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**NATURAL APPROACH AS AN INTEGRAL RESOURCE FOR THE
DEVELOPMENT OF ORAL PROFICIENCY IN II BGU STUDENTS AT
LICEO CRISTIANO DE GUAYAQUIL**

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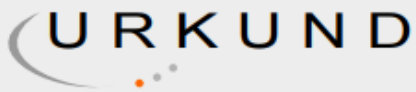
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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: “**Natural Approach as an Integral Resource for The Development of Oral Proficiency in II BGU Students at Liceo Cristiano de Guayaquil**”, presentado por la estudiante Katherine Mera Conforme como requisito previo, para optar al Título de **Licenciada en Lengua Inglesa Mención Enseñanza Administración de Sistemas Educativos en TEFL**.

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DEDICATION

If you want to live in victory, you need to have faith. I dedicate this thesis to God who with his kindness and mercy allowed me to fulfill this dream, and finally to the 4 most important people in my life, my parents and my brothers who with only their existence gave me the strength and motivation to conclude this project. Plant always. For you and for you .

NATURAL APPROACH AS AN INTEGRAL RESOURCE FOR THE
DEVELOPMENT OF ORAL PROFICIENCY IN II BGU STUDENTS AT LICEO
CRISTIANO DE GUAYAQUIL

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ABSTRACT

This research paper brings to light the importance of natural approach. The researcher adopts a natural communicative approach for the enhancement of the students' oral proficiency in the classroom. The tester special attention is paid on the problem of the students who are structurally competent but cannot communicate appropriately. The investigator focuses on the processes involved in the conversational interaction of the students through activities with topics related to their age, reducing the correction of mistakes in front of a whole classroom, practicing oral exercises to express opinions, emotions and goals, so that conducting such activities with the purpose of enabling students to be 'able to use the language appropriate to given social context'.

KEYWORDS: Natural approach, communicative approach, oral competence.

EL ENFOQUE NATURAL COMO RECURSO INTEGRAL PARA EL DESARROLLO
DE LA COMPETENCIA ORAL EN II ESTUDIANTES DE BGU EN LICEO
CRISTIANO DE GUAYAQUIL

TUTORA: Mélida Rocío Campoverde Méndez

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RESUMEN

Este trabajo de investigación trae a la luz, la importancia del enfoque natural. El investigador adopta un enfoque comunicativo natural para mejorar la competencia oral de los estudiantes en el aula. El investigador presta especial atención al problema de los estudiantes que son estructuralmente competentes pero que no pueden comunicarse adecuadamente. El investigador se enfoca en los procesos involucrados en la interacción conversacional de los estudiantes a través de actividades con temas relacionados con su edad, reduciendo la corrección de errores en toda el aula, practicando ejercicios orales para expresar opiniones, emociones y objetivos, de modo que la realización de tales actividades tiene el propósito de permitir que los estudiantes sean "capaces de usar el lenguaje apropiado para el contexto social dado

PALABRAS CLAVE: Enfoque natural, enfoque comunicativo, competencia

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INTRODUCTION

Learning a new language has been a big challenge since every learner knows that have to develop different skills. Developing speaking or oral proficiency has been one of the big challenges nowadays due to the majority of effort that it requires. This research project studies the ways in which this problem can be overcome by the use of Natural Approach as integral resource for the development of oral proficiency and how the role of the learner plays changes according to their study of linguistic development and cognitive process to begin to communicate verbally.

In the first chapter are found the background of the problem, broad and specific objectives as well as the population, sample of study and the research questions. In the second chapter are found some of the most significant linguistic psychological theories that will allow clarifying the authenticity of the research are found. The research instruments, results and analysis of these results are presented in the third chapter to help the reader observe the results of the Natural Approach development. The development of the Natural Approach as an integral resource for BGU students, its objectives, content and results can be found in the fourth chapter along with some recommendations given by the author. All the astounding results gotten with development of Natural Approach in the classroom will give the reader the chance to answer all the questions before mentioned.

CHAPTER I

THE PROBLEM

1. TITLE

Natural Approach as an Integral Resource for the Development of Oral Proficiency in II
BGU Students at Liceo Cristiano de Guayaquil

2. Background of the Problem

Teaching a foreign language has been a challenge for educators in the twenty first century due to has been a fundamental part in schools of the National Education System. Nevertheless, one of the causes that has not allowed its development in its entirety has been to find and apply the method or technique that goes according to the learner needs in order to develop oral proficiency. There are many factors that limit the acquisition of an oral improvement of a new language as it is the first interaction between educators and learners, lack of interaction between classmates, reference to grammatical analysis, grammatical drilling, or to a particular theory of grammar that reduce motivation and enthusiasm in learners to learn a foreign language.

