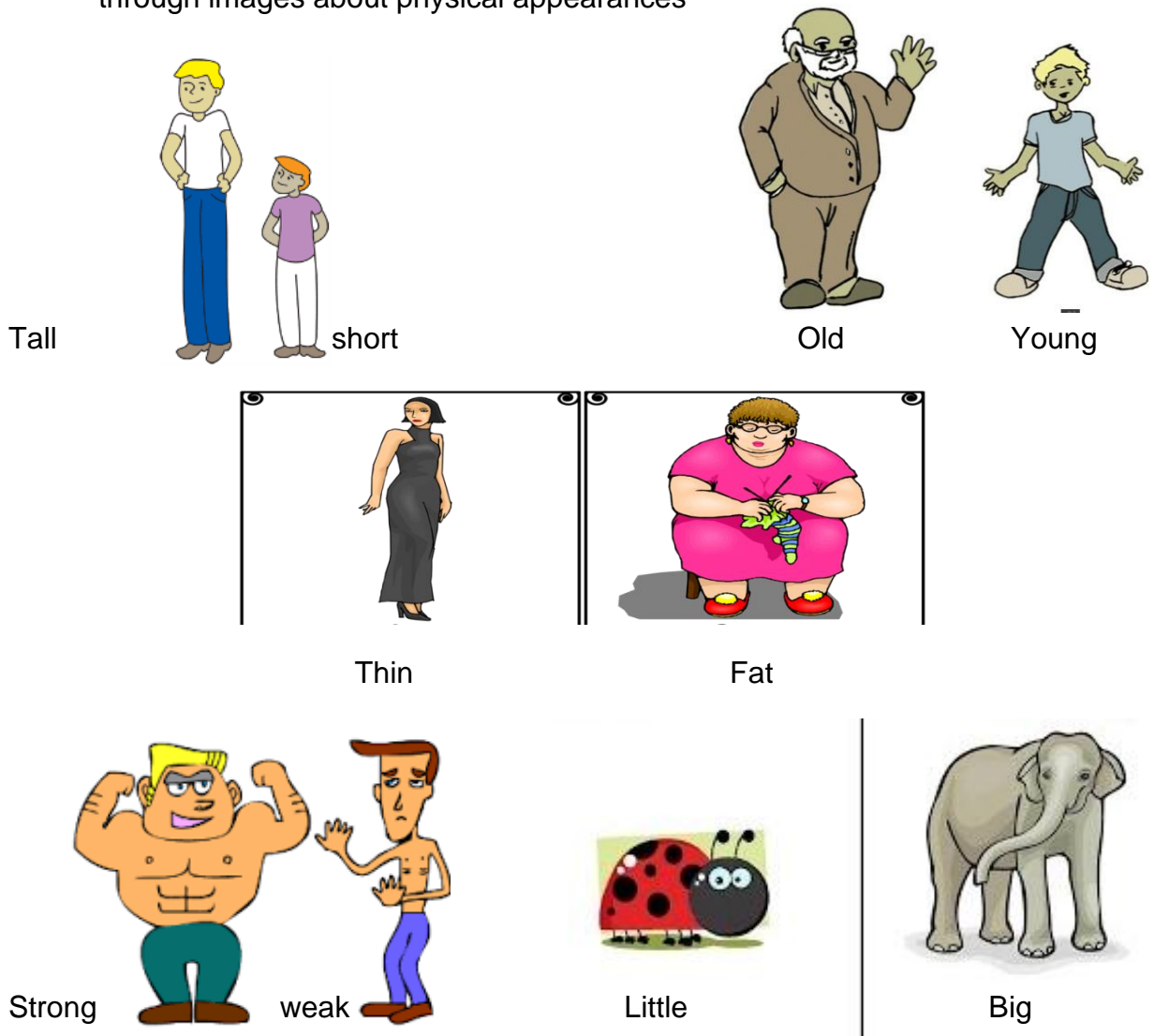
Unit 6

Physical appearance

Objective: To identify physical Appearance, match and describing people

Activity 1

- Flash cards students will identify and recognize the assigned vocabulary through images about physical appearances



Activity 2

- Match the correct word with the picture. (Teacher puts students in pairs and then compare the answers)

Tall

fat

short

thin.



Weak

old

young

strong

little

big



Activity 3

- Describe the following people to your partner. (Teacher instructs students into the activity and students engage in the conversation)



Guess who is being described.



