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RESEARCH PROJECT

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LICENCIADA EN LENGUA INGLESA MENCIÓN ENSEÑANZA EN ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL

TITLE:

THE INFLUENCE OF SCAFFOLDING TEACHING STRATEGIES TO DEVELOP COMMUNICATIVE SKILLS IN 9TH GRADE STUDENTS, SCHOOL YEAR 2018 – 2019

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RESUMEN:

The purpose of this project is to mention the importance of developing strategies for English language learning and strengthening communication skills through scaffolding strategies aimed at students in the ninth year of basic education at Unidad Educativa "Padre Daniel Diez García " by using appropriate teaching techniques that allow students to stimulate and enhance that ability to solve problems in social and educative environment. This institution is located in the city of Milagro, province of Guayas, with a population of approximately 600 students.

The need to design scaffolding strategies will stimulate the student towards strengthening speaking skills, being an effective tool in English teaching and learning process, in pedagogical aspect and in the development of speaking skills. This present research project is based on the theoretical foundations. The methodology was based on a bibliographic and field study with its respective data collection observation techniques were used, the Survey with a questionnaire with ten Questions asked to Teachers, Students and five questions to interview managers, then the respective data were analyzed to elaborate conclusions and recommendations. This proposal will benefit directors, teachers, and students, since it has been developed with the intention of responding to the teachers 'needs where teachers will find basic and objective information so they generate commitment in students in order to enhance students' academic performance and speaking skill development.

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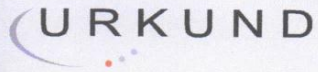
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CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutora del Proyecto de Investigación THE INFLUENCE OF SCAFFOLDING TEACHING STRATEGIES TO DEVELOP COMMUNICATIVE SKILLS IN 9TH GRADE STUDENTS, SCHOOL YEAR 2018 – 2019, nombrado(a) por el Consejo Directivo de la Facultad de Administración de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

CERTIFICO:

Haber dirigido, revisado y analizado en todas sus partes el Proyecto de Investigación titulado: THE INFLUENCE OF SCAFFOLDING TEACHING STRATEGIES TO DEVELOP COMMUNICATIVE SKILLS IN 9TH GRADE STUDENTS, SCHOOL YEAR 2018 – 2019, presentado por la estudiante ELSA JACQUELINE CAMPOS MOLINA, como requisito previo a la aprobación de la investigación para optar al Título de LICENCIADO EN LENGUA INGLESA MENCIÓN ENSEÑANZA Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL , encontrándose apto para su sustentación

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The path has not been easy so far; path which has not been unhindered; but thanks to God, my family and many people, of whom I feel fortunate to have found them in my life, I can now crystallize this goal.

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Finally, I thank my college friends, especially for Yomayra and Andrés, who have been my support throughout this process. Despite the difficulties; they have always been present at all times that I have needed them, without having to ask them. Thanks a lot.

And to the other people close to me, who in one way or another, they have cultivated in me the confidence that I could finish this stage, and today, I finally reached. My sincere grateful words to each and every one of them.

DEDICATION

The present research work, the same that summarizes the effort and constancy of five years of studies at the University, I want to dedicate them:

To God, for giving me life and allowing me to reach the final part of this stage.

To my parents; César Campos and Elsa Molina; who are the important columns in my life, because with their advices, efforts and love have been able to guide me to complete my professional career.

To my brothers; Cecilia, Veronica and Milton for their trust and unconditional support during these years of sacrifice. Support that has sustained me and not allowed me to resign.

Finally, to my nieces, who with their affection and innocence have recharged my soul and spirit with their ever-positive energies.

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INTRODUCTION

The didactic experience presented arises to observe the teacher role as scaffolding moderator between pairs in a context of interaction in the classroom. The reference frame is based on sociocultural Theory applied to learning the English languages (Lantolf and Appel 1994, Lantolf 2000, Lantolf and Thorne 2006, Williams and Burden 1999): from this perspective, scaffolding is a mutual aid modality oriented to learning. Through collaborative dialogue, a skillful learner can help other students to become aware of students' linguistics difficulties and how to develop strategies as to solve those issues autonomously.

This present Project has been done with the purpose of researching the advantages of applying teacher scaffolding strategies as to develop communicative skill development in 9th grade students at Unidad Educativa "Padre Daniel Diez García" which is located within the ground El Arenero, addressed on main avenue and Mariscal Sucre highway, Milagro, province of Guayas.

This project also analyzes the teaching process in English teachers with the aim to determine the use of scaffolding strategies employed by a teacher and the students. This work may be of interest to teachers of English as a foreign language, especially for those working in the field of secondary education. Teachers and students can benefit from the study of the interactions between educators and the scaffolding strategies to transmit the contents programmed in a session of the English language subject.

The oral interaction in English is a vital importance language activity for the development of communicative competence in a foreign language, in addition, this interaction is very complete because that process requires students to play the roles of speaker and listener during the same activity in collaboration with a partner as to build together the conversation, negotiate or infer meanings.

Chapter I: The problem in this section consists of the points related to the conflict situation and its causes. In addition to the objectives, importance and justification of the problem and data information has been necessary to apply as to justify the feasibility of the influence of teachers scaffolding strategies to develop communicative skills.

Chapter II: Refers to the theoretical framework, on which the most relevant information is based on the background of this project, the legal basis and the relevant concepts of the research. This chapter analyzes the causes and consequences of the two variables from different perspective of point of view of several authors about the use of teachers' scaffolding strategies in the teaching and learning process.

Chapter III: Refers to "results and discussion." Research instruments such as survey and the interview, graphics and tables results has been used in the investigation with the purpose of detecting the main problem which is affecting students in the English language acquisition. Conclusions and recommendations establish the relationship of the two variables based on teacher's scaffolding strategies and the communicative skill development.

Chapter IV: This segment of the research is constituted by the proposal, that is, what is proposed as a solution to the problem. The proposal consists on designing a didactic guide with activities to improve speaking skill by using teachers' scaffolding strategies; addressed not only in students but also in teachers and the whole school community who feel the need to use these tools in order to increase learner's academic performance.

CHAPTER I

1. STUDY APPROACH

1.1. Background of the problem

The present project is based on pre-professional practice which establishes unbreakable relationships among the investigation with the academic performance acquired during the whole school year at the university previous to get the bachelor degree in English language mention teaching and administration of educational systems in TEFL.

This project seeks to analyze the theoretical framework based on communicative approach and the use of scaffolding strategies as to improve communicative skill for the systematization of English language learning that will benefit teachers and students; therefore, those results were exposed at an international conference (INPIN) held in Guayaquil on September 23rd in 2017, with the purpose to socialize the research content and contribute towards the inclusion and integration of society, guaranteeing the well-being and the right of people as that is contemplated in the Ecuadorian Organic law of intercultural Education.

The project is a continuity of a research done by the author Elsa Campos Molina which was led by teachers who were part of this research from school of Language at Universidad Laica Vicente Rocafuerte of Guayaquil. That research was presented in INPIN congress with the theme "El andamiaje en la zona de desarrollo proximal en las habilidades comunicativas del idioma extranjero." with the aim to be aware of the problems students have to well as promote English language acquisition due to the inadequate use of teaching procedures as to improve communicative skill development. Unidad Educativa "Padre Daniel Diez García" is a private school, which has a total population of approximately 600 students; that educative institution is located within the ground El Arenero, addressed on main avenue and Mariscal Sucre highway, Milagro, province of Guayas.

This school offers to the community a quality education that responds to the needs and demands in students who live in a society with continuous cultural, scientific, and technological changes. However, that school has certain limitations related to economic resources and therefore, those limitations affects the ITC equipment and didactic resources as to provide a better academic performance in students.

Due to a lack of these resources mentioned before, English classes have also been affected so that students find difficult to develop the communicative skills. According to the pedagogical tests and other instruments applied in this research, there was a considerably fall in students' academic results in communicative performance because of traditional pedagogical and methodological aspects imparted by English teachers. These are the reasons that affect student's cognitive approach in the English language acquisition.

Teachers need to be up-to date as to teach the English language, otherwise there would be no a great impact in students' learning due to the lack of motivation and teaching learning process. There are several reasons why teachers underestimate other strategies that are not traditional. This could be a large number of students in the classrooms, the time factors for teaching and in some extreme cases teachers reject the need to change.

On the other hand, lesson plans are not so applicable according to the new demands of the society. Teachers must use a lot of creativity when teaching classes; otherwise those classes would be falling into the obsolete methodology; that is, emphasizing theoretical elements in a mechanical and repetitive way without favoring the construction of new knowledge.

The problem of teaching English language has been one of the greatest topics for discussion in the educational field; however, far too little has been done to improve communicative skills. To teach English language is imperative to propose alternatives in order to get higher levels of meaningful learning.

The purpose of this project is to analyze how learning development takes place through teacher scaffolding strategies as to develop students' communication skills. Scaffolding is great support build new knowledge; reinforce the ability to apply learners experience in students' daily life. The nature of teacher scaffolding strategies is to lead students by the proximal zone development to find learners own way to understand English vocabulary, enable to transmit students' knowledge and apply students' own sentences in learners' social context. The investigation will be mostly explanatory based on the analysis of bibliographical sources.

Through observation the teacher can apply the learning strategies that promote development of scaffolding during the Communicative skills of a foreign language, English in this case. These strategies are useful according to each student and learners' intelligence, how each student interacts socially and tries to improve communication between students, teacher-student and vice versa, allowing other students to learn from students, using motivating activities so the child can reach the focus of the activity and create learners own answer. The objective of this project is also to contribute to enhance the pedagogical praxis of a foreign language teacher according to current pedagogical tendencies.

1.2. Problem Formulation

What is the influence of scaffolding teaching strategies in the development of communicative skills in ninth grades students?

1.3. Problem systematization

1. How teaching scaffolding strategies could be beneficial to ninth grade students?

2. How do the strategies that should be used in order to develop communicative skill in ninth grade students?

3. What content should be included in the didactic guide oriented to develop communicative skills in ninth grade students?

4. How does the use of the communicative activities presented in the didactic guide improve English language communicative production in ninth grade students?

1.4. Broad Objective

To determine the influence of scaffolding teaching strategies to develop communicative skills in ninth grade students at Unidad Educativa "Padre Daniel Diez García" through field study and theoretical foundations.

1.5. Specific objective

To diagnose the effect of using scaffolding teaching strategies in ninth grade students.

To develop communicative skill through pretest and posttest in ninth grade students.

To determine the importance of applying scaffolding teaching strategies in order to enhance communicative skill in ninth grade students by knowing the opinion from the school community through surveys and interview addressed to students, teachers and school principal.

To select relevant activities which will be included in the didactic guide oriented to develop communicative skills in ninth grade students.

To produce the communicative skills in English language in a more autonomous and independent way through the teaching scaffolding strategies in ninth grade students.

1.6. Significance or Justification of the Study

The main objective in Education is to transmit knowledge, even more if this knowledge is talking about teaching another language that is not the mother tongue such as English. Teachers must not only think about the contents of the subject; but also notice the students' performance and whether learners acquire the English language by using fun and interactive strategies to achieve meaningful learning.

There are great challenges in education, so there must be a commitment and participation of both teachers and students as to learn English and increase the proficiency level of this language. In order to get a good quality in education, teacher's role and methodological strategies should be directed towards the student's learning objectives.

This project belongs to the research line "Teacher performance and professionalization" and this research is linked with the Sub-line in Communicative skills in teachers and students. The project is related to undergraduate and postgraduate careers that come together in the various Pedagogical Projects that are developed at Universidad Laica Vicente Rocafuerte, school of language in the Faculty of Science of Education.

This research is socially relevant because the present investigation allows teachers to detect the real facts of the problems faced in students in learning the English as a second language and find some alternative solution as to increase student's level and comprehension. This project will benefit many students to communicate and use this Anglo-Saxon language and become more active in learners' social environment. The importance of the present project is to improve the fluency of the oral production of the English language in ninth grade students which belongs to Unidad Educativa "Padre Daniel Diez García". Due to the relevance that English language has in this globalized world.

The beneficiaries are directly teachers and children. Applying teaching techniques with scaffolding strategies will contribute in solving pedagogical problems and have a better school environment between teachers and students, since this project will help

determine the student skills to learn English. This improvement contributes to knowledge development which plays a new and important role, so that project can be used through learner's social environment.

This research project also involves a great impact of constant practice activities to develop communicative skills. Through interactive teaching resources, students will be able to improve learner's techniques and the way of learning and acquire the English language, so that students' develop skills useful to diminish the possible flaws and optimize the quality of education within the Educational Institutions.

The present educational research has theoretical value, because this research focuses on the background related to the strategies as part of the teaching and learning process for the improvement of communicative skills in the different areas of knowledge, thus guiding the students to achieve a systematic and organized learning. This improvement is practical because that feature is based on the processes and methods to be used, the collection of information in which is relevant to carry out where and how the different types of research are used, and what are the population who has been affected by the lack of teaching techniques and how teacher scaffolding strategies improve student academic performance and communicative skill development.

1.7. Delimitation

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

Table 1.

Delimitation

Responsible Institution:	Universidad Laica Vicente Rocafuerte De Guayaquil.
Responsible Person:	Sister Nelvy Moná Rojas
Field:	Education
Subject:	English
Population:	600 students
Execution Period:	2018 – 2019.
Research content:	Scaffolding teaching strategies

Source: Unidad Educativa "Padre Daniel Diez García"
Elaborated by: Campos, E. (2019)

1.8. Idea to defend

Teaching Scaffolding strategies influence the development of communicative skills in students of 9th grade at "Unidad Educativa "Padre Daniel Diez García".

1.9. 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

2. Theoretical framework

2.1. Literature review

In the current 21st century, the need for human communication is evident and that need is globally occurring by means of ideas, opinions, beliefs, in relation to the individual social interaction of different nationalities and dialects produced by many people around the world. Therefore, learning is an essential tool in the production of the aforementioned foreign language.

The relevance of this indisputable feature of the acquisition and production of the English language occurs in many fields on this globalized planet. Different theories and hypotheses emerged about induced learning in a human being, the theory was established by the Russian psychologist Lev Vygotsky which highlights the concept of the zone of proximal development has been one of the main educational landmarks used in the world since the last two decades until now.

Vygotsky´s theory has had a great impact in many research works, thus helping to improve the process of teaching English in students who are part of this National educational system, without the need to distinguish students' levels of knowledge in that language. The theory about Social cognitive development defines the cognitive range between what a person; student, or subject has the ability to perform independently and autonomously a task assigned through adult guidance or collaboration from another partner with more knowledge about that performance. According to the problem detected in ninth graders, that issue was necessary to research what other projects were applied about this problem. Nevertheless, there were not any authors in the local university that participated in the research who have worked on scaffolding strategies because most of these investigations have been based on individual aspects, either grammar or vocabulary or just the reading process itself (Van Canh, 2017).

However, there are some investigations which reinforce the need of the population has to improve communicative skills. The first one, investigation taken from the authors (Pentimonti, J. M., & Justice, L. M., 2018), in which those authors explain the difficulties faced EFL students when those students' start reading in class. This research relatively little known regarding to school teachers' use specific scaffolds which have been really useful to find the problems in students who are struggling to acquire the English language. In the same way, that research contributes with some analysis based on lack of motivation and the methods applied by English teachers. On the other hand, the authors mention six types of scaffolds such as co-participating, reasoning, predicting, reducing choice, eliciting and generalizing.

The second research was taken form (Bailini, 2016), in that article titled "El profesor como moderador del andamiaje entre pares", the theoretical foundation was based on students form Università Cattolica del Sacro Cuore, Milán and the author states that scaffolding is the metalinguistic reflection that emerges from the mutual help where teachers have the opportunity to observe how the learners perceive, process and elaborate the linguistic input to learn the English language.

The third research article was taken from (Delmastro, 2008), from the University of Zulia, Venezuela, this study proposes the metacognitive Loop model to explain the role of metacognition as a self-regulating function of knowledge; in order to review the metacognitive strategies used by foreign language students; and offer tools and activities for scaffolding as well as the induction of metacognitive processes in the classroom.

The experience developed by the authors mentioned before corroborates and justifies the assertion that students are obliged to learn procedures by memorizing until students are accustomed to do product-oriented activities. This research references have been a great support to determine the causes in which students have to struggle in order to learn the English language acquisition (Larsen-Freeman, 2014). In addition, the justification is going to be so relevant to the elaboration of the theoretical framework and the proposal of the project.

(Barrera Moncada Jorge & Jiménez Rodríguez Ivelisse , 2018), in that research project "Didactic games to enhance 10th graders oral proficiency at Unidad Educativa Invesciencias in Guayaquil Ecuador during the school year 2017-2018", states the importance of selecting some teaching techniques as to develop communicative skills such as guessing and speculating Games, storytelling games, picture games, describing games, questions and answer games and Role Plays.

(Morales, 2018), in this research project titled "Communicative language teaching activities for the development of English-speaking skills in 6th and 7th grade students at Escuela Particular El Cresol" emphasized the development of speaking skills to enhance performance in the English classes through Communicative Language Teaching Activities.

The author of the previous research offers a sort of pedagogical activities to improve students' communicative approach such as expressions, dynamics, motivation, and vocabulary. In addition, these activities offer a comfortable classroom environment, so that students feel motivated to express and share opinions in the English class.

2.2. The influence of scaffolding teaching strategies

2.2.1. Brief history of Scaffolding

This term is called scaffolding or mediation to the process developed during the interaction in which students are guided in students learning process by an interlocutor. The metaphor of scaffolding created by Bruner and those collaborators in the 70s of the twentieth century, intended to illustrate the teaching-learning processes that take place in didactic interactions. This metaphor has the origin in the general theory of learning developed by L. S. Vygotsky between 20 and 30 of the twentieth century. According to Vygotsky, cited by (Ertmer & Glazewski, 2015) states that there are two levels of development in the learning process: what the student knows, and the potential which represents what the student may know.

In that theory, Vygotsky based the term zone of proximal development (ZPD) to a degree of knowledge which is a higher level and that level is above to the one the learner possesses at a given time. According to (Ibanez, Di-Serio, & Villaran-Molina, 2016), "learning is more effective when the learner works with another person" (p. 46). Through interaction, knowledge is built and can progress from current development to potential.

At first, that learning process was thought that for scaffolding, for that process was necessary to have an expert person who is capable to transmit knowledge at the least expert; this is the case of the teacher-student or parent-child interaction. Recent studies on classroom interaction show that scaffolding can occur between learners, that is, between learners with a similar level of knowledge; this is what term has been called as 'collective scaffolding' (Beamish & Roberts, 2017, p. 454).

In the field of language teaching, interactionism theories have developed a learning approach conceived as a collective construction where the learners build students' own knowledge and understanding of the language. Scaffolding is a term used in pedagogy, psychology, education and other social sciences.

This concept is directly related to education in any field since that definition is a guided (or assisted) way to expand knowledge and keep on learning techniques and contents. The content can be defined as a learning process in a guided way. This process consists on constructing cognitive structures with the aim of achieving skills that, autonomously, would be impossible to learn. Those cognitive structures refer to a group of aids, information and orientations an individual receives in order to develop intellectually. This support allows students to access through new learning and collaborates with intellectual growth. Scaffolding is an easy applicable concept in social sciences such as education. Learning elements are interposed in the educational scaffolding that is far from the student autonomous abilities. So that students can concentrate on managing the elements to focus on the process quickly.

Scaffolding technique consists on the fact that the tutors begin by doing the most part of the work. Then, tutors share the responsibility with the students and as students' are trained, the tutor removes the help or supervision (the scaffolding), until achieving learners' independence (Basu, Biswas, & Kinnebrew, 2017, p. 45). This theory postulates that in a teaching - learning interaction, the action of the teacher is related to the level of competences of the learner; that is, the more difficult competences are in the learner, the more actions the teacher will need. The adjustment of the teacher's interventions to the difficulties of the learner seems to be a decisive element in the acquisition and construction of knowledge.

