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TEMA:

**GRAPHIC ORGANIZERS AND THE SPEAKING SKILLS IN 8TH
GRADERS AT UNIDAD EDUCATIVA ALBERTO PERDOMO
FRANCO DURING THE SCHOOL YEAR 2018-2019**

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GRAPHIC ORGANIZERS AND THE SPEAKING SKILLS IN 8TH GRADERS AT UNIDAD EDUCATIVA ALBERTO PERDOMO FRANCO DURING THE SCHOOL YEAR 2018-2019

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RESUMEN:

Este proyecto presenta esta herramienta didáctica basada en el uso de organizadores gráficos como soporte para desarrollar habilidades del habla, confiando en varias teorías como guías para profesores y estudiantes en el uso de nuevos instrumentos, mejora la comunicación oral en los estudiantes de octavo grado en la Unidad Educativa Alberto Perdomo Franco. El principal problema ha sido detectado en los estudiantes quienes encuentran dificultad para hablar en inglés en el salón de clases, por otro lado, no hay recursos disponibles en el salón de clases. El diseño gráfico en la técnica de la enseñanza fue aplicado, con una encuesta a profesoras administradas para doce profesores, y treinta estudiantes; en profundidad, la entrevista semi estructurada con una autoridad; campo de observación; y examinación de documentos relevantes que ha sido aplicado. El desarrollo teórico y práctico de esta investigación cuantitativa tiene el propósito de verificar la incidencia de los organizadores gráficos para mejorar las habilidades de hablar, la cual fue positivamente verificada. Esto fue basado en observaciones de clases, encuestas y entrevistas. Para desarrollar diversas actividades lingüísticas en un contexto real, afectan las habilidades fonéticas de el lenguaje en preguntas, por lo tanto, es recomendado que los profesores anulen la repetición y memorización

y anime la interacción comunicativa dentro y fuera del salón de clase a través del uso de guías didácticas para hacer que los estudiantes hablen y mejoren su desempeño académico.		
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Este proyecto se ha ejecutado con el propósito de estudiar GRAPHIC ORGANIZERS AND THE SPEAKING SKILLS IN THE 8TH GRADERS AT UNIDAD EDUCATIVA ALBERTO PERDOMO FRANCO DURING THE SCHOOL YEAR 2018-2019

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CERTIFICO:

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: GRAPHIC ORGANIZERS AND THE SPEAKING SKILLS IN 8TH GRADERS AT UNIDAD EDUCATIVA ALBERTO PERDOMO FRANCO DURING THE SCHOOL YEAR 2018-2019, presentado por el estudiante Karina Fabiola Calva Castillo como requisito previo, para optar al Título de LICENCIADO EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL , encontrándose apto para su sustentación

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This research project is dedicated to my family especially to my dear parents Carmen Castillo and Galo Vera who have been my support in difficult moments, and also to my little daughter Carolina Jaramillo who have showed me that I can reach my dreams if I fight for them, and my friends who have supported me those days throughout the process. I will always appreciate all they have done for me.

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INTRODUCTION

During the last three decades, many educators have been promoting the importance of meaningful learning in students by using different sorts of pedagogical resources. Graphic organizers are visual representation of knowledge that characterize ideas, thoughts, concepts, and among others. Barron was the one who introduced the term "Graphic Organizers" based on Ausubel's theory and he states its relevance of this tools as to highlights the relationships between concepts and the level of abstraction in order to comprehend texts, vocabulary and meaning.

Graphic Organizers can be used to improve students' thought development, foster brainstorming, generate new ideas, connect parts of a whole, draw sequences, and analyze causes and effects, among others. The use of graphic organizers will be essential to make speaking class more attractive and easier to understand, especially when students are beginning to study a foreign language. The present project presents this didactic tool based on the use of graphic organizers as support to develop speaking skills, relying on various theories as to guide teachers and students in the use of new instruments, improve oral communication in 8th grade students, at Unidad Educativa Alberto Perdomo Franco.

The limited use of graphic organizers is one of the main problems which affects students' intellectual development due to the ignorance of methodological strategies, poor training of teachers in the proper use of graphic organizers, among other factors that leads students not to achieve their speaking skill development. Due to the needs that student population is presenting, it is evident that Ecuador is one of the countries which has a low level of English in relation to other Latin American Countries.

This obstacle is still observed due to the lack of teaching methodology to diffuse the English language as to perform speaking skill ability. It is necessary to implement strategies that strengthen the difficulties of our students, and also know and get closer and capable to communicate in their society by using this Anglo-Saxon language. Therefore, in this work, we seek to highlight the importance of graphic organizers and it is clear our intention to implement a series of guides using graphic organizers as an educational tool to improve speaking skill development.

This research paper includes four chapters:

CHAPTER 1.- The approaches to the problem, the contextualization macro, meso and micro to on this basis formulate the problem clearly and precise, taking as a starting point, questions, that helps us interpret the reasons to develop the research and the kind of benefits that will be obtained with this research project.

CHAPTER 2.- Focuses on the Theoretical Framework; it considers basic contents on Graphic Organizers and their Influence on speaking skill development in students. Literature review has been designed as to research the two main variables which is the use of graphic organizers and the impact they have to develop speaking skills.

CHAPTER 3.- The Methodology: The approach is indicated, the modalities of research, the types of research, population and sample, operationalization of variables, techniques and instruments to collect the information. This chapter shows the content about the analysis, interpretation of results and verification of the hypothesis, contains graphs and results obtained during the process of the investigation, each question is accompanied with a graph and its corresponding interpretation of data.

CHAPTER 4.- Proposal, Conclusions and Recommendations, this proposal responds to the needs of the problem investigated in a clear and concise manner, having a justification of the diagnosis obtained and giving practical solution in turn.

Finally, the bibliography and the corresponding annexes are added.

CHAPTER I

Graphic Organizers and the Speaking Skills in 8th Graders at Unidad Educativa Alberto Perdomo Franco During the School Year 2018-2019

1. STUDY APPROACH

1.1. Background of the Problem

In recent years, education in Ecuador has been affected positively due to the new requirements and guidelines from the Constitution, the Organic Law of Intercultural Education (LOEI), and the National development Plan, these transformations in the academic field have been influenced by new teaching strategies based on constructivist methods, which seek to adapt new ICT technologies (information and communication technologies), and develop new forms of learning where both teachers and students build their knowledge together.

According to the Quality Standards in Education from the Ministry of Education of Ecuador, the government has the obligation to provide universal, free and high-quality education for all. So, students are able to develop skills as to have their intellectual autonomy and creativity and allow them to develop their own knowledge. The relationship is more balanced and everyone at different times, both teaches and learns. This idea corresponds to the following Freirian principle (Freire, P. 1989), cited by (Ching, K. R., & Griffin, C, 2018) which states “Whoever teaches learns in the act of teaching, and whoever learns teaches in the act of learning.” This transformative pedagogy does not only intend to build the knowledge between teacher-student, but also between student-student.

In the dynamics of classes, the teacher plays a key role in the consolidation of a new knowledge. However, the teacher's pedagogical outdatedness would impede the uses of new tools such as the use of graphic organizers. Students most of the time receive traditional classes, in which they are mere listeners. Knowledge passes from the teacher to the student through the spoken or written class without actively participating towards the knowledge building.

In traditional education, the use of memory learning strategies is a daily problem seen in many teachers as to teach English language such as repeating several times in writing some new words, dictation, listening and repeating vocabulary, etc. This way of teaching produces the lack of interest and discourages students to learn this Anglo-Saxon language. Teachers must innovate their methodology as to achieve student's cognitive approach and develop their communicative skills.

According to field research done in eighth graders students at Unidad Educativa Alberto Perdomo Franco, the lack of improving English speaking skill has been observed. Students do not know how to express their ideas orally and they present a poor speaking skill development. In addition, teachers use traditional methods and are not innovating their way of teaching. Learning by repeating, listening and copying, these are the most common phrases listened outside the classroom.

Students find difficult to speak English in the classroom due to the lack of giving some teaching techniques to encourage them to speak without shameless and nervousness. Applying graphic organizers allow them to activate their previous knowledge and organize their cognitive learning process. That is, to be able to store new vocabulary in their mind by using mind maps, spider-web map, charts, conceptual map, brainstorming, and others.

The purpose of this project is to analyze how speaking skills are performed using graphic organizers, in addition to improve the English language acquisition; it is a great support to build new knowledge and reinforce the ability to apply their experience in their daily life. The investigation will be based on the analysis of bibliographical sources. Through observation the teacher and others research tools such as surveys and interviews. It will be useful to detect the students' failure while they learn new words.

The institution to carry out this research was chosen because of the accessibility approved by the directors to conduct the investigation, with the purpose of determining the influence of graphic organizers to enhance speaking skills in 8th grade students. This school was founded 30 years ago, and is located in the limit of Guayaquil city, on 24th avenue and "Q" street. It offers a quality education based on the constructivist model as students' structure cognitive functions.

1.2. Statement of the Problem

How can graphic organizers influence the speaking skills in eighth grade students at Unidad Educativa Alberto Perdomo Franco during the school year 2018-2019?

1.3. Systematization of the Problem

1. What are the techniques and strategies used by teachers to develop vocabulary skills?
2. What kind of teaching resources do teachers need to improve students' vocabulary skills?
3. How does graphic organizers encourage students to learn vocabulary easily?
4. In what way would teaching didactic activities be applied in students to enhance vocabulary skills in English language acquisition?

1.4. Objectives; Broad and Specific

1.4.1. Broad

Determine the influence of using graphic organizers to develop speaking skills in eighth grade students at Unidad Educativa Alberto Perdomo Franco through field and theoretical foundation.

1.4.2. Specific

To analyze the use of teaching techniques such as graphic organizers in order to develop speaking skills

To determine the importance of speaking skill development in the English language learning through a field study, a bibliographical research, and a statistical analysis.

To develop appropriate learning and teaching materials to improve English speaking skills by using graphic organizers.

1.5. Significance or Justification of the Study

This project arises from the students' perception about studying English. Every day, they struggle to learn this language in their classrooms; however, they seem it uninteresting and ineffective due to traditional methods imparted by the teachers to foster speaking communicative skills such as working on repetition, and doing the same routines activities, asking and answer ambiguous short questions which impede them to express and talk naturally.

Students from Unidad Educativa Alberto Perdomo Franco expect teachers to teach them with different methodological strategies; so this project will try to show the development of the "speaking skills" in eight graders through motivating techniques such as graphic organizers; in this way, students will not feel forced to understand any words, so they will choose their own definition spontaneously through visual and logical way.

Using graphic organizers teachers have a better way for teaching English language and to make students speak; therefore, it will be necessary to develop research actions in their classrooms to apply new teaching strategies in their students. The research remains of great interest to lead students towards the development of vocabulary skills through visual graphic learning, and of that way to represent a graphic knowledge. Eighth grade students must learn everything graphically due to their lack of reading techniques; as a result, education becomes traditional and less ambiguous.

It is important to expose the influence of the graphic organizers in the English Language learning. (Novak, J. R., Sandberg, J. G., & Davis, S. Y, 2017), authors of the book *Cognitive Psychology*, presented the conceptual map tool as a graphic tool that made possible significant learning. In the same way, several graphic organizers were recognized by different researchers as useful tools to optimize the way of teaching and learning.

Applying graphic organizers in teaching and learning process allows students to simplify extensive texts in small summaries and encourage them to talk in class easily. Through different types of graphic organizers students will be able to improve their effectiveness and efficiency learning, good academic performance and achieve a significant learning.

It is **socially relevant** because the beneficiaries are directly the teachers and children. Applying teaching to foster vocabulary skills will contribute in solving pedagogical problem and have a better school environment between teachers and students, since it will help determine the student skills to learn English. It contributes to knowledge development which plays a new and important role, so that it can be used it to through their social environment.

This research project **is feasible**, since there is a large amount of material that is able to use as to analyze the influence of graphic organizers in vocabulary skill development, on the one hand there is the theory of graphic organizers, how to use them and numerous examples, and on the other hand, there is a currently research for applying a significant and constructivist teaching method in students. Therefore, it is the most propitious moment to search how these two factors will converge and improve the teaching-learning methods.

It is also evident the greatest teachers' challenge to establish tools that help students to speak in English in the classroom; nevertheless, the there is a lack of interest in many public institutions due to the low cultural level and in some cases it is entirely limited to an appropriate development of speaking ability. As a conclusion; applying some pedagogical tool such as graphic organizers as a functional strategy improve students' communicative production in the teaching - learning process.

1.6. Scope and Delimitation of the Study

1.6.1. Spatial Delimitation.

Field research has been chosen with the purpose to find the best way to improve English speaking skills by using graphic organizers at Unidad Educativa Alberto Perdomo Franco- It is located in 24th street and "Q" Ave, in the suburb of Guayaquil, parish Febres Cordero, province of Guayas. It has a population of 315 students form initial education to baccalaureate the sample has been taken from eighth grade students section A and B.

1.6.2. Temporary Delimitation.

The investigation was conducted, in the period between November 2018 to March 2019.

1.6.3. Observation Units.

Researcher.

Authorities.

Director of the Educational Unit.

Teachers.

Eighth year students.

Responsible Institution:	Universidad Laica Vicente Rocafuerte De Guayaquil.
Field:	Education
Subject:	English.
Population:	250 students
Execution Period:	2018 – 2019.
Research content	Graphic organizers and speaking skills

1.7. Research Questions

1. ¿ Do teachers know the use of Graphic organizers to improve speaking skill development in the classroom?

2. What are the fundamental theories in order to determine the importance of speaking skill development in the English language learning?

3. What sorts of didactic strategies are necessary to develop a good teaching and learning process and improve English speaking skills?

4. How do graphic organizers encourage students to practice and improve their English-speaking skills?

1.8. Ideas to Defend

Graphic organizers influence the development of the speaking skill in students of 8th graders at Unidad Educativa Alberto Perdomo Franco.

Improving the use of graphic organizers by students, there will be a greater understanding to describe some definitions and speak in English in class without fear and shame.

1.9. Variables and Indicators

Independent Variable

The use of Graphic organizers

Dependent Variable

Speaking skills

1.10. Line of research

The line of this research is Teacher performance and professionalization and the sub line is centered in Communicative skills in teachers and students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Literature Review

There are some projects found in the repository from Universidad Laica Vicente Rocafuerte de Guayaquil which carry out similar themes related to graphic organizers; nevertheless, this project differs from the authors who have researched its theoretical framework; its applicability is mainly based on methodological strategies to encourage fifth grade students to learn vocabulary by their own learning process.

Some research Projects have been very useful to determine the relevance of changing teachers' methodology in order to teach the English language appropriately. Patiño Bohórquez, M. A., & Espinoza Valle, A. M (2018), state the importance of using graphic organizers to develop writing skills. This research work enriches this project due to the relevant information gotten from its theoretical framework, contributing through the development of methodology applied by English teachers.

There is also a thesis done by the authors Caicedo Vargas, L. T., Echerri, F., & Estefanía, D (2016), titled as "Effects of ludic activities on the development of writing skills in 5 th year students at unidad educativa Liceo Cristiano de Guayaquil campus 1." The authors mention the use of graphic organizes as to develop writing skills; however, this project does not focuses on fostering vocavulary and speaking skills. The authors also explain the kinds of field research as to get quantitative and qualitative results and it has been taken into consideration as a research support for this present project.

A thesis titled as "Application of critical thinking strategies to develop inferential reading skills in students of 1 baccalaureate in Unidad Educativa José Benito Benítez San Andrés during the school year 2017-2018" by the authors Maldonado Chauca, A. K., & Avilés Torres, N. K (2018). They mention the use of some graphic organizers in order to foster students' critical thinking. This project promotes the uses of sorts of activities to encourage students to organize their ideas and opinion by using mind maps and other types of graphic organizers in the English class.

Bruce, Mraz, Nichols, Rickelman, & Wood, (2013). Have published an article about “Using graphic organizers to promote vocabulary learning for struggling readers”. The authors conducted an investigation with the objective of identifying how the maps concepts benefit students to carry out some research documents. The research used in this project was experimental; field research was done with a population of 74 students from Second basic education sections B and E in Quetzaltenango city in Guatemala.

The instruments used in the field research were the pre and posttests, survey and the planned development of each work. Results have been compared in order to verify the academic improvement in each student. The conclusions indicate that it is necessary to use graphic organizers to develop students’ cognitive learning and it is recommended for teachers to use different teaching tools and change their methodology into more dynamic pedagogical strategies.

Bravo (2010), conducted a study on graphic organizers, their use and impact on the students’ thought development. It is an investigation that arose from the necessity to apply new methodological strategies to enhance students’ academic performance in the English learning acquisition, under the premise than theoretical knowledge does not have any worth if there are no mental operations. Samples were taken from the eighth graders students at colegio Nacional Eloy Alfaro, province of Manabí in Ecuador; with the purpose of achieving a better understanding about the effectiveness use of graphic organizers to develop cognitive process.

Through the application of surveys to students and interviews in teachers, it was possible to verify the skills developed by the students and validate the strategy of using the graphic organizers to develop students’ thought development. The results were processed statistically, and they have allowed the researchers to define the importance of using graphic organizers in class, and the permanent training program to update teachers’ methodology to improve the way of teaching in their students in the classroom.

2.2. Theoretical Foundation

2.2.1. The Great and Powerful Use of Graphic Organizers

The result of learning and developing cognitive approach has been reached through the forms of behavior and structures of knowledge students apply in order to acquire the English language. Learning necessarily occurs continuously throughout the people's life, constituting something inherent to their own nature. Learning is part of human nature; according to an original Aristotelian philosophy conception, “learning is an or essential property of the human being, although without constituting the essence of his being”. (Díaz & Hernández, 2015, p. 234).

According to the authors, meaningful learning requires the students' attitude to show willingness to learn the English language in a non-arbitrary and non-literal manner; that is, by using their knowledge structure. Academic resources such as graphic organizers are potentially meaningful to develop students' academic performance and they are also connectable with its particular structures. The use of graphic organizers allow students to hold meaningful verbal learning in long term memory. Its premise consists on the incorporation on meaningful instructional material into the cognitive structure by using graphic organizers as scaffolding strategies.

2.2.2. A Brief Definition of Graphic Organizers

A Graphic organizer is a visual knowledge representation that presents information and rescue important aspects of a concept or matter within a scheme using labels. It is called in various ways, such as: semantic network, conceptual map, visual organizer, mental map etc. The student must have access to a reasonable amount of information, so they can organize and process their knowledge. The domain level and its depth which has been reached in students allows teachers to elaborate their structure graph. Educators can use the graphic organizers according to the topic which has been working on as a tool to clarify different parts of the content of a concept.

The objective of this issue consists on making graphic maps in order to organize a structure of meanings. The ability to design graphic organizers involves students the necessary skills as to order, compare and classify all their ideas or contents form any subjects

by using visual knowledge representation such as graphic organizers. These organizers describe relationships and carry on a better comprehension between the concepts and data involved.

Kim, Vaughn, Wanzek, & Wei, (2014), states that “An adequate use of graphic representations in English teaching proposes student a different way to approach the meaning of the contents, lead to understanding and establish the relationships between them” (p. 76). Many of these graphic organizers can be used in the classrooms since it helps teacher and students us to gather, distribute and share information. They can also be used as instruments for assessing academic performance.

2.2.3. Graphic Organizers and Their Cognitive Origins

Graphic organizers find their origin in the learning cognitive theories. These theories have the purpose of explaining how people learn the English language by using sorts of pedagogical resources as storing the information in their long- and short-term memory and how they learn on basis of thought processes. There is a conjecture between some cognitive theories in which they state that mental process operates in a predictable and organized way. The integration of these graphic organizers in the English teaching and learning process will improve the memory retention and retrieval.

A) Subsumption Theory: Ausubel believed that learning occurs when new material is related to relevant ideas, since it is present in existent cognitive structure. Graphic organizers offer students a framework in order to relate the knowledge with the new learned information (Kaiser, Kragulj, Grisold, & Walser, 2015, p. 123). Subsumption is a process which a new idea is related to another that already exists; it is modified as to get a more significant concept.