For example: The man is tall and slim. He has a purple tie and a Brown suit on with Brown shoes. (The man between the police officer and the short man)

4.6 VALIDATION OF THE PROPOSED PROJECT PLAN

Constructivist teaching is based on constructivist learning theory. Constructivist teaching is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction as opposed to passively receiving information. There are many methods that can be related to constructivism. However, communication learning does not depend on any specific methodology as for other skills. Communication has many ways to be taught and learned. It never changes its form nor manner of expressing itself. Speaking is proof to such qualities possessed by wording when communicating. The same can be achieved with students that have a sense of what structure consists of and that is going to be used with the purpose to have coherence and syntax in order to reach full understanding. Students are pioneers of meaning and knowledge. Constructivist teaches students critical thinking, and creates motivated and independent students that are eager to learn any task at hand, especially communicating in English. This prior knowledge is called a schema which is one way that constructivism is applied. Learning is filtered through pre-existing schemata, activating students' prior knowledge and this places learning in a more effective manner when a student is engaged in the process of learning instead of trying to receive passive knowledge, (Gray, 2013).



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Validation of the proposed Project plan
Basic Didactic Guide with the use of Conversation Exercises to
students of the 7th grade of basic education from La Tia Rosa School

Rating Scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	X				
Social impact	X				
Feasibility	X				
Relevance	X				
Originality	X				
Language	X				
Comprehension	X				
Creativity	X				

Comments

According to my experience, speaking is a habit; therefore, the way that the teacher uses the booklet with certain strategies will make students increase their speaking proficiency and the results will be satisfactory at the end of the year

Name:	Msc. Karla Jennifer Carrera Salinas	
Occupation:	Educational Psychologist at Distrital de Educación 09D17 Milagro	
Phone number	0983600184	

Authors: Kevin Buestan and Cristina Narvaez



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Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	x				
Social impact	x				
Feasibility	x				
Relevance	x				
Originality	x				
Language	x				
Comprehension	x				
Creativity	x				

Comments

I found this Project really interesting and helpful. Sometimes the lack of resources and activities in the classroom can cause students have some gaps of knowledge.

Name:	Msc. Paulina Inga Arboleda Viteri	
Occupation:	“Distrito XIMENA 2 Esc. Stgo. Gabriel Solis Moreira”	
Phone number	0981920497	

Authors: Kevin Buestan and Cristina Narvaez



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Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Scientific aspect	x				
Social impact	x				
Feasibility	x				
Relevance	x				
Originality	x				
Language	x				
Comprehension	x				
Creativity	x				

Comments

According to the proposal of this research, it shows that the design of the teaching guide will be very helpful for the students. Practicing in class as much as they can will help them to overcome their fears when they speak among others.

Name:	Msc. Julia Regalado Vargas	
Occupation:	Educational Psychologist at "Dirección Distrital de Educación 09D08 Pascuales"	
Phone number	0994511138	

Authors: Kevin Buestan and Cristina Narvaez

4.7 IMPACT / BENEFITS OF THE PROPOSED PROJECT PLAN

Relying on a series of principal studies as well as an extreme review of psychological, sociological and educational literature, the authors develop a framework for examining human competence as a process of networked expertise. It refers to competencies that arise from social interaction, knowledge sharing, and collective problem solving. These are embedded in communities and organized groups of experts and professionals. Cognition and intelligent activity are not only individual and mental processes but ones that rely on socio-culturally developed cognitive tools, (Rely, 2013)

The way students learn has a lot to do with the way they behave and their environment. The social interaction is based on where students live, the way they communicate and socialize within the community. The students' community, environment and social life affect the learning process. It is in the most critical position depending on how students' backgrounds are. The psychological aspect can varied from even the child's birth rank. If the child is the first born to the last one in the family, it can make a difference in the way education is acquired. Students can carry a toll even by the neighborhood they come from. And all this concepts have an effect on learning, especially regarding the learning of another language. The guide has also been done with those aspects in mind, providing students a relationship with their personal perspectives if they can apply and they can relate to, (Cole, 2014)

These are some of the benefits that such project can provide communities, which have a high percentage of students with high proficiency levels in the language and communicative skill. These people become productive citizens of their societies, benefiting their communities, neighborhoods, cities, counties and states.

In the institutional website of the Minister of Education of Ecuador, there is the English Language Learning Standards. These are results students are expected to achieve at the end of a proficiency level in terms of knowledge and skills acquired during the process. These will show "what students must know and be able to do as they move toward full fluency in English".

The English Language Learning Standards are developed considering the communicative language components and the language skills as an important part of the program: listening, speaking, reading, and writing.