The concept of scaffolding is a metaphor that refers to the use of scaffolding by the teacher; as the knowledge is built, the scaffolding is removed. At present, this concept is recognized as scaffolding, process is not only established between teacher and student, or father and son; but also, among equals. The theory of scaffolding gives elements to understand how the actions of those who teach underpin the construction of knowledge.

2.2.2. Scaffolding applied into Psychology

(Clausell, 2016), in that thesis publishes as "Maternal Scaffolding and First Graders' Near and Far Transfer on Problem-Solving Tasks" states that Scaffolding is a way of interaction through parents or guardians who assist the child when performing a task or solving a problem. This will help the child describe ways to improve performance on learners own way. That is why scaffolding can be perfectly applied to the psychology of learning.

The scaffolding reports the following functions regarding to the psychology of learning:

Scaffolding motivates students as well as parents to get involved significantly in an activity.
Scaffolding reduces the components of an activity making it easier for learners.
Scaffolding helps the student to be focused on a specific activity.

Scaffolding makes the pupil discover the most important points of this activity.

Scaffolding provides support to reduce students' frustration whenever learners feel the task is difficult.

Scaffolding provides specific models to be used when trying to solve problems. (Clausell, 2016, p. 245) (Clausell, 2016).

2.2.3. Scaffolding from Vygotskian social-constructivist perspective of teaching and learning

(Mishra, 2013), states in that theory "Scaffolding is a concept widely used in education. Scaffolding is based on the Vygotsky's theory about constructivist vision and Vygotsky's concept of zone of proximal development (ZPD)". That concept deals with the distance of what a child can solve on learners own way, and what could be done with the help or guidance of an adult or more capable person; so students would find learners level of potential development.

This concept is taken to education through teacher-student interaction, the scaffolding theory is the metaphor used for the first time by Bruner and collaborators, cited by (Huang & Huang, 2015) with the aim of explaining what happens in the educational field, in which teachers help the student to use a cognitive strategy that allows learners to develop students' potential. So, scaffolding allows a child or novice learner to perform a task or achieve a goal that would not achieve without help.

This type of technique is shown between parents and the children, when children need to learn something, and a guide that allows students to learn. Bruner, stated that "that technique is not about solving the child's problems, but providing children with more resources to solve those issues, thus contributing to the transfer of learning, helping to build more elaborate knowledge structures" cited by (Huang & Huang, 2015, p. 431). To implement this scaffolding process, the following behaviors must be taken into account:

- The information presented by the teacher to the student must be prepared to know what to present and when to present, so students can be understood to subsequently solve the problem.

- The situation teachers present to the child must be challenging; the task is a bit above the present capacity of the child.

- Collect information about the abilities of each student to develop the task that learners want to present.

- The intervention of the teacher must be inversely proportional to the student's ability, so that greater the student's capacity, the less the teacher's intervention will be. Supporting when capacity is lacking and progressively moving away when the knowledge is acquired.

- This cognitive work involved in problem solving helps the individual both inter-psychological (social) and intra-psychological (Individual), and requires the person who will learn active and committed behavior. (Innovar en Educación , 2008).

This scaffolding process unfortunately, does not occur as much in the education system, since the teacher focuses more on the student to learn specific answers to the proposed problems, memorizing the knowledge necessary to solve tasks, without giving place to the students to develop metacognition and learn to use that cognitive process in school and learners' daily life.

Lev Vygotsky is also one of the most influential and important authors in the field of education and psychology. The Theory of Sociocultural Development of Vygotsky affirms that individuals learn through social and culture interactions (Belland, 2016). Vygotsky explains that dialogue is an important psychological tool in the child's thinking development, and as children grows and develop, children basic language becomes more complex.

Acquiring English language is produced through knowledge exchange and transmission processes in a communicative and social environment. That is, the culture knowledge transmission is carried out through oral language, which is the main vehicle of the development process and that process is what decisively influences in the cognitive development.

In addition, Vygotsky, constructivist psychologist such as Piaget, considers that children learn actively and through practical experiences. Vygotsky thinks that learning is constructed through social interactions, with the support of someone more expert. Meanwhile, the Swiss psychologist Piaget says that knowledge is built individually. For Vygotsky, that process was important to understand collaborative learning and to know more about the sociocultural environment influence on children's cognitive development.

Some of the basic principles of Vygotsky's theory include the following: Children develop through informal and formal conversations with adults. During the first years scaffolding activities are fundamental for cognitive development, since that period is where thoughts and language become increasingly independent.

Children can perform more difficult tasks with the help of a more expert individual. Therefore, challenging tasks promote the cognitive development growth (Basu, Biswas, & Kinnebrew, 2017).

2.2.4. The scaffolding from the Bruner's Theory approach

The scaffolding theory was developed by David Wood and Jerome Bruner, based on Lev Vygotsky's concept of the Zone of Proximal Development. This theory states the action of the teacher is inversely related to the learners' competences level (Bailini, 2016); that states that, the more difficult a task is for the learner, the more actions the teacher will need to take.

The adjustment of the teacher's interventions to the learner's difficulties seems to be a decisive element in the acquisition and construction of knowledge.

The concept of scaffolding is a metaphor that refers to the use of scaffolds by the teacher; as far as the knowledge is built, the scaffold is finally removed. Nowadays, the scaffolding process has been recognized not only as a practice established between teachers and students, or parents and children; but also among equals. This is called collective scaffolding. The scaffolding theory provides elements to understand how the actions of those who teach back up the knowledge construction.

Jerome Bruner, "Father of Cognitive Psychology," coined the term "scaffolding" to describe the support structure that teachers and parents routinely give children during the learning process. This theory states that learning is carried out actively by helping children to build new ideas about children current and previous knowledge. The action of the one who teaches is inversely related to the level of competences of the one who learns; that is, the more difficult that process is in the learner, the more actions the teacher will need (Bruner, 2015, p. 216).

Bruner describes scaffolding as a temporary support structure for parents built around a child's search for learning and understanding new information. Parents usually provide this type of assistance in daily game interactions. Teachers commonly use educational scaffolding with all-age students.

Oral scaffolds can be as simple as when a teacher introduces a new lesson by asking children to describe what learners already know about the topic, or by reviewing key concepts at the end of a lesson. Visual scaffolds are based, to a large extent, on the use of visual aids in a lesson. The purpose of educational scaffolding is to guide the child through the learning process, providing support until the knowledge becomes clear that the child has achieved independence in the tasks. Bruner's belief states that scaffolding can help a child become a self-regulated and independent student.

2.2.5. Scaffolding meaning in education

Scaffolding is a set of resources that enable students to place students learning through the highest level of learners' cognitive activity; that cognitive structure must correspond

in terms of relevance, and consistency with the nature of the activities. Scaffolding makes students to learn meaningfully, but that process depends on the technological advance, the quality of the materials and, the way in which the learning experiences are organized.

Scaffolding makes the individuals to see what students want to act with reason and meaning, in these way learners will understand the proposed objective and change the empirical learning with clear criteria. When constructing scaffolding in the educational process, the students elaborate constant mental constructions, but those concepts must be clear that scaffold means the material resources while scaffolding is the human resources.

However, this last term consists on the previous knowledge of the subject such as the notions and beliefs in order to proceed with order and sense before using scaffolds; the student shows a critical attitude and is willing to overcome learner's beliefs and adapt those concepts to the new school demands. "Scaffolding basically consists of knowing how to do things, how to think, why, and what for in order to do such things; know how to apply it at the right time and it is decided by conjecture and not by imagination" (Donato, R, 2013, p. 464).

On the other hand, to build a problem requires starting with questions that make sense to the apprehended, that students respond to learners' experience, and to achieve this the author needs to know cultural situations of daily life, school environments for learning and spaces for scientific research. All of those environments lead students to generate questions with cognitive skill demands as to provoke student's anxiety to research and thus reach the explanations. In this way teachers will achieve the will to know in students.

2.2.6. The will to know

The will to know, "is the desire to know, and is generated with the internalization of a problematic approach in terms of assuming a cognitive requirement" (Sleeter, Torres, & Laughlin, 2013, p. 87). This is to make sense of what students learn from of a problem. The basic idea for the construction of meanings is given through the narration of events, in which the subjects participate using metaphors to give meaning to things, involving the

construction of the shared event, taking up personal experiences of history as resources to highlight aspects.

The educational scaffolding involves intervening in the learning elements which are far from the student's autonomous abilities, in order to provide concentration on managing well the elements that are quickly understood. When those elements come to learning, scaffolding technique is when the tutor begins by doing most of the work. Then the responsibility is shared with the students and while students are training, the tutor removes the help or supervision (the scaffolding), until students achieve full independence.

2.2.7. Didactic strategies for scaffolding construction

In the English language acquisition process, instructions as didactic strategies are essential for building scaffolds that enhance this process, since tutors guide and determine texts production from a particular context with a specific purpose. (Tawfik & Kolodner, 2016), affirm:

> Instructions for oral tasks and written texts produced in the social discursive interaction of all education levels, are considered and analyzed as the teaching text itself and determine the possible effect on students' performance on reading and writing activities. Students' performance is, therefore, of organizing statements of the discursive textual genre, of professional elaboration that lead to the development of a specific and concrete task in a specific context (p 59).

Implications of these "instructive texts" allow students to clearly guide the task proposed and those objectives, constituting a "help" or support provided by the teacher for the realization. The formulation involves the learning and the cognitive, meta cognitive and communicative skills development that favor an autonomous text producers' formation.

In this process, two functions are simultaneously produced one communicative (instruction) and another theoretical-cognitive (actions and mental operations). In this discursive action, the teacher offers scaffolding, with the purpose of guiding children into different language actions in the cultural process of internalizing linguistic capacities.

Therefore, scaffolding is expected that the instructions given by teachers fulfill certain characteristics so that students effect is as the expected: according to (Hsieh, 2017), "what the child is required to do must be specified and formulated clearly and accurately" (P.258).

Scaffolding must follow a sequence with a hierarchical organization of the actions to be carried out during the task; that is, the same instruction establishes how the child can fulfill the task requested. Likewise, scaffolding must organize and control the mental processes and activities through systematic and orderly prescriptions.

To avoid having several interpretations, it is necessary the purpose is immersed on those interpretations, as well as the theme, the communicative situation and the type of text that the child is expected to build in an authentic context. The questions can also be found within these didactic strategies.

The teacher seeks to activate and mobilize the knowledge schemes that the child possesses through aids that must necessarily start from the meanings and representations that are being written. This is done through the pedagogical question that allows the teacher to mobilize the zone of proximal development and to foster the students' attitude of self-questioning and reflection.

Then, Scaffolding is built in this way: through the question, conflict is generated and made an issue in front of what is going to be learned and then gradual support for the resolution is offered. These questions mark the process in order to achieve, through that resolution, the desired development degree.

But these questions must not be taken lightly when building scaffolding, since simple questions without any intention could generate in children a simple answer that does not stimulate learner's reflection process. This process is important for the teacher to take into account the cause and purpose of a question that really helps the child to symbolize a whole mental structure, so that then mental structure is expressed through language (van Driel, Slot, & Bakker, 2018), raises different levels and types of questions:

By heart: the child is questioned about the memory of a certain text (what?, where?, when?, and who?)

1. Understanding: similar to the one that is learnt by heart but in this knowledge is expected that the child represents the idea in a different way from the one originally given.

2. Interpretation: the child is asked to go beyond the information given to organize, compare or contrast in similar situations, this relates the information provided to another reference. (Why? Or when?)

3. Application: the child makes a direct application of knowledge, skills or criteria previously learned into a new situation. The new situation covers the identification and solution of a problem. (next, how can learner ...?)

4. Analysis: inductive or deductive reasoning must be applied. (How many? Why? Or ask to make comparisons)

5. Synthesis: to say, in own words, information given in a concrete form.

6. Evaluation: it is expected to give the child a value judgment about a previously presented situation.

In the question formulation and even more in those responses, that information is necessary to recognize, that error is a learning opportunity if this issue is known how to be lead and guide it in search of the correct answer. That is to say, the important thing is not to get to the correct answer but as the way to get to it. The use of the question alone does not offer scaffolding, it is necessary that this linguistic action carried out by the

teacher has the intention and purpose of investigating, confronting and generating reflection about the written language.

2.2.8. Scaffolding strategies to be used in the classroom

Scaffolding means to split the learning into "pieces" and offer tools or structures for each of those "pieces". In other words, scaffolding is the support in the learning processes and is a very useful tool to promote the empowerment of the students.

This concept is based on the constructivist vision of Vygotsky (Russian psychologist) with this concept of zone of proximal development (ZPD) that deals with the distance of what the child can solve autonomously, and what learner could do with the help of an adult or more capable person, so that in this way student can develop the related potential. In this sense, the scaffolding allows a child to perform a task or achieve a goal that would not achieve without help.

2.2.8.1. Appeals to prior knowledge

Ask students to share experiences and ideas about the concept to study and have students relate to own lives. Sometimes, students may need clues or suggestions, but by helping establish those connections, scholars will succeed. Start learning from the students' prior knowledge, and use that knowledge as a framework for the development of the subject.

2.2.8.2. Give them time to talk

Everybody needs time to process new ideas, including students. Learners need time to make sense and verbally articulate the learning process within the framework of a learning community committed to the same experience. Discussions work best if students are guided, regardless of the level of maturity of the students. To achieve this, learner should use structured conversation strategies, such as conversations in pairs or groups.

2.2.8.3. Prepare the vocabulary

Sometimes defined as "front-loading", or pre-feeding, this is a strategy that teachers do not use very often. Many of those teachers send to students to read complex texts, and learners get stuck with the vocabulary and lose interest. A teacher should introduce vocabulary terms in images, and in context with things which students know, linked to interests. Texts also must use analogies, metaphors, and invite students to create a symbol or drawing for each word.

Teachers should offer time to discuss the words before using dictionaries; dictionaries will only serve to compare the definitions. With those dozen "pre-fed" terms, students are ready to tackle complex texts.

2.2.8.4. Showing or providing samples as to construct students' knowledge

Many teachers think a person can learn more when a person sees something and not only when that person listens. So whenever possible, show or show students exactly what teachers expect. For example, if the teacher asks for an essay or a project, tutors should first provide an example model along with some guidelines and the items to evaluate as a rubric. This is to mention that the teacher will offer scaffolding by giving examples and showing the students what learners are expected to do or produce, after this, learners will be able to know exactly what steps must be followed and how the final product will be.

2.2.8.5. Use visual aids

Graphic organizers, photographs and diagrams can be useful as scaffolding strategies and help students to represent students' ideas and organize information. These aids should not be "the product" or "the task" as such, but simply aids that structure the thinking of the students.

Some of graphic organizers will be able to immerse in a discussion, the writing of an essay or in the construction of a hypothesis without the need to use a visual aid, but most of them will take advantage of its use to confront difficulties in reading or writing.

2.2.8.6. Text talk: checking understanding

Text talk is a good idea to check comprehension while students read a difficult text or learn a new concept. New concept works like this: a new idea is shared, a pause is made (giving students time to think) and a strategic question is asked and then another pause is made. Learners have to think about the question with some time in advance to be specific, structured and not conclusive.

Apprentices must be kept active by listening, asking one of them to identify the probable solution to the core problem of what has just been discussed, discovered or asked. If the class seems stuck with the questions, the opportunity to discuss among peers should be offered.

2.3. Oral communicative skills

2.3.1. Communication Skill Concept

Speaking correctly is a difficult skill for people to be developed; that is, when a foreign language is used for communication, then the matter is doubly complex because the issuer must adapt the verbal record to the communication circumstances. This hinders the issue because English is not students' mother tongue.

English is not part of the person's identity, and all this constitutes a barrier in communication which needs to be overcome through the teaching-learning process. That issue should be noted that studying a foreign language expands a whole range of knowledge, which constitutes a challenge for teachers in professional and personal lives, which contributes to the development of an integral general culture. The study of the English language is so relevant because the foreign language offers students the

possibility of consulting topics of interest through virtual and physical bibliography in an Anglo-Saxon language.

The learning facilitates to communicate effectively. One of these effective ways is performing essays and written compositions, participating in exhibitions and workshops held in English, etc. This justifies the learning importance in order to increase the ability to transmit to others the ideas and criteria on various topics, which enables social relationships and fosters training to become a more competent professional.

To understand the communicative skills concept, the word skill definition must be established as ''An individual's ability to do a thing or solve problems correctly and easily". As well as the word communicative definition: "Ability to perform the communicative process between each other by using the appropriate connectors to understand, develop and interpret various contents or events that arise in a conversation". Therefore, communication skills are deduced from the ability to interact in the communication process in an adequate and coherent manner.

(Canale, 2014), in the research explains: "Communicative skills consist on a group of linguistic processes that are developed from the beginning to the end of life in order to strengthen the links of communication with efficiency; and provide the skills as to turn individuals into society competent cultural communicators. The first process in children is to talk; this is acquired by the social need of interacting with peers in the classroom; learners receive stimuli to lead kids to communicate in a coherent and clear, assuming that the surrounding environment gets students motivated.

However, these communication skills or competencies form a set of knowledge and attitudes that take an active part in daily activities within a specific context of communication, these must be developed together because that process allows students to have a broad vocabulary and good bodily expressions and gestures when speaking or participate in a conversation; these are easy to handle to determine the interpersonal relationships success throughout the student's life at school and later at work.

2.3.2. Theories of communication skills

Communication skills are useful abilities that improve the individual in the whole life time, this way students are capable to communicate with people by using the skills of speaking, listening, reading and writing. So learners will not find difficulties to express what students think or feel about different topics. This will also be achieved by involving the student in any activity in which learners have to exchange information. The author (Bley-Vroman, 2018) quotes Chomsky in the theory of language development:

The language arises when the L.A.D. (Language Acquisition Device) is put into operation at a certain age, a fundamental fact for thinking to arise. Furthermore, in the language development, the child, as an active being, develops own rules, hence the hyper regulation of verbs which is typical in the childhood age.

According to Chomsky, children have innate language abilities since persons are born in order to be able to recognize and assimilate the basic speech structures; these are developed thanks to the experiences learners have throughout the school years regardless of the family or cultural context. Children acquire the ability to combine concepts, improvise words, build sentences in children´s own way, verbalizing those words according to learners age and thanks to the stimulus given in school, childrens' brains will be able to assimilate the grammar rules and gradually commit fewer and fewer mistakes.

Jerome Bruner released some theories about language where that researcher focused on child's mental abilities. Brunner stated babies use gestures or sounds to get what children want and adults understand these behaviors as a means of communication. According to this theory, the teacher will be the guide so that concrete concepts the child possesses become symbolic representations and are internalized to have a better understanding of the subject; this is known as "learning by discovery".

According to (Dewi, Kultsum, & Armadi, 2017), who quotes Jerome Bruner: "Learning by discovery, is a basic expression in Bruner's theory that denotes the

importance has to attribute the action in learning" (p.71). Learning by discovery or heuristic learning is of very important since children acquire or internalize children way of learning. The teacher must provide learners with materials that help learners discover how things work interactively and thus build child own knowledge.

For Lev Vygotsky, language is a tool that allows human beings to transmit people culture and thoughts. Students understand ideas quickly because students have words and symbols used to interact with other people, teachers as well as classmates. "Speaking is a social attitude that is progressively internalized and transformed into thought; the cultural process is communication and all social behavior is communicative. Behavior is communication" (Deveugele, 2015, p. 1291)

2.3.3. Importance of communication skills

Communication skills are learned and acquired through practice. Therefore, methods such as cooperative learning must be used to resolve conflicts or problems, discuss about a certain topic among peers etc. These methods will foster students to communicate correctly and express what each one thinks and feels. All people from different ages use these communication skills in everyday life, either at school or in other environments. Speaking, listening, reading and writing are the four skills that a language user must master in order to communicate effectively in all possible situations.

When children communicate, children achieve skills such as listening, reading, speaking and writing. According to modern and universal criteria, learners are basic skills and that one of the fundamental axis in a language learning process is addressed to the use of reading and writing as instruments of communication and learning tools, where these basic skills are integrated and developed simultaneously so that, starting from children, dialogue, argumentation and critical judgments are fostered, contributing to individual and social development. Communication skills are considered as an achievement of great importance because it is one of the main basic elements that every human being possesses and develops from the beginning of life; this fundamental process is increased through the environment that surrounds children and strengthens in the school

stage through different techniques, games or fun activities that must be put into practice or starting from reading. This tool or mental activity should be exercised all the time, contributing to the lexical increase, favoring the student's speech and attention through immerse dialogue, argumentation, analysis or ideas.

2.3.4. Classification of communication skills

Communication skill is essential for a foreign language teacher to know students have to go through stages in order to internalize and, at the same time appropriate grammatical, lexical, functional and cultural tools, in order to reconstruct students own learning and thus facilitate a more effective communicative competence; hence, learning how to speak a foreign language and to reach skills requires grammatical and semantic knowledge rules. In addition, English language is very complex to speak fluently, and with the adequate intonation, pronunciation and rhythm in this language without obviating understanding.

There are factors to be taken into account for the oral expression teaching and learning process: the voice as a communication instrument through the word, the information to be communicated, the language, the personality and the speaker's purpose. Physiological, psychological and sociological aspects are all considered to communicate an oral message (Martinez, Morales, & Aldana, 2017, p. 477).

Oral expression is a process that involves speaker´s and listener's participation where the spoken language is produced and its reception and understanding take place. Oral expression is a complicated process, which should be treated in the English class; that is, student - student interaction (transmitter and receiver) should prevail and not the reproductive and memory method language teaching.

In Ecuador the teaching of this language has always been immersed in an evolutionary process of methods and approaches that allow teachers to achieve the habits and skill development in the language according to the challenges, competence and needs the society requires. It is valid to highlight the differences existed in terms of success

achieved by people in communication, in which personal qualities intervene in order to become a good or not so good communicator. For student's success, some skills that are important for communication within the school context are also mentioned, which are listed below:

1- Ability for expression. The functional invariants intervene essentially in this ability are the following: clarity in the language, verbal fluency, originality, exemplification, argumentation, elaboration of questions, visual contact, expression of coherent feelings, uses of gestural resources.

2 - Skills for observation. In this ability skills are functional invariants: Listen carefully. Perception of the moods and feelings from the other is important.

3 - Skills for having an empathic relationship. The invariants in this case are: Personalization in the relationship. Affective approach. The teaching-learning process has been influenced by the socio-cultural school from a historical-cultural perspective, so Ecuadorian education should focus mainly on speaking as learning and teaching development.

2.3.5. Learning and teaching process to develop English speaking skill.

In order to develop teaching process and have a better learning of English, it is important to take into account some indicator as to follow dimensions and sub dimensions of useful English Language Acquisition (Nasiri & Gilakjani, 2016, p. 123), these are:

1- Activation and regulation has as sub-dimensions: the creative productive intellectual activity and metacognition.

The productive-creative intellectual activity, includes the cognitive component, referred to the knowledge system, habits, skills, procedures and those strategies that must be put into practice by the subject in terms of learning.

Metacognition; it is also called "learning to learn" or the degree of awareness the subject acquires about student's own processes of thinking, assuming as a basis the self-reflection and become in the form of self-regulation.

2- Motivation: subdivisions have predominantly intrinsic motivations towards learning and the system of self-evaluations and positive expectations regarding learning. In this aspect, the interest of the person is highlighted by the content of the activity that is carried out.

The development of intrinsic motivations towards learning constitutes the source from which new motives for learning and the need to carry out permanent learning come up throughout life. In order to make learning a developer, Learning needs a powerful system of intrinsic motivations for its development.

2.3.6. Language learning, an interactive process

A foreign language is learned through the real use when communicating with other speakers through interaction.

The interactive process of learning is fundamentally directed towards the development of the oral communicative process. One of the main objectives in Educational system is the development of competences based on teaching for life, that is, the knowledge acquired should not be left only in theory but should be put into practice.

The methodology must be based on real or virtual situations in the educational activity; methodology should be based on inside and outside the school. The student who was an issuer now becomes the transmitter who transmits all the information acquired through reports, letters, e-mails, advertising, dialogues, etc. This can be oral or written. Competence in a foreign language is gradually acquired through the development of communicative interaction among students who have to actively engage in functional communication tasks and learn how to relate verbally.

2.3.7. Techniques for developing oral communication skill in English

Technique is considered as a didactic procedure that helps to carry out a part in the learning process. Learning is also a logical procedure with a psychological basis aimed at guiding the student's learning. These have a set of activities that a teacher uses in order to build the student's knowledge. For using active techniques as a tool teacher, must know and use and conduct techniques correctly, always aiming towards the achievement of an objective, specifying the procedure to be followed for its application and locating the particular characteristics in each of every technique by its possibilities and limits.

The teacher should look for fun ways to learn and provide young people teaching techniques that are available to use those techniques. The experience in using these techniques can only be achieved through practice, allowing the student to feel motivated and willing to participate in class. There is a brief explanation about the most important techniques in learning a foreign language.

2.3.7.1. Discussion

With small group interaction, discussion is possible to identify solutions to common problems through exchanging ideas on a specific topic, under the direction of a coordinator who guides the group's thinking and registers the significant contributions.

2.3.7.2. Progressive learning

Progressive learning consists of collecting a large amount of content and vocabulary in a set period, as students learn the complexity increases; progressive learning has the aim to demand the greatest interaction and develop the four language skills such as listening, reading, writing, speaking.

2.3.7.3. Question and Answer Technique

The use of this technique is a quick and effective way to discover and share the knowledge that a group has. The presence of a leader is considered important to elaborate questions and stimulate the group attention and concentration. This technique is based on a question and answer session that can be carried out in different ways:

1.- The leader can formulate a question and address directly to a member of the group.

2.- The leader can request questions from the group members to answer personally or ask an expert in the field.

3.- The leader can ask the group some questions and at the same time, it must be addressed to other members of the group in order to have some possible answers.

The objective of this technique is to share a learning experience with others; enriching at the same time vocabulary and practicing the use of grammatical structures.

2.3.7.4. Conversations

Conversation is a technique that can be used after a listening (Listening), or reading (Reading) activity in which a conversation is developed to measure understanding in which pair work is required.

A good example of this is a dialogue between two students in which one finds out information and the other responds according to reality.

2.3.7.5. Expositions

Expositions are public manifestations in which a researched subject is exposed with the use of real artistic or natural objects that eases the audience's observation and understanding.

2.3.7.6. Feedback

This is considered an important technique to clarify the subject and be sure that student has understood correctly. The feedback stimulates students' oral and written communication, fostering an interactive environment.

2.3.7.7. Direct experience

Direct experience is a technique used by conducting experiments or experiences. This technique is considered the best way to learn, since this kind of experience is perceived as that technique takes place in reality.

2.3.7.8. Face to face

Clearly the way to improve oral communication in students is to speak or maintain direct contact with an English native speaker.

2.3.7.9. Simulated Experience

Simulated experience is a technique used when the student cannot have a direct experience; the teacher has to resort to other means that approximate learners to reality, for instance representation or role play.

2.3.7.10. Pair Work

The student has the opportunity to practice with a partner and think individually; but at the same time the amount of practice when speaking English will be maximized. This technique helps the student to feel in an environment of confidence and develop fluency in English because more opportunities to speak English during class have been presented, but always guided by the teacher whose work is to facilitate this process.

2.3.7.11. Dramatization

The dramatization consists on representing a fact or a phenomenon, through theatrical roles performance of dramatization is a means of communication, both for the person who makes the representation and for those who attend to observe that technique. Dramatization is used to develop the student's linguistic and communicative skills.

2.3.7.12. Collage

Collage Technique allows creativity development through the use of two-or-three-dimensional materials. The main objective is to take advantage of the environment resources.

2.3.7.13. Exhibitions

This method involves sharing a learning experience with other people. In an exhibition, a topic related to a specific project is shown or spoken.

2.3.7.14. Performance

This technique helps to develop fluency in English and also entertains students. Performance is focused on the language use creativity and requires students to use student's own language resources to accomplish the task or to improvise and maintain an entertaining and comprehensive conversation. Through this activity, students learn new vocabulary and structure in a natural and good environment.

2.3.7.15. The talking drawings

The talking drawings is a technique that allows students to guess ideas and then confirm those ideas from pictures and illustrations presentation as well as to develop imagination since students can also create stories about different topics reinforcing the vocabulary learned.

2.3.7.16. Socio-drama

Socio-drama is a technique in which a topic is chosen, problematic situations are presented, as well as opposing ideas and contradictory actions, to provoke discussions and deepening of the topics. This dramatic genre presents the problem through a typical character's discussion and makes dynamic representations of real situations.

2.3.7.17. From the known to the unknown

This technique allows students to express themselves about vague ideas related to a new topic and express what students would like to know about that topic. This allows learners at the same time to express students' fears and expectations regarding the new experiences.

2.3.7.18. Brainstorming

Brainstorming is a technique that stimulates ideas development and problems solving in a group. This technique can be applied in small groups or involving the whole class. Also, this technique consists on promoting an atmosphere of trust, freedom and informality, so that the student is able to "think loudly" about a given topic and time, providing criteria, opinions and varied solutions.

2.3.7.19. Debate

This technique gives everyone the opportunity to express students' ideas. A group member can be organized and choose different topics to discuss and help to share experiences, ideas and information among themselves.

The techniques that the teacher uses in classes are considered a fundamental part in the foreign language learning process due to peer's interaction and activities diversity carried out, contributing this way efficiently to the communication skills development.

2.4. Legal Framework

Constitución de la República
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 (Asamblea Nacional Constituyente de Ecuador, 2008).

Las niñas y 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 (Asamblea Nacional Constituyente de Ecuador, 2008).

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 (Asamblea Nacional Constituyente de Ecuador, 2010).

Literal a.- Universalidad.- La educación es un derecho humano fundamental y es deber ineludible e inexcusable del Estado garantizar el acceso permanencia y calidad de la educación para toda la población sin ningún tipo de discriminación Está articulada a los instrumentos internacionales de derechos humanos (Asamblea Nacional Constituyente de Ecuador, 2010).

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 (Asamblea Nacional Constituyente de Ecuador, 2010).

Plan Nacional de Desarrollo 'Toda una Vida'

Objetivo 1, art. 1.13. - Promover en el sistema educativo la educación formal y en los programas de educación continua la transmisión de contenidos sobre la lucha contra la corrupción la práctica permanente de los valores y los delitos y sanciones que constituyen actos de corrupción La educación debe ser fomentada y transmitida a través de los valores educativos Para cumplir con el objetivo es necesario que los maestros utilicen los recursos necesarios para atender el desarrollo moral de los alumnos.

Los profesores debemos ayudar a formar personas capaces de dirigir su propia vida basadas en valores como la libertad la justicia la solidaridad la tolerancia el respeto a actuar de manera autónoma y a insertarse positivamente en la sociedad (Secretaría Nacional de Planificación y Desarrollo, 2017).

2.5. Conceptual framework

Scaffolding: Scaffolding is guided learning through a process of building knowledge structures in order to reach the potential skills that would not be possible to learn autonomously (Eiser, 2012).

Communication: Education is a process of interaction. Communication stimulates the educational process. The basis of education is precisely communication. There is a reciprocal relationship between communication and education, at the same time as there is a difference between both processes (Almalki, 2016)**.**

Competence: the ability to do something well, the quality or state of being competent (Basu, Biswas, & Kinnebrew, 2017).

EFL: Abbreviation for English as a Foreign Language: the teaching of English to students whose first language is not English (Larsen-Freeman, 2014).

Learning: The process of acquiring knowledge, skills, values and attitudes, made possible through study, teaching or experience. This process can be understood from different positions, which implies that there are different theories related to the fact of learning. Behavioral psychology, for example, describes learning according to the changes that can be observed in the behavior of a subject (Nasiri & Gilakjani, 2016).

Language Acquisition: The process by which a person learns a "foreign" language that is, a language other than learner's mother tongue (Nasiri & Gilakjani, 2016).

Skills: The ability to do an activity or job well, especially because learner has practiced that ability (Schneider, 2013).

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, but also to consolidate the intrinsic motivation of their students" (Schneider, 2013).

<div align="center">**CHAPTER III**</div>

3. RESEARCH METHODOLOGY

3.1. Methodology

In 2014, the famous educational researcher Roberto Hernandez has become a leader in the research field. This author determined that the method applied in a scientific investigation is the set of procedures that will allow accomplishment the aims set by the researcher (Hernández Sampieri, 2014).

The present research work has shown some features as methods in order to study the stated problem. One of those methods used at the moment of carrying out the present investigation is the scientific method. This method is the organized, orderly and reliable system in which a research work can be developed. Through the use of the scientific method, this method is possible to observe a phenomenon or problem; in this context, it refers to the difficulty of being able to produce the English language in an autonomous and meaningful way by the students in a real situation; and at the same time is able to explain the possible reasons for these factors (Hernández Sampieri, 2014).

Finally, the deductive method has been implemented at the time of obtaining data from both the problematic and the protagonists; the teachers and students. This method starts from the reasoning of a generalized idea to obtain specific conclusions in relation to the problem (Ibáñez, 2015).

3.1.1. Types of Research Description

The types of research foreseen in the methodological design will be determined to seek to know from different approaches of theoretical elements related to the influence of scaffolding teaching strategies to develop communicative skills; different types have been used such as bibliographical, field, explanatory and descriptive research.

The present research work is formal because this educational research is obtained with the discovery of broad theories and practices that help researcher related in the same study field. The proposed research is of vital importance because English teachers and English students will be benefited from the fact that there are no plagiarized works, reduce errors, and locate ourselves in the search for information, with results that are the basis for the construction of knowledge (Patten, 2017).

3.1.3. Field Research

This work corresponds to a field investigation. Field research consists on collecting data to obtain a specific purpose. Field observation is evaluated at all times; this kind of investigation allows the researchers to collect all kinds of information from the classroom and the different behaviors of students in the teaching and learning process.

Field research studies the origin in which the investigation produces an event, by means of techniques such as surveys, that is, by conducting an interrogation to obtain real data that can store all the aspects that correspond to the individual, or phenomena, normal, social and psychological. Research can be defined as a series of methods for solve problems whose solutions need to be obtained through a series of logical operations, taking objective data as a starting point (Patten, 2017).

3.1.4. Descriptive Research

Descriptive research helps the researcher observe, describe the behavior of the population or sample in a totally natural environment as to benefit the education. Descriptive Research allows the selection of fundamental characteristics of the study objective. This kind of investigation is a valid method for research topics and as an antecedent to further studies quantitative, when the limitations are understood by the researcher, this type of study represents an invaluable scientific research tool (Patten, 2017).

According to (Almalki, 2016), Descriptive research consists in the characterization of a fact, phenomenon, individual, or group, in order to establish the structure or behavior. The results of this type of research are located at a level intermediate in terms of depth of knowledge (Almalki, 2016).

Descriptive research is the middle part of the problem; being this research the most frequently used, allowing to raise the most relevant issue on a specific event or situation; this type of research also evaluates each characteristics that divides the causes of the problem, defines the analysis and processes which are involved such as: examining the characteristics, define and formulate hypotheses, choose the technique for the data collection and consultations sources (Almalki, 2016).

3.2. Methods and Techniques

3.2.1. Qualitative Method

Qualitative research allows establishing greater distance from the numerical basis of the processes, to intensify the contents of the theoretical framework and the interpretation of results, a strong point of the process, eminently reflective (Palinkas, Horwitz, & Green, 2015, p. 435). This method studies the reality found in the research field, making the narrative record of the phenomenon, and through the observation technique, allows to investigate the information researched through data collection for the obtaining of a statistical data conclusion.

3.2.2. Quantitative Method

This method allows researchers to examine the data numerically, Thanh & Thanh express that "The methodology of quantitative research is based on the use of statistical techniques to know certain aspects of interest about the population being studied" (Berger, 2018, p. 123). It is important to apply different techniques such as surveys or measurement in order to get information through result numbers, statistical level etc. The application of this method is also useful as to determine the relationship between the elements that form the research problem (variables). Qualitative methodology describes the qualities of the phenomenon, being a communication with the research subject and its studies, where the research is asked and responded to social factors within the research field. Quantitative method uses the subjects who are involved or part of the study.

3.2.3. Deductive method

This method allows determining the specific objectives in the execution of the research work in order to solve the problems of this phenomenon (Sik, 2015).

3.2.4. Inductive Method

The inductive method allows to reach a general conclusion of facts, through observation, the study intervention of the object, analyzing information from a particular nature through diagnosis and analysis of the problem which by objective will be a concrete response, allowing at the same time to generalize through rules or laws, such as: observing reality, generalize and formulate rules or laws (Sik, 2015).

3.3. Research instruments

3.3.1. The observation

Direct observation is applied in order to analyze the development of the study techniques in each one of those activities and know the current situation in which significant learning is found and the evaluation system learners perform. Documentary Observation was also applied through books and other types of documentation in order to obtain information required for improvements in Education (Bryman, 2016).

3.3.2. Structured or Formal Interview

This technique, which has been applied through a pre-designed guide with some questions, will be used in the interview in order to get the specific information. The interview is a type of verbal interaction that in the difference of the spontaneous conversation. Interview usually has a goal which consists on obtaining information about facts people or cultures. The interview is used in various professional fields; this technique consists on a dialogue between two people: the interviewer and the interviewee (Bryman, 2016).

3.3.3. Survey

(Almalki, 2016), This author states "the survey is a technique used for collecting information, this technique is based on verbal statements or written from a statistically representative sample of a specific population universe" (p.148). According to the statement, the survey is a technique that allows the researcher to obtain data previously selected from one to several subjects that are part of the sample and was acquired in the research process.

The survey is one of the most research techniques used, where information of interest is acquired. Survey serves to guide the researcher, to know the reality of the problem, through the opinions, attitudes or population preferences. Through the survey teachers get specific information, accurate data of the people surveyed.

For the purposes of this research work, the survey will be used through a bank of questions addressed to the students to be able to clear up the concerns and to be clear about the research problem that in this case is the low level of significant learning in the English at Unidad Educativa "Padre Daniel Diez García" in order to obtain the data necessary the same ones that will be analyzed and interpreted to obtain the pertinent conclusions prior to the implementation of the proposal as a solution to the research problem.

3.3.4. Pretest and posttest

In order to establish the current state of the students, field observation and pretest have applied with the aim of having a diagnostic result prior to the execution of the scaffolding proposal as to strengthen oral skills in ninth grade students. At the end of the teaching process posttest is applied in order to know the achievement and the feasibility of using this scaffolding strategy and able to improve the level of the English language in this prestigious academic institution.

3.4. Population and Sample

3.4.1. Population

Population is the group of people who express students' knowledge as a certain definition. Population is defined as a set of individuals constituted in a stable way, linked by reproductive links and identified by essential characteristics: sex, age, marital status, place of birth; the group of people who possess these characteristics is called population or universe.

The population is a set of people or things submitted to a statistical evaluation through sampling. In this process, the capacity of the target population for this project must be measured from Unidad Educativa "Padre Daniel Diez García." The (Ministerio de Educación , 2008), states that "The population is the whole phenomenon to study, where the population units have a common characteristic and which is studied and gives rise to research data" (p.89).

The whole population will represent 1 director, 4 teachers and 40 students who were the volunteer participants in order to apply the surveys and find the main problems as and get possible recommendation to improve the academic needs in this institution.

Table 2.
Population

POPULATION	
Authority	1
Students	40
Teachers	4
TOTAL	**45**

Source: Unidad Educativa "Padre Daniel Diez García"
Elaborated by: Campos, E. (2019)

3.4.2. Sample

In an investigation, it is important to find the sample, to help understand the study phenomenon and answer the research questions that have been raised. (Etikan, Musa, & Alkassim, 2016), those authors state that: "The sample size is not important from a probabilistic perspective because the interest is not to generalize the results to a wider population, but seek the depth of a qualitative approach research" (p.15).

For the analysis of data of every research project, there is necessary to synthesize in many cases, a set of subjects with similar characteristics that are grouped with the sample denomination. The sample includes a part of the people that will be surveyed. The population does not exceed 100 individuals so population does not merit any formula; through spreadsheets, statistical tables and graphs will show the analysis, quantified data that was applied in this preliminary investigation to a solution. Inciting that the population or universe is small, 100% of the population will be taken to carry out the research.

Table 3.
Sample

	POPULATION	TOTAL
Authority	1	2%
Students	40	89%
Teachers	4	9
TOTAL	45	100 %

Source: Unidad Educativa "Padre Daniel Diez García"
Elaborated by: Campos, E. (2019)

3.5. Students' survey

Table 4. Motivational techniques to improve the English language

1. Must teachers apply new motivational techniques to improve the English language learning?

Table 4.

Sample

Code	Category	Frequency	Percentage
	Totally agree	12	30%
	Agree	20	50%
Item	Indifferent	6	15%
1	Disagree	2	5%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Students' survey
Elaborated by: Campos, E. (2019)
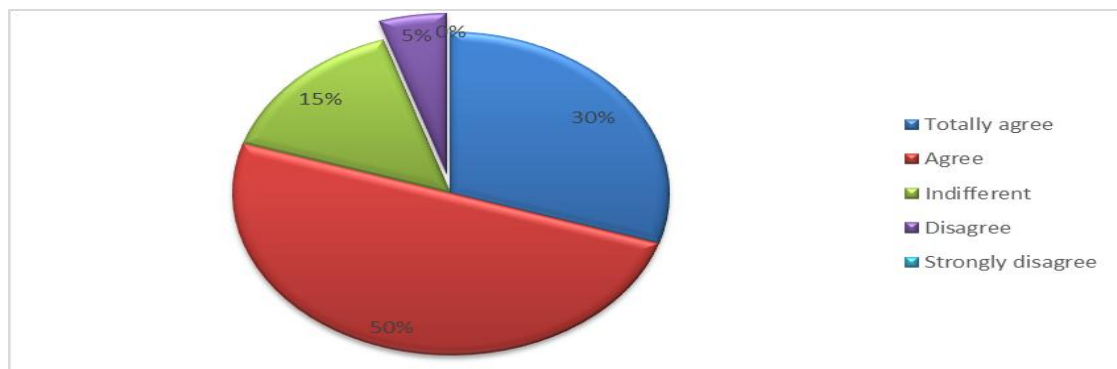
Figure 1. **Motivational techniques to improve the English language**
Source: Students' survey
Elaborated by: Campos, E. (2019)

There are a high percentage of students who agree with the importance of applying motivational techniques at the time of speaking, that refers to 50% of students. However, a percentage has been observed which teachers are still using traditional methods. Making tutors teaching strategy as individual method that let students to study or learn the English languages mechanically and without the guide of the teacher.

Table 5. Active participation to develop communicative skill production

2. Should teachers encourage students to participate actively in order to develop their communicative production?

Table 5.
Sample

Code	Category	Frequency	Percentage
	Totally agree	23	58%
	Agree	12	30%
Item	Indifferent	5	13%
2	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Students' survey
Elaborated by: Campos, E. (2019)
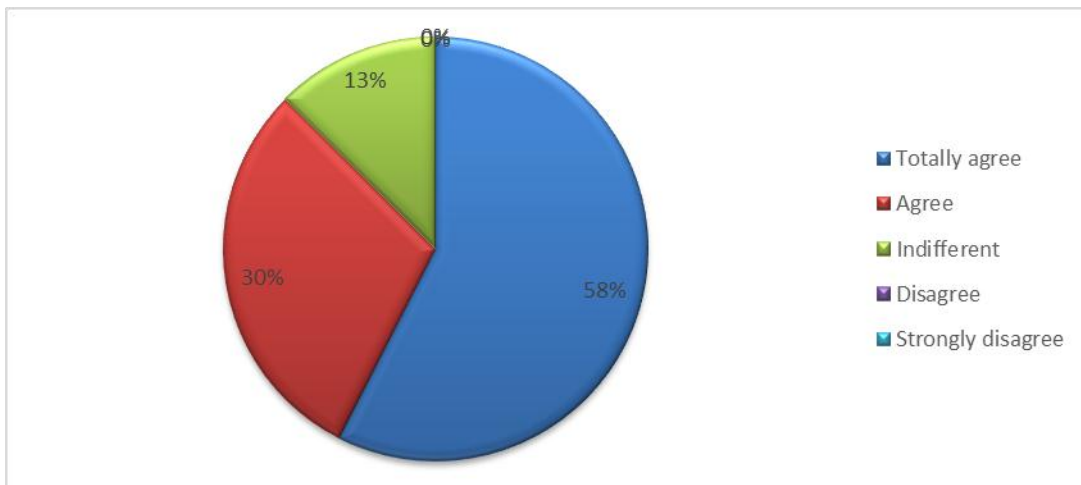
Figure 2. **Active participation to develop communicative skill production**
Source: Students' survey
Elaborated by: Campos, E. (2019)

The results show that 58 percent of surveyed students totally agree teachers promote meaningful learning in the classroom to achieve a better academic level and develop speaking skill in the classroom. Therefore, applying scaffolding teaching techniques might help teachers to provide tools in order to find learners own way to solve the problems in the students' issues faced.

Table 6. Designing Fun Activities to Encourage Students to Speak in Class

3. Do fun activities strengthen the ability to feel free to speak naturally in the classroom?

Table 6.
Sample

Code	Category	Frequency	Percentage
	Totally agree	20	50%
	Agree	14	35%
Item	Indifferent	6	15%
3	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Students' survey
Elaborated by: Campos, E. (2019)
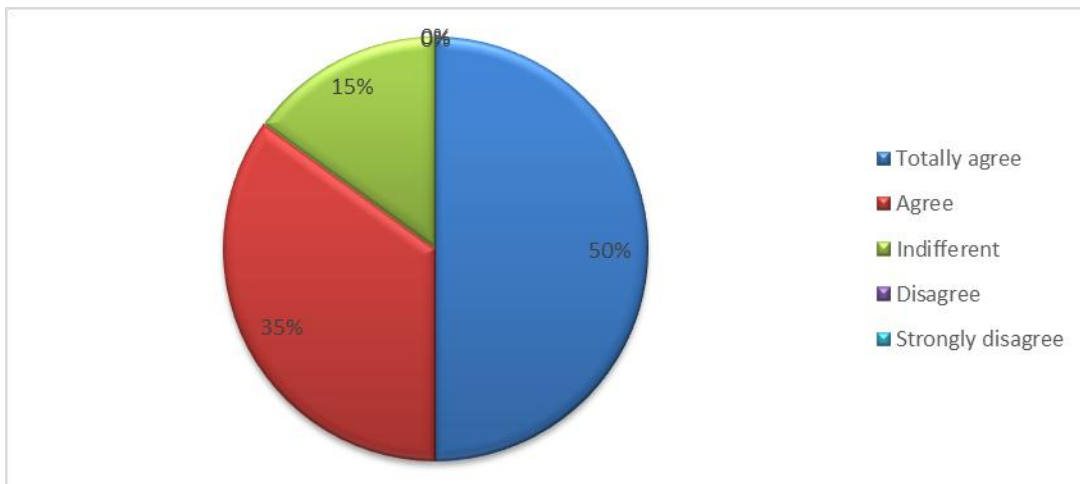
Figure 3. **Designing Fun Activities to Encourage Students to Speak in Class**
Source: Students' survey
Elaborated by: Campos, E. (2019)

The total amount of students, 85 percent, which belong to both; totally agree and agree; stay that teachers must motivate students to speak in class; that refers the important use of scaffolding strategies in students, so students feel comfortable to find the way to organize learners' ideas and produce orally; developing at the same time students' pronunciation and fluency.

Table 7. Training courses to develop scaffolding teaching strategies

4. Must teachers attend in training courses to develop their way of teaching?

Table 7.
Sample

Code	Category	Frequency	Percentage
	Totally agree	28	70%
	Agree	12	30%
Item	Indifferent	0	0%
4	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Students' survey
Elaborated by: Campos, E. (2019)
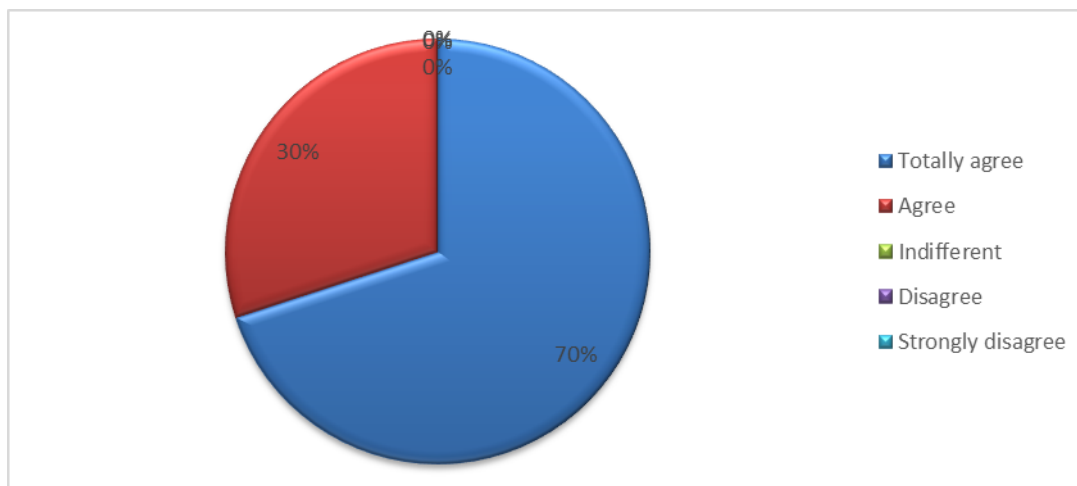
Figure 4. **Training courses to develop scaffolding teaching strategies**
Source: Students' survey
Elaborated by: Campos, E. (2019)

Seventy percent of students affirm the relevance of receiving training courses in English teachers so tutors are capable to guide students through students own learning process. Teachers must get rid of the traditional way of teaching and use other methodological resources such as scaffolding teaching strategies in order to improve students' oral development.

Table 8. Scaffolding Teaching Training to foster communicative skill

5. Do you consider a constant teacher's training is essential to elaborate scaffolding pedagogical resources in order to foster communicative skill?

Table 8.
Sample

Code	Category	Frequency	Percentage
	Totally agree	23	58%
	Agree	12	30%
Item	Indifferent	4	10%
5	Disagree	1	3%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Students' survey
Elaborated by: Campos, E. (2019)
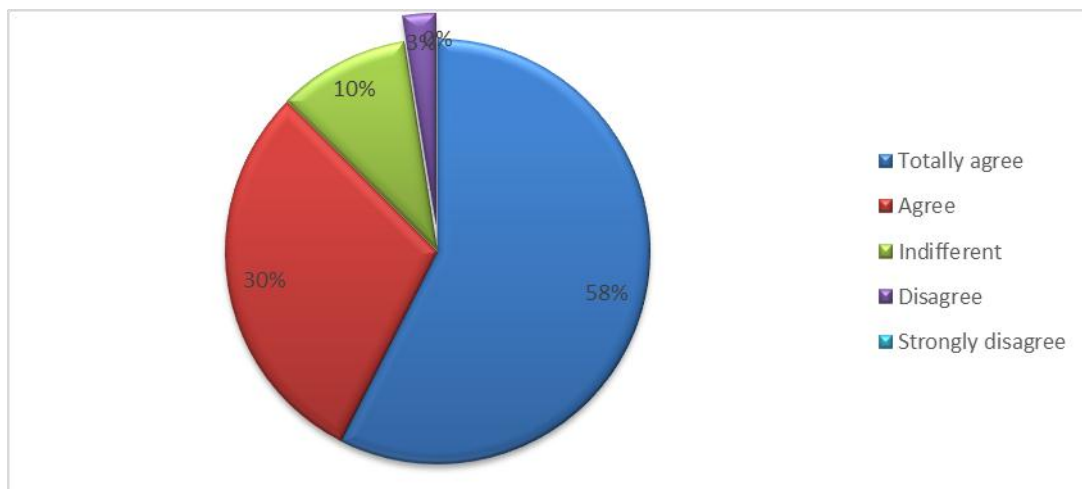
Figure 5. **Scaffolding Teaching Training to foster communicative skill**
Source: Students' survey
Elaborated by: Campos, E. (2019)

Most of the students, this refers to 58 percent who answered totally agree, replied that learning English language is important to communicate around the world; however, it is necessary the help of an adult or more qualified person to enhance students' potential cognitive development. Therefore, a methodology must be applied in order to improve students' oral ability.

Table 9. Fun Activities to Promote Self- Learning in EF Students

6. Must teachers provide fun activities to promote self-learning in students and develop oral comprehension?

Table 9.
Sample

Code	Category	Frequency	Percentage
	Totally agree	34	85%
	Agree	4	10%
Item	Indifferent	2	5%
6	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Students' survey
Elaborated by: Campos, E. (2019)
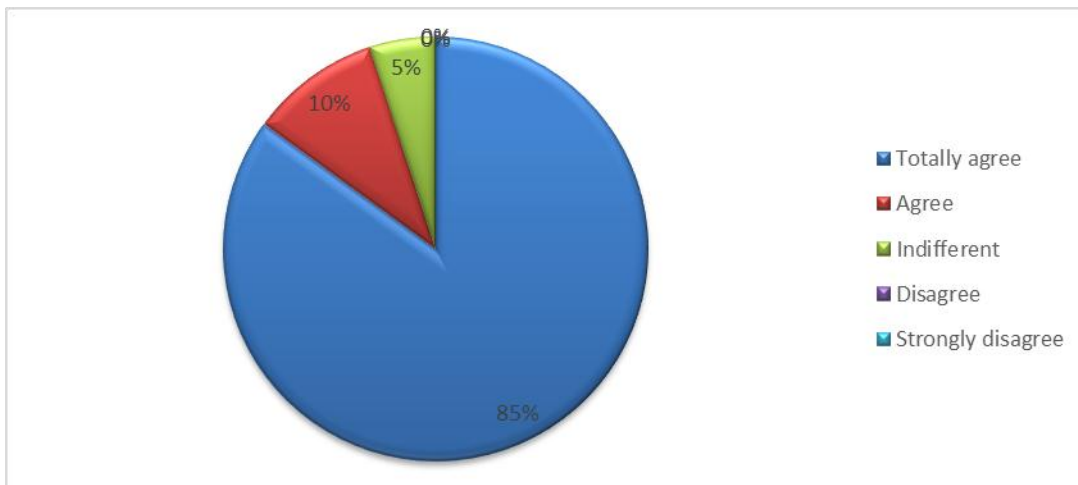
Figure 6. **Fun Activities to Promote Self- Learning in EF Students**
Source: Students' survey
Elaborated by: Campos, E. (2019)

In this sense, scaffolding teaching strategy allows the students to perform a task or achieve a goal, but that would not achieve without the help of a teacher. 85 percent of students are totally agreeing with innovating teaching strategies in order to teach the English language, which is, providing fun activities to develop speaking skills.

Table 10. Enhancing Communicative Skill through Collaborative speaking activities

7. Do you think applying scaffolding strategies through collaborative speaking activities will enhance English communicative ability in students?

Table 10.
Sample

Code	Category	Frequency	Percentage
	Totally agree	40	100%
	Agree	0	0%
Item	Indifferent	0	0%
7	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Students' survey
Elaborated by: Campos, E. (2019)
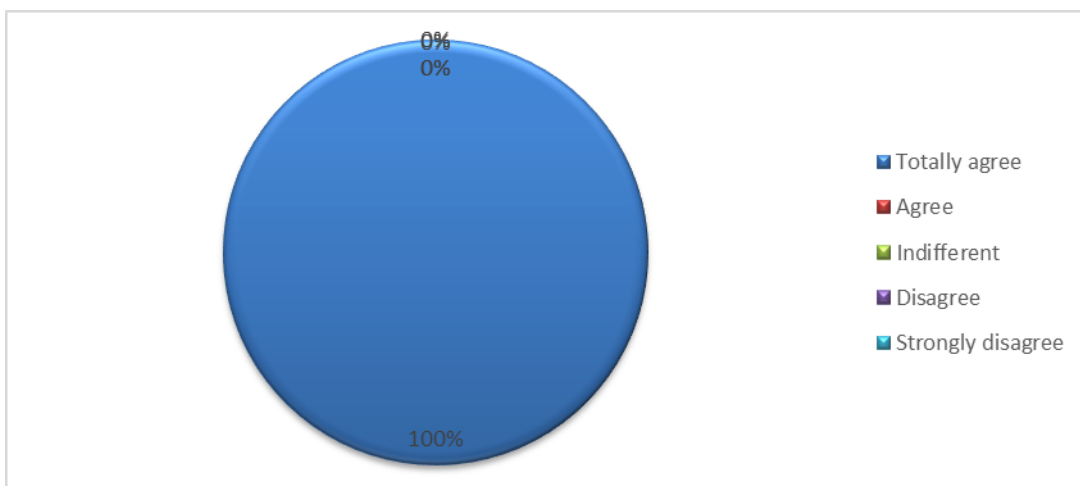
Figure 7. **Enhancing Communicative Skill through Collaborative speaking activities**
Source: Students' survey
Elaborated by: Campos, E. (2019)

In the analysis made to the statement N °. 7 the survey indicates that 100% of students responded totally agree with constant English-speaking practice in the classroom with the use of scaffolding teaching activities. To achieve this, teachers should use structured conversation strategies, such as conversations in pairs or groups.

Table 11. Motivating Students for the development of communicative skills

8. Do you think that teachers are motivated for the development of communicative skills?

Table 11.
Sample

Code	Category	Frequency	Percentage
	Totally agree	20	50%
	Agree	5	13%
Item	Indifferent	2	5%
8	Disagree	13	33%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Students' survey
Elaborated by: Campos, E. (2019)
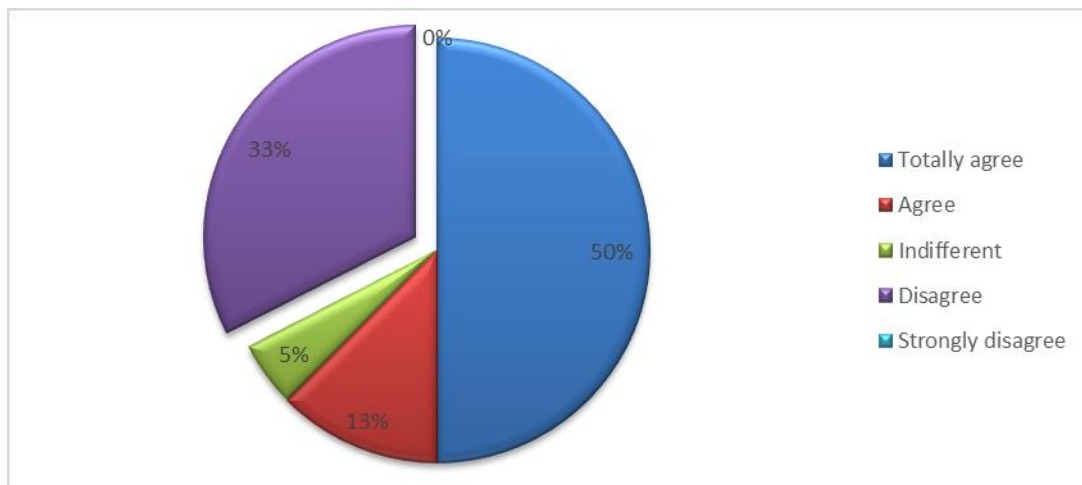
Figure 8. **Motivating Students for the development of communicative skills**
Source: Students' survey
Elaborated by: Campos, E. (2019)

This chart shows there is a low acceptance about teachers' motivation to promote students speaking production in the classroom. The teacher's role consists on stimulating students towards the inter-learning of the English language and students verbal linguistic development among the classmates through the observation as a moderator of student's learning process. Those commentaries were made by the 50 percent of students who answered totally agree in this item inside the survey.

Table 12. Implementing Teaching Techniques to Develop Speaking Skills

9. Do teachers implement teaching techniques to develop oral comprehension and the teaching and learning process?

Table 12.
Sample

Code	Category	Frequency	Percentage
	Totally agree	22	55%
	Agree	5	13%
Item	Indifferent	1	3%
9	Disagree	12	30%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Students' survey
Elaborated by: Campos, E. (2019)
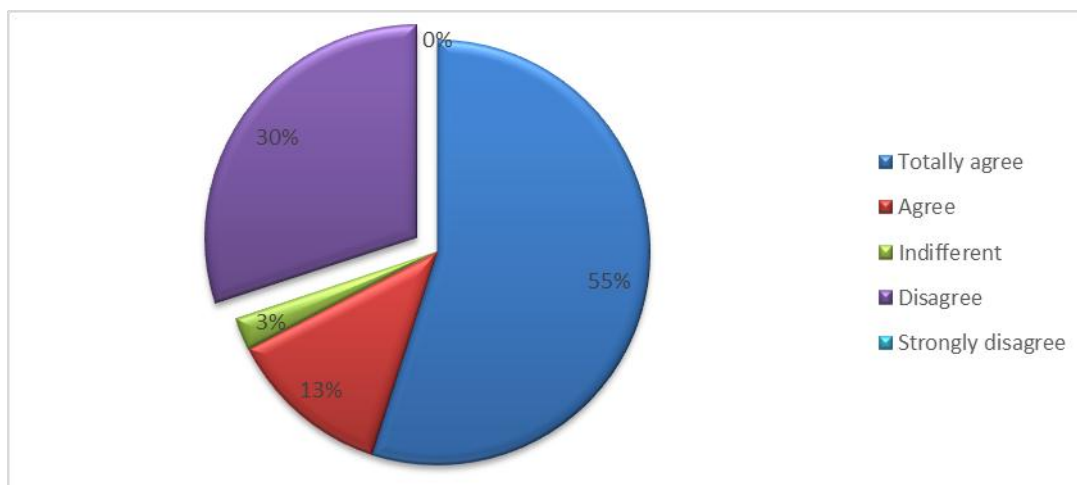
Figure 9. **Implementing Teaching Techniques to Develop Speaking Skills**
Source: Students' survey
Elaborated by: Campos, E. (2019)

In the analysis made to the statement N °. 9 the survey indicates that 30% of students responded disagree that teachers do not commonly use interactive activities to foster speaking skills due to lack of teaching resources to practice in the classroom; other state that recourses applied by teachers are not sufficiently ad frequently used.

Table 13. Developing Speaking Skills to Apply in Real Life Situation

10. Do teachers promote and apply all the necessary tools in order to make students participate in real life situation?

Table 13.
Sample

Code	Category	Frequency	Percentage
	Totally agree	40	100%
	Agree	0	0%
Item	Indifferent	0	0%
10	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Students' survey
Elaborated by: Campos, E. (2019)
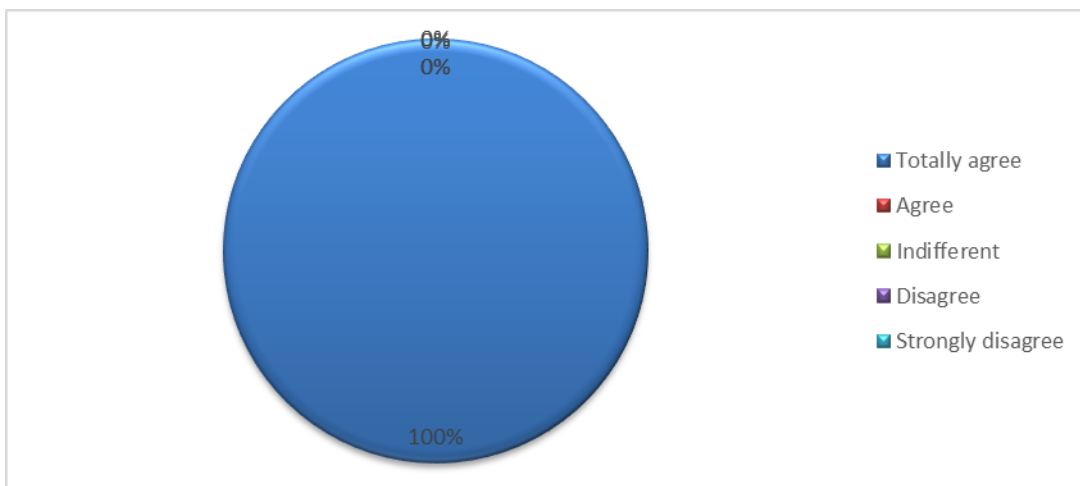
Figure 10. **Developing Speaking Skills to Apply in Real Life Situation**
Source: Students' survey
Elaborated by: Campos, E. (2019)

The results from the survey face that most of the students totally agree the importance of learning the English language acquisition to be part of a competitive society such as practicing the language in real life situations. Teaching learning process becomes more significant and helps students to develop learners' oral expression level in a more enjoyable way.

3.6. Teacher's survey

Table 14. Assessing prior knowledge to know the Students' English level

1. Do you consider important assessing student's knowledge before introducing the new subject?

Table 14.
Sample

Code	Category	Frequency	Percentage
	Totally agree	5	50%
	Agree	5	50%
Item	Indifferent	0	0%
1	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**10**	**100,00%**

Source: Teachers' survey
Elaborated by: Campos, E. (2019)
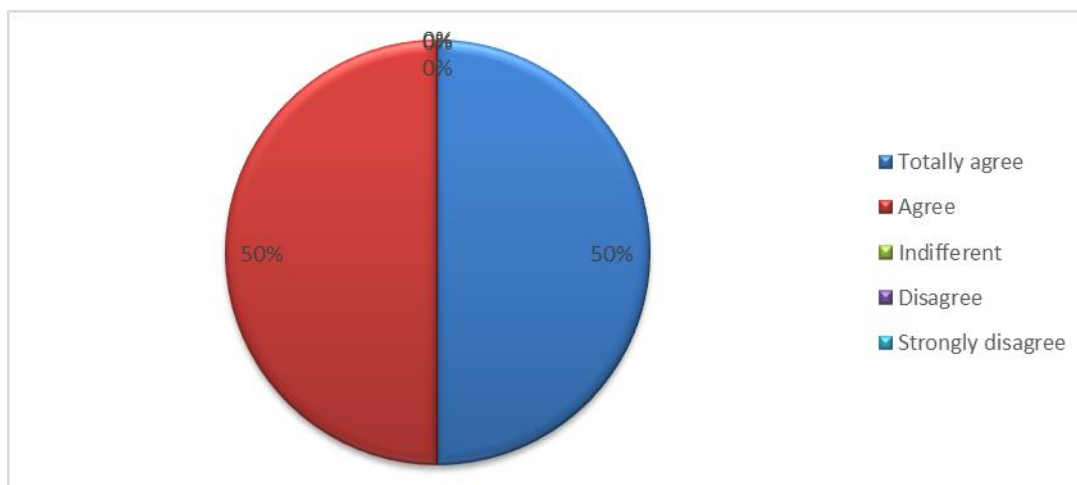
Figure 11. **Assessing prior knowledge to know the Students' English level**
Source: Teachers' survey
Elaborated by: Campos, E. (2019)

The total amount of teachers affirms the relevance of assessing students' knowledge as to know the English level. Teachers must diagnose students' cognitive learning process in order to detect the main problem causing when learning the English language and find some pedagogical resource to perform students' academicals performance. The percent were 50 % to totally agree and the other half, 50% percent were to agree items.

Table 15. Scaffolding Teaching Strategy to Activate Students' Participation

2. Do you consider relevant to apply scaffolding strategies to encourage students to participate actively?

Table 15.
Sample

Code	Category	Frequency	Percentage
	Totally agree	6	60%
	Agree	2	20%
Item	Indifferent	1	10%
2	Disagree	1	10%
	Strongly disagree	0	
	Total	**10**	**100,00%**

Source: Students' survey
Elaborated by: Campos, E. (2019)
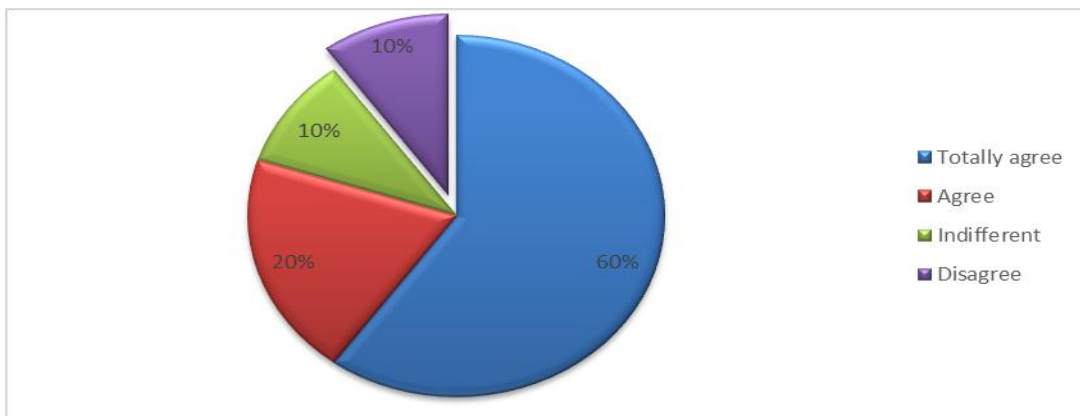
***Figure 12*. Scaffolding Teaching Strategy to Activate Students' Participation**
Source: Teachers' survey
Elaborated by: Campos, E. (2019)

60 percentages of teachers answered in total agreement that with the application of the scaffolding strategy the class would be more active. As a result, there is necessary to use pedagogical material with scaffolding resources to develop students' learning and improve oral comprehension in students.

Table 16. Scaffolding teaching strategy to strengthen students' learning process

3. Do you agree designing teaching resources is important to strengthen teaching and learning quality in students?

Table 16.
Sample

Code	Category	Frequency	Percentage
	Totally agree	16	40%
	Agree	24	60%
Item	Indifferent	0	0%
3	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Teachers' survey
Elaborated by: Campos, E. (2019)
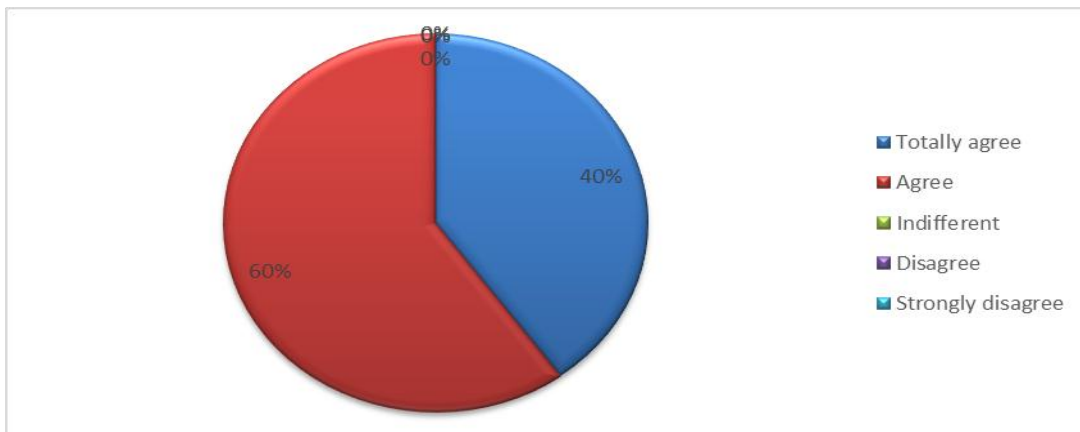
Figure 13. **Scaffolding teaching strategy to strengthen students' learning process**
Source: Teachers' survey
Elaborated by: Campos, E. (2019)

There is a majority of teachers who agree in designing teaching resources strengthen students' learning process, this refers to the 60 percent these activities consist on performing speaking production by using fun activities such as role plays, real life dialogue, among others.

Table 17. Scaffolding Teaching Training to perform English speaking skills

4. Must teachers attend in training courses to diffuse students' meaningful learning?

Table 17.
Sample

Code	Category	Frequency	Percentage
	Totally agree	40	100%
	Agree	0	0%
Item	Indifferent	0	0%
4	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Teachers' survey
Elaborated by: Campos, E. (2019)
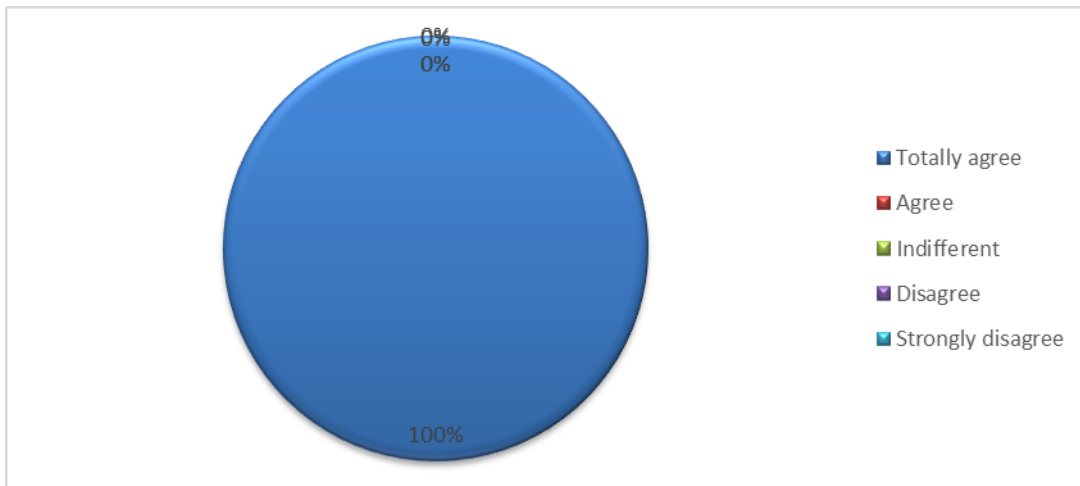
Figure 14. **Scaffolding Teaching Training to perform English speaking skills**
Source: Teachers' survey
Elaborated by: Campos, E. (2019)

Teachers answered totally agree and make the relevance of up-dating teachers' method in order to provide students new teaching techniques to teach speaking skills. The moderating work of the teacher aims to promote scaffolding among peers of higher quality and efficiency, with the aim of encouraging a constructive interaction that allows students to activate learners' zone of proximal development.

Table 18. Enhancing Communicative Skill through Collaborative Learning

5. Do you think applying scaffolding strategies through collaborative speaking activities will enhance English communicative ability in students?

Table 18.
Sample

Code	Category	Frequency	Percentage
	Totally agree	32	80%
	Agree	8	20%
Item	Indifferent	0	0%
5	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Teachers' survey
Elaborated by: Campos, E. (2019)
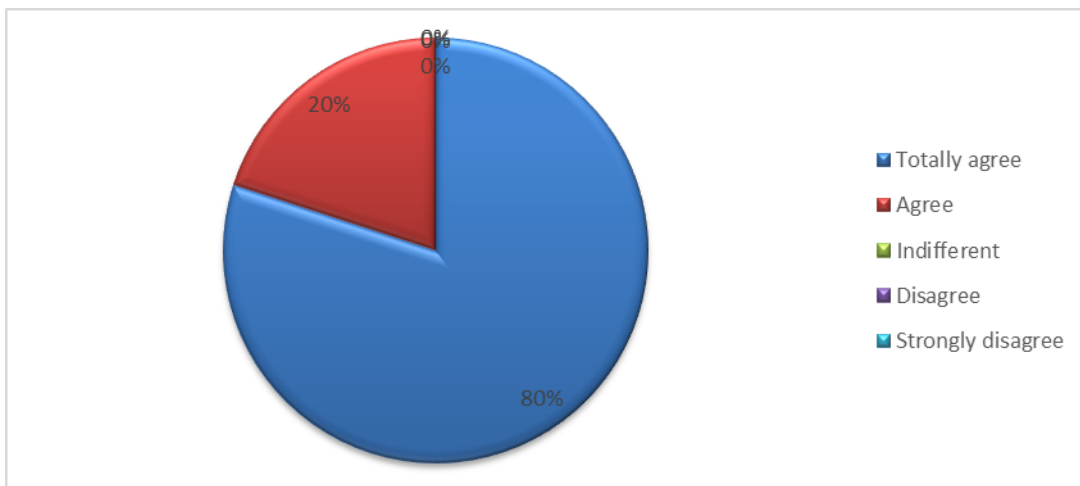
Figure 15. **Enhancing Communicative Skill through Collaborative Learning**
Source: Teachers' survey
Elaborated by: Campos, E. (2019)

The total amount of teachers, 80 percent totally agree applying collaborative learning in students. Teachers affirm working in group make the class more interesting and encourage students to speak in class. Teachers must provide pedagogical tools to guide students towards English speaking production.

Table 19. Fun Activities to Promote Self- Learning in EF Students

6. Must Teachers provide fun activities to promote self-learning in students and develop oral comprehension?

Table 19.
Sample

Code	Category	Frequency	Percentage
	Totally agree	24	60%
	Agree	15	38%
Item	Indifferent	1	3%
6	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Teachers' survey
Elaborated by: Campos, E. (2019)
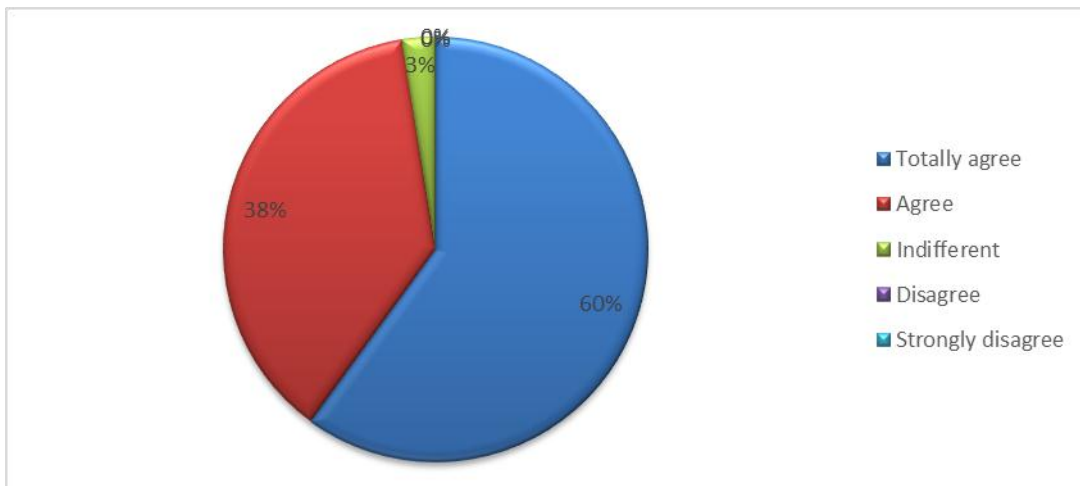
Figure 16. **Fun Activities to Promote Self- Learning in EF Students**
Source: Teachers' survey
Elaborated by: Campos, E. (2019)

In this chart 60 percent of teacher's surveyed state scaffolding teaching strategy allows students to develop English language academic performance; however, it is observed that learners do not have the knowledge about this important strategy as to develop a significant learning process. The 38 percent of teachers also agree in being trained in order to innovating teaching strategies to teach the English language.

Table 20. Fun Speaking Activities to develop Communicative Skill Production

7. Do you agree applying scaffolding strategies with fun speaking activities to develop students' communicative ability in students?

Table 20.
Sample

Code	Category	Frequency	Percentage
	Totally agree	28	70%
	Agree	12	30%
Item	Indifferent	0	0%
7	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Teachers' survey
Elaborated by: Campos, E. (2019)
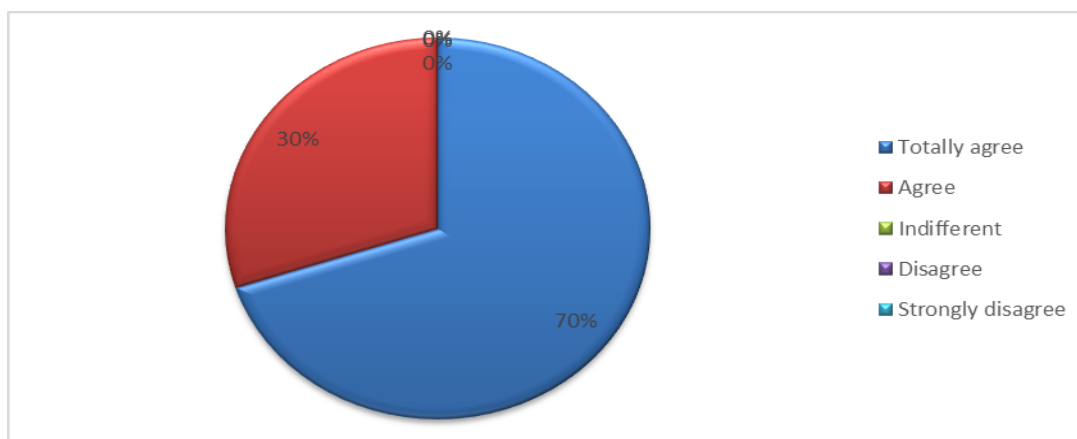
Figure 17. **Fun Speaking Activities to develop Communicative Skill Production**
Source: Teachers' survey
Elaborated by: Campos, E. (2019)

In this statement, it could be seen that 70% of teachers said that teachers totally agree that students prefer learning the English language through fun techniques due to the difficulties students have to learn a second language. That is why Teachers must guide students to build every own knowledge by applying scaffolding teaching strategies for the verbal linguistic improvement.

63

Table 21. The Role of the Teachers in Students' Speaking Skill Development

8. Do you think teachers are considered as a source of motivation for the communicative skill development?

Table 21.
Sample

Code	Category	Frequency	Percentage
	Totally agree	31	78%
	Agree	9	23%
Item	Indifferent	0	0%
8	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Teachers' survey
Elaborated by: Campos, E. (2019)
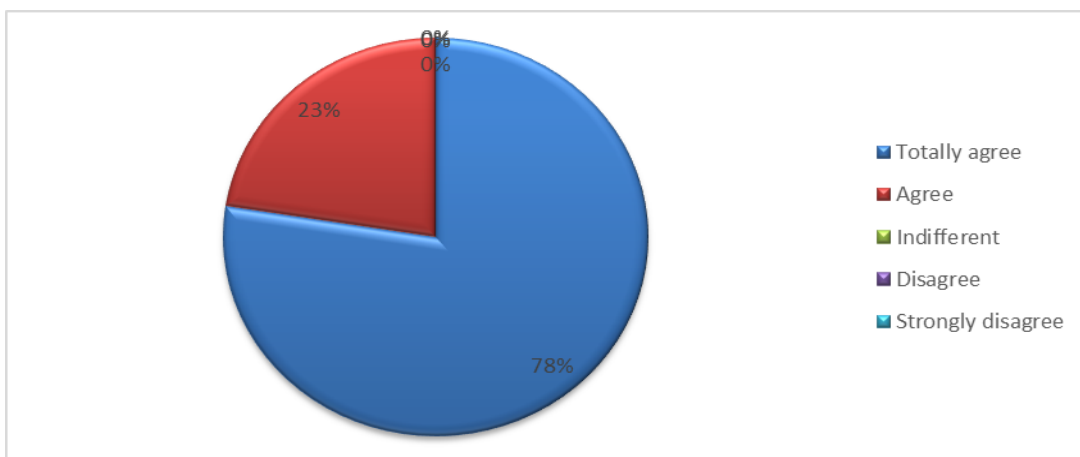
Figure 18. **The Role of the Teachers in Students' Speaking Skill Development**
Source: Teachers' survey
Elaborated by: Campos, E. (2019)

According to the results gotten from teachers surveyed, teachers affirm that most of the students fell eager to learn the English language by using fun activities that help learners to practice students' oral expression in an active way. Teachers must build positive relationship with students in order to make the class fun and interesting and student have the reliability to ask and participate without feeling fear and nervous.

Table 22. Scaffolding Teaching techniques to improve the English language

9. Must teachers implement teaching techniques to develop oral comprehension and the teaching and learning process?

Table 22.
Sample

Code	Category	Frequency	Percentage
	Totally agree	40	100%
	Agree	0	0%
Item	Indifferent	0	0%
9	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Teachers' survey
Elaborated by: Campos, E. (2019)
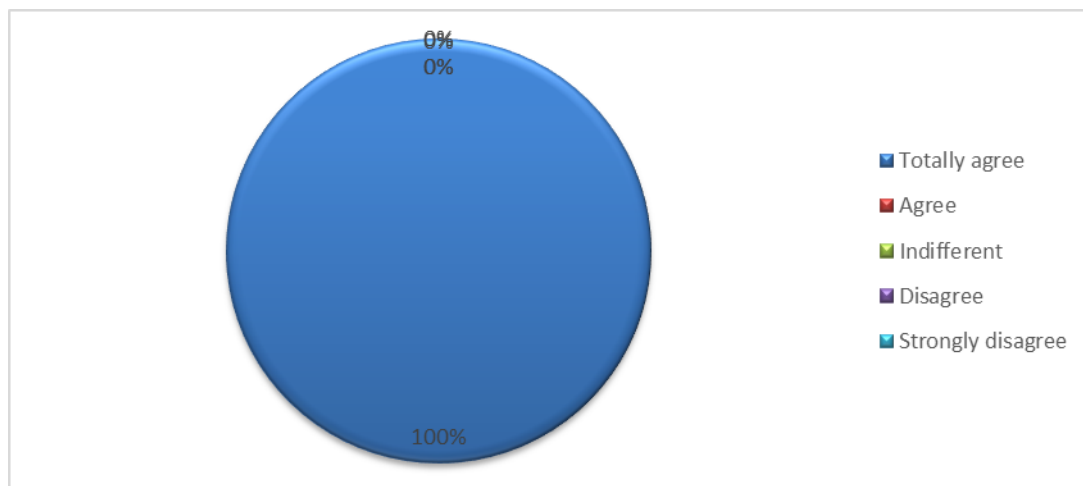
Figure 19. **Scaffolding Teaching techniques to improve the English language**
Source: Teachers' survey
Elaborated by: Campos, E. (2019)

The results in this item indicate that 100% of teachers strongly agree on applying scaffolding teaching techniques as to improve the English language acquisition. It also can be seen the lack of motivational exercises to encourage students to participate in class actively, so students need to be encourage in several ways in order to reach the aim of developing oral expression.

Table 23. Innovating Teachers' Methods in Teaching and Learning Process

10. Must teachers promote and apply all the necessary actions in order to transmit the content and be learned and understood by the student?

Table 23.
Sample

Code	Category	Frequency	Percentage
	Totally agree	40	100%
	Agree	0	0%
Item	Indifferent	0	0%
10	Disagree	0	0%
	Strongly disagree	0	0%
	Total	**40**	**100,00%**

Source: Teachers' survey
Elaborated by: Campos, E. (2019)
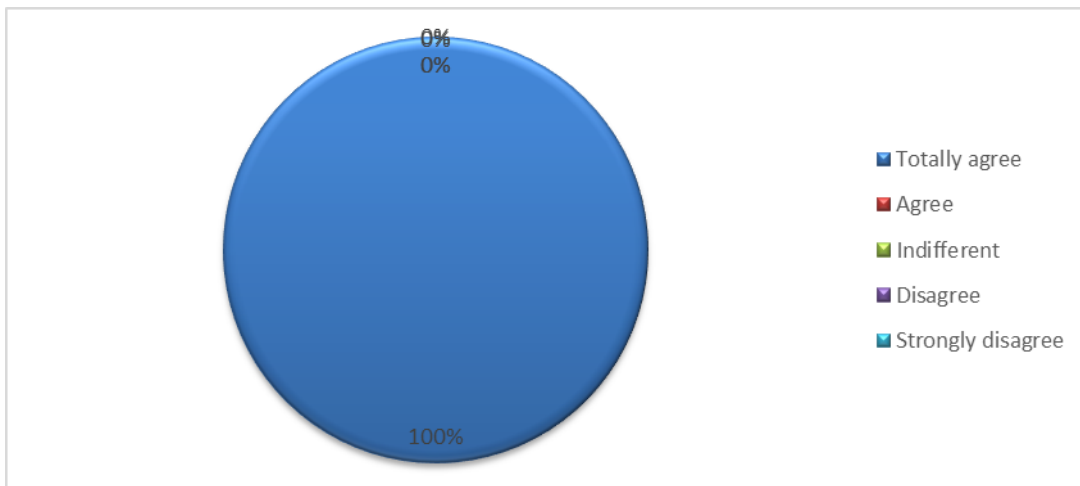
Figure 20. **Innovating Teachers' Methods in Teaching and Learning Process**
Source: Teachers' survey
Elaborated by: Campos, E. (2019)

In this statement, 100% of teachers state the need to change the way of teaching because students are involved with the technology where the information is in everywhere. So teachers must change their methodology in order to encourage students to learn the English language and are able to be part of a competitive society.

3.7. Interview addressed to the School principal

1. Do you think that fostering innovative strategies will improve the English language level and students' academic performance?

The school principal said teachers knew how to apply different methodological strategies, but it is difficult to know if they obtain good results in their students because of the lack of knowledge about using innovative methods. The information presented by the teacher to the student must be prepared to know what and when to present it in a way that can be understood to subsequently solve the problem.

2-Do you think English teachers apply scaffolding teaching strategies to develop speaking skills in their students?

The authority explained that all the teacher has the capacity to apply methods in order to make students understand the class; however, not all the teachers have the knowledge about the meaning of scaffolding and how to use this strategy to make meaningful learning. Designing didactic guide with scaffolding exercise will improve speaking skill and provide useful activities to foster this ability.

3. Do you consider important English teachers must use scaffolding strategies in favor of students?

Yes, because through the application of these strategies, students will get better and greater achievements since students apply a set of procedures and different teaching resources. This cognitive work involved in solving problems helps the students both in the inter-psychological (social) and in the intra-psychological (Individual), and requires the people who learn an active and committed behavior.

4. What would be the main factor for the students to present difficulties at the time of speaking?

The lack of speaking practice and tools to provide students to enhance speaking production or an adequate methodological strategy. Some of the main causes are the absence of significant interactivity that decouples student participation, the use of materials not designed for education and the reinforcement of activities for teaching English, which impacts the student's learning process. The lack of assessments and exercises that allow students to apply the knowledge acquired in varied and challenging ways and improve their oral skills inside and outside the institution.

3.7.1. Analysis and Interpretation of the Interview

The analysis corresponding to the interview addressed to the school principal is detailed, in which he expressed in the lack of teachers' training as to be able to apply the methodological strategies in relation to the scaffolding teaching strategy to improve speaking skills. Students need teachers who can reach learning in a more active and innovative way, through workshops, group work and provide the confidence and security to learn the foreign language.

Students are facing a new culture that involves new ways of seeing and understanding the world around people, which offers new challenges and competences for the learning and integration of the individual in society; leading in turn to the impact on the educational field. Learning the English language requires different playful strategies to optimize students' learning, because not all students find English learning easy to acquire a language and researchers also have a heterogeneity group where the teacher should not only focus on a single student but in analyzing the cases of learning problems of each.

On the other hand, the diversity of students and educational situations that may occur, this issue is advised that teachers work in collaboration with other colleagues and maintain a research attitude in class, observing and reflecting on the teaching action itself and progressively seeking improvements in the actions according to the circumstances

(action research). According to the Director of the school, the main functions that teachers should perform today are the following:

Prepare the classes. Organize and manage mediated learning situations with didactic strategies that consider the realization of learning activities (individual and cooperative) of great didactic potential and that consider the characteristics of the students. Plan courses; know the individual characteristics (knowledge, cognitive and emotional development, interests, experience, history ...) and group (coherence, relationships, affinities, group work experience) of the students in which learners teaching takes place.

Diagnosing the training needs of the group of students to whom the training is directed, taking into account those characteristics and legal and social requirements. Design scaffolding strategies for the teaching and learning of the English language and prepare didactic strategies (series of activities) that include activities for the reinforcement of the oral ability of a motivational, meaningful, collaborative, globalizing and application skills. Students should promote the intended learning and contribute to the personal and social development of the students. And finally route students towards autonomous learning and promote the autonomous use of acquired knowledge, which will increase students' motivation to discover its applicability.

3.8. Pretests and posttests result and analysis

3.8.1. Pretest

In order to know the students' speaking skill level, a test was applied at the beginning of the process with the aim to get the real result and find the problem at the moment of speaking. This test helped the researchers to detect the main cause's student's face when speaking in the class.

The results show the lack of attention teachers have at the moment of correcting mistakes or assessing students. Other main cause is the use of traditional teaching methods imparted by the teachers. On this test, some aspects were evaluated; such as: fluency, pronunciation grammar and use of language.

Table 24.
Pretest

Code	Category	Frequency	Percentage
	Excellent	2	5%
	very good	5	13%
Item	good	5	13%
1	need to improve	28	70%
	Total	**40**	**100,00%**

Source: students' pretest
Elaborated by: Campos, E. (2019)
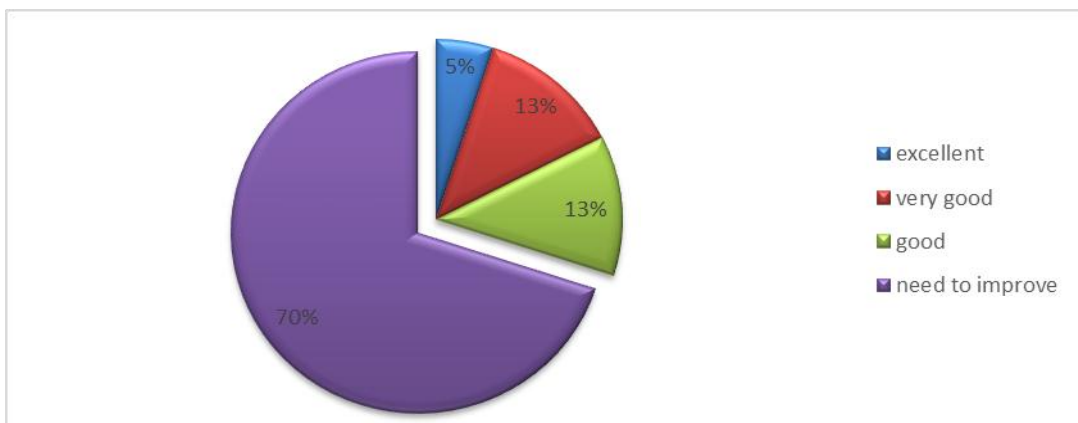
Figure 21. **Pretest**
Source: students' pretest
Elaborated by: Campos, E. (2019)

The results of the pre-test have shown serious students´ weaknesses. 70 percent of students face the need to improve learners speaking English language skill. As a result, teachers need to apply dynamic pedagogical resources, so students feel motivated to learn and practice speaking skill ability inside and outside the classroom.

3.8.2. Post-test

The post-test was assessed after the application of scaffolding teaching strategy to improve speaking skill. The post-test was useful to compare with the previous test and get a feasible result.

Table 25.
Post-test

Code	Category	Frequency	Percentage
	Excellent	23	58%
	very good	10	25%
Item	good	4	10%
1	need to improve	3	8%
	Total	**40**	**100,00%**

Source: students' post-test
Elaborated by: Campos, E. (2019)
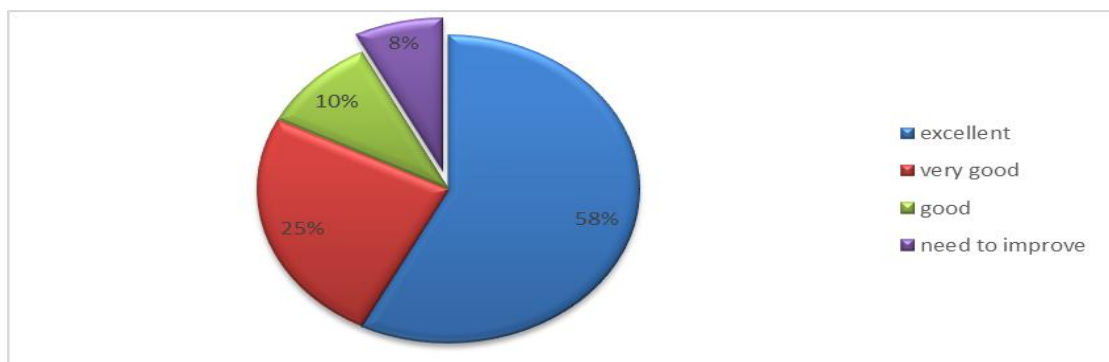
Figure 22. **Post-test**
Source: students' post-test
Elaborated by: Campos, E. (2019)

After the post test was applied, results were tabulated and analyzed. In the chart showed above, the results show a significant number of acceptances about using scaffolding teaching strategies, having at the same time positive results and showing effectiveness. In general, students were able to produce the English language in a better way than before the scaffolding strategies had been applied.

3.9 Preliminary conclusions

Although new changes are affecting positively in Educational System, there are still teachers using traditional and ambiguous teaching methods regarding to developing communicative skill production, so teachers must innovate and find some other different methodological strategies in favor of the teaching and learning process.

Teachers are not prepared to attend speaking skill difficulties. Most students do not like to participate in class orally, so teachers are recommended to use real life conversation and thus motivate students to talk and participate actively in class. Families do not how to make students practice speaking, so teachers must recommend to students to practice the English language by using a didactic guidance with scaffolding teaching strategy in order to reinforce students' previous knowledge and reinforce vocabulary, grammar and fluency. The students consider that teacher supports, facilitates and guide during the speaking process and its understanding. Support is recommended that Teachers make classes some kind of happy, enjoyable and motivational.

The observation also showed that teachers just listen students' speaking without paying attention grammar and pronunciation. Teachers hardly ever promoted opportunities to students participate. This means that teachers do not promote critical thinking in classes. In order to perform a correct scaffolding process, the information must be adapted according to the students' specific needs; so this adaption of information will be necessary to make an assessment or evaluation of the capabilities in order to maximize students' ability to learn. The interaction between educator and apprentice can also occur within the home or even between peer groups. Applying scaffolding teaching strategies through the use of didactic guide students will be able to enhance the ability to speak and teachers provide the necessary tools to lead them construct learners own ideas, find vocabulary meanings and apply towards students' social environment.

CHAPTER IV
PROPOSED PROJECT PLAN

4.1. Title

"Scaffolding teaching strategy to develop communicative skills"

4.2. Objectives (Broad and Specific)

4.2.1. Broad

To apply scaffolding teaching strategy to develop communicative skill in order to develop communicative skills in ninth year students at Unidad Educativa "Padre Daniel Diez García".

4.2.2. Specific

To planning activities that involve all students in the use of the foreign language while interacting with classmates whom they normally have no contact during class.

To develop and propose concrete teaching scaffolding strategies to support students' learning and the strengthening of communication skills

To follow the implementation of the scaffolding strategy in the development of oral skills during the school year at the end of each work unit.

To evaluate constantly the learning process of oral production through scaffolding strategy.

4.3. Content Framework of the Proposal Project Plan

This proposal focuses on the development of communicative skill, one of the language activities proposed by the Common European Framework of Reference for Languages (CEF or CEFR). This type of language activity is considered as the greatest importance, since it implies to alternate the roles of speaker and listener of the students with one or more partners, in order to jointly construct the conversation, negotiating meanings and following a principle of cooperation. The proposal takes into account the characteristics of the scaffolding provided for learning, which make the proposal the ideal intervention for the development of this thesis.

Focusing on the objectives of the Foreign Language area, the intervention is designed to develop the following area objectives:

1. To listen and understand messages in varied verbal interactions, using the information transmitted to perform various specific tasks related to their experience.

2. To express and interact orally in simple and usual situations that have a known content and development by using verbal and nonverbal procedures and adopting a respectful and cooperative attitude.

4.3.1. Student's Learning Objectives

At the end of applying scaffolding teaching strategy to develop communicative skills, students will have acquired the following learning goals:

To guess a profession with a short description of what each person does.

To develop Yes/ No questions to their classmates, so students can guess the profession they have chosen.

To make simple sentences with information related to a previously chosen profession.

To ask and answer the classmates as to get the information they have on each card about a famous person (name, date and place of birth, and profession).

To put into practice, the vocabulary about (professions) in a contextualized way.

To present a judgment about students' own performance during the sessions in order to help them reinforce what they have learned.

To provide feedback and suggestions for improvement on teacher performance at the end of the sessions.

Basic competences: This intervention is designed to help develop the following basic competences:

Competence in linguistic communication: Because its main objective is to promote communication in students' foreign language through activities.

Social competence is required in order to apply a set of activities to more than one student so they must respect their classmates' speech turns and collaborate with whom do not usually practice in the class.

Competence for learning to learn, due to the evaluation approach for the English learning, a small joint reflection about activities and learning derived from that reflection is proposed, thus contributing to the development of this competence.

Figure 23. **Proposal Cover**
Source: (Teach Hub, 2016)

Learning Content

"Scaffolding Teaching Strategy to Develop Communicative Skills"

Topic:

Professions and Occupations

To develop progressive complexity listening and understanding oral messages students must follow teaching scaffolding strategies, such as simple oral interactions to develop conversation between classmates and get specific information. There are some speaking activities such as interviewing famous people with progressive autonomy, efficiency and complexity of the expressions used. The Production of oral texts with progressive autonomy, efficiency and complexity based on models provided by the teacher, and linguistic structures worked in class (questions as to get information about a person), will show students' interests to express themselves orally individual as well as in group.

Figure 24. **Profession & Occupations**
Source: (7 Esl, 2018)

Objectives: To help build students' vocabulary and help learners prepare for the future by teaching about jobs and occupations in fields such as business, public service, industrial/construction, customer service, skilled services, health services, arts and entertainment, education.

Table 26.

Activity 1

Activity Time: (5-10 minutes)	Materials: Whiteboard and small ball
Step sequence **Group work**	The teacher will contextualize the activity by relating that activity to what has already been done on the subject about the professions. Writing some sentences on the board so that students can relate to different professions: Examples: *A…is someone who works in a hospital.* *A…is someone who puts out fires* *A…is someone who works at a store….*
Procedure	A small rag ball or doll will be used to show the turn each student read a sentence and answer by using the vocabulary "professions". Students read the sentence and try to relate the information expressed with the vocabulary about "professions" which learners already know. The student who reads and answers first is in charge of choosing the person who is the next student to answer by throwing the ball and so on.
Skills	Writing and speaking
Teacher's role	• Teacher as a motivator • Teacher as facilitator of learning and communication • Teacher as an observer • Teacher monitors the activity

Elaborated by: Campos, E. (2019)

Guess my job

Figure 25. **Figure Guess my job**
Source: (PBS, 2018)

Figure 26. **Figure Guess my job activity**
Source: (Signup Genius, 2015)

Table 27.

Activity 2

Activity time: ''Guess my job'' (25-30 min)	Materials: 5 envelopes with cards & Worksheet
Step Sequence **Group of 5**	Once the first activity is finished, the teacher will start to relate that activity to the new activity: "*Well, once we have already reminded some of the occupations and jobs…*" First, teachers will organize students in groups of 4 or 5 members by assigning a number from 1 to 5 to the students and indicating that all students with the number 1 will be group 1, and so on until 5. Once students are ready in the groups, learners will explain the activity. One student from each group will choose a card from the envelope and will not be able to show the card to classmates, students must ask questions in turn, which can be answered with "Yes / No", in order to guess the profession that appears in the card. The students who answer correctly will be the next to choose a card. Students must use familiar vocabulary and expressions about professions (uniform, work full time, etc.), **(See Worksheet 1).**
Procedure	A member of the groups will demonstrate the activity. During the activity the teacher will pass between the groups to try to listen to all the students and verify that they understand and follow the activity Students will have to predict the profession that appears on each card taking into account the answers students get from the group member who has the card. One Student will also have to prepare the questions so that the other student with the card can answer that question.
Scaffolding strategy	During this activity one of the scaffolding strategies is modeling it, so the activity would be as an example for all groups, therefore if any difficulty arises for any member of a group, the activity could be solved through peer scaffolding strategy.
Skills	Speaking interaction
Teacher's role	Teacher as a motivator // Teacher as an observer Teacher monitors the activity // Teacher as facilitator of learning and communication.

Elaborated by: Campos, E. (2019)

Worksheet 1. Playing with Vocabulary Cards

Table 28.
Worksheet 1 Playing with Vocabulary Cards

Nurse	Doctor	Writer	Actor
Actress	Waiter	Teacher	Secretary
TV presenter	Journalist	Policeman/ Policewoman	Fire Fighter
Taxi driver	Builder	Chef	Pilot
Singer	Artist	Shop Assistant	Farmer
Hair dresser	Architect	Gardener	Photographer
Scientist	Lawyer	Cleaner	Designer

Elaborated by: Campos, E. (2019)

Social Dramatization

To strengthen the learning process in the students of ninth grade about the topic mentioned above, the same as Jobs and Professions; proceeded to perform a dramatization on the students. Following the past activity, an activity in which students had to disguise themselves as some profession, the researcher of the present investigation performed an adaptation of this activity in which students were asked not only to dress up in different professions, but also to act and personify as those professions. Among the professions that were asked of the students who personify were: Bakers, cooks, chefs, restaurant managers, journalists, and clients among other professions. The role of the teacher, who directs this drive, will be to monitor the activity in order to incentivize autonomy and independence within oral production in students.

The response after the students had performed this classroom activity was highly positive, not only for performing a new and novel activation for learners, but students acquired a knowledge of the same that learners were able to execute in real life in an active and dynamic way. In this way, this activity was observed that students had internalized and acquired knowledge of the professions in a permanent way, and from the comments made by the students, that knowledge would remain perpetually in personal and academic experiences.

Figure 27. **Scaffolding Applied in the classroom**
 Elaborated by: Campos, E. (2019)

Table 29
Activity 3

Activity time: (20 minutes)	Materials: Costumes and items
Step sequence **Group work**	At the beginning of the class the teacher will remember the last activity in order to activate students' previous knowledge, to ask students to read the sentences to classmates and students can guess the profession the other classmates have chosen. Then, students had to dress like: Bakers, chef, journalists, clients, restaurant manager, among other professions **(See Figure 27)**. Then the researcher state a situation in which every student must participate. For this activity, it could be formed groups of five students. Teacher could give some items to students in order to improve their performances (Helmets, calculators, glasses, aprons, etc). Students will be encouraged to participate and they would be motivated to speak to their classmates according with their roles.
Procedure	Students have to listen to classmates and try to guess the profession students are describing and performing.
Scaffolding	One of the most useful teaching scaffolding strategies for this activity would be the activation of previous knowledge, as can be seen in the example of the sequence of steps. The teacher will monitor the activity encouraging the students speaking skills.
Skills	Speaking skill development
Teacher's role	Teacher as a motivator // Teacher as an observer Teacher monitors the activity // Teacher as facilitator of learning and communication

Elaborated by: Campos, E. (2019)

Topic: Talking about famous people

Figure 28. **Famous People**
Source: (Cubasi, 2015) (CDNE, 2015)

Learning a new language is an excellent way to integrate, motivate and give quality time. Apart from being games so fun, games reduce stress, increase agility, mental ability and also give the opportunity to improve the way of speaking. Without realizing that positive factors which everyone will be learning. Through games it is possible to practice and develop the English language acquisition. Moreover, games are the best way to learn English which inspiration, motivation and fun are linked to learning.

This activity about famous people is a strategic pedagogical resource for teachers in English language learning. This activity is attractive and versatile because that game can be used both at low and high levels, for adults and children, to speak and write, to practice the indicative as the subjunctive and be used only as complementing other materials, etc. In this activity students will find a whole series of ideas that others useful for the development of oral comprehension

Objective: Provide students with meaningful experiences through scaffolding teaching strategy to develop speaking skill.

To practice the yes / no questions (yes / no questions) and the informative questions (wh- words).

Table 30

Activity 4

Activity time: (10 minutes)	Materials: Presentation with pictures, worksheet and whiteboard
Step sequence **Work in pairs**	The teacher will contextualize the following activity relating to the previous one, based on the same topic about professions and occupations, but this time student will talk about the pictures about occupation people used to have. The teacher will show figures to students with faces of famous people. Students will work in pairs. Worksheet 2 will be used so that orally, students try to guess who the famous person is, what their occupation was, why their fame among other things. It is not necessary for students to know, since the activity focuses on producing the English language using the scaffolding to predict in pairs. **(See Worksheet 2).** It is suggested to use the structure in sentences such as: *'I think she is …'* or *'I think that person worked as a singer'*. The tutor, as a guide, will moderate the exchange of information among students according to correct answers.
Procedure	Students will prepare a series of answers for the question *"What did famous person do?"* Taking into account what appears in each image. In addition, students must agree on those responses with partners if at any time it is not the same.
Scaffolding	Scaffolding strategy during this activity can be Peer Scaffolding, Predicting, Electing Scaffolding
Skills	Speaking skill development
Teacher's role	Teacher as a motivator // Teacher as an observer Teacher monitors the activity // Teacher as facilitator of learning and communication
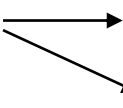
Elaborated by: Campos, E. (2019)

Worksheet 2. To find the pictures and guess what they did?

Table 31

Worksheet 2. To find the pictures

Name: _____

What did they do? ——————→ I think he/she was…/I think they were...

He/she worked as a… / they worked as ……

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

I. _____

J. _____

Table 32

Activity 5

Activity time: (15 minutes)	**Materials:** Cards provided by the teacher and computer with internet access. Worksheet
Step sequence	For the next activity the teacher will use the Worksheet 3 to explain what students have to do. *"Can everyone see what's in the whiteboard? It's like a card, but with information about an historical famous person, do you know her? ...Do you know who he is? ...Yes that's right it's Michael Jackson, and in the card we have some information about him, What kind of information is it? (to the students).* *And now you have to do a similar card, first choose a famous person, whoever you want...and look up in the internet for the same information as in Michael Jackson's card, as well as some*
Type of work Individual	*interesting information about that person" "Any doubts?...Yes you can choose any person you want dead or alive it doesn't matter"* Teacher will distribute a file **(See Worksheet 3)** to each student in order to complete that information, for this investigation students could have made that research at home (Websites or books). Teacher will remind the students the importance to bring the information already finished for the next session since students will work with cards. If there is time to start looking for information, the teacher will monitor the activity and pay attention the type of websites they visit
Scaffolding Skills	The students elaborate a card with the information that learners look for in Internet. Speaking skills
Teacher's role	Teacher as a motivator // Teacher as an observer Teacher monitors the activity // Teacher as facilitator of learning and communication

Elaborated by: Campos, E. (2019)

Worksheet 3. Find and complete the information

Table 33

Worksheet 3. Find and complete the information

Name:	**Picture**
Birthplace	
Date of birth	
Occupation	
Interesting information	

Elaborated by: Campos, E. (2019)

***Figure 29.* Michael Jackson' Photo**
Source: (Google Images, 2019)

Table 34

Activity 6

Activity time: Who are you? (15 minutes)	Materials: Cards elaborated by the students to complete with the information. Worksheets
Step sequence **Group work** **Procedure**	First of all, a warm-up should be carried out by the tutor with respect to the topics of the previous class; Famous people and occupations. Then, a group of 4 or 5 students will be formed. In each group, the students will present the research on the famous person whom they chose, but when doing so, the students must present the information as their own. The suggested sentence structure could be: '*Hi, I'm John Lennon, I'm from Liverpool-England; I am famous for having been a musician belonging to the band THE BEATLES ..... ''*. The important thing is that students, through topics that interest them, can produce the English language in a natural way. The tutor should monitor oral production in students, correcting in a way that does not stop the flow of communicative skill in students. Students must use their Famous people card **(See Worksheet 4).** Students who ask in the English classroom will use questions they already know and listen to the classmate they are interviewing in order to write down the information they provide. Students who respond will have to be attentive to the question they are asking to answer correctly.
Scaffolding strategy	During the monitoring activity, the teacher must be able to provide scaffolding resources to those students who need the scaffolding most; peer scaffolding can be very useful for those students and students who find difficult to express orally in English.
Skill	Speaking skills Teacher as a motivator // Teacher as an observer
Teachers' role	Teacher monitors the activity // Teacher as facilitator of learning and communication

Elaborated by: Campos, E. (2019)

Worksheet 4. Complete the chart

Table 35

Worksheet 4. Find and complete the information

	Picture
Name: John Lennon	
Birthplace: Liver pool	
Date of birth: October 9th, 1940	
Occupation: Singer, guitar and piano player, music composer, idealist, pacifist.	
Interesting information Famed singer-songwriter John Lennon founded the Beatles, a band that impacted the popular rock music.	*Figure 30.* **John Lennon' Photo** **Source:** (Diario Correo, 2018)

Elaborated by: Campos, E. (2019)

Table 36

Activity 7

Activity time: Interviewing (15 minutes)	Materials: Cards elaborated by the students to complete with the information. Worksheets
Step sequence Group work	Immediately after the end of *Activity 6*, it is suggested to carry out the present activity. Students will form groups of 4 students (different group members in the previous activity). They will use Worksheet 5, in that format the students will interview 4 different famous people to their previous group. The suggested questions could be: *What is your name? What is your profession? What is your birthplace?* Among others questions. In this entertaining way, the entire class will exchange the required information. So, information will be socialized and oral production will be encouraged in students. Also intrinsically; Students will improve their self-esteem and confidence in producing the language with their classmates. **(See Worksheet 5).**
Procedure	Students who ask in the English classroom will use questions they already know and listen to the classmate they are interviewing in order to write down the information they provide. Students who respond will have to be attentive to the question they are asking to answer correctly.
Scaffolding strategy	During the monitoring activity, the teacher must be able to provide scaffolding resources to those students who need the scaffolding most; peer scaffolding can be very useful for those students and students who find difficult to express orally in English.
Skill	Speaking skills Teacher as a motivator // Teacher as an observer
Teachers' role	Teacher monitors the activity // Teacher as facilitator of learning and communication

Elaborated by: Campos, E. (2019)

Worksheet 5. Find the classmates who have the information and complete

Table 37

Worksheet 5. Find the classmates who have the information and complete

1	Name: Birthplace Date of birth Occupation Interesting information
2	Name: Birthplace Date of birth Occupation Interesting information
3	Name: Birthplace Date of birth Occupation Interesting information
4	Name: Birthplace Date of birth Occupation Interesting information

Elaborated by: Campos, E. (2019)

Topic: Role Play

Table 38

Activity 8

Activity time (5-10 minutes)	Materials: Whiteboard, Cards, Worksheet
Step sequence **Type of work Group**	For this game learners will have to prepare in advance the cards of each role. The game basically consists of talking, for a certain time, about the issues that students have on the card that has touched. The funny thing is that others will try to talk about the issues of card, at the same time that students try to talk about the issues of those issues ... so that a pretty funny situation will occur. The pedagogical role play linked to teaching and learning is established as an instrument of intervention, development and training for all professionals working with groups in the areas of health, teaching and social area, where new learning is requested roles, representations and therefore of new situations.
Procedure	Before starting the game, teachers can teach students simple structures and phrases in English to interact with other people in a group such as, *Oh really! I agree! Yeah Right, Still Listen, well Let's see*, Students will remember or ask the necessary questions to obtain a specific type of personal information. Some ideas for cards can be used to activate students' prior knowledge. **(See Worksheet 6).**
Scaffolding	For this activity the teacher will activate students' previous knowledge as to get questions students need to remember in order to perform the following activity.
Skills	Speaking skills
Teachers' role	Teacher as a motivator // Teacher as an observer Teacher monitors the activity // Teacher as facilitator of learning and communication

Elaborated by: Campos, E. (2019)

Worksheet 6. Read and prepare a dialogue with their partner

Table 39

Worksheet 6. Read and prepare a dialogue with their partner

Role Card A (Speaker): *Prepare to participate in a 3 minute conversation. Try to talk about the following topics:* - *A problem at school/work* - *Something you did at the weekend*	Role Card A (Speaker): *Prepare to participate in a 3 minute conversation. Try to talk about the following topics:* - *Something you hate* - *Somebody you met recently*
Role Card A (Speaker): *Prepare to participate in a 3 minute conversation. Try to talk about the following topics:* - *Somewhere would like to go on holiday* - *A member of your family*	Role Card A (Speaker): *Prepare to participate in a 3 minute conversation. Try to talk about the following topics:* - *Football* - *Something you bought recently*

Source: (Vamos Creciendo, 2016)
Elaborated by: Campos, E. (2019)

Figure 31. **Teaching English**
Source: (Teaching English, 2015)

Topic: Travel Role Plays

Objective: The aforementioned objective is achieved not only in those who represent the roles, but in the whole group that acts as a participant observer for students understanding of the process. The actors convey to the group the feeling of living the event as if that event were in reality.

Table 40

Activity 9

Activity time: (15 – 20 minutes)	Materials: whiteboard, Cards
Step sequence	Role-play is a group dynamics technique. Role-play consists of two or more people representing a specific situation or case of real life, acting according to the role assigned to students and in such a way that activity becomes more vivid and authentic. This activity can help learners to know the attitudes that students have before certain situations and how learners influence in work and life routines, to analyze certain tensions that arise in the group process, to adequately adapt the tolerance to stress. To assess the assumable nervousness as a positive aspect to achieve our goals. This activity allows students to experience new behaviors in a climate of limited risk since that event is not a real situation and students have previously established rules that allow learners to assume the role play.
Type of work Group	
Procedure	Participants realize what students do, how students do that activity and the consequences of students' behaviors. Students identify different ways of reacting and learners respective degree of effectiveness. This activity can be done in pairs. Students should use **Worksheet 7**. Students should follow the instructions given on the cards, but they can improvise with their own experiences.
Scaffolding	For this activity the teacher will activate students' previous knowledge about Travel Role-plays, as to get questions students need to remember in order to perform the following activity.
Skills	Speaking skills
Teachers' role	Teacher as a motivator // Teacher as an observer
	Teacher monitors the activity //
	Teacher as facilitator of learning and communication

Elaborated by: Campos, E. (2019)

Worksheet 7: Travel Role Plays

TRAVEL ROLE PLAYS

1. Start talking about what the role-play says.
2. Make sure you use connectors and linking words or phrases: *although*, *in spite of*, *on the contrary*, etc...
3. Once your have talked about what the cards say, connect them with the related topic. Make sure you include the most relevant <u>vocabulary</u> related with the topic
4. Try to use grammar structures appropriate to your level.
5. You may use examples from your personal experience to make it sound more realistic. I remember once when I .... / This reminds me of....

Student A: You are a passenger on flight BA 1722 from San Francisco. You've just landed at London Gatwick Airport and your luggage hasn't arrived, so you go to Lost Luggage to report it. B works at the Lost Luggage counter. Talk to him/her and demand a prompt solution and claim for compensation.

Student B: You work at the Lost Luggage counter at London Gatwick airport. A's luggage hasn't arrived. Ask for the flight number and where he/she comes from. Explain the situation. Try to find and solution. Be polite and understanding within reason.

Student A: You booked a holiday in a paradixe island with your partner but, in fact, it turned out to be terrible. When you get back you are very disappointed and you return to the travel agent's to complain about their organization. (type of accommodation, room, food, facilities, excursions, etc) Ask for any kind of compensation.

Student B: You work at a travel agent's. Some customers are visiting you due to a problem they have had during their holidays. Convince them that they paid for what was offered and the conditions of the journey were as previously accorded.

Student A: You want to take two weeks holiday with your young family. (wife, boy of 9 and girl of 5) You have a tight budget but you would like a hotel in a sunny place with activities and food for children plus a baby sitter. You are also interested in renting a car to do a bit of sightseeing.

Student B: You work in a travel agency that has a good reputation for finding good holidays for families. Your customer has various demands which you will have to try and arrange within a budget.

Figure 32. **Travel activity figures**
Source: (PD Group, 2018)

Topic: Let's talk about you and me!
Board Game

Objective: To develop students' oral communication through fun activities in order to get students' participation in the classroom

Table 41

Activity 10

Activity time: (15 – 20 minutes)	Materials: whiteboard, Cards , dice &
Step sequence	This is a board game for the English class and A1 level students to practice grammar structures and present and past tenses in the classroom. The activity has 12 questions with an image and a question, this type of game has the objective of potentiating the fluency of spoken language through questions asked by the player where learners' competitors must answer according to time and structures for example What kind of movie did person see yesterday? What is students' favorite sport?
Procedure	Use a die and move on the board. The first to land on finish is the winner. After taking about the topic of the square students have landed on learners should be asked at last one follow up question so that students talk for 30 seconds or one minute. **(See Worksheet 8)**
Scaffolding	The use of this pedagogical resource allows students to perform learners speaking skills. Game board as scaffolding teaching strategy facilitates students' English learning process.
Skills **Skills**	Speaking skills
Teachers' role	Teacher as a motivator // Teacher as an observer Teacher monitors the activity // Teacher as facilitator of learning and communication

Elaborated by: Campos, E. (2019)

Worksheet 8. Game board

Start	Talk about your family	Talk about your hobbies	Move to square 6	Talk about your house or flat

Talk about the city or country where you live	Talk about your favorite music	Miss a turn	Choose a classmate and ask any question	Talk about studying English

Go back to square 8	Talk about something you do not like to do	Move to square 10	Talk about something you like to read	Talk about what you want to do after class

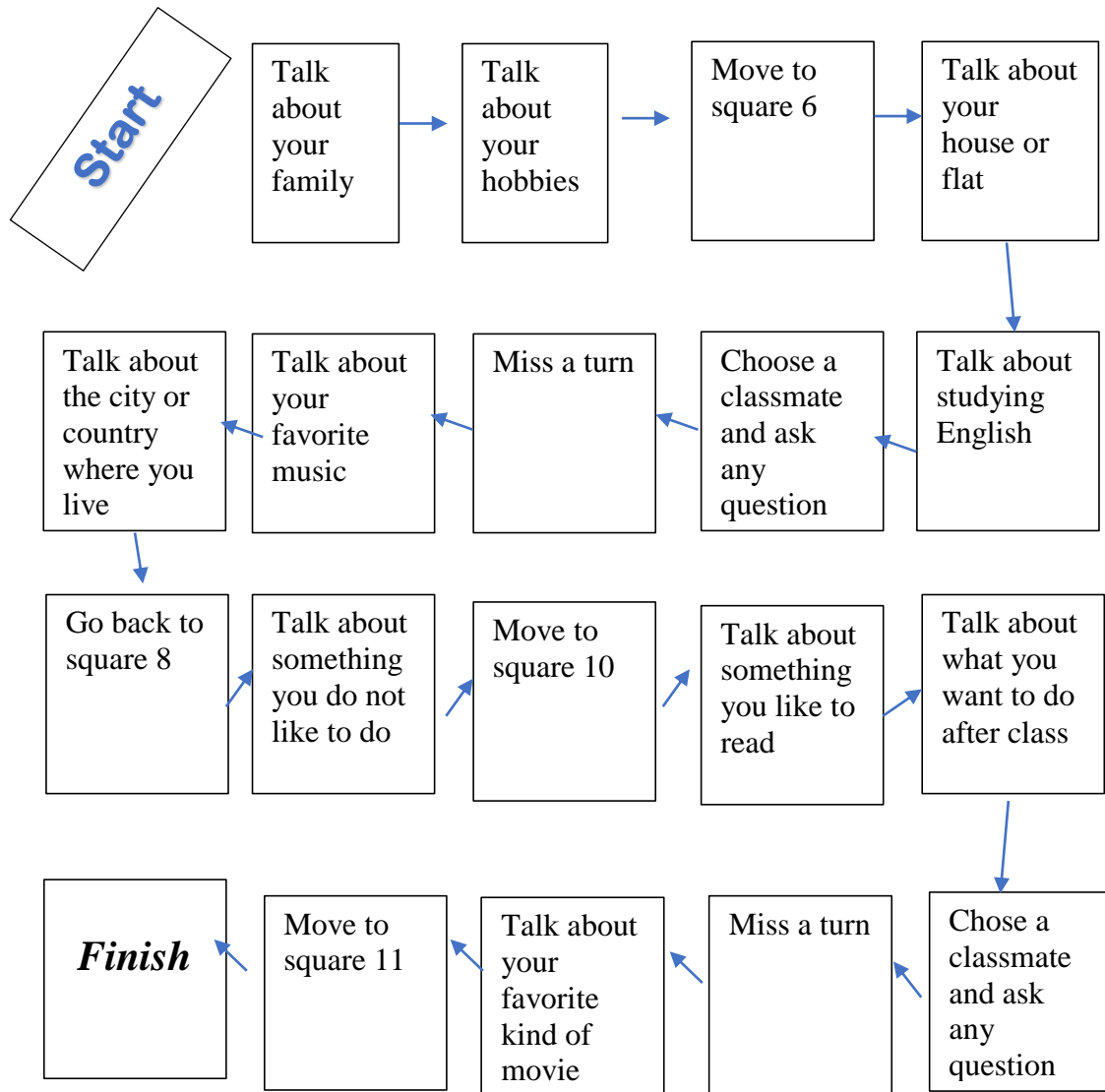| **Finish**	Move to square 11	Talk about your favorite kind of movie	Miss a turn	Chose a classmate and ask any question

Figure 33. **Board Games**
 Source: (Images Na, 2015)

4.4. Conclusions and recommendations

4.4.1. Conclusions

When performing the pretest in the students, the weakness of one of the four skills of the English language was observed, such as oral comprehension. One of the problems that were evident was the lack of confidence to express themselves among classmates, while others do not know grammatical structures and students use at the time of speaking. Besides, in another group of students do not have previous knowledge of vocabulary in order to apply that knowledge in a conversation or dialogue.

On the other hand, teachers are unaware of scaffolding strategies and on many occasions through field research an unusual and retrograde methodology still persist in learners, showing students' disinterest in learning this foreign language. Teachers are not constantly trained and therefore a traditional and ambiguous pedagogy is reflected. In the same way, this project has allowed teachers and author to understand how these pedagogical resources offered to students become true scaffolds that enhance the communicative skills production autonomously.

Not everything the teacher does in the classroom can be called scaffolding, but when teachers know students, it is easy to identify learners' limitations, abilities and how far students can go, as well as the actions that can be carried out to enhance students; these will always have a connotation of "intentional help" from the concept of scaffolding with the aim of promoting socio-cognitive and learning processes.

During the process of teaching English language learning, oral skills were taken into account by applying scaffolding strategies as a pedagogical resource to achieve autonomous learning in students. At the beginning, the students showed rejection in the face of a new process, but then the motivation and effort that students made to want to learn the English language and learners' collaboration to participate in the classroom was evident.

For its verification of results on the development of oral comprehension in the students of the ninth year, the evaluation was carried out applying the posttest. The results were favorable and the students were able to reach the desired level. Teachers always showed the responsibility for changing teachers' methodologies and were able to demonstrate the academic results of the students through the scaffolding strategy imparted to students.

4.4.2. Recommendations

One of the most important recommendations for the performance of the project is to incorporate the scaffolding teaching strategy into the student's learning curriculum, so that teachers can innovate teachers' way of teaching and encourage students to learn English easier. The implementation of the scaffolding teaching strategy will lead students to combine actions; where different types and levels of help will be contemplated and in turn improve the development of speech skills. These strategies guide students to develop students' cognitive skills and strengthen learners' prior knowledge for the development of dialogues and conversations inside and outside the classroom. The application of a scaffolding teaching strategy will improve students' communicative ability as a social activity with an intention and purpose.

The school principal must administer pedagogical resources in the institution, so that the teacher has a variety of resources that will serve as a scaffolding strategy for meaningful and autonomous student learning. The use of scaffolding strategies can stimulate the learning process of students in English language acquisition. Within these forms of assistance, it is very important teachers must know the role as a zone of proximal development and the use of scaffolding strategies to strengthen students' learning. This work shows the need to carry out this exercise to recognize the real and potential development not only to know the students and the way students learn, but also to determine the type of help and strategies relevant to each one.

Teachers must receive continuous training to be able to detect methodological flaws and act towards change in accordance with the current educational system by applying innovative teaching resources to develop speech skills in students and practice students in and out of the classroom. Changing the role of an instructor's teacher, a mechanized and reproductive academic program teacher to an active, guiding, energizing teacher capable of recognizing the needs of students to discover and learn for themselves is one of the greatest relevance for changing the mind of the teacher and begins to innovate his way of teaching. To be able to mobilize conceptions and transform practices in the classroom, promotes and favors students through more significant learning processes.

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ANNEXES

Annex 1. Survey to students

UL
VR

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Objetive: To get information related to The influence of scaffolding teaching strategies to develop communicative skills in 9th grade students, school year 2018 –2019. Write an "x" in the box according to your opinion.

Table 42

Annex 1 Survey to students

QUESTIONS	Always 1	Occasionally 2	Rarely 3	Hardly ever 4	Never 5
1. Must teachers apply new motivational techniques to improve the English language learning?					
2. Should teachers encourage students to participate actively in order to develop their communicative production?					
3. Do fun activities strengthen the ability to feel free to speak naturally in the classroom?					
4. Must teachers attend in training courses to develop their way of teaching?					
5. Do you consider a constant teacher's training is essential to elaborate scaffolding pedagogical resources in order to foster communicative skill?					
6. Must teachers provide fun activities to promote self-learning in students and develop oral comprehension?					
7. Do you think applying scaffolding strategies through collaborative speaking activities will enhance English communicative ability in students?					
8. Do you think that teachers are motivated for the development of communicative skills?					
9. Do teachers implement teaching techniques to develop oral comprehension and the teaching and learning process?					
10. Do teachers promote and apply all the necessary tools in order to make students participate in real life situation?					

Elaborated by: Campos, E. (2019)

Annex 2. Survey to teachers

UL
VR

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Objetive: To get information related to The influence of scaffolding teaching strategies to develop communicative skills in 9th grade students, school year 2018 –2019. Write an "x" in the box according to your opinion.

Table 43

Annex I1 Survey to teachers

QUESTIONS	Always 1	Occasionally 2	Rarely 3	Hardly ever 4	Never 5
1. Do you consider important assessing student's knowledge before introducing the new subject?					
2. Do you consider relevant to apply scaffolding strategies to encourage students to participate actively?					
3. Do you agree designing teaching resources is important to strengthen teaching and learning quality in students?					
4. Must teachers attend in training courses to diffuse students' meaningful learning?					
5. Do you think applying scaffolding strategies through collaborative speaking activities will enhance English communicative ability in students?					
6. Must Teachers provide fun activities to promote self-learning in students and develop oral comprehension?					
7. Do you agree applying scaffolding strategies with fun speaking activities to develop students' communicative ability in students?					
8. Do you think teachers are considered as a source of motivation for the communicative skill development?					
9. Must teachers implement teaching techniques to develop oral comprehension and the teaching and learning process?					

Elaborated by: Campos, E. (2019)

Annex 3. Validation Format

UL VR

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

Validation of the proposed Project plan

THE INFLUENCE OF SCAFFOLDING TEACHING STRATEGIES TO DEVELOP COMMUNICATIVE SKILLS IN 9TH GRADE STUDENTS, SCHOOL YEAR 2018 – 2019

Rating scale

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

Comments

This proposal will definately help teachers to improve their teaching methods.

Name:	Francisco Villon Olaces MSc	
Occupation:	English teacher.	
Phone number:	0992831226	Signature

VICENTE ROCAFUERTE DE GUAYAQUIL
Validation of the proposed Project plan

THE INFLUENCE OF SCAFFOLDING TEACHING STRATEGIES TO DEVELOP COMMUNICATIVE SKILLS IN 9TH GRADE STUDENTS, SCHOOL YEAR 2018 – 2019

Rating scale

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

Comments

¡Interesante Propuesta!

Name:	Msc. Domingo Alava	
Occupation:	Docente	
Phone number:	0961560002	Signature

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VICENTE ROCAFUERTE DE GUAYAQUIL
Validation of the proposed Project plan

THE INFLUENCE OF SCAFFOLDING TEACHING STRATEGIES TO DEVELOP COMMUNICATIVE SKILLS IN 9TH GRADE STUDENTS, SCHOOL YEAR 2018 – 2019

Rating scale

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

Comments

Al revisar la propuesta se puede evidenciar que es un tema muy interesante acorde a las necesidades de la juventud

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Signature

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Annex 4. Oral Rubric for Pretest & Posttest

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Annex IV. Oral Rubric for pretest and posttest

No	Aspect	0	10	20	Score
1	Fluency	Choppy, broken, usually slow	Fairly smooth, with same stumbling	Smooth, with appropriate pace	
2	Comprehension	Cannot re-tell parts of the story	Can re-tell story without expansion or connection	Fully understands story, can relate talk about any	
3	Content	Cannot understand the content	Partially understands the questions	Full understand the questions	
4	Pronunciation	Difficulty pronouncing most words	Most words pronounced correctly	All words pronounced correctly	
5	Vocabulary	Knows only few words	Knows most words	Knows all words and uses higher vocabulary	
Observation				**TOTAL SCORE**	

Source: (Image su, 2015)
Elaborated by: Campos, E. (2019)

Annex 5. Pretest Worksheet
Worksheet #1 to evaluate speaking skill

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Pretest Worksheet 1 to evaluate speaking skill

Find someone who...	Name	More information
...loves watching horror films.		
...needs to buy a new phone.		
...goes fishing.		
...hates dancing.		
...likes doing homework.		
...plans to go abroad next year.		
...wants to learn a new language.		
...likes watching TV in the evening.		
...enjoys flying.		
...likes travelling.		
...enjoys doing housework.		
...would like to try a new hobby.		
...likes getting up early.		
...thinks doing exercise is boring.		
...prefers to stay home at the weekend.		
...likes shopping for clothes.		

Source: (Teach This, 2015)

Ordering Food at a Restaurant

One of the most important tasks in English is ordering food when you go to a restaurant. There are basic forms and questions, as well food vocabulary that you can use in places where people speak English.

Take a look at this Menu :

Starters
Chicken Soup $2.50
Salad $3.25

Sandwiches - Main Course
Ham and cheese $3.50
Tuna $3.00
Vegetarian $4.00
Grilled Cheese $2.50
Piece of Pizza $2.50
Cheeseburger $4.50
Hamburger deluxe $5.00
Spaghetti $5.50

Drinks
Coffee $1.25
Tea $1.25
Soft Drinks - Coke, Sprite, Root Beer, etc. $1.75

"Would like" is the polite form used when asking and requesting. It's contracted form is " 'd like"

1. Fill in the gaps. Use the words that are missing from the box below:

Same to you- Welcome- Here you are - Please (x2) – I would like (x2) – Would – Like – Help – How much- Bill - Anything

Waiter: Hello, Can I _____ you?
Kim: Yes, _____ to have some lunch.
Waiter: _____ you _____ a starter?
Kim: Yes, I'd like a bowl of chicken soup, _____.
Waiter: And what _____ for a main course?
Kim: I'd like a grilled cheese sandwich.
Waiter: Would you like _____ to drink?
Kim: Yes, I'd like a glass of Coke, _____.
Waiter... After Kim has her lunch.: Can I bring you anything else?
Kim: No thank you.. Just the _____.
Waiter: Certainly.
Kim: I don't have my glasses. _____ is the lunch?
Waiter: That's $6.75.
Kim: _____. Thank you very much.
Waiter: You're _____. Have a good day.
Kim: Thank you, the _____.

2. Create a conversation with your partner using the polite forms of would like and food items from the previous menu. Then, prepare to role-play it in front of your classmates.

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Figure 34. **Worksheet # 2. Asking and ordering food.**
Source: (En islcollective, 2017)

Annex 7. Interview Format

Interview addressed to the School principal

1. Do you think that fostering innovative strategies will improve the English language level and students' academic performance?

2-Do you think English teachers apply scaffolding teaching strategies to develop speaking skills in their students?

3. Do you consider important English teachers must use scaffolding strategies in favor of students?

4. What would be the main factor for the students to present difficulties at the time of speaking?

Annex 8. Classroom Observation Format

CLASSROOM OBSERVATION

Date: _____
Time: _____ to _____

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Classroom Observation

DOMAINS AND SELECTED COMPONENTS	Unsatisfactory 1	Basic 2	Developing 3	Proficient 4	Superior 5
Planning and preparation					
Demonstrating understanding of content					
Showing knowledge of pedagogy					
Preparing easy learning					
Designing coherent instruction					
Designing student assessment					
Classroom environment					
Establishing a culture for learning					
Managing classroom procedures					
Managing students behavior					
Instruction					
Sharing with students					
Work with question and discussion					
Engaging students in learning audiovisual terms					
Using strategies instruction					
Demonstrating flexibility and responsibilities					
Professional responsibilities					
Thinking on teaching					
Participating in a professional group					

Elaborated by: Campos, E. (2019)

Annex 9. Photographic Evidence

Photo 1. Teachers doing the survey at Unidad Educativa "Padre Daniel Diez García"

Photo 2. Students doing the survey at Unidad Educativa "Padre Daniel Diez García"

Photo 3. Students listening to the teacher's instruction about using scaffolding teaching strategy

Photo 4. Unidad Educativa "Padre Daniel Diez García - Front View

Photo 5. An interior view of Unidad Educativa "Padre Daniel Diez García