B) Information Process Theory: George Miller (1962), manifested the theory in which students learn their subjects better by chunking information. If they are able to fragment the information successfully and significantly in their short term memory, they will be able to transfer it easily in their long term one states “Using graphic organizers facilitate the fragment of the data information and help students with the learning process” (Lachman, Lachman, & Butterfield, 2015, p. 213).

Miller affirmed that people's brain is like a computer which is considered as a data processor, capable to gather and process information until getting a result. The information is gotten by the senses; it processed in different phases such as memory, reasoning, perception, mental image, etc. they have the purpose to transform all the information into a comprehensible result. Knowing how information is transformed and organized in the people's mind would be undoubtedly the most difficult and interesting process for a learning theory.

C) Dual Coding Theory, based on Allan Paivio theory (1986) who posited "the memory has two kinds of system to process information; these are verbal and visual. Verbal system process and store linguistic information while visual information images" (Paivio, 2014, p. 184) the verbal system acts sequentially, it processes concrete and abstract information. It also has a descriptive and semantic character, and does not contain a replica of the sensory stimulus. On the other hand, The system of visual or mental images acts in parallel, processes concrete information, conserves perceptual analogues and is extraordinarily dynamic.

D) Schema Theory, by Anderson (1997), cited by (Mandler, 2014), affirms that "memory is composed by a network of schemas. A schema is a knowledge structure created by the students based on their existing knowledge. The use of graphic organizers allows them to insert information in an existing schema" (P. 347). A scheme is an abstract knowledge structure which are constituted by concepts that provide "slots" to be "filled" with specific information. There are sorts of specific information that can have in each slot.

To understand a message you need to activate or build a scheme that gives "good" comprehension of the objects and facts. Each segment of information can be placed in a "slot" without violating the specifications. All important "slots" must have information. When a text does not have enough information for a "slot" can be "filled in" by inference. To sum up, a scheme provide scaffolds for ideas and it is useful to organize information or contents.

E) Cognitive Load Theory. This theory was proposed by Sweller, J (2016), who states "the working memory can deal with only a limited amount of information at one time and if its capacity is exceeded, the information is likely to be lost" (p. 298). It is based on

two commonly accepted ideas. Firstly, it consists on the limit the brain has as to receive and process the new information at the same time. Secondly, there are also no limits to "stored" information and how much it can be processed at the same time.

The goal of cognitive load research is, therefore, to develop instructional techniques and recommendations that fit with working memory features to maximize teaching and learning the English language. "The theory of cognitive load supports explicit teaching models because they follow the principles of how the brain learns more effectively" (Kirschner, Sweller & Clark, 2016, p. 9). Explicit teaching requires the teacher to teach students clearly about what and how to do, rather than discovering or building their knowledge by themselves.

2.2.4. Benefits of Graphic Organizers for Teaching and Learning

1. The use of graphic organizers allow students to find their own meanings and develop skills to understand and distinguish information from main ideas to the secondary ones.
2. They are useful to create structures in order to organize the contents in a simple way. They look for organization and creation of simple structures by using graphic representation.
3. They enable the determination of key concepts and it starts form the previous ideas.
4. They intend to foster the cognitive development, so that students are able to build their own theories and improve their study techniques.
5. The relationship between the concepts through connective words is essential to schematize the knowledge and summarize the important contents of a topic.
6. Students and teachers might represent the main ideas of a theme by using diagrams, mind map, figures, etc.
7. The use of concept maps allow students to organize and understand their ideas in a meaningful way.

2.2.5. Types of Graphic Organizers

2.2.5.1. Concept Maps.

(Ponce, Mayer, López, & Loyola, 2018), state that "Graphic organizers are active learning techniques in which concepts are represented in visual schemes. The student must have access to a reasonable amount of information and are able to organize and process

their knowledge.” A conceptual map is a learning tool based on the graphic representation of a specific topic through the schematization of the concepts and what it comprises. These concepts are written hierarchically within geometric figures such as ovals or boxes, which are connected to each other through lines and linking words. (see on figure1)

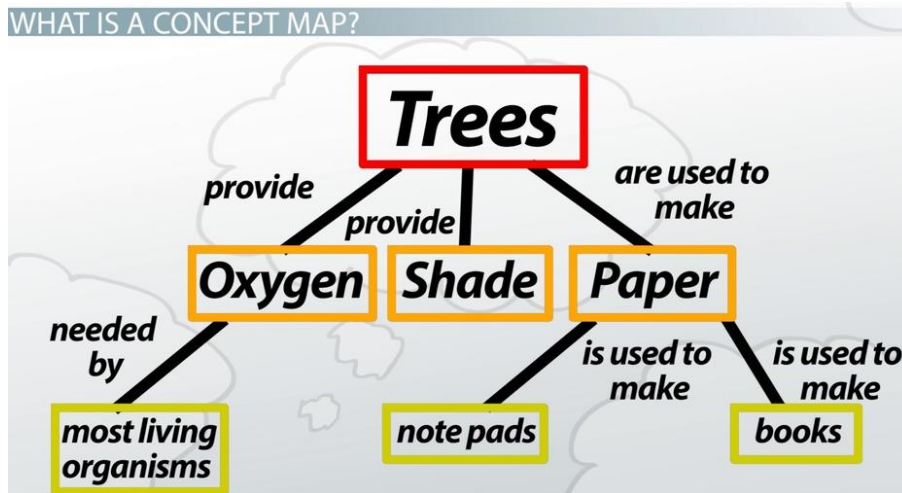


Figure 1. example of a concept map
 Source: <https://study.com/cimages/videopreview/murzthgv0z.jpg>

2.2.5.1.1. Characteristics of a Concept Map

Hierarchy: The concepts are arranged in a hierarchical way. The general idea is located at the upper part of the scheme and from this idea the other concepts are developed.
Focus question: Although conceptual maps involve general and specific contents, their elaboration and study must allow the individual to answer a focus question in which the content of the graph will be developed.

Simplicity: Roth, & Sanford Bernhardt, (2016) affirm that “The use of the concept map as a learning technique has important repercussions in the affective-relational field of the person, since the attention and acceptance that is lent to the student's contributions favors the development of self-esteem.” (p. 234). It consists on showing briefly and concisely the most important part of the information.

Use of propositions: It consists on linking words and meanings by connecting lines.
Use of crossed links: they are used to relate concepts from different parts of the concept map in order to get a new idea or conclusion.
It must be pleasant to the eye: Concept maps create a visual impact in order to comprehend the content and help people to understand and improve their way of study. A conceptual map is a schematic resource that represent a set of

conceptual meanings which is included in a structure of propositions and characterize the significant relationships between the concepts of content and the knowledge of the subject.

2.2.5.1.2. Elements of a Conceptual Map

According to Novak, cited by (Kwon, Shin, & Park, 2018), a conceptual map should consist of: concepts, linking words, propositions and Connecting or joining lines.

The concepts refer to events, objects, situations or facts and they are usually represented within circles or geometric figures that are called nodes. Each concept represented in the concept map is relevant to the meaning from the highest hierarchy concept which can sometimes be the title or central theme. They must be presented in an organized way, so there must have relationship with the most meaningful concepts; if they mix all of them together, it would be incomprehensible to understand the whole connecting network. In addition, neither verbs nor repeated words must be as to form sentences and get an appropriate concept.

The linking words are normally conformed by verbs and they express the relationship between two or several concepts in order to be more explicit and comprehensible; these are represented by connecting lines. In concept map, connecting lines are not sufficient to determine the relationship with the concepts, therefore, they are usually accompanied by linking words which determine the conceptual hierarchy and specify the real meaning of the concepts. Some linking words can be: "It is part of", "are classified in", "is", "depends on", "for", "contribute to", "are", among others.

Propositions are composed of the union of one or several concepts or terms that are related to each other through a linking word. These form sentences with their own meanings and they do not need other propositions in order to have coherence.

Finally, Connecting or joining lines are used to join the topics or themes with their meanings and linking words. The connecting lines help to give better meaning to the concepts by joining them together.

2.5.2. Idea Map or Mind Map

Idea maps are also called as **mind maps**; they are graphic descriptions and visual designs of ideas, thoughts and words related to a central keyword; they provide students basis for creative problem solving and brainstorming. This technique helps students to design their own maps with a total freedom and creativity and allows them to divide their thoughts or ideas in order to solve problems quickly. It also encourages through the development of creativity thinking skills.

The combination of words with visual elements such as lines, colors and symbols in a graphic environment helps students to stimulate creative thinking and the ability to memorize the right part of the brain. (Wong, 2017, p. 143). The author established the importance of developing metacognitive approach by using mind maps due to the ability to process the information quickly and easier. Students are able to put in order their ideas and store the information in their short and long term memory. (An example is shown in figure 2).

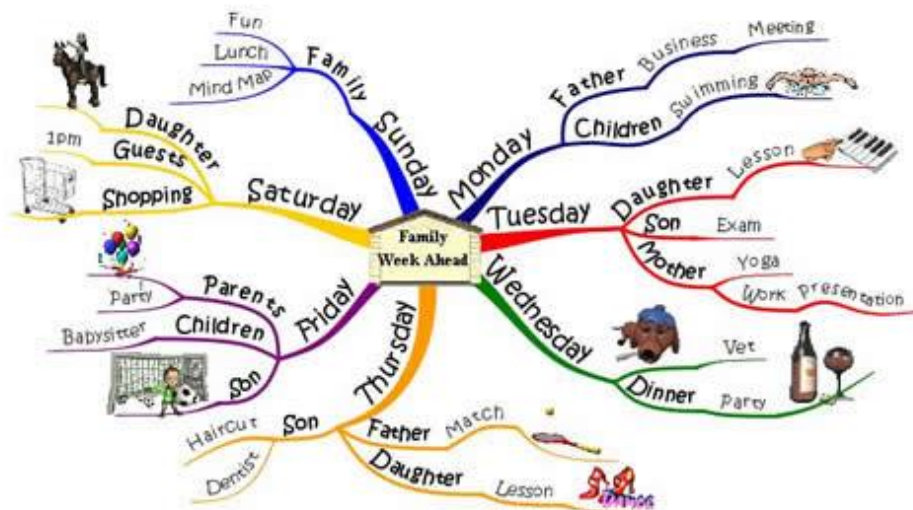


Figure 2. Example of Idea Maps

Source:http://3.bp.blogspot.com/_wWOn9pzBwJk/TE6an3mvd7I/AAAAAAAAAFk/5mcKGDqCiFY/s1600/2rw21wo.jpg

Idea maps are a very useful activity for cognitive development. They are conserved as a tool to solve problems, it helps to strengthen ties between team members and increase the anxiety to work and be more creative to design each part of the mind map.

2.5.3. Cause-Effect Diagram

This graphic organizer is part of a Visual Learning and is especially effective in facilitating students to think about all the real and potential causes of an event or problem. In addition, they are ideal to motivate students through the analysis and group discussion, so that each team can expand their understanding of the problem, visualize the reasons in order to get the main and secondary factors, identify possible solutions and make decisions to organize action plans.

It helps analyze situations, generate group discussions, formulate hypotheses, think critically about a topic and draw up action plans. It helps students process, organize and prioritize new information, so that they can be significantly integrated into their previous knowledge base. In addition, it allows them to identify erroneous ideas and to visualize patterns and interrelations in the information, necessary factors for the understanding and deep internalization of the concepts.

It is composed of a box (head), a main line (spine) and 4 or more lines that point to the main line forming an angle of approximately 70° (main spines). The latter have two or three inclined lines (spines), and so on (minor spines), as necessary according to the complexity of the information to be treated (see on figure 3).

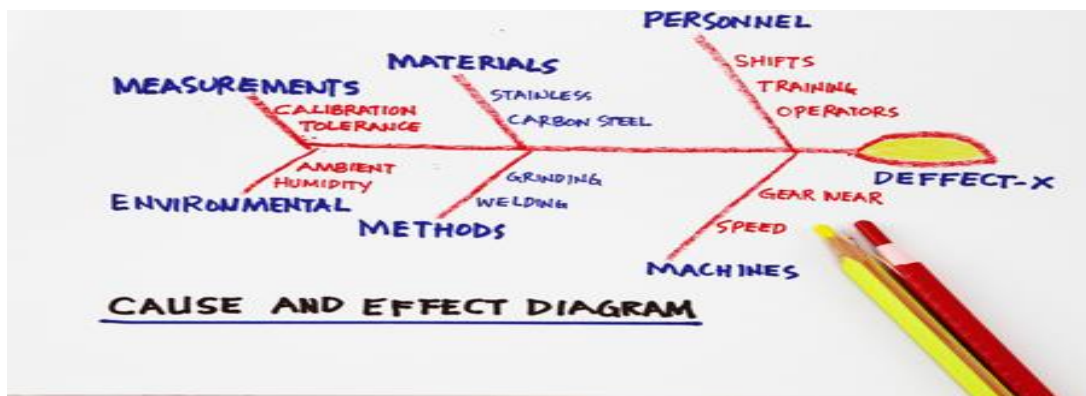


Figure 3. cause and effect diagram

Source: <https://www.projectsmart.co.uk/img/ishikawa-diagram.png>

The use of this Graphic Organizer in the classroom is appropriate when the learning objective seeks students to think about the real or potential causes of an event or problem, as well as the causal relationships between two or more phenomena. Through the elaboration of Cause-Effect Diagrams it is possible to generate class dynamics that favor the

analysis, the group discussion and the application of knowledge to different situations or problems, so that each team can expand their understanding of the problem, visualize reasons, reasons or main and secondary factors of this, identify possible solutions, make decisions and organize action plans.

It is a technique that allows students to make comparisons such as positive and negative aspects (virtues and defects, strengths and weaknesses, etc.), The before and after, causes and effects. Analogies; Students establish similarities between two situations and analyze the parts of which a problem is composed.

2.5.4. Spider Webs

A spider map is a type of concept map that aims to help students organize ideas and thoughts. It is simple in structure and it is designed to present concisely the most important ideas about a topic. Concept maps in general are widely used in research processes. These are schemes useful to organize all ideas about a topic. Thus, they facilitate the understanding as well as the quick access to the relevant information.

Its adaptability is a great advantage. It can be used as a tool to outline ideas before carrying out a project or as visual support in presentations. This is due to the simplicity of the presentation of ideas. It is very useful as a research and study resource, since it is a quick way to record and organize important information about a specific topic.

2.5.4.1. Structure

Spider maps owe their name to the form they resemble; the one of a spiders. In this image (see figure 4), the main idea represents the body of the spider, while the subordinate ideas are the legs. The outline of the spider map is quite simple, and lots of its advantages lie in this aspect. The main idea from which all the others start is located in the center, in this way the hierarchy of this is illustrated. From this central idea, branches are spread directly as to connect with the main idea.

Among these secondary ideas, the main idea is broken down into characteristics, relevant features or observations about it. its capacity is limited to maximum 8 secondary

ideas, so it is important to make a preliminary draft with all the ideas which are considered important. It is also advisable to review the draft and make sure the most important notes are placed into the spider web. They are very useful tools as to present ideas and there are some aspects that are entirely advantageous in this type of schemes.

2.5.4.2. The 5 Main Advantages of a Spider Web

- 1- Shows ideas clearly: The layout of the content is simple and friendly.
- 2- Easy to elaborate: It has a simple structure scheme that also contains the essential information of the subject. So, it is possible to know the subject in a general way.
- 3- Easy to understand visually: The ideas are clearly arranged.
- 4- It is striking: It is pleasing to the eye, which makes it more attractive to readers.
- 5- The exposed data is linked to the central theme: its scheme makes ideas easy to relate to the subject.



Figure 4. Spider web

Source: <https://www.lifeder.com/wp-content/uploads/2017/12/Mapa-de-ara%C3%B1a-631x420.jpg>

2.5.5. Time Line Diagram

The timeline allows ordering a sequence of events or milestones on a topic, in such a way the temporal relationship between them is clearly visualized (Calderon, M. E., & Slakk, S. 2018. p.254). To develop a Timeline on a particular topic, students must identify the events and dates (initial and final) in which they occurred; locate the events in chronological order; select the most relevant milestones of the subject studied in order to establish the most appropriate time intervals; group similar events; determine the scale of visualization that will be used and finally, organize the events in diagram form.

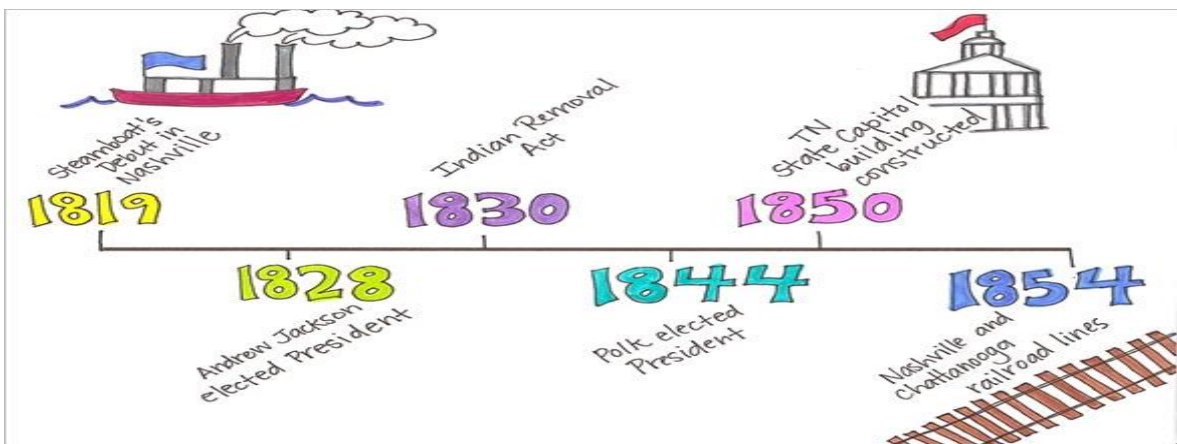


Figure 5. Time line diagram

Source: <https://images.template.net/wp-content/uploads/2015/07/Make-a-Timeline-in-Social-Studies.jpg>

What are the steps to develop a comparative timeline?

1. Identify the historical facts and places to analyze and compare.
2. Select the most relevant data and dates in a chronological order.
3. Create the timeline and organize the sequence in an orderly manner, respecting the mathematical proportion in the graphic representation. For example, 1 cm equals 1 year.
4. Place the dates and then the data very briefly, but at the same time enough to understand them.
5. You can also add images to complement and present the results in a didactic way.

2.6. Speaking Skill

2.6.1. Speaking Skill Development

Many students master certain English language skills, such as grammar, reading comprehension and writing; however, foreign language students face the problem of being able to communicate orally. Learning this language is enough not only to strengthen the skills, but also to apply them. The only way to develop fluency in speech is through constant verbal and linguistic practice within an English-speaking community.

Learning a second language produces brain changes, favoring the learner when acquiring another type of knowledge, because the mind widens. "When a second language is learnt, new knowledge is added to previously acquired knowledge," (Oradee, 2012, p. 322) language teacher. If in that white board, we start at a very early stage to carve knowledge and work on it, the results of this learning will be greater, and it will have to involve less work in developing some cognitive areas in which other knowledge has been established.

Oral language is one of the most important components in the language acquisition process, whether it is the mother tongue, a second or any foreign languages. And it is that the oral skills, both comprehension and expression, have a fundamental and critical role in the development of communicative competence. Interactive processes acquire great importance, since communication is central to the psychological, verbal, social, and even cognitive human beings' development.

In addition, the interaction importance also lies in the fact that the human being occupies 80% of his time in the communicative activity, and in turn 75% of that time that a person spends communicating does it using oral skills, it is say listening (45%) and speaking (30%) (Sze, 2014, p. 132). Although communication is carried out and materialized both through oral skills-speaking and listening-as well as written ones-writing and reading-both language modalities have a different nature.