According to the Ministerio de Educación, Students from the seventh grade must have the proficiency level of A2.2.

Listening

A2 PROFICIENCY LEVEL: Recognize expressions, words, and sentences in simple spoken texts related to the learner’s personal, educational, and social background. Follow speech, which is very slow and carefully-articulated, with long pauses for them to assimilate meaning within the personal, educational, and domains.

Reading

A2 PROFICIENCY LEVEL: Understand and identify simple informational, transactional, and expository texts—a single phrase at a time—picking up familiar names, words, and basic phrases and rereading as required.

Extract the gist and key information items from simple informational, transactional, and expository texts.

Speaking production

A2 PROFICIENCY LEVEL: Produce slow, hesitant, planned dialogues, (i.e. communication still depends on repetition, rephrasing, and repair)

Speaking interaction

A2 PROFICIENCY LEVEL: Interact and participate in brief informal discussions in a simple way by asking and answering simple questions about the learners’ personal, educational, and social background. Communication is dependent on repetition at a slower rate of speech, rephrasing, and repair.

Writing

A2 PROFICIENCY LEVEL: Produce informational, transactional, and expository texts consisting of a sequence of simple sentences that have more detail and show more variety in lexical range and sentence structure.

As we can see, we will work with an elementary level according to the Common European Framework of Reference for Languages (CEFR) in the four skills of the language because grammar in context involves the correct development in each skill, especially in reading and writing, (Educacion, 2015)

CONCLUSIONS

It can be reached to the conclusion that the guide provided for this project and the purpose of it is in precise contribution and fulfillment with all its objectives in teaching students from the 7th grade with the simple sentences in the communication skills.

The start of the investigation and its results, the way and manner students received such training and explanations in class, the two hour long classes in which students participated in the classroom with their new guide that assists them with communication and speaking skills, the way the teacher witnessed the classes given by the researches, the rapport the researchers received from the students and the outcome of the surveys were all part of the process that was brought about from this project and all the investigations involved.

The presentations and other class participations that were given to the students was researched and compared to previous projects in order to come up with the most adequate teaching style that can cope with all the students and their learning styles. There were a lot of kinesthetic activities in which students had to participate in, like TPR activities running around the classroom to find the answers to certain tasks and their exercises. There was a lot of motivation and commotion due to the Racing and challenging activities where every student had to be competitive and self-reliant in order to win the challenge among themselves.

The secret to meaning and structure is also linked to vocabulary, content and diction about what is being expressed in the sentences or the excerpt that has been written, read, said or heard. Many more exercises can be shown in this investigation.

Learning can be shown and put into practice with embedded English exercises in the classroom. It will be significant learning to students as well due to the fact that it will be done with situations that relate to their everyday living. This Project is based with enthusiastic activities making student alert so they can start practicing what real life situations and activities involve, including when expressing oneself correctly in a foreign language.

RECOMMENDATIONS

The recommendations that this investigation has stand out upon are in the most complete sense of the matter and comply with all the expectations and parameters that the investigation format requires. Contribution to this project was also in relationship to the personal experiences and the significant learning students shared in class and the learning that students acquired due to the activities and the results shown by such participation. The daily practice and involvement of students in the activities of this project will serve as guide and evaluation to measure improvement in students about the language and their proficiencies according to the Common European Framework Report which can serve as a rubric to allow feedback and any other type of assessment for students to follow and show progress.

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ANNEXES

ANNEX 1

Guayaquil 30 de mayo del 2017

Lcdo. Raul Únda

Director de la Unidad Educativa "LA TÍA ROSA "

Estimado director:

Yo KEVIN CHRISTOPHER BUESTAN PITA con C.I 0950191718 y CRISTINA MARIA NARVAEZ REGALADO con C.I. 0930707450 de la Facultad de Educación mención Ingles de la Universidad Laica Vicente Rocafuerte de Guayaquil solicito a usted me permita realizar mi proyecto de titulación, requisito para culminar nuestra licenciatura en lenguas Inglesa.

El proyecto se enfocará en los estudiantes de séptimo año de educación básica con el fin de mejorar la fluidez del idioma inglés.

TEMA: La influencia del enfoque natural para mejorar la competencia oral en estudiantes de 7º grado en la escuela La tía rosa durante el año escolar 2017-2018.

PROPUESTA: Diseñar una guía didáctica de actividades.

OBJETIVO: Determinar la influencia de la fluidez verbal en la expresión oral mediante la aplicación de métodos y técnicas de campo, bibliográficas y estadísticas para diseñar una guía didáctica de conversación para mejorar la fluidez verbal

Contando con su aprobación y espera de una buena acogida, de antemano, quedo de usted muy agradecido.