For Terrell (as it is mentioned in Shiela 2016) The Natural Approach is an explicit proposal of languages teaching that inculcates the naturalistic principles identified in the studies on the acquisition of second languages. The learning arises through the use and production of a target language in communicative situations, without resorting either to the first mother language or to a grammatical and syntactic analysis, since the initial emphasis in on communication skills. This approach grants special importance to the comprehension and understanding to the communication of the meaning of the statements and promotes the creation and development of a suitable learning environment in the classroom according to the level of learning of each learner and promote that the acquisition of a second langue takes place in a satisfactory manner.

3. Statement of the Problem

The lack of oral proficiency is increasing nowadays in the new millennium, the adaptation of natural approach in the classroom can help and encourage learners to enrich and develop oral skills using two important stages: affective filter, in order to increase their self-confidence, cognitive and intellectual development and the second one, the use of the natural order, which refers to the acquisition of grammatical structures through implicit learning that will allow to the learner achieve grammatical structures without awareness. Therefore, the present project is aimed to explain is: How does the use of natural approach as an integral resource influence in the development of oral proficiency in II BGU students at Liceo Cristiano de Guayaquil, school year 2018-2019?

This research project, which was carried out, particularly, with BGU students (40 students), prioritizes the stages mentioned, in which the learner role will be able, first, to provide a target goal about their needs and make the acquisition activities adaptable and useful in order to learn and use conversation control techniques to regulate the input. Second, body expression to demonstrate emotions that can represent a greater input and finally, decide when, the amount of time and space that will be dedicated to the different learning activities in order to start producing in the target language.

4. Systematization of the Problem

- Which technique will be applying in order to develop natural approach in superior sublevel - BGU?
- What kind of resources will be used for development of affective filter in order to learn the new language?
- What kind of resources will be used for development of Natural Order to learn the new language?
- What content will be used in each stage in Natural Approach?
- In what ways, learners will be evaluated in order to increase oral proficiency.

5. Research Objectives

5.1 Broad Objective

- To determine that the learner will learn a new language through the use of Affective Filter and Natural Order according to their level of learning and oral proficiency.

5.2 Specific Objective

- To develop interaction and communicative competence between educator-learner and learner-learner.
- To encourage learner to enhance oral skills expressing their emotions to others, what they think or feel about the class or the environment in which learner is development the new language.
- To propose learn oral skills without recourse to the native language.

6. Justification of the Study

English language teaching and learning have been changed through the years within the Ecuadorian education system. A variety and diversity context in order to improve a new language have been applied for teachers in classrooms.

In order to achieve this objectives, Natural Approach will be applied in the classroom in order to promote, engage and activate learners the use of a new language with the application of resources material that will enhance motivation, self-confidence and social relationship among them. The importance and the mainly reason of the present study are focus on the development of oral production without resorting to the mother tongue.

Additionally, to strengthen this study, Ministerio de Educación states the basic principles of teaching English in Ecuador such as the development of learners' understanding about other cultures through the use of English, develop the personal, social, and intellectual skills needed to achieve a new target language and to create a love of learning by using engaging and positive learning experiences, among others in order to promote learner's motivation to continue learning English not only in high schools but also in future careers and beyond.

7. Scope and Delimitation of the Study

This research will take place at Liceo Cristiano de Guayaquil which is located at Avenida Juan Tanca Marengo Km. 3, Guayaquil. The target group consists of forty II BGU students. The aim of this research consists in teaching and the improvement of English language oral proficiency with the use of activated activities at the beginning of the class such a good and motivated warm up that promote learners to be confident and motivated to continue acquiring oral skills in the new target language. And therefore, the use of following stage using communication abilities in order to facilitate the communication with others expressing their emotions and critical thinking, without recourse to the grammatical analysis, all of these during the school year 2019-2020.

8. Research Questions

- How do the learners' response to the implementation of Natural Approach?
- What kind of skills will be developed at first time?
- Which is the consequence that can face the educator and learner in the implementation of Natural Approach?
- What is the most important role of the educator in Natural approach?
- Which materials will be applied by the educator in the classroom according to the stage in order to teach the English language?
- What advantages will we obtain through the development of the natural approach in class?
- What is the main goal of this method development?

9. Idea to Defend

The application of speaking production activities in order to develop oral proficiency will influence in the development of Natural Approach in II BGU students.

10. Faculty Line Research

Universidad Laica Vicente Rocafuerte Institutional Line Educational Faculty Line

Faculty Sub-lines

- *Comprehensive training, attention to diversity and inclusive education
- *Following the demands of Education Ministry.

Educational Faculty Line

- *Socio-educational inclusion, attention to diversity.
- *Teacher's performance and professionalization.

Faculty Sub-lines

- *Development of childhood, adolescence and youth
- *Socio-educational problems of the context.
- *Communicative competences in teachers and students. Universidad Laica Vicente Rocafuerte(2019)

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 Literature Review

In this research, Natural Approach is exposed as a strategy to encourage and promote learners to the development a new target language in a confident and activated way. In order to obtain an effective communication and relationship between educator- learner and learner-learner in class, it is essential that the educator brings the essential materials according to the level of acquisition of the learner. Moreover, the motivation and attitude in which the teacher arrives will depend a lot on the development of the whole class.

To expose the present project is really useful refers to others scientific works and points of view directed to emphasize the natural approach importance in teaching and learning process. For Tejada, Pérez, and Luque (2013) “the idea of how to teach a foreign language affects not just teaching development, but also its results”. They explains that there are many circumstances and factors which determine or modify the teaching process, but a good theoretical body is fundamental in order to moderate every factor and to achieve the general goal. Tejada, et al., (2013) in their scientific article about “Current approaches and teaching methods” mention one section aimed to the use of natural approach as a method of teaching which is based on the way children learn their first language. They indicate that there are two different ways to ‘learn’ a language: **a subconscious process**, natural, identical to the one children learning their mother tongue use, **and effective –acquisition-**, and a second process –learning-, which is conscious and consists of learning grammar rules. They determined that the way of practicing natural approach is trough affective humanistic activities. These activities include dialogues, interviews, preference ranking, personal charts, problem-solving activities, games, etc. for them the natural approach belongs to a tradition of language acquisition where the naturalistic features of first language acquisition are utilized in the second language acquisition and its activities are based on comprehensible input and meaningful communication rather than on only grammatical mastery of language.

González (2013) expresses in his research about “Factors that affect the English language teaching-learning process” that it is widely accepted and acknowledged that the level of English proficiency in Ecuador is very low, not only in the general population which is either not interested in learning English or does not like the language, but also for English language teachers and students. His research was aimed in analyzing the factors that are affecting the learning and teaching process of English as second language in public schools where findings determined that there is an insufficient preparation of the teachers, Teachers do not consider student levels and needs in order to conduct a successful teaching process, there is a lack of motivation and apathy toward learning the language, there is a overcrowded classroom and there is minimal use of teaching resources such as technological devices or supplementary materials, and in some cases the total absence of any additional resource.

As it is described in the foregoing text, it is evident that public and some private schools around Ecuador show some difficulties include those teaching and learning approaches based on repetitions and grammar development. Through the exploration about teaching and learning methods the present investigation is aimed to determine the influence affective humanistic activities (Natural approach) to improve oral proficiency in II BGU students at Liceo Cristiano high school.

2.2 Theoretical Review

2.2.1 Language Acquisition

Taking into consideration that this study involves the methods such as verbal and speaking in which learners will have the capacity to perceive and comprehend language, those that may be investigated according to the development of each stage in these foundations.

According to Terrell (as it is mentioned in Shiela, 2016) the terms acquisition and language have a specific term. Acquisition refers to the development of the subconscious knowledge in which the learning is promoting the ability to improve the new target language, in the other hand, learning makes the consideration to the acquisition in response to the greatest attention given during the language acquisition.

One of the most recognised theories related to language acquisition is the nativism theory which explains that every human has the achievability to produce a new target language during the periods of language development, this involve that every process required will be reach according to the learner development in which they will be able to enhance or increase a new a skill.

According to Krashen (2009) the acquisition learning distinction hypothesis makes a huge reference in the acquisition of a target language because it states that teenager or adults have a considerable and independent way to produce a new competence in a second language and also refers that language acquisition is a subconscious process as well it means that the goal of reaching a new target language is obtaining results in a subconscious using the implicit learning.

Innermost language acquisition appears the natural order which has been the most considerable discoveries due to allows learner to acquire a second language and give the chance to achieve a certain grammatical