While oral language is natural, consubstantial and intrinsic to the human being and is developed in the child more or less unconsciously, effortlessly and irreversibly (Jara, Marin, & Maribel, 2017); the written mode is a human artifice, a cultural product that is

only consciously learned with effort. Every human being in normal conditions is capable of managing oral language, not everyone learns how to write and/or read, thus giving birth to the well-known phenomenon of illiteracy.

Although conversation and dialogue are the most common oral texts through which communication occurs in daily life, these are not the only ones, since orality also manifests itself in less spontaneous and natural texts, and in more prepared and structured ones too, for example, a communication in a congress, a political discourse, an institutional declaration, or a job interview. Considering the importance of communication for the development of the individual and its socialization, as well as the relevance of oral skills in these interaction processes, the development of orality acquires a transcendental value in the teaching-learning processes of foreign languages.

2.6.2. Speaking Skills and its Characteristics

It is important to know teaching-learning process is necessary in order to develop communicative competence since it develops the four communicative skills: listening comprehension, oral expression, reading and writing. “Listening and reading are receptive skills while oral expression and writing are productive skills.” (Davies & Pearse, 2000, p. 74). However, it does not mean that productive skills are more communicative than receptive skills, since they complement each other to involve a learning process.

In addition, there are some typologies that integrate the use of the previously mentioned skill; (Kuśnierek, 2015), divided oral expression into 3 categories: Interactive, Partially interactive, and Non-interactive. The first category called Interactive has the following activities: face-to-face conversations, phone calls, and other activities in which listening comprehension and oral expression are interposed in order to perform a better dialogue; that is, by requesting the necessary information provided by the other speaker through slower or faster dialogues.

Partially Interactive, when an individual gives an oral speech and the audience does not interact so directly with the reader; the speaker only verifies if the information was correctly understood through the public's facial expressions. On the other hand, in the Non-Interactive is the process which the audience is limited to listening, in this activity people

just listen to a speech from a radio station, when someone observes a play, or recites a poem or sings a song. Therefore, communicative practice is in different daily situations; sorts of interactive activities should be encouraged in the classroom. These activities can be integrated partially and non-interactively, since it can start from a speech or a podcast to promote communication, so that individuals are able to exchange information orally using a foreign language in various contextual situations.

2.6.3. The Importance of Speaking Skills for EFL Learners

The communicative competence development has become the primary objective in the English language class. Oral skills play an important role in the development and use of this communicative competence; this consists on treatment, comprehension and attention in oral expression in the English learning processes. Since the middle of the last century, oral skills have enjoyed a certain prominence in the different foreign languages teaching methods.

The Audiolingual Method, which is the most traditional academic and direct method, is based on the study of grammatical and lexical aspects from literary works through written expression. Even though communicative approaches conceive the learning of a language as the development of communicative competence, they aim to make learners become communicatively effective speakers in the target language (Rao, 2018, p. 13)

In other words, the ideal ultimate goal for language learners is to be able to maintain a conversation, that is, to communicate with native speakers. For this reason, the objective of a foreign language class should be to become the learner into an autonomous speaker who can interact effectively in any sociocultural context. Through the development of communication strategies, language teachers can promote the learner's communicative autonomy (Saeed, Khaksari, Eng, & Ghani, 2016, p. 236)

Nowadays, oral skill occupies a relevant place in the English as a foreign language teaching process and many people are dedicated to investigate its development. To promote their English language acquisition is necessary to apply appropriate activities, strategies and approaches and evaluate its implementation. In this way, oral skills currently receive comparable attention in skill comprehension and written expression, which have

traditionally enjoyed a greater prestige due to their close links with literature and the academic world.

In spite of the general prestige which has been traditionally attributed to the written language, in the context of the foreign language class, both teachers and students speak in class more than written production. On the one hand, most of the class time is spent orally and, the communication between teachers and students is eminently oral. On the other hand, speaking and listening, are the basic pillars of their linguistic development in the target language. The purpose of this research is to investigate the beliefs of English foreign learners about speaking language and discover how important they are as to acquire the Anglo Saxon language in the classroom, as well as their preferences when learning English.

2.6.4. Speaking Strategies to Foster Verbal Linguistic Skills

The students' oral competences development strategies are very important as they promote extremely important aspects, such as: strengthening confidence to communicate through oral language, as well as self-esteem and cultural identity based on their mother tongue and their socio-cultural environment assessment, vocabulary and syntax expansion, speech level diversification and several types of speeches and the elements to expand reading skills such as text production and higher levels of thought development.

A lot of people tend to put a lot more effort on certain skills and not enough on others. Speaking is the skill most people wish to be really good at. Yet, it's also the skill they practice the least. There are some strategies which have strong overlap with literature because of a variety source for oral language development activities such as role plays, discussions and dialogues, teamwork, suggestopedia, total physical response, Community Language Learning and among others.

2.6.4.1. Role Plays

Wan, (2017), describe role playing or dramatization as “An art in which students are involved as a whole in an experiential learning that requires creative thinking and expression.” Through movement and pantomime, improvisation, and characterization, students learn English vocabulary and speak without shame and leaving their classrooms.

Whether the context of the drama is based on reality or pure fantasy, the students are involved in it and they are eager to participate and practice their speaking skills.

In roleplay, there are no scripts or costumes; there are not any scenes or roles previously assigned either; they constitute purely spontaneous expressions. Students enjoy planning and performing a variety of dramas based on real life from books, movies or TV shows. Dramatizations can be supported on music and when they are prepared, the students should be encouraged to move freely, and explain in students that improvisation predominates rather than imitation (Sebesta, 1993).

2.6.4.2. Discussions and Dialogues

(Bellingham, Buus, McCloughen, Dawson, Schweizer, 2018), define it as collaborative events in which the participants interactively construct their meanings in order to reach deeper understandings. Participating in discussion groups involves cognitive and affective commitment from the participants, radically differentiating it from a "discursive" class in which students give passive answers to questions that are not significant to them.

2.6.5. Characteristics of a Class Focused on Discussion

The teacher asks few open questions to stimulate student participation, good productive questions are occasionally modeled, the interaction among students is also important, it explores only the best opportunities to give feedback. Discussion do not only facilitates the students' oral expression but also their higher levels of thinking insofar as the meanings are built up interactively. These levels are highly achieved when the teacher or another person with a mastery level of the subject provides their students scaffolding strategies that allows them to get a higher performance than they would have without that mediation Vygotsky, (1978), cited by Cazden, (2018)

2.6.5.1. Teamwork

It is important to explain that a group is not only about getting people together, but also assigning them a task, something to resolve together, in addition, it is fundamental because it provides models, norms and values. It is relevant that each member is accepted

by the others thanks to their individual characteristics since all students have the need to be estimated; that is, to be appreciated in the group.

It is important to mention applying group activities the learners are able to carry out the task and have the possibility to know each other because a deep interaction is established in them. Therefore, it can be said that students who work in groups have a unique opportunity that is not given by the individuality that is interacting with others feeling belonging, group identity, among others.

Another fundamental aspect is that people do not work individually in teamwork, they move to form a whole together, that is, a cohesion between them where thought and debate are fundamental to perform the task. Students' organization is important to carry out a clear job and learn to express themselves in a calm way, so they can achieve better results than working individually.

2.6.5.2. Communicative Language Teaching

The communicative method or communicative language teaching (CLT) is focused on the languages teaching and oral interaction as a main element to develop speaking skills and teaching learning process. It is also known as communicative approach. The CLT helps students use the language in different contexts. Some of its characteristics are:

It emphasizes communication in the foreign language through interaction.

It introduces real texts in the learning situation.

It offers students opportunities to think about the learning process and not just the language.

It gives importance to the students' personal experiences as elements that contribute to learning in the classroom.

It tries to relate the language in the classroom with the activities carried out outside it.

2.6.5.3. Suggestopedia

The environment may seem anything but not an English class. Its aim is to relax the students and provide them with a ludic environment where they are uninhibited to speak while they learn. Therefore, the use of translation is also allowed. This method is considered

to be an adaptation of the Eastern religious philosophy, centered on meditation and relaxation programs, to the new demands of today's postmodern society. Undoubtedly, it is seen as a very attractive product for any student who experiences stressful processes in an increasingly competitive society. The suggestopedia let students feel free from the inhibitions and mental limitations imposed by social norms. Students become in an active and not a passive being as to put into practice what they have been learned.

2.6.5.4. Total Physical Response (TPR)

It is based on the body movements used to associate terms, concepts, grammar and structures learned in class. However, it is not possible to use this method to explain abstract linguistic concepts. It is a teaching method that combines speaking activities with action and it proposes to teach the language through physical activity. The objective of TPR is to develop oral competence in the second language; this teaching method is also applied as to minimize the stress in English learning process through physical actions and game.

2.6.7. Characteristic of Successful Speaking Activity in the Classroom

When learning a foreign language, spoken language is fundamental, since the structure of the system must go hand in hand with the system of sound. Students need to know the significant characteristics of the language, in this case English, as the word order. Learning a language means acquiring the ability to communicate, formulate and answer questions, make statements and produce forms (words, phrases, normal and authentic prayers, etc.) that are used by native speakers.

A good learning styles management is useful to improve the effectiveness of people's learning and improve their motivation to learn. In this aspect, a series of fundamental characteristics is highlighted, and different definitions of learning styles appear with more frequently. Predispositions is important to use certain learning strategies and are manifested when the students are faced with a learning task. They are relatively constant and independent when performing the learning task, they work as indicators useful to enable the individuals to adapt in their environment.

They are directly influenced by the interest and motivation of the subject who learns. It should be mentioned that when students are taught according to their own learning style, they learn more effectively. There is no need to interpret learning styles as a fixed behavior scheme that predetermines the behavior of individuals. In this sense, the learning styles are characterized by a bundle of learning strategies that are significantly correlated, that is, whose frequency of concurrent appearance allows to mark a trend.

However, it does not mean that strategies belonging to different styles of learning cannot appear in the same subject. It can be deduced that style notion acts as a heuristic instrument that makes possible significant analysis of the empirical behaviors observed. People learn each of the four moments of the basic cycle of learning; that is, the Experience learned through sensations and feelings; reflection, through observation; abstract conceptualization learned through thought; and experimentation through action.

Language learning also includes learning about culture, gestures and spoken expressions that give a greater meaning to words or phrases, as was previously said, the connotation of the message. The vocabulary is also an important area of language to be introduced, taking into account the content words, such as nouns and verbs and function words as prepositions, auxiliary verbs, etc. In this sense, the words of content can be learned in categories or themes, while Function words are usually entered in a logical order and sequential.

According to Ponce, Mayer, López, & Loyola, (2018), for an oral activity to be successful for students, there are some aspects that must be highlighted:

The teacher is the one who is in charge of giving pupils a stimulus as a starting point in the oral activity. Starting from there, students may start to obtain ideas through a text, a video or an image. It is necessary that, before starting the activity, the students know the basic structures they have to use on it.

During the activity, the teacher will give relevant qualifications according to the criteria applied in the evaluation, which could be rubrics for oral activities. Once the activity is finished, it is recommended that the teacher and the students make a summary or

conclusion, and the feedback is indispensable. Finally, it is important that in the next class the teacher does a small review about the errors or mistakes made by the students.

2.7. Legal Framework

Constitución de la República del Ecuador

Niños y Adolescentes

Art. 44.- El Estado, la sociedad y la familia promoverán de forma prioritaria el desarrollo integral de las niñas, niños y adolescentes, y asegurarán el ejercicio pleno de sus derechos; se atenderá al principio de su interés superior y sus derechos prevalecerán sobre los de las demás personas. Las niñas, niños y adolescentes tendrán derecho a su desarrollo integral, entendido como proceso de crecimiento, maduración y despliegue de su intelecto y de sus capacidades, potencialidades y aspiraciones, en un entorno familiar, escolar, social y comunitario de afectividad y seguridad. Este entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

Art. 45.- Las niñas, niños y adolescentes gozarán de los derechos comunes del ser humano, además de los específicos de su edad. El Estado reconocerá y garantizará la vida, incluido el cuidado y protección desde la concepción. Las niñas, niños y adolescentes tienen derecho a la integridad física y psíquica; a su identidad, nombre y ciudadanía; a la salud integral y nutrición; a la educación y cultura, al deporte y recreación; a la seguridad social; a tener una familia y disfrutar de la convivencia familiar y comunitaria; a la participación social; al respeto de su libertad y dignidad; a ser consultados en los asuntos que les afecten; a educarse de manera prioritaria en su idioma y en los contextos culturales propios de sus pueblos y nacionalidades; y a recibir información acerca de sus progenitores o familiares ausentes, salvo que fuera perjudicial para su bienestar. El Estado garantizará su libertad de expresión y asociación, el funcionamiento libre de los consejos estudiantiles y demás formas asociativas.

LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL, 2011

Art. 2.- Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

g. Aprendizaje permanente. - La concepción de la educación como un aprendizaje permanente, que se desarrolla a lo largo de toda la vida;

Art. 17.- Derechos. - Los miembros de la comunidad gozan de los siguientes derechos:

a. Recibir educación escolarizada o no escolarizada, formal o informal a lo largo de su vida que, complemente sus capacidades y habilidades para ejercer la ciudadanía y el derecho al Buen Vivir;

b. Participar activamente en el conocimiento de las realidades institucionales de los centros educativos de su respectiva comunidad;

c. Fomentar un proceso de conocimiento y mutuo respeto entre la comunidad organizada y los centros educativos de su respectiva circunscripción territorial;

Plan de desarrollo social

1.4 Garantizar el desarrollo infantil integral para estimular las capacidades de los niños y niñas, considerando los contextos territoriales, la interculturalidad, el género y las discapacidades

1.5 Fortalecer el sistema de inclusión y equidad social, protección integral, protección especial, atención integral y el sistema de cuidados durante el ciclo de vida de las personas, con énfasis en los grupos de atención prioritaria, considerando los contextos territoriales y la diversidad sociocultural.

1.6 Garantizar el derecho a la salud, la educación y al cuidado integral durante el ciclo de vida, bajo criterios de accesibilidad, calidad y pertinencia territorial y cultural.

Objetivo 2: Afirmar la interculturalidad y plurinacionalidad, revalorizando las identidades diversas.

2.1. Erradicar la discriminación y la exclusión social en todas sus manifestaciones, especialmente el machismo, la homofobia, el racismo, la xenofobia y otras formas conexas, mediante acciones afirmativas y de reparación integral para la construcción de una sociedad inclusiva.

2.2 Garantizar la interculturalidad y la plurinacionalidad en la gestión pública, para facilitar el goce efectivo de los derechos colectivos de los pueblos y nacionalidades.

2.3 Promover el rescate, reconocimiento y protección del patrimonio cultural tangible e intangible, saberes ancestrales, cosmovisiones y dinámicas culturales.

2.8. Conceptual framework

Attitude: is defined as a learned predisposition to respond in a consistent way to a social object. (Eiser, 2012).

Collaborative Learning: A situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.)

Communication: activity of information exchange between two or more participants by listening and speaking.

Competence: the ability to do something well, the quality or state of being competent

EFL: Abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English.

Learning: "Learning is a process of construction: internal, active, individual and interactive with the social and natural environment. To learn, students use logical structures that depend on variables such as previous acquired learning and socio-cultural, geographical, linguistic and economic-productive context."

Language Acquisition: refers to the process by which a person learns a "foreign" language--that is, a language other than his or her mother tongue.

Graphic Organizer: a visual display that demonstrates relationships between facts, concepts or ideas. A graphic organizer guides the learner's thinking as they fill in and build upon a visual map or diagram.

Skills: an ability to do an activity or job well, especially because you have practiced it. (Cambridge)

Teaching: From teaching to comprehension, teaching implies thinking about a process through which the teaching professional tries to favor in the students the construction of the knowledge, implementing innovative resources and teaching strategies tending not only to favor the work with cognitive abilities and cognitive goals, but also to consolidate the intrinsic motivation of their students." (Schneider, 2013).

CHAPTER III

3. RESEARCH METHODOLOGY

3.1. Types of Research Description

The methodology is a discipline of knowledge and it has the responsibility to develop, define and systematize the set of techniques, methods and procedures that will be carried out in this research process. Research methodology will be useful to find some validity and relevance results, this is the fastest way to understand a fact or phenomenon and find a solution to solve the problem of the case study.

Empirical methods will be to find academic problems seen in 8th grade at Unidad Educativa Alberto Perdomo Franco. Surveys and interviews will be applied in school principal, teachers and students. This project has the support of the school authorities and coordinators, statistical methods are considered to do data process, graphs and tables. Graphic Organizers and the Speaking Skills.

Empirical Research Method is a way of improving and increasing knowledge using direct and indirect observation. It is also based on experience and some empirical evidence that can be analyzed quantitatively or qualitatively which should be clearly defined and answerable through a compilation of data and evidence.

Descriptive Research seeks an initial knowledge of the reality that occurs from the direct observation of the researcher and the knowledge obtained by reading or studying the information provided by other authors. With this research the real situation will be reflected in 8th grade at Unidad Educativa Alberto Perdomo Franco.

According to Fidiás, (2014), states the meaning of descriptive research as:

Descriptive research consists on the description of facts, phenomenon, individual or group, with the purpose of establishing its structure or behavior. The results of this type of research are located at an intermediate level as far as the depth of knowledge is concerned (p.432).

Field Research is a qualitative method of data collection aimed at understanding, observing, and interacting with people in their natural settings. These types of research will let the researcher find the problem found in students when acquiring the English language by using a sort of research tools such as observation form, surveys and interview. In this case the fundamental cause of this project is the students who present difficulties as to speak without shame produced by the lack of the use of graphic organizers to encourage students to develop their communicative skills.

3.2 Research Approach

The **qualitative** analysis has been used to interpret the results of the observations in order to understand and draw conclusion. The author was the observer and got involved in the procedure of using graphic organizers to enhance writing skills in tenth grade student at Unidad Educativa Alberto Perdomo Franco. The qualitative analysis has been used to interpret the results of the observations in order to understand and draw conclusions about the important use of visual aids such as graphic organizers and the influence in oral production

This is also a **quantitative** research because it focuses on the objective purpose and measure the variables of the research through statistical, mathematical or numerical analysis of data collected through test, questionnaires and surveys applied in teachers and students at this prestigious school. To see the evidence and its flexibility of this pedagogical didactic resources, it is necessary to be shown in numbers, statistics and graphics. Aguiar, E.P, (2015), explains the qualitative methodology in its publication entitled "Participating Observation" and states: "Qualitative research is the richest source of an investigation which provides sorts of details. It has its anthropological origin and contributes with a holistic understanding of the problem" (p.154).

3.3. Data Collection, Techniques and Tools

Class observation, surveys and interview have been applied in the school community in order to get valuable information in the field research with the aim of analyzing and interpreting the case of study and contributing to the society in finding some techniques or strategies to improve teaching and learning process in teachers and students.

The observation is a technique used by the researcher to compile information to identify a problem and find a possible solution, through a natural observation in the classroom. Moreover, the researcher will see the behavior, participation of the students after teacher gives instruction to do an activity, and the development of the English class.

Surveys were designed with a list of questionnaires with the purpose of detecting the needs to perform writing skills by using graphic organizers. Results from students' surveys allow the authors to know the students' need and how to use didactic activities correctly to develop oral production.

Information has been collected in order to get results of this research project. The survey applied in teachers, had a principal goal to know if the use of graphic organizers improve English writing skills, to show its positives and cons, the facilities that the school provided, and what the problems and difficulties they had to face at the moment of using graphic organizers in students.

Survey is considered as a research technique which consists on questionnaires and interviews through verbal or written way and it is directed to teachers and students to determine the strength and weaknesses in teaching reading in relation to the methodology applied in the classroom. This instrument has the purpose to find solution and improve the teaching and learning procedures. Gonzalez, R (2013), states that "The survey is a technique for collecting primary and qualitative information, for descriptive purposes, from a representative sample of the universe under study, through a structured questionnaire." (p. 234)

Survey for the students: A ten (10) questions survey was designed with the purpose to identify students' preferences in their English classes in order to propose them with a dynamic and interactive way to learn to communicate in English by enhancing their written production through pre-writing graphic organizers. It contained different aspects such as comprehension, interactions, dynamism and their opinions.

3.4 Research Population and Samples

The **population** comprises the collectivity of individuals with characteristics or similar observable elements that every research process requires to examine. Unidad Educativa Alberto Perdomo Franco is located in the parish of Febres Cordero, canton of Guayaquil, province of Guayas, it has a population of 250 students, 30 teachers and the director of the school. that will make up the universe or population that will be studied.

The **sample** is a significant part of element that are extracted from the population. It is a selection of information which has been taken into account in order to be studied the two main variables of the project. The samples are obtained with the intention of inferring properties of the entire population, they must be representative, it is also technically called **simple random sample**. Juste,P (2012), states:

The sample is the part of the population that is selected; information is actually obtained in order to study the causes of the background of the problem. In scientific research, the size of the sample must be estimated by following the criteria offered by the statistics and it is necessary to know some sampling techniques and methods (page 86).

The present investigation has a non-probalistic representative sample of the total population, which in this case corresponds to 30 students from eighth grade of basic general education, 15 parents, 15 teachers and the director of the educational institution.

Table 1

Sample

N°	DETAILS	PEOPLE
1	School principal	1
2	Teachers	15
3	Students	30
4	Parents	15
	Total	61

Elaborated by: Karina Calva

3.5. Data Analysis Method

The information obtained from students, principals, and teachers 'surveys and the analysis sample taken by the population can be shown in the following spreadsheets, tables, and graph. The useful instruments during the research project were the surveys for students and teachers. Each survey is made of 10 questions. They contained a simple and easy content to facilitate their understanding. It was necessary to explain the questions from the surveys in order to get reliable information.

The range applied in the survey were strongly agree and strongly disagree using agree, indifferent, and disagree as sub ranges. This is the best way to measure attitudes of acceptance or rejection. After collecting the information, it is analyzed and organized to get mathematical results. Using this information is easy to obtain conclusions that support the proposal. Processing and data analysis was made through computer tools, using spreadsheets, formulas, graphs and charts in Microsoft Excel.

The investigation procedure is the following:

- ❖ Physical data collection.
- ❖ Transfer of information in Excel tables
- ❖ Data tab
- ❖ Representation of Data Graphics
- ❖ Quantitative and qualitative interpreting information
- ❖ Analysis of results
- ❖ Preliminary conclusions

3.6 Results, Findings and Analysis

3.6.1. Survey for Students

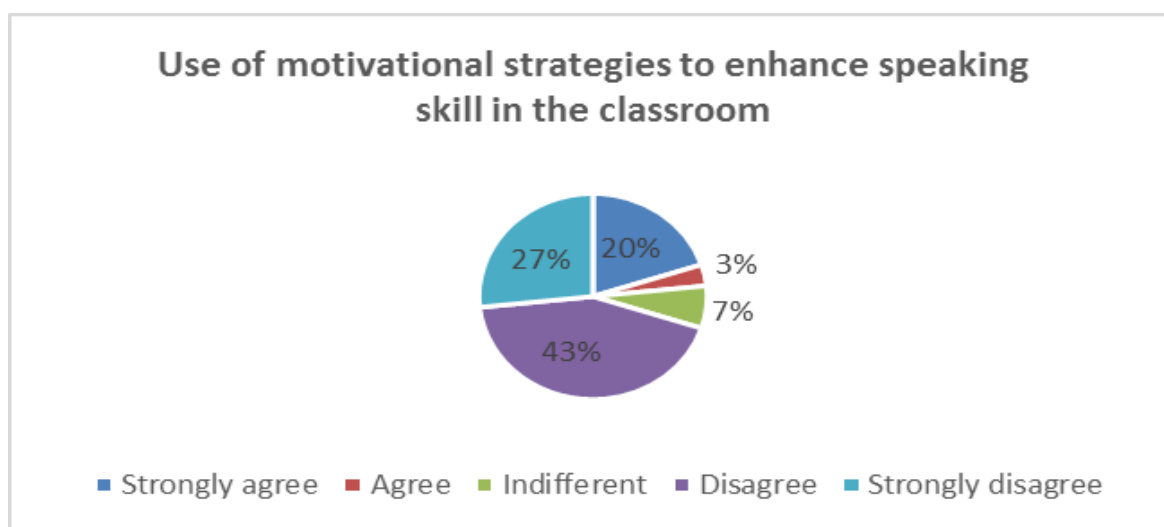
Table 2

Use of Motivational Strategies to Enhance Speaking Skills.

Do teachers use motivational strategies to enhance speaking skill in the classroom?

Code	Category	Frequency	Percentage
Item 1	Strongly agree	6	20%
	Agree	1	3%
	Indifferent	2	7%
	Disagree	13	43%
	Strongly disagree	8	27%
Total		30	100,00%

Source: Students' Survey
Elaborated by: Karina Calva



Graph 1. Use of Motivational Strategies to Enhance Speaking Skill in the Classroom

Source: Students' Survey
Elaborated by: Karina Calva

When students were asked about the motivational strategies applied by the teachers to enhance speaking skill in the classroom, the majority of them representing the 43%, mentioned that their teachers do not use them. Only a 20% said that they know about these strategies because they have been applied into their classes.

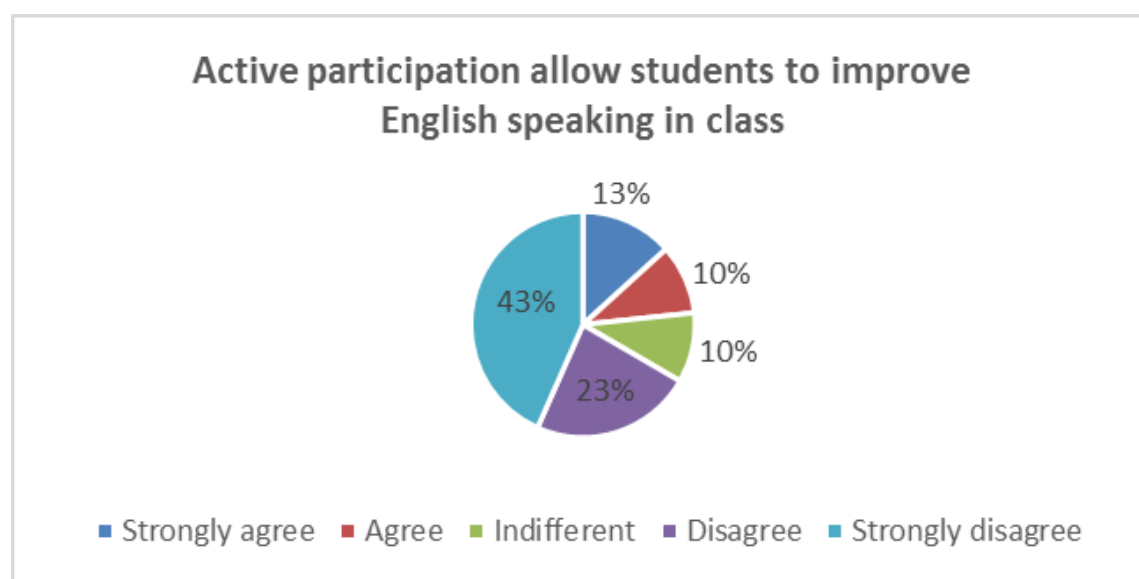
Table 3

Active Participation Allow Students to Improve English Speaking in class.

Do you think that participating actively allows you to practice and improve your English Speaking in class?

Code	Category	Frequency	Percentage
	Strongly agree	4	13%
	Agree	3	10%
Item	Indifferent	3	10%
2	Disagree	7	23%
	Strongly disagree	13	43%
Total		30	100,00%

Source: Students' survey
Elaborated by: Karina Calva



Graph 2. Active Participation Allow Students to Improve English Speaking in Class

Source: Students' survey
Elaborated by: Karina Calva

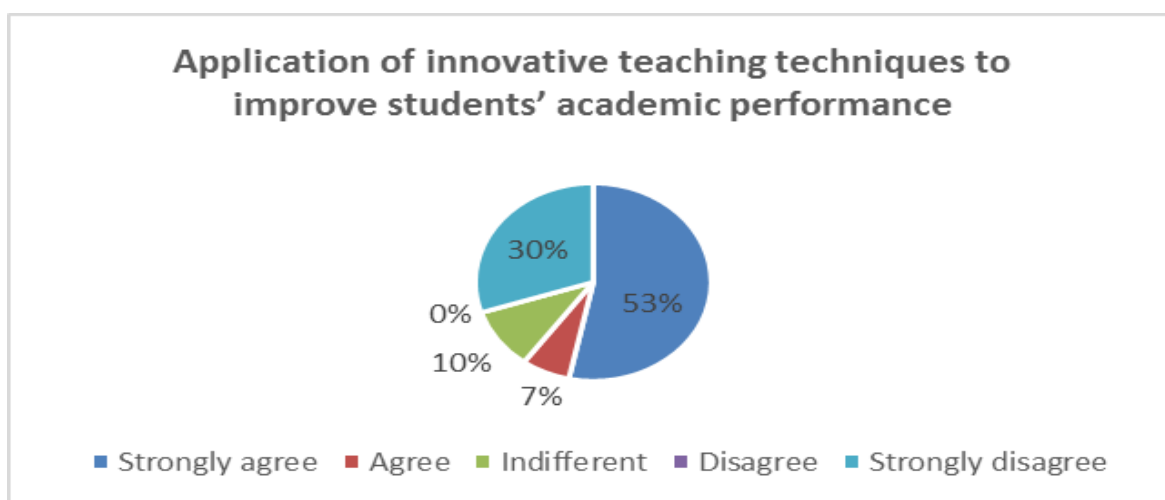
Students disagree in the fact that they do not consider that participating actively will allow them to practice and improve their English-speaking skills in class. The majority of the students consider that the active participation in class is not important, and only a very low percentage of learners have noticed the importance of active participation to acquire skills.

Table 4
Application of Innovative Teaching Techniques to Improve Students' Academic Performance.

Does your teacher apply innovative teaching techniques to improve students' academic performance?

Code	Category	Frequency	Percentage
	Strongly agree	16	53%
	Agree	2	7%
Item	Indifferent	3	10%
3	Disagree	0	0%
	Strongly disagree	9	30%
Total		30	100,00%

Source: Students' Survey
 Elaborated by: Karina Calva



Graph 3. Application of Innovative Teaching Techniques to Improve Students' Academic Performance.

Source: Students' Survey
 Elaborated by: Karina Calva

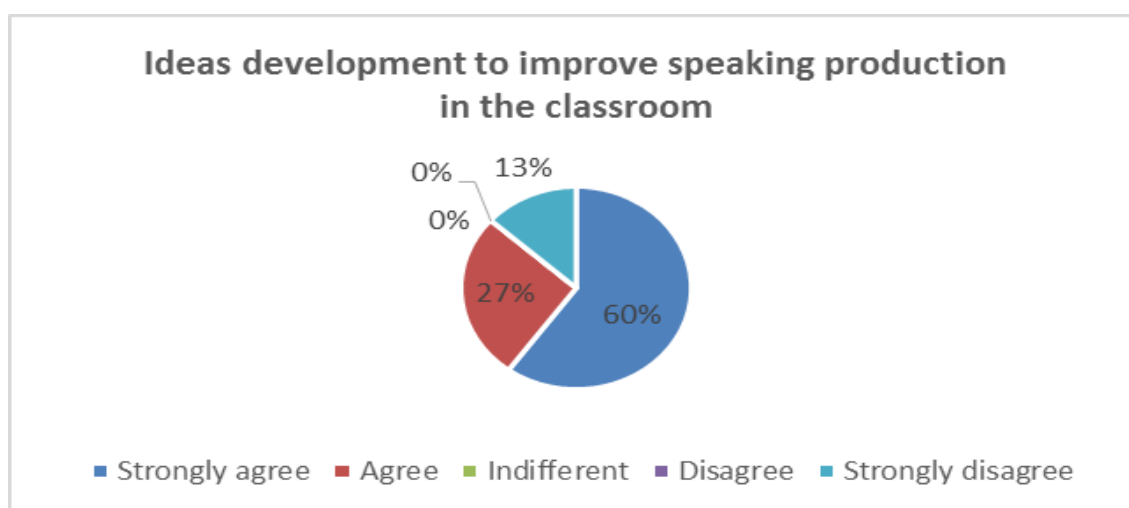
In this chart, it is shown that students think that their teachers apply innovative teaching techniques in order to improve their academic performance, but there are also some students who consider that their teachers do not use any kind of innovative technique to teach them the subject, so it is hard from them to improve their performance in the English language skills.

Table 5
Ideas Development to Improve Speaking Production in the Classroom.

Do you think teachers allow you to develop your ideas in order to have a better speaking production in the classroom?

Code	Category	Frequency	Percentage
	Strongly agree	18	60%
	Agree	8	27%
Item	Indifferent	0	0%
4	Disagree	0	0%
	Strongly disagree	4	13%
Total		30	100,00%

Source: Students' Survey
 Elaborated by: Karina Calva



Graph 4. Ideas Development to Improve Speaking Production in the Classroom.

Source: Students' Survey
 Elaborated by: Karina Calva

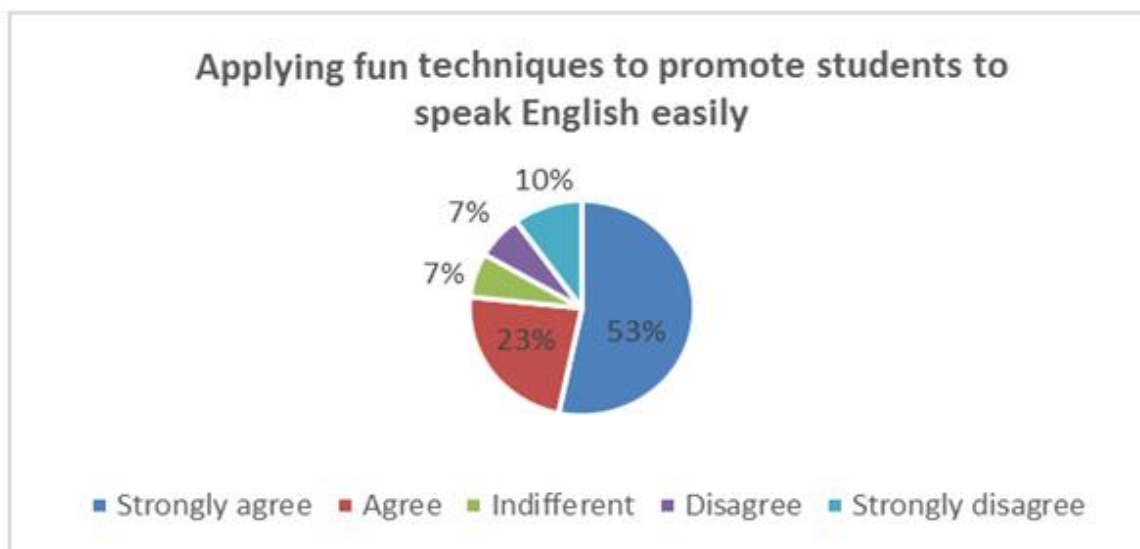
A very high percentage of students think that their teachers allow them to develop their ideas, by group work and several different activities such as expositions and debates. They say this is very important for them in order to have a better speaking production inside and outside the classroom.

Table 6
Applying fun Techniques to Promote Students to Speak English Easily.

Does using fun techniques such as graphic organizers promote students to speak English Easily?

Code	Category	Frequency	Percentage
Item 5	Strongly agree	16	53%
	Agree	7	23%
	Indifferent	2	7%
	Disagree	2	7%
	Strongly disagree	3	10%
Total		30	100,00%

Source: Students' Survey
 Elaborated by: Karina Calva



Graph 5. Applying Fun Techniques to Promote Students to Speak English Easily.

Source: Students' Survey
 Elaborated by: Karina Calva

This chart shows how influent is using funny and interesting techniques such as graphic organizers or other visual aids in order to promote English language development and improvement, and this will help them to speak it easily and have an effective communication to others in and outside the classroom.

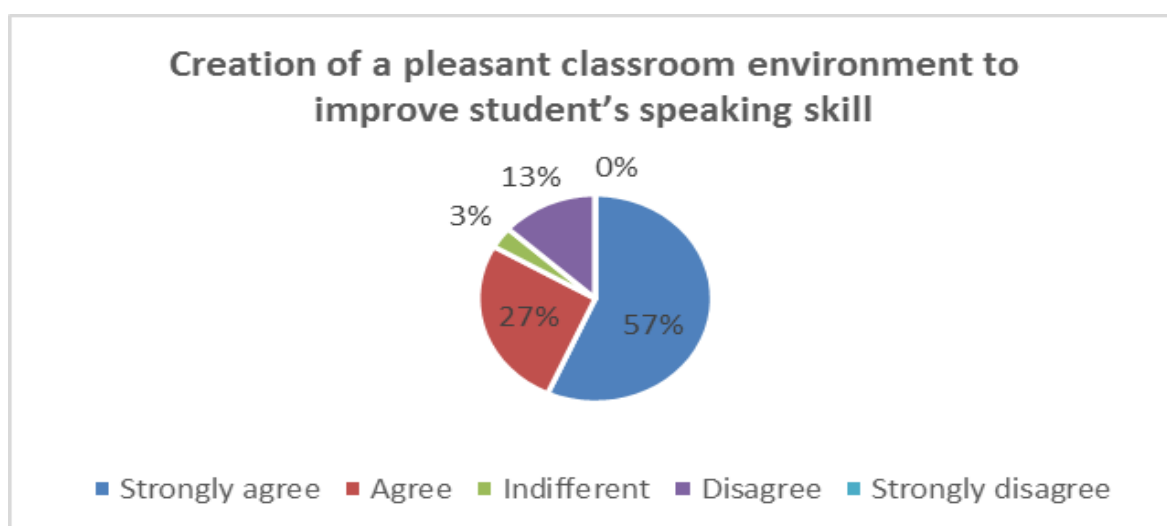
Table 7

Creation of a pleasant classroom environment to improve student's speaking skill.

Must teachers create a pleasant classroom environment to improve student's speaking skill?

Code	Category	Frequency	Percentage
	Strongly agree	17	57%
	Agree	8	27%
Item	Indifferent	1	3%
6	Disagree	4	13%
	Strongly disagree	0	0%
Total		30	100,00%

Source: Students' Survey
Elaborated by: Karina Calva



Graph 6. Creation of a Pleasant Classroom Environment to Improve Student's Speaking Skill.

Source: Students' Survey
Elaborated by: Karina Calva

There exists a strong agreement among the students to the belief that teachers must create a pleasant, funny and easy classroom environment to improve and foster their speaking skills besides that they will feel more willing and able to apply what they have learned into oral communication. This kind of environment eases the learning process for them.

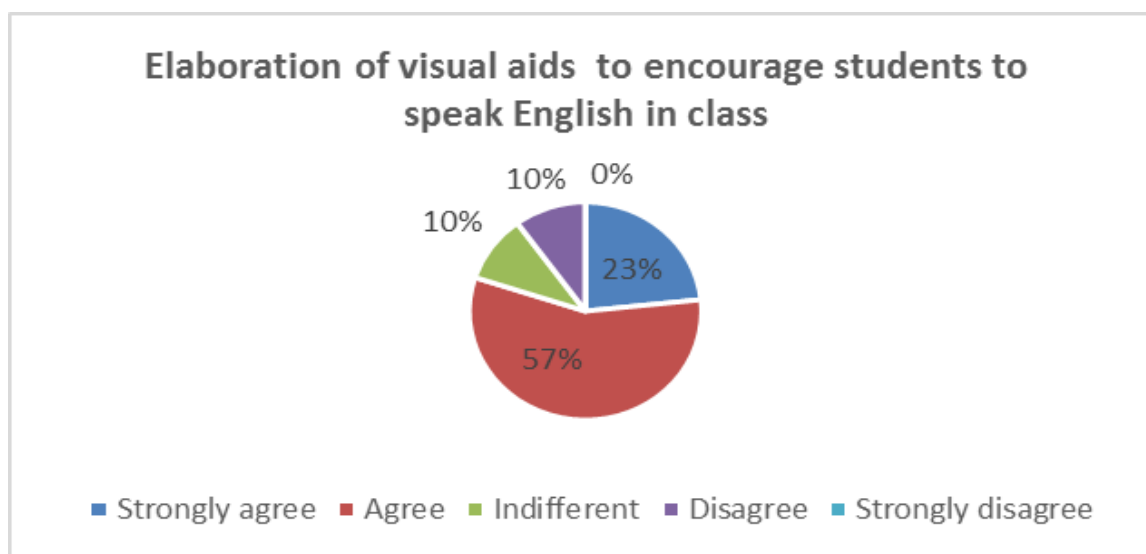
Table 8

Elaboration of Visual Aids to Encourage Students to Speak English in Class.

Should Teachers Apply Visual Aids Such as Graphic Organizers to Encourage Students to Speak English in Class?

Code	Category	Frequency	Percentage
	Strongly agree	7	23%
	Agree	17	57%
Item	Indifferent	3	10%
7	Disagree	3	10%
	Strongly disagree	0	0%
Total		30	100,00%

Source: Students' Survey
Elaborated by: Karina Calva



Graph 7. Elaboration of Visual Aids to Encourage Students to Speak English in Class.

Source: Students' Survey
Elaborated by: Karina Calva

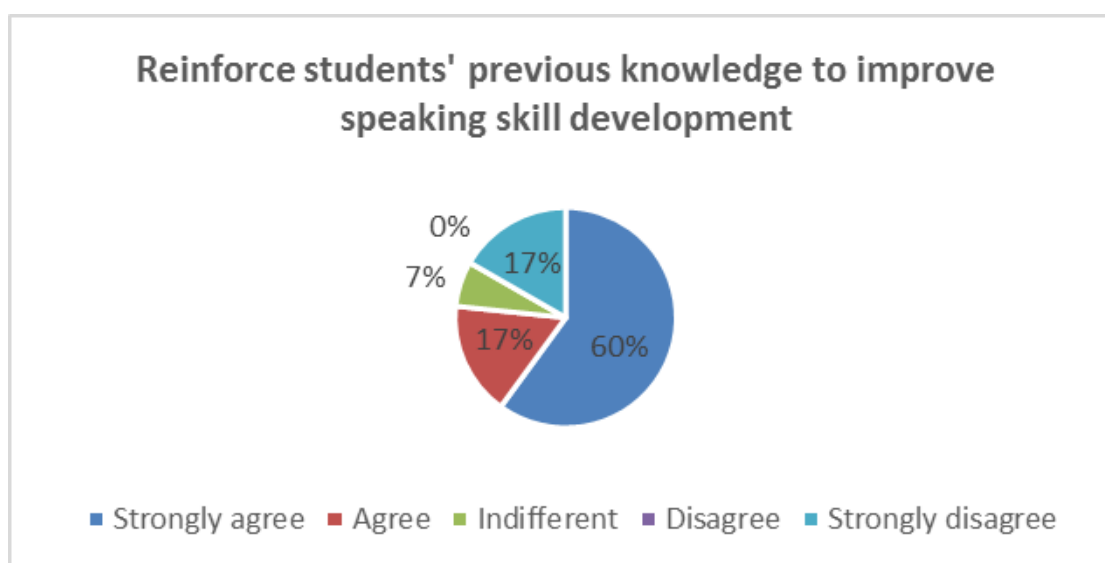
Students think that their teachers should apply or use visual aids such as graphic organizers, video, charts, flash cards, to encourage them to speak English in class. They consider that this action engages them to acquire vocabulary and promote the language acquisition, this fosters the speaking production in the classroom.

Table 9
Reinforcement of Previous Knowledge to Improve Speaking Skill Development.

Do your teachers make you reinforce your previous knowledge to improve speaking skill development?

Code	Category	Frequency	Percentage
	Strongly agree	18	60%
	Agree	5	17%
Item	Indifferent	2	7%
8	Disagree	0	0%
	Strongly disagree	5	17%
Total		30	100,00%

Source: Students' Survey
 Elaborated by: Karina Calva



Graph 8. Reinforcement of Previous Knowledge to Improve Speaking Skill Development.

Source: Students' Survey
 Elaborated by: Karina Calva

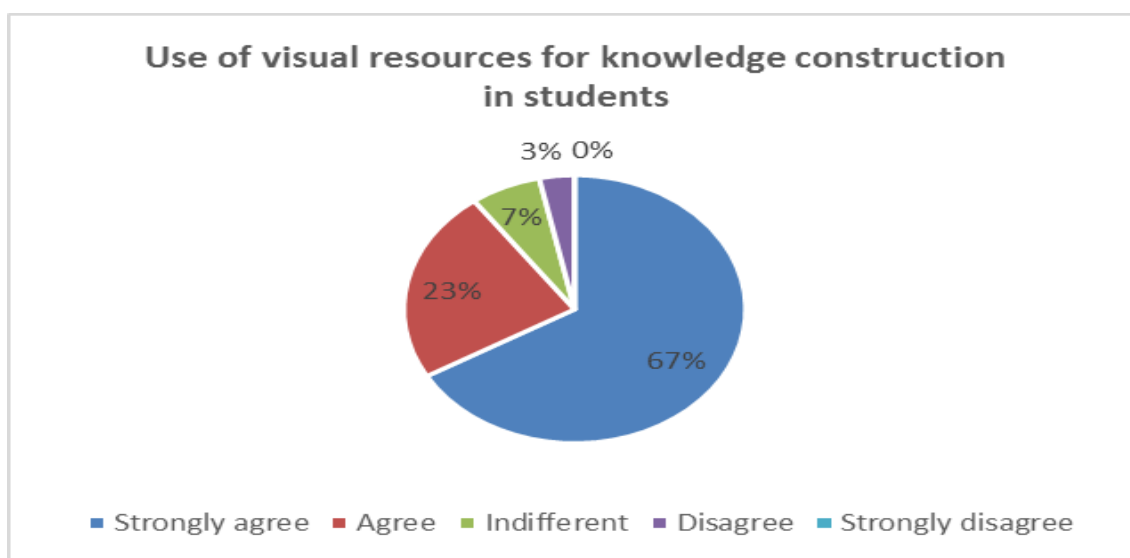
In this chart, it is shown that students consider that their teachers make them do and practice through reinforcement activities at the beginning of the class in order to check their previous knowledge so that speaking skill is developed and improved; as they to say, these activities are often done before providing any new information.

Table 10
Use of Visual Resources for Knowledge Construction in Students.

Do teachers apply mind maps for the knowledge construction in students?

Code	Category	Frequency	Percentage
	Strongly agree	20	67%
	Agree	7	23%
Item	Indifferent	2	7%
9	Disagree	1	3%
	Strongly disagree	0	0%
Total		30	100,00%

Source: Students' Survey
 Elaborated by: Karina Calva



Graph 9. Use of Visual Resources for Knowledge Construction in Students.

Source: Students' Survey
 Elaborated by: Karina Calva

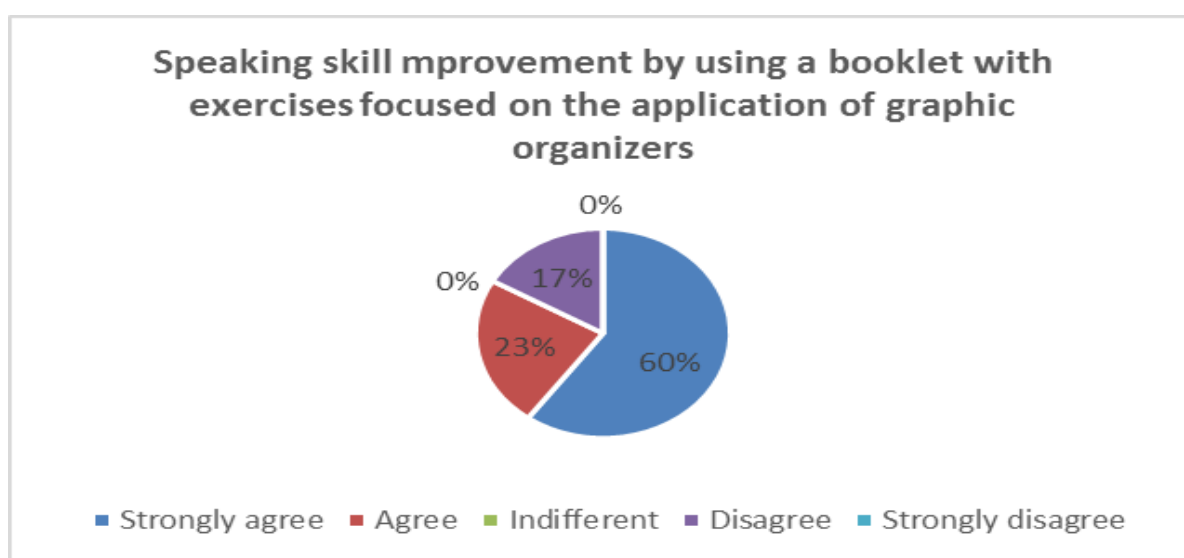
The highest percentage of learners expressed that most of the time their teachers apply and use mind maps and other type of graphic organizers to facilitate the knowledge construction and ideas acquisition, as well as critical thinking in students, in order to develop a better teaching and learning process in the classroom.

Table 11
The Use of a Booklet to Develop Speaking Skill.

Will students improve their English speaking skill by using a booklet with exercises focused on the use of graphic organizers?

Code	Category	Frequency	Percentage
	Strongly agree	18	60%
	Agree	7	23%
Item	Indifferent	0	0%
10	Disagree	5	17%
	Strongly disagree	0	0%
Total		30	100,00%

Source: Students' Survey
 Elaborated by: Karina Calva



Graph 10. Speaking skill Improvement by Using a Booklet with Exercises Focused on the Application of Graphic Organizers

Source: Students' Survey
 Elaborated by: Karina Calva

A 60% of the total amount of students thinks they are going to keep on improving their English speaking skill by using a booklet with exercises and different ludic and practical activities especially if they are focused on the appropriate use of graphic organizers to develop and display their ideas in a systematized manner which allows them to work more easily.

3.6.2. Teachers' Survey

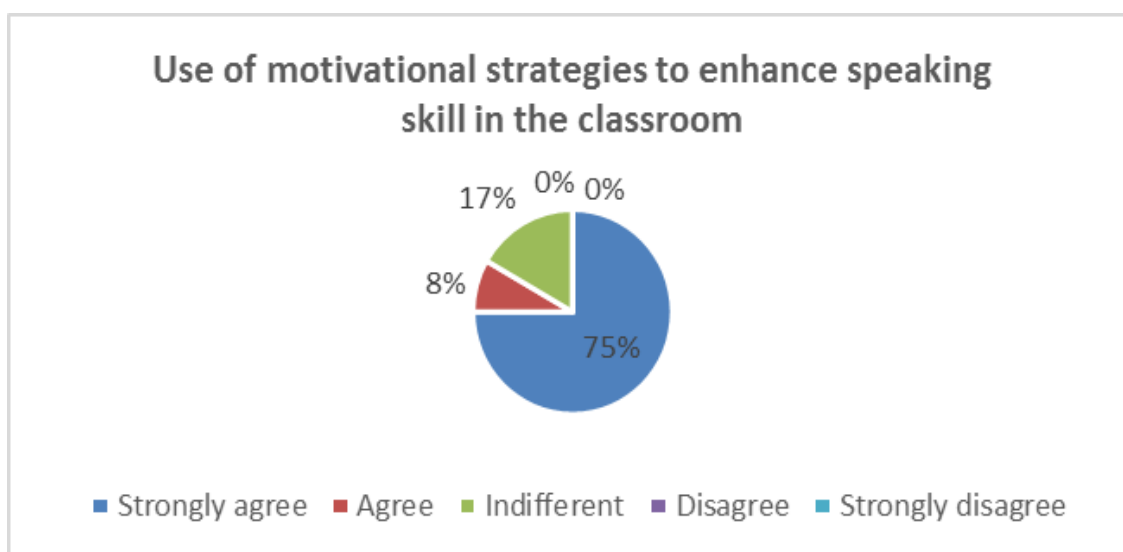
Table 12

Use of Motivational Strategies to Enhance Speaking Skill in the Classroom.

Do teachers use motivational strategies to enhance speaking skill in the classroom?

Code	Category	Frequency	Percentage
	Strongly agree	9	75%
	Agree	1	8%
Item	Indifferent	2	17%
11	Disagree	0	0%
	Strongly disagree	0	0%
Total		12	100,00%

Source: Teachers' Survey
Elaborated by: Karina Calva



Graph 11. Use of Motivational Strategies to Enhance Speaking Skill in the Classroom.

Source: Teachers' Survey
Elaborated by: Karina Calva

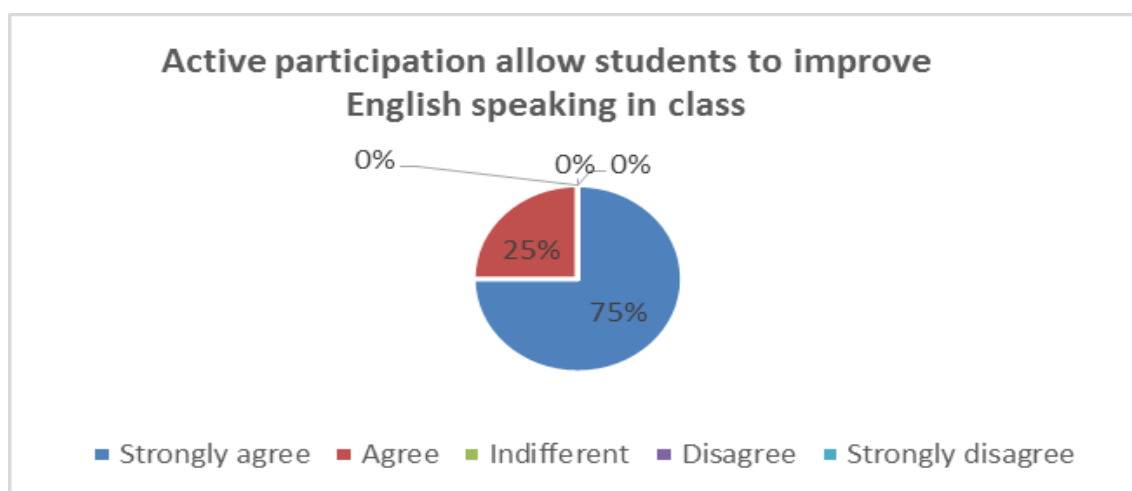
The survey showed that a high percentage of teachers strongly agreed about the importance of using different motivational strategies to enhance students' speaking skill in the classroom. Contrary to this fact, a 17% of teachers stated indifference towards this important aspect of education.

Table 13***Active Participation Allow Students to Improve English Speaking in Class.***

Do you think active participation allow students to improve English speaking in class?

Code	Category	Frequency	Percentage
	Strongly agree	9	75%
	Agree	3	25%
Item	Indifferent	0	0%
12	Disagree	0	0%
	Strongly disagree	0	0%
Total		12	100,00%

Source: Teachers' Survey
 Elaborated by: Karina Calva

**Graph 12. Active Participation Allow Students to Improve English Speaking in Class.**

Source: Teachers' Survey
 Elaborated by: Karina Calva

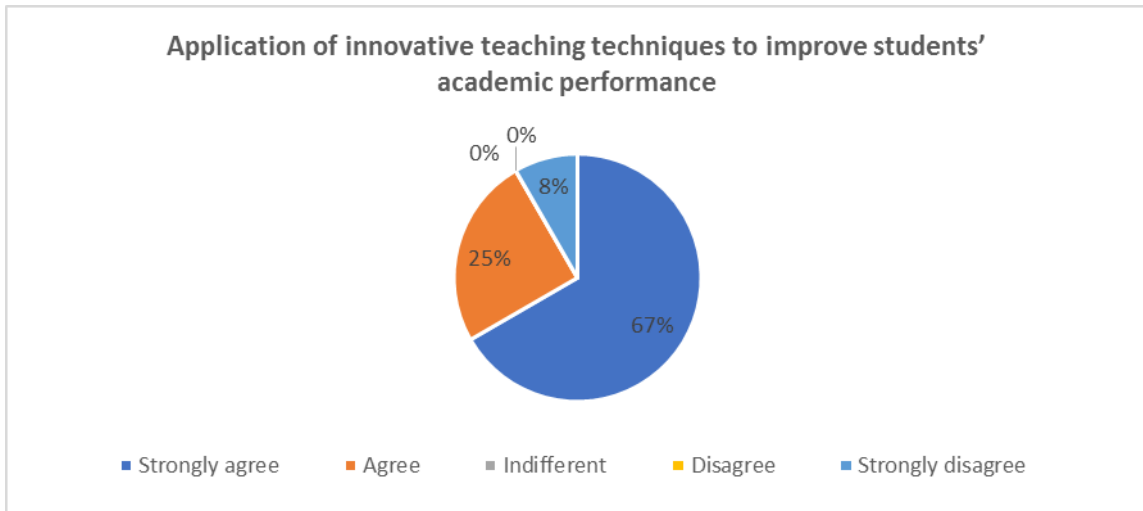
The majority of educators, representing a 75% of the total amount from the survey, had a very strong agreement when believing that having an active participation in the classroom will allow students to improve their English speaking skill inside the school as well as in the real world.

Table 14
Application of Innovative Teaching Techniques.

Do you apply innovative teaching techniques to improve students' academic performance?

Code	Category	Frequency	Percentage
	Strongly agree	7	58%
	Agree	2	17%
Item	Indifferent	3	25%
13	Disagree	0	0%
	Strongly disagree	0	0%
Total		12	100,00%

Source: Teachers' Survey
Elaborated by: Karina Calva



Graph 13. Application of Innovative Teaching Techniques to Improve Students' Academic Performance.

Source: Teachers' Survey
Elaborated by: Karina Calva

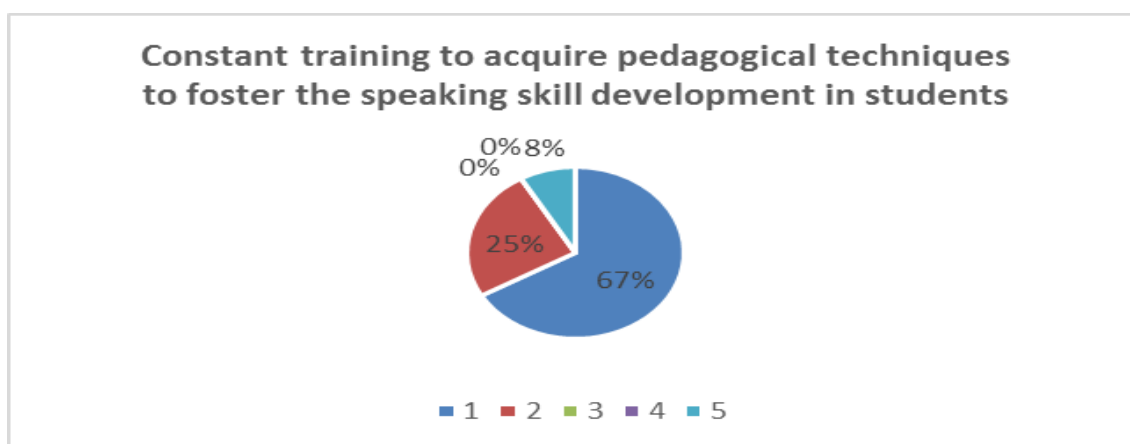
This chart shows how the majority of teachers mentioned that most of the time, they apply several innovative teaching techniques during their lessons in order to foster continuous and relevant improvement in the students' academic performance when using the foreign language in their classrooms.

Table 15
Training Courses to Foster Students' Speaking Skill Development.

Do you receive constant training courses in order to acquire sorts of pedagogical techniques to foster the speaking skill development in students?

Code	Category	Frequency	Percentage
	Strongly agree	8	67%
	Agree	3	25%
Item	Indifferent	0	0%
14	Disagree	0	0%
	Strongly disagree	1	8%
Total		12	100,00%

Source: Teachers' Survey
 Elaborated by: Karina Calva



Graph 14. Training Courses to Foster Students' Speaking Skill Development.

Source: Teachers' survey
 Elaborated by: Karina Calva

A 67% of educators said that they do not receive constant training courses in their area of knowledge in order to acquire sorts of pedagogical techniques in order to foster the speaking skill development in students; and, just very few mentioned that they are in permanent training to apply pedagogical techniques and to develop teaching methods with their students.

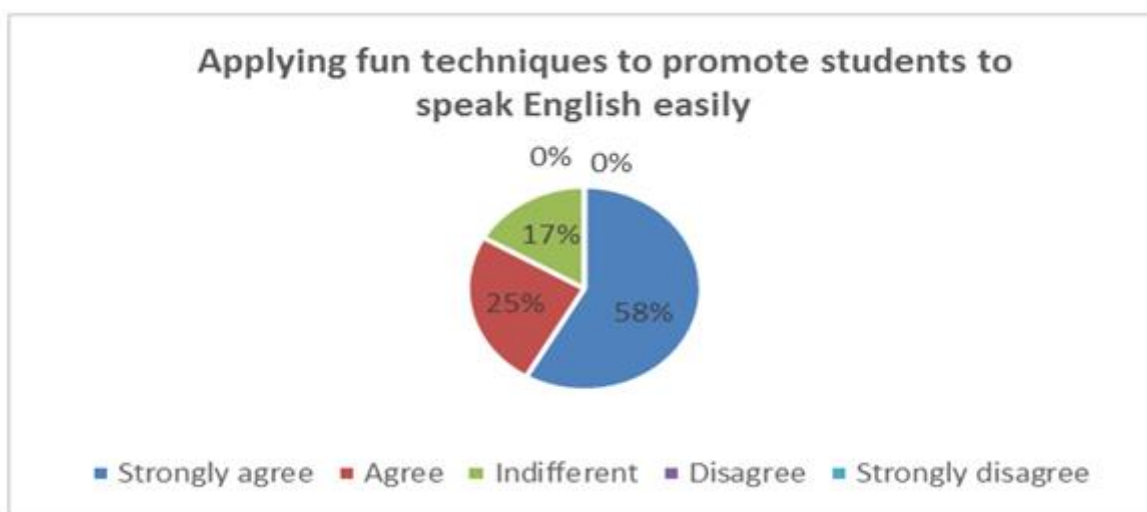
Table 16

Applying Fun Techniques to Promote Students to Speak English Easily.

Do fun techniques such as graphic organizers promote students to speak English easily?

Code	Category	Frequency	Percentage
	Strongly agree	7	58%
	Agree	3	25%
Item	Indifferent	2	17%
15	Disagree	0	0%
	Strongly disagree	0	0%
Total		12	100,00%

Source: Teachers' Survey
Elaborated by: Karina Calva



Graph 15. Applying Fun Techniques to Promote Students to Speak English Easily.

Source: Teachers' Survey
Elaborated by: Karina Calva

In this chart, it is shown that a high amount of teachers consider that using funny techniques such as graphic organizers, videos, songs, and some others, eases and promotes student's participation, production and development of the English speaking skills, as it creates a cordial and amusing environment and allows them to learn easily.

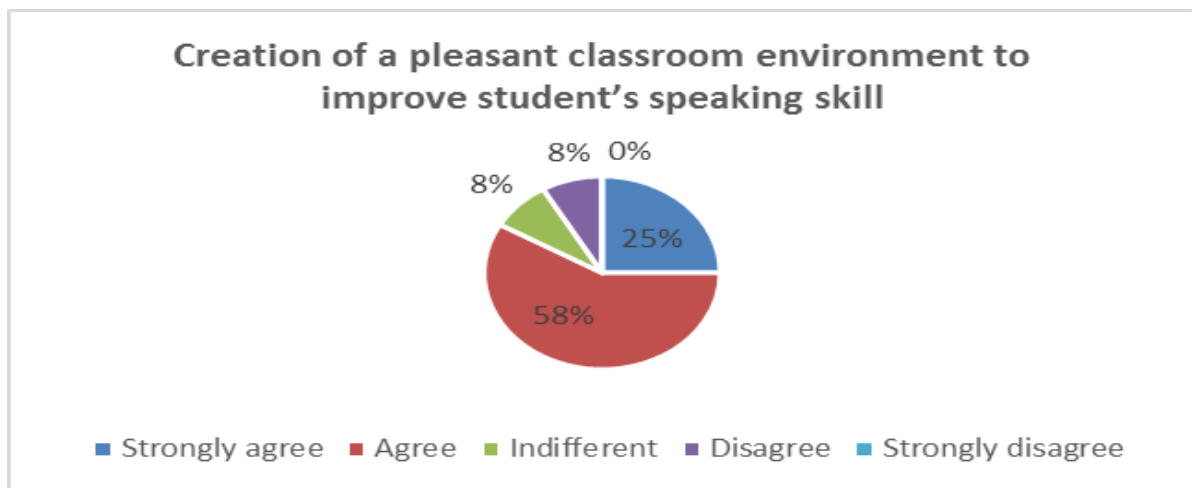
Table 17

Creation of a Pleasant Classroom Environment to Improve Student’s Speaking Skill.

Do you consider that teachers must create such a pleasant classroom environment to improve student’s speaking skill?

Code	Category	Frequency	Percentage
	Strongly agree	3	25%
	Agree	7	58%
Item	Indifferent	1	8%
16	Disagree	1	8%
	Strongly disagree	0	0%
Total		12	100,00%

Source: Teachers’ Survey
Elaborated by: Karina Calva



Graph 16. Creation of a Pleasant Classroom Environment to Improve Student’s Speaking Skill.

Source: Teachers’ Survey
Elaborated by: Karina Calva

The highest percentage of educators agreed to consider that they must create a pleasant classroom environment, which provides students with different contexts in a funny way, all this in order to improve student’s speaking skill and make them produce more through active participation.

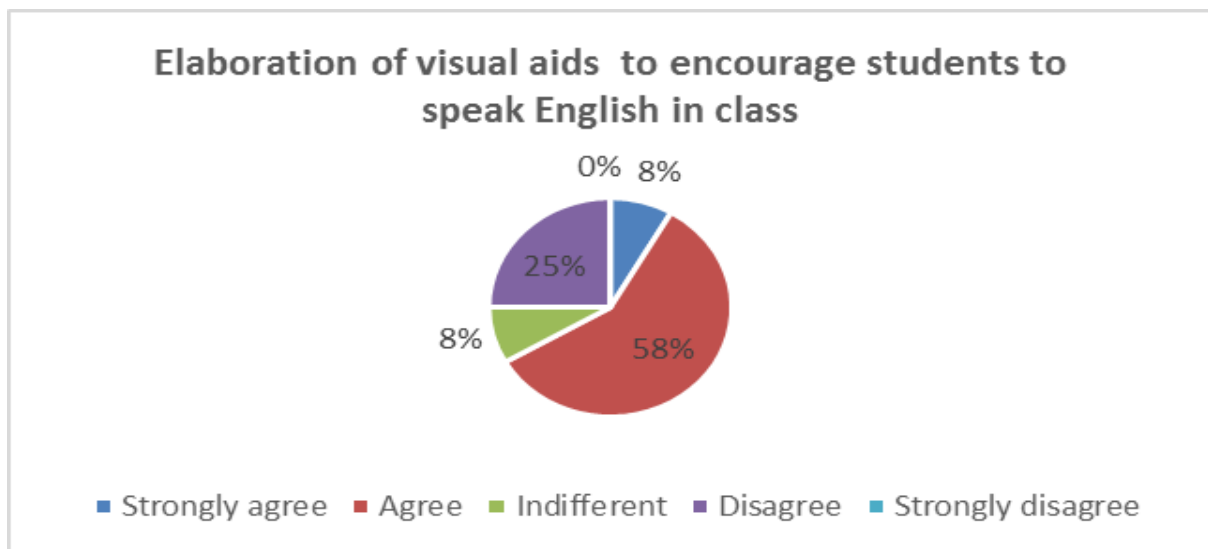
Table 18

Elaboration of Visual Aids to Encourage Students to Speak English in class.

Must teachers elaborate visual aids such as graphic organizers to encourage students to speak English in class?

Code	Category	Frequency	Percentage
	Strongly agree	1	8%
	Agree	7	58%
Item	Indifferent	1	8%
17	Disagree	3	25%
	Strongly disagree	0	0%
Total		12	100,00%

Source: Teachers' Survey
Elaborated by: Karina Calva



Graph 17. Elaboration of Visual Aids to Encourage Students to Speak English in Class.

Source: Teachers' Survey
Elaborated by: Karina Calva

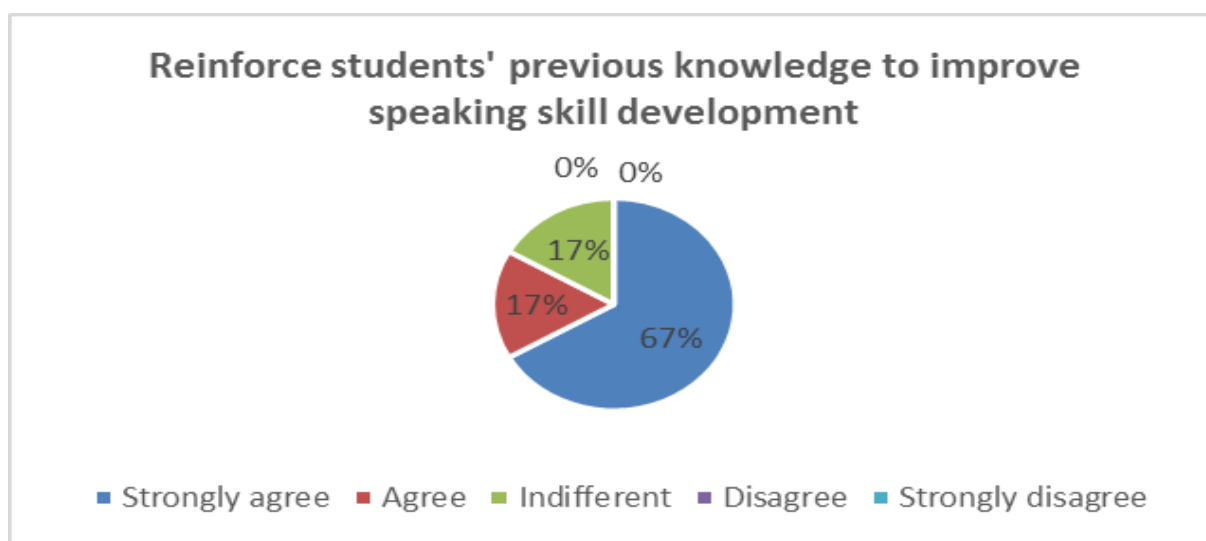
When asking teachers if they considered that it was their responsibility to elaborate visual aids such as graphic organizers, mind maps, diagrams or timelines, to encourage students to speak English in class; a high 58% agreed. However, another 25% established their disagreement to this fact.

Table 19
Reinforcing Students' Previous Knowledge to Improve Speaking Skill.

Do you make your students reinforce their previous knowledge to improve speaking skill development?

Code	Category	Frequency	Percentage
	Strongly agree	8	67%
	Agree	2	17%
Item	Indifferent	2	17%
18	Disagree	0	0%
	Strongly disagree	0	0%
Total		12	100,00%

Source: Teachers' Survey
 Elaborated by: Karina Calva



Graph 18. Reinforce Students' Previous Knowledge to Improve Speaking Skill Development.

Source: Teachers' Survey
 Elaborated by: Karina Calva

A majority of teachers mentioned that they consider very important to make students reinforce their previous knowledge before providing new information, so they can improve their speaking skills development and produce more effectively when trying to communicate to others and transmit their ideas.

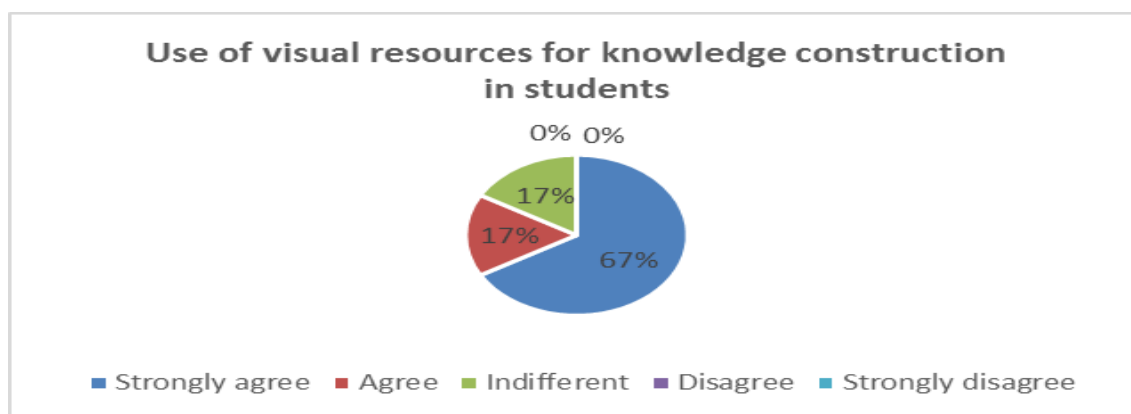
Table 20

Use of Visual Resources for Knowledge Construction in Students.

Must teachers use mind maps and other visual resources for knowledge construction in students?

Code	Category	Frequency	Percentage
	Strongly agree	8	67%
	Agree	2	17%
Item	Indifferent	2	17%
19	Disagree	0	0%
	Strongly disagree	0	0%
Total		12	100,00%

Source: Teachers' Survey
Elaborated by: Karina Calva



Graph 19. Use of Visual Resources for Knowledge Construction in Students.

Source: Teachers' Survey
Elaborated by: Karina Calva

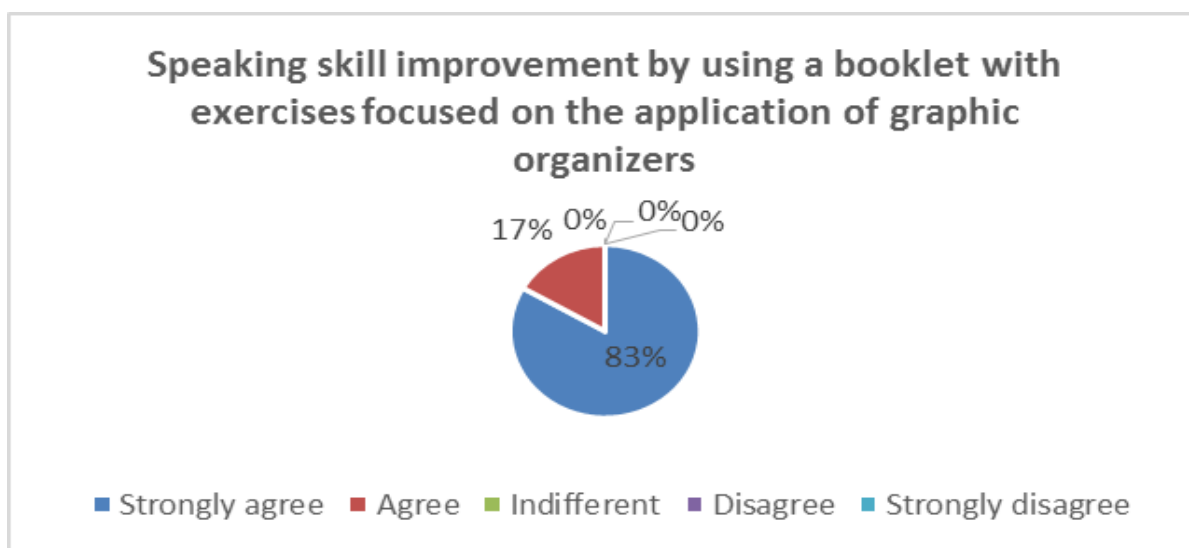
A 67% of teachers consider that they must use mind maps, diagrams, videos and other visual resources so their students find it easier when trying to acquire new information and have a relevant and significant knowledge construction; contrary to this, there was a 17% of teachers who said they do not consider this as an important aspect of the teaching and learning process.

Table 21
The Use of a Booklet to Foster Speaking Skill Development.

Do you think that your students will improve their english speaking skill by using a booklet with exercises focused on the use of graphic organizers?

Code	Category	Frequency	Percentage
	Strongly agree	10	83%
	Agree	2	17%
Item	Indifferent	0	0%
20	Disagree	0	0%
	Strongly disagree	0	0%
Total		12	100,00%

Source: Teachers' Survey
 Elaborated by: Karina Calva



Graph 20. The Use of a Booklet to Foster Speaking Skill Development.

Source: Teachers' Survey
 Elaborated by: Karina Calva

In the survey, teachers established their agreement when considering that their students will have an important and notorious improvement in their english speaking skill by using a booklet with different exercises basically focused on the correct use and application of graphic organizers to develop their oral production.

3.7. Preliminary Conclusion

The questionnaire from the survey has been taken with the purpose to help students with innovative strategies such as graphic organizers to foster speaking skills. Applying some pedagogical tool such as graphic organizers as a functional strategy improve students' communicative production in the teaching - learning process.

Objective 1. To analyze the use of teaching techniques such as graphic organizers in order to develop speaking skills. Applying some pedagogical teaching techniques such as graphic organizers influences the teaching and learning process; teachers must innovate new methodological strategies to encourage and make students speak. The needs to diagnose the results were assessed by using students' survey. In question #1 Do teachers use motivational strategies to enhance speaking skill in the classroom? 43% of students show the lack of teaching resources to develop speaking skills; this is because teachers do not have techniques to encourage students to understand the vocabulary meaning.

Objective 2. To determine the importance of speaking skill development in the English language learning through a field study, a bibliographical research, and a statistical analysis. The results show in teachers' survey# 14. Where teachers must receive constant training courses in order to acquire sorts of pedagogical techniques to foster the speaking skill development in students, on the other hand, it was so relevant to find its theory foundation about the use of graphic organizers as to develop speaking skills and its importance to apply in teacher's methodology towards training courses.

Objective 3. To develop appropriate learning and teaching materials to improve English speaking skills by using graphic organizers. The didactic guide is a very useful instrument that allows student to work individually or in groups. The skillful teaching methodological guidance is important to get a significant academic result in students within the teaching-learning process. This objective was evaluated in students' survey questions # 9 and 10 and teachers' survey questions number 17 and 19. Moreover, for literature review, this project was based on many researchers who supports with their theories in order to find the best way to teach English language using graphic organizers.

CHAPTER IV

4. Proposed Project Plan

4.1. Title

Graphic organizers teaching techniques: A teacher's guidance for its application in the classroom

4.2. Objectives

4.2.1. Broad Objectives

To develop speaking skill by using Graphic Organizers teaching techniques in eighth grade students at Unidad Educativa Alberto Perdomo Franco

4.2.2. Specific Objectives

To use graphic organizer activities to identify the students' ability for speaking

To provide students some didactic strategies in order to enhance speaking skill development by using a guidance with directions and vocabulary activities.

To facilitate teachers from the English area and the coordinator a copy of the guide for the application of graphic organizer techniques to be adapted in classroom programs and lesson plans.

4.3. Content Framework of the Proposal Project Plan

A selection of 5 possible graphic organizer techniques is presented as a teacher's guide to foster speaking skill development and also promote students to speak without shame or nervous. It also favors the inclusion of all students, regardless of their differences and specific needs. This teacher's guide includes a wide range of vocabulary and themes as to encourage students to speak naturally, coming from different sources and authors. All of them have proven their effectiveness used in the right way and with the right goal. We develop each of the techniques paying attention to various aspects:

Therefore, under such demand, it has sought some strategies according to the students' needs and related to listening and speaking abilities. However, a training teacher workshop before the implementation of any strategy is necessary and due to this requirement, the researchers of this project have been designed a guide to provide teachers tools to make their class significantly and can transfer their knowledge techniques, so that this can be applied in their classroom and their daily life. Furthermore, this guide must be appreciated as a valuable resource to implement the cooperative learning approach. It will increase the four skill abilities in students and also the quality of methodological strategies in teachers.

A didactic guide with full fun activities will provide techniques to reinforce communicative skill abilities using graphic organizers. That is understanding conversations, sort ideas, discuss, summarize, conceptualizing, argue, solve problems and propose new alternatives.

4.4. The Proposed Project Plan

ACTIVITY 1

FOUR SQUARE METHOD

Step 1

Choose a main idea (topic) and put it the center box.

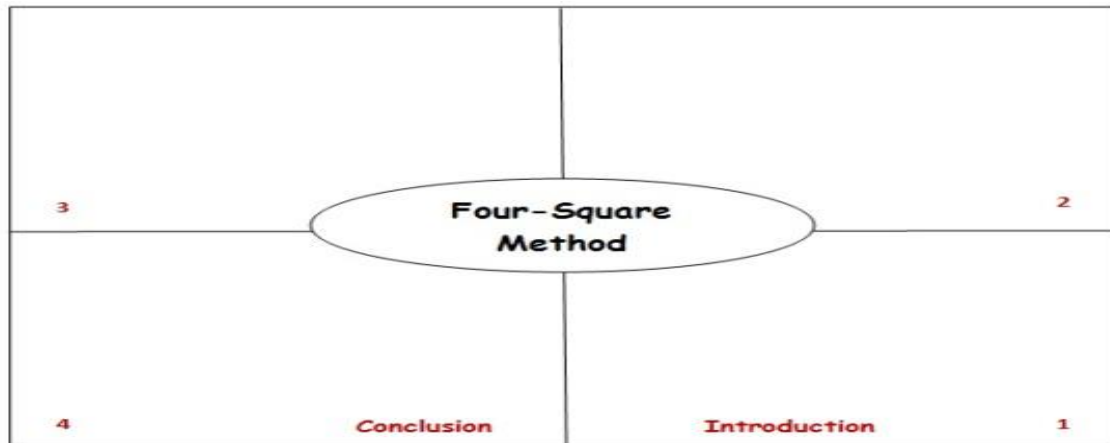


Figure 6.

Source: <https://elctation.files.wordpress.com/2015/04/n2.jpg>

Boxes 1, 2, 3 and 4 will contain the introduction, reasons, examples, and explanations that support the topic, and conclusion.

Step 2

Now we will add supporting ideas (2, 3, 4).

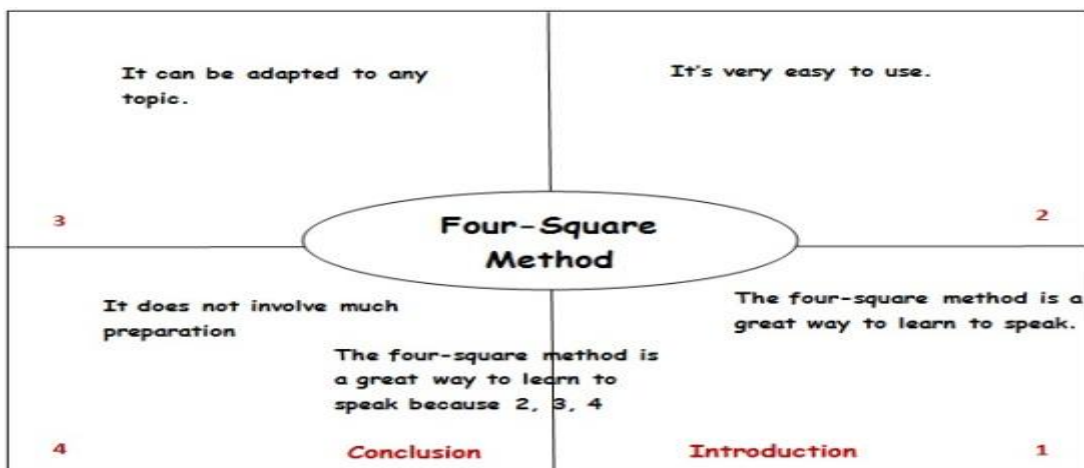


Figure 7.

Source: <https://elctation.files.wordpress.com/2015/04/n2.jpg>

These supporting ideas will be used to wrap up our speech.

Step 3

Now we need to add details (reasons, examples and explanations) supporting our ideas.

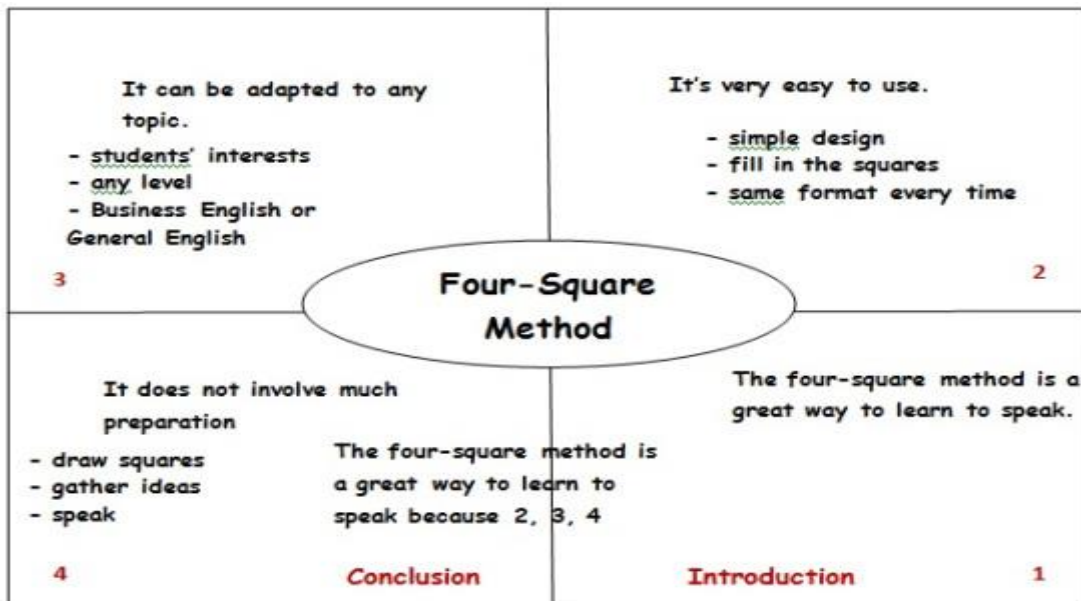


Figure 8.

Source: <https://eltcation.files.wordpress.com/2015/04/n2.jpg>

Step 4

Once we have made a general outline of our speech, we should bridge the gap between our ideas with the help of transition words (connectors and linkers).

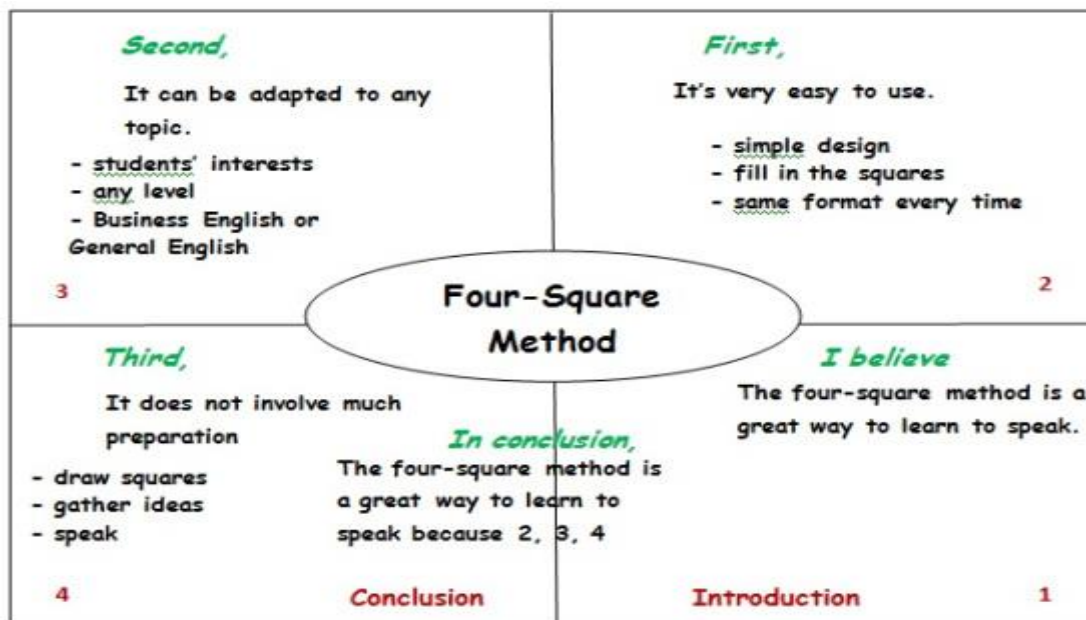


Figure 9.

Source: <https://eltcation.wordpress.com/2015/04/02/going-graphic-4-squares-for-better-speaking/>

Your speech is ready. Practice time.

Practice tips:

- Keep it **simple**. It is important for students to understand the relationship of ideas in the four square format before moving on to some more elaborate forms of speech.
- Do not introduce all the points and forms of details at once – do it **gradually** by adding one additional supporting point in each square.
- Introduce **variety** – show different supporting points that may be used by students, e.g. stories, statistics, jokes, etc.
- Use the same prompt **repeatedly** when introducing the steps because the familiarity aids instruction.
- Practice **linking** words. Do not provide a long list of linkers, introduce them gradually.
- Make it **fun** and build in surprises – it will boost students’ memory. Give some interesting topics like “Daytime naps in the classroom/at the working place”.

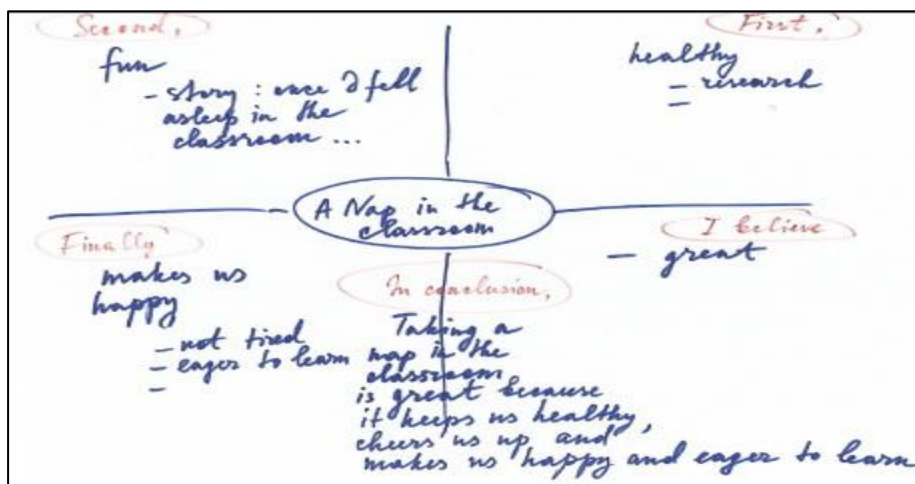


Figure 10.

Source: <https://elctation.wordpress.com/2015/04/02/going-graphic-4-squares-for-better-speaking/>

- Get your students to record their speeches (*put their cell phones to good use*), listen to what they said, think about more detail to add in, focus on connecting ideas, and repeat until they have something they are happy with.
- Provide for peer and self-assessment.
- Work on delivery.
- Don't limit creativity. This tool is just an organizer of thoughts and ideas.

You can use this method further to work on storytelling (by placing particular questions in the squares), public speaking (making presentations) and 4 corner debates.

Please leave me a comment if you want to learn more about the use of this graphic organizer in the classroom.

ACTIVITY 2

SEQUENCE OF EVENTS

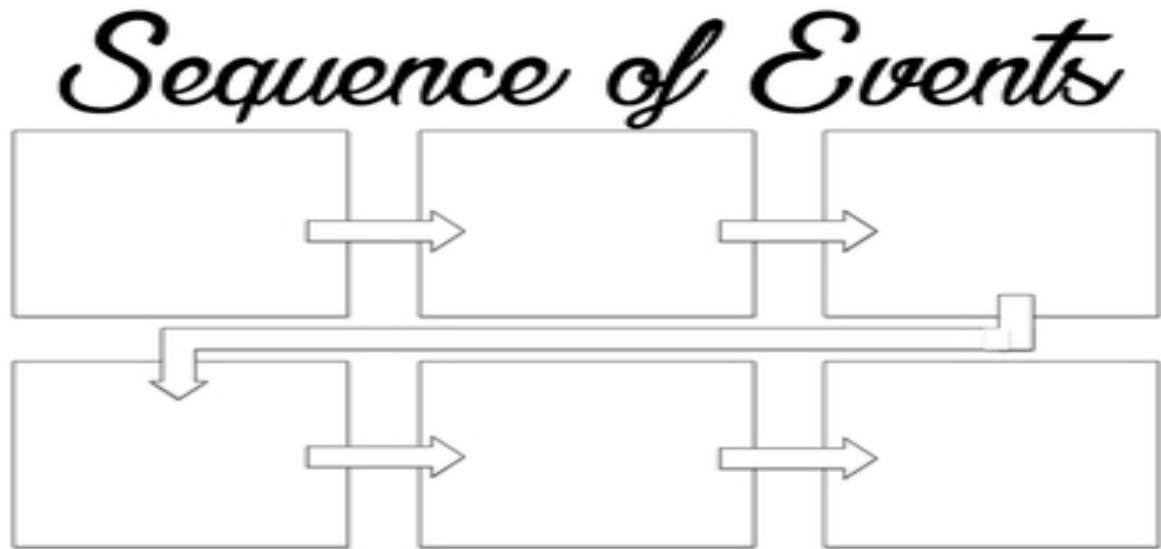


Figure 11.

Source: <https://ecdn.teacherspayteachers.com/thumbitem/Sequence-of-Events-Graphic-Organizer-Printable-and-Editable-Google-Doc-2607352-1536883240/original-2607352-1.jpg>

The sequences of events is a useful tool to represent any series of events that occurs in chronological order or to show the phases of a process. In the school there are many contents for which strings of sequences are applicable; to cite some examples: historical themes, stages of evolution of living beings, narrative sequences (order in which the most important events appear in a story). The uses under evaluation are similar to those explained for the other graphic representations.

The life cycle is a perfect theme to represent it in a chain of sequence, since it has a chronological order, which goes from a beginning to an end. This process starts from birth until we die. To represent any series of events that occurs in chronological order or to show the phases of a process, first a concept is identified with continuity, and then observes that the relationships between concepts are given in terms of chronology, and finally note that only the essential steps exist.

A string of sequence is a very useful graphic organizer that serves to represent any series of events that occur in chronological order or to represent the phases of a process.

Activity 3

Web Graphic Organizer

A web graphic organizer is often used to list ideas, facts, characteristics and/or traits related to a single topic. Once the Web Graphic Organizer is filled in, students can report information (through writing or speaking) using the notes from the web.

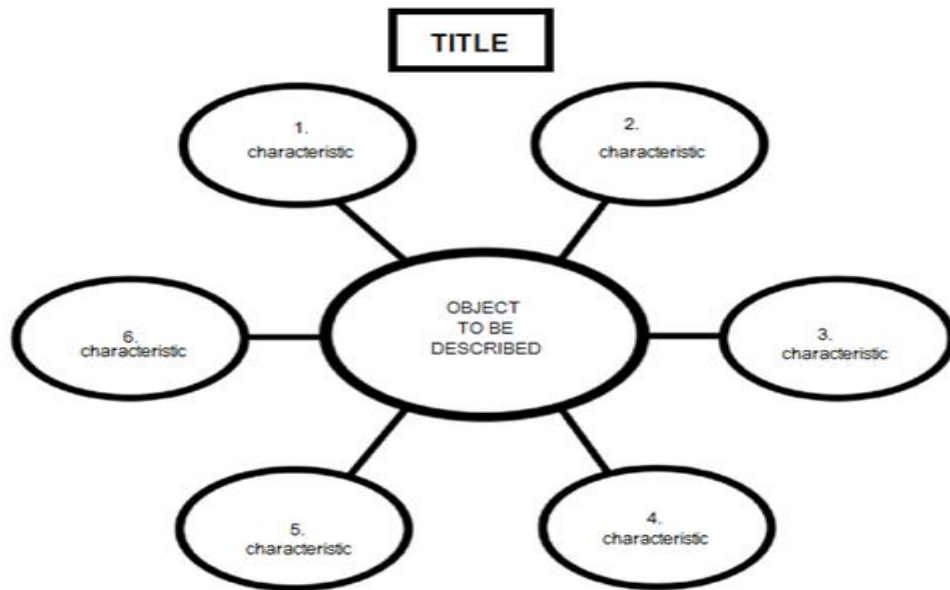


Figure 12.

Source: <https://wisetutoringservices.files.wordpress.com/2014/03/dogs-web-21.jpg>

Example:

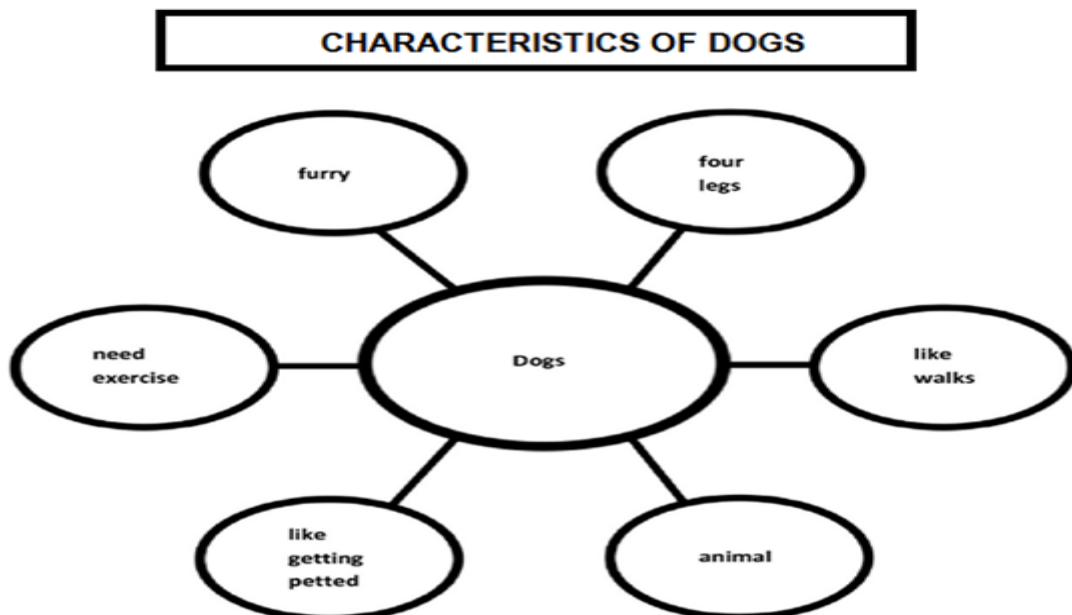


Figure 13.

Source: <https://wisetutoringservices.files.wordpress.com/2014/03/dogs-web-21.jpg>

To illustrate, here is a sample using the completed Web Graphic Organizer above: Dogs are furry animals with four legs. Dogs need exercise and like to go for walks. They also like getting petted.

Some ways to gather information for a Web Graphic Organizer:

1) The teacher can draw a Web Graphic Organizer on a board or piece of paper and ask the student to fill it in based on information recently presented (through reading aloud, lecture, video, etc.). The teacher also asks the student questions about what they learned and used their answers to fill in the Web. For example, if a teacher just read a passage to her class about dogs, students could verbally state and then fill in dog characteristics (e.g., tell me a characteristic that we just learned about dogs) and fill in the Web with the answers provided.

2) Students can take notes by filling in a Web Graphic Organizer as they read, listen, or watch a video about a topic. As soon as they know what the topic is they can fill in the middle circle. As they continue to read, listen, watch, etc. they can fill in the outer circles as they come across a characteristic, trait, fact, idea etc. related to the topic. For example, students are listening to their teacher talk about dogs and they need to take notes. First, they label the inner circle “dogs.” As the teacher mentions different characteristics about dogs, they fill in the outer circles, so later they can report orally what they learnt.

3) Students can fill in a Web simply based on their own knowledge of a topic, even if no text was read and nothing was recently learned. For example, if a student already knows about dogs, he or she can complete a Web Graphic Organizer based on that knowledge and share that information to the class.

Activity 4 Venn Diagram Graphic Organizer

A Venn Diagram is used to compare and contrast information. Once the Venn Diagram is filled in, students can report information through speaking using the notes from the diagram.

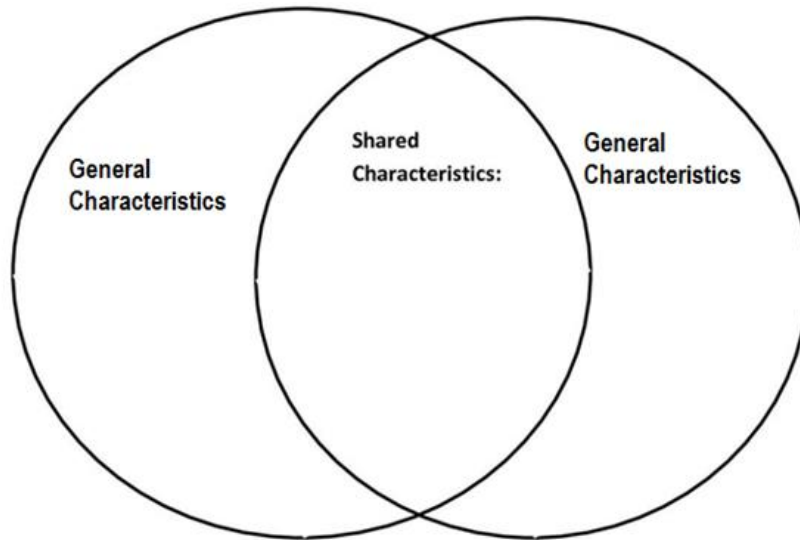


Figure 14.

Source: <http://wisetutoringservices.files.wordpress.com/2014/03/venndiagram1.jpg?w=976&h=592>

In the example below whales and guppies are compared to each other. Whale characteristics are listed on the left and guppy characteristics on the right. In the middle, shared characteristics are displaced.

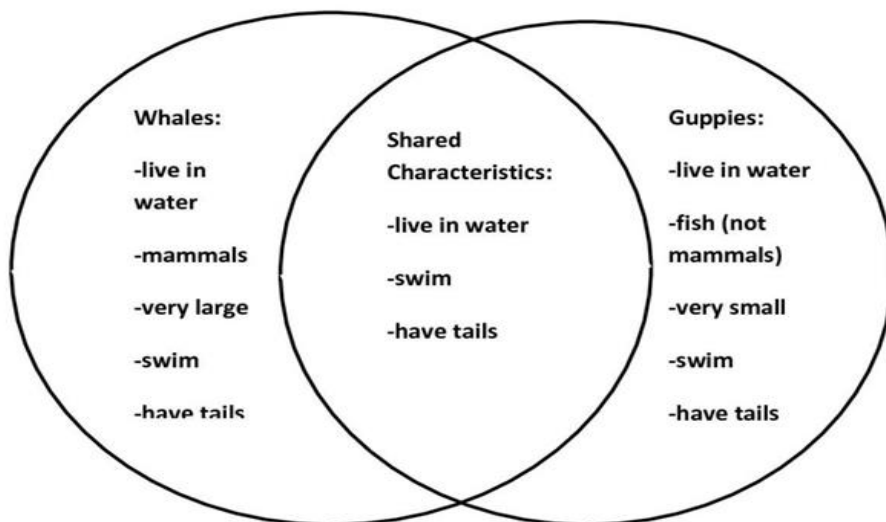


Figure 15.

Source: <http://wisetutoringservices.files.wordpress.com/2014/03/venndiagram1.jpg?w=976&h=592>

The example using the filled in Venn Diagram above:

Whales and guppies have differences but also share characteristics. Whales and guppies both live in water, swim, and have tails. Two differences between whales and guppies are that whales are mammals, while guppies are fish, and whales are very large, while guppies are very small.

Here are three ways to gather information for a Venn diagram:

1) The classroom teacher can present a Venn Diagram and fill it in based on information recently presented (through reading aloud, lecture, video, etc) to the students. The teacher can also ask the students questions about what they learned and use their answers to fill in the Venn Diagram.

2) Students can take notes by filling in a Venn diagram as they read, listen or, watch a video in which information is presented about two different topics. First they should label each circle and complete them with general characteristics; and, the middle space with shared characteristics.

3) Students can fill in a **Venn Diagram** based on their own knowledge of any two topics they want to compare, even if they had not recently been taught or read about the topics. For example, a student could compare baseball to football simply based on her own knowledge, or people to dogs, etc.

Activity 5

KWL Graphic Organizer

A Know, Want to Know, What I Learned (KWL) Graphic Organizer allows students to fill in what they already know about a specific topic, what they want to know, and then what they learned after getting information (reading, listening, watching, observing, etc.) about that topic.

Topic:		
What I Know	What I Want to Know	What I Learned

Figure 16.

Source: <http://wisetutoringservices.files.wordpress.com/2014/03/kwlchart-filledin.jpg?w=1818&h=1019>

Ways to complete the **KWL**:

1) The teacher can ask the students answers to the questions in the **K** (e.g., if the topic is *lizards* they can be asked “*What do you know about lizards?*”) The teacher can fill in the boxes with the whole class, taking answers from a few students and plugging them into the chart up on a board in front of the class.

Topic: Lizards		
What I Know	What I Want to Know	What I Learned
Lizards are reptiles Some are green in color Lizards like warm climates Many lizards eat bugs		

Figure 17.

Source: <http://wisetutoringservices.files.wordpress.com/2014/03/kwlchart-filledin.jpg?w=1818&h=1019>

Then, the teacher may ask questions related to the **W** (e.g. What would you like to know about lizards?). And finally, after they suggest new interesting information, they can complete the **L** (e.g. What did we learn about lizards?)

Topic: Lizards		
What I Know	What I Want to Know	What I Learned
<p>Lizards are reptiles</p> <p>Some are green in color</p> <p>Lizards like warm climates</p> <p>Many lizards eat bugs</p>	<p>What are some other colors lizards can be besides green?</p> <p>Are there any lizards that can survive in cold climates?</p> <p>What do lizards eat besides bugs?</p>	<p>Lizards come in many different colors besides green such as yellow, red, orange, pink, blue, white, and black. Some lizards have two or more colors on their body.</p> <p>No lizard can survive in the cold for too long. Lizards that are exposed to cold climates, such as lizards in Canada, find someplace warm underground or underwater and hibernate there until the weather gets warmer.</p> <p>Besides bugs, lizards eat plants and small animals.</p>

Figure 18.

Source: <http://wisetutoringservices.files.wordpress.com/2014/03/kwlchart-filledin.jpg?w=1818&h=1019>

2) Students can also fill in the chart themselves, reading the questions, and plugging the relevant information into each box.

The KWL is an excellent tool for gathering information to prepare a speech using the **what I know** and **what I learned** columns. The KWL is also a good note taking tool which can be referred to later for as a study guide or to complete an oral exposition. For example, students can set up the first two columns before a teacher lecture and aim to fill in the last column during the lecture as they learn new information.

Activity 6

Story Maps

A story map is a strategy that uses a graphic organizer to help students talk and discuss the elements of a book or story. By identifying story characters, plot, setting, problem and solution, students must read carefully to learn the details and be able to reproduce later all what they learnt orally to the class. There are many different types of story map graphic organizers. The most basic focused on the beginning, middle, and end of the story.

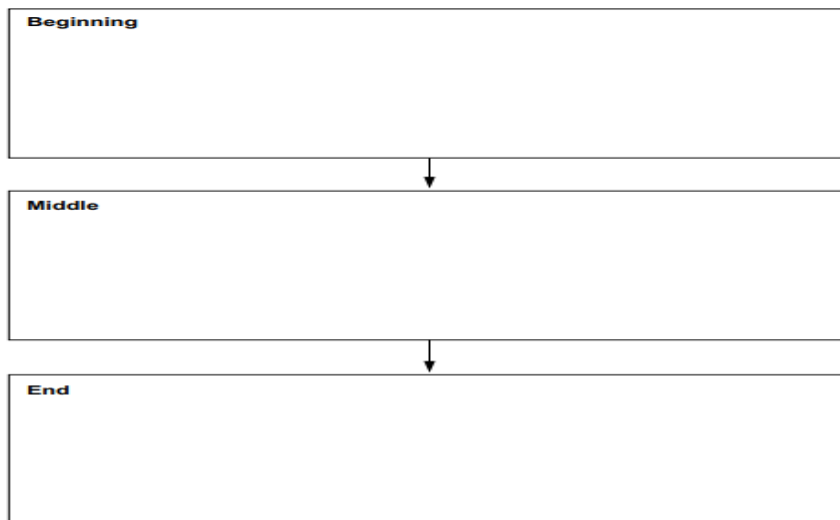


Figure 19.

Source: <https://www.edrawsoft.com/templates/images/flower-story-map.png>

More advanced organizers focus more on plot or character traits.

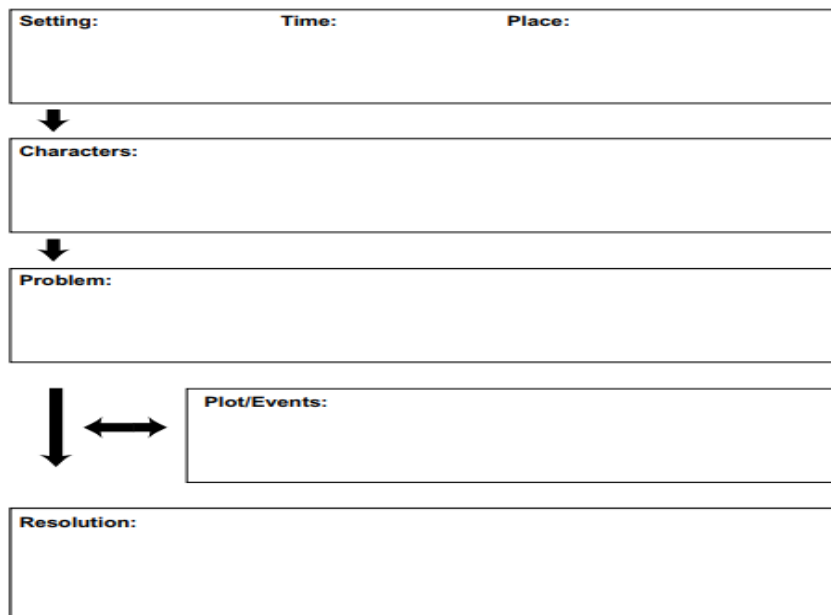


Figure 20.

Source: <https://www.edrawsoft.com/templates/images/flower-story-map.png>

And some of them, may be focused on specific details, such as What, When, Where, Who, How, Why.

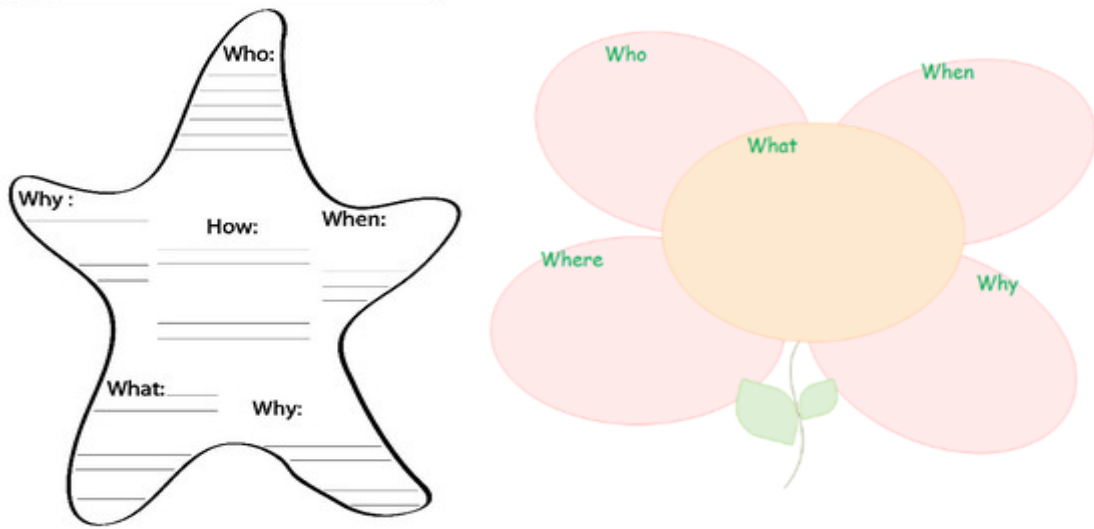


Figure 21.

Source: <https://www.edrawsoft.com/templates/images/flower-story-map.png>

This kind of graphic organizers are very useful due to:

- They improve students' comprehension and production
- They provide students with a framework for identifying and talking easily about the elements of a story.
- They help students of varying abilities organize information and ideas efficiently.

A good way to apply them:

1. The main components of a story (e.g., characters, setting, plot and theme OR beginning, middle, end) may be discussed.
2. Teachers must provide each student with a blank story map organizer and model how to complete it.
3. As students read, they must complete the story map. After reading, they should fill in any missing parts and talk to the class about the details gathered and answer questions related to it.

4.5. Conclusions and Recommendations

CONCLUSIONS

English Teachers believe students have prior vocabulary knowledge in order to speak in the classroom, but based on field research in eighth grade students at Unidad Educativa Alberto Perdomo Franco, it is concluded that research yields positive results, according to activities which have been applied in learners and assessed in the whole academic process. An educational guide was designed based on the Graphic Organizers in order to improve students' oral communication. This guide is emphasized in three competencies: interpretive, analytical and comprehensive analysis of the texts.

As a second step, Graphic Organizers were applied, in a striking way for the students, so they were useful as to rank, classify and differentiate specific information students want to talk about. A positive impact is evidenced within the educational population in the implementation of the Graphic Organizers, since in their development, the students are interested both in knowing the technique, and how to use it in order to transmit what they understand in class. This technique help the students capture or socialize their knowledge as to get better understanding of the topic in an organized manner.

Finally, by evaluating the specific objectives, it can be seen students' speaking skills were satisfactorily achieved by using the Graphic Organizers as a fundamental strategy in teaching and learning process. Due to the above mentioned, Graphic organizers may facilitate students to organize their way of thinking in a correct order. Within the overall evaluation of the activity, significant advances in oral production could be evidenced, the tools that each student used for their speaking improvement based on graphic organizers since the graphics structure, segment and hierarchize their knowledge.

RECOMMENDATIONS

In relation to the aforementioned, some aspects are proposed that could be further deepened by applying a process of inquiry: How children learn, considering the characteristics of each age, and from that contemplate activities that exploit their potential; In addition, it could investigate more about the topic of contextual differences that favor or disfavor the learning of second languages, finally, it would be pertinent to inquire about linguistic competences since the teaching of a language requires knowing the components of language, in order to project the scope of learning.

Teachers who are entrusted to apply strategies in their classes should provide support tools for their students such as graphic organizers. Since they serve as a means of communication between 2 or more people allowing them to live learning experiences and apply them in a visual graphic way. Interaction continues to be a problem, so it is recommended that teams be formed for a certain time in order to improve the climate of trust that is required to develop bonds of friendship and work together in order to foster speaking skill development.

Teachers should seek training or self-training in the use of existing graphic organizers since with this tool the topics in class are represented in a dynamic, participatory and creative way, thus creating an inter-learning of the students. Although everyone is aware that the use of graphic organizers is a necessity, it is recommended that they seek to form study circles to help and collaborate with each other. It is recommended to evaluate students' academic performance in the English language in order to have a significant learning and perform speaking skills through the use of graphic organizers.

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APPENDIXES



SURVEY TO STUDENTS

Objective: To get information related to graphic organizers and the speaking skills in 8th grade at Unidad Educativa Alberto Perdomo Franco during the school year 2018-2019 Write an “x” in the box according to your opinion.

<u>PREGUNTAS</u>	<u>Always</u> <u>1</u>	<u>Occasionally</u> <u>2</u>	<u>Rarely</u> <u>3</u>	<u>Hardly ever</u> <u>4</u>	<u>Never</u> <u>5</u>
1. Do teachers use motivational strategies to enhance speaking skill in the classroom?					
2. Do you think that participating actively allows you to practice and improve your English speaking in class?					
3. Does your teacher apply innovative teaching techniques to improve students' academic performance?					
4. Do you think teachers allow you to develop your ideas in order to have a better speaking production in the classroom?					
5. Does using fun techniques such as graphic organizers promote students to speak English easily?					
6. Must teachers create a pleasant classroom environment to improve student's speaking skill?					
7. Should teachers apply visual aids such as graphic organizers to encourage students to speak English in class?					
8. Do your teachers make you reinforce your previous knowledge to improve speaking skill development?					
9. Do teachers apply mind maps for the knowledge construction in students?					
10. Will students improve their English speaking skill by using a booklet with exercises focused on the use of graphic organizers?					



SURVEY TO TEACHERS

Objective: To get information related to graphic organizers and the speaking skills in 8th grade at Unidad Educativa Alberto Perdomo Franco during the school year 2018-2019. Write an “x” in the box according to your opinion.

<u>PREGUNTAS</u>	<u>Always</u> <u>1</u>	<u>Occasionally</u> <u>2</u>	<u>Rarely</u> <u>3</u>	<u>Hardly ever</u> <u>4</u>	<u>Never</u> <u>5</u>
1. Do teachers use motivational strategies to enhance speaking skill in the classroom?					
2. Do you think active participation allow students to improve English speaking in class?					
3. Do you apply innovative teaching techniques to improve students' academic performance?					
4. Do you receive constant training courses in order to acquire sorts of pedagogical techniques to foster the speaking skill development in students?					
5. Does fun techniques such as graphic organizers promote students to speak English easily?					
6. Do you consider that teachers must create such a pleasant classroom environment to improve student's speaking skill?					
7. Must teachers elaborate visual aids such as graphic organizers to encourage students to speak English in class?					
8. Do you make your students reinforce their previous knowledge to improve speaking skill development?					
9. Must teachers use mind maps and other visual resources for knowledge construction in students?					
10. Do you think that your students will improve their English speaking skill by using a booklet with exercises focused on the use of graphic organizers?					



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
Validation of the proposed Project plan

**GRAPHIC ORGANIZERS AND THE SPEAKING SKILLS IN 8TH
GRADE AT UNIDAD EDUCATIVA ALBERTO PERDOMO FRANCO
DURING THE SCHOLASTIC YEAR 2018-2019**

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, graphic organizers are such a useful tool for teachers in order to implement certain strategies as well as keeping control of any kind of activities that the teacher uses. Besides this, it helps to make things easier and more approachable.

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Phone number	0986103613	

Authors: Karina Calva



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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 consider very important this pedagogical strategy because teachers can use it in order to develop the speaking skill and also can obtain a good result about any topic.

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Scientific aspect		x			
Social impact	x				
Feasibility	x				
Relevance	x				
Originality	x				
Language	x				
Comprehension	x				
Creativity	x				

Comments

I think that this Project is more than helpful. Especially when it comes to introduce a new topic that sometimes can be misunderstood, but with the help of this resource it can clear several doubts that students might have.

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ANNEX 1: PHOTOGRAPHIC EVIDENCES



Figure 22.
Teacher's Survey.



Figure 23.
Teacher's Survey

ANNEX 2: APPLYING GRAPHIC ORGANIZERS IN THE CLASSROOM



Figure 24.
Students receiving instructions prior to activities.
Photo taken by Karina Calva.



Figure 25.
Students developing their speaking skills with the new tool.
Photo taken by Karina Calva.