ATT.



Cristina Narváez Regalado
0930707450



Kevin Buestan Pita
0950191718

Autorizado por:



Lcdo. Raúl Unda



Director de la Unidad Educativa "LA TÍA ROSA "

ANNEX 2

In-class Speaking Questions

1. Where is your hometown? Can you describe it for me?
2. How did you travel to school today?
3. What do you like to do in your free time?
4. Why are you studying English?
5. What is your favorite subject in school?
6. What is your least favorite subject in school?
7. Can you briefly describe the plot of the last movie you saw?
8. Can you describe your dream house?
9. Where is a place you have never been but would like to visit?
10. Tell me about a time you took a long car trip.
11. What do you think you will be doing ten years from now?
12. How would your best friend describe you?
13. Are there any sports you would like to try for the first time?
14. What is your favorite holiday?
15. Talk about the best restaurant you ever went to.
16. Is it easy for you to lend your things to others?
17. How would you settle a disagreement between your friends?
18. Would you adopt a stray dog or cat?
19. Tell me about a special photograph in your home.
20. What is your happiest childhood memory?

ANNEX 3

Speaking Evaluation Rubric for “La Tía Rosa School”

Teachers name: Kevin Buestan / Cristina Narvaez

Student Name: _____

	Content	Fluency	Pronunciation and Accent	Vocabulary	Details
5	Show a full understanding of the topic	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent	Pronunciation is excellent; good effort at accent	Excellent control of language features; a wide range of well-chosen vocabulary	High level of accuracy in description is reflected; high degree of detail included in description
4	Shows a good understanding of the topic	Smooth and fluid speech; few hesitation; a slight search for words; inaudible word or two	Pronunciation is good; good effort at accent	Good language control; good range of relatively well- chosen vocabulary	High level of accuracy in description is reflected; more detail should be included in description
3	Shows a good understanding of the part of the topic	Speech is relatively smooth but is characterized by some hesitation and unevenness caused by rephrasing and searching for words; volume wavers	Pronunciation is good; some effort at accent, but is definitely non- native	Adequate language control; vocabulary range is lacking	Good accuracy in description, though some details might be lacking

2	Does not seem to understand the topic very well	Speech is frequently hesitant, with some sentences left uncompleted; volume very soft	Pronunciation is okay; no effort towards an English accent	Weak language control; basic vocabulary choice with some words clearly lacking	Description lacks some accuracy and some critical details are missing
1	Does not understand the topic at all	Speech is slow and exceedingly hesitant; difficult to perceive continuity in utterances; inaudible	Pronunciation is lacking and hard to understand; no effort towards an English accent	Weak language control; vocabulary that is used does not match the task	Description is so lacking that the listener cannot complete the task

Authors: Cristina Narvaez and Kevin Buestan

ANNEX 4

Survey and interview to the teacher and Director

APPLICATION OF THE INVESTIGATION INSTRUMENTS

SURVEY TO THE STUDENTS

Specific instruction:

Circle the most appropriate answer

	1	2	3	4
1.- I like learning new words in English.	Always	Most of the time	Sometimes	Never
2.- I can memorize words and describe pictures	Always	Most of the time	Sometimes	Never
3.-I consider learning English by speaking with others in a simple form to help my pronunciation	Always	Most of the time	Sometimes	Never
4- I read aloud sometimes to hear my pronunciation	Always	Most of the time	Sometimes	Never
5- I try to create stories using words I just learned in class	Always	Most of the time	Sometimes	Never
6- I try to practice speaking with friends in English class.	Always	Most of the time	Sometimes	Never
7- I try to practice English inside the classroom with	Always	Most of the time	Sometimes	Never

the teacher

8- I find conversations helpful when is done in the classroom

Always

Most of the time

Sometimes

Never

9- I like learning vocabulary the natural way to make speaking Easier

Always

Most of the time

Sometimes

Never

10- I would like to communicate on my own with new vocabulary and activities practiced in the classroom.

Always

Most of the time

Sometimes

Never

Authors: Cristina Narvaez and Kevin Buestan

ANNEX 5

PICTURES



Figure. 1 Monitoring spelling activities before conversation practice.



Figure. 2 Rehearsing speaking patterns for different conversations and situations.



Figure. 3 Explaining how we learn a language naturally



Figure. 4 Explaining oral proficiency



Figure. 5 Preparing conversation exercises



Figure. 6 Monitoring students speaking exercises in pairs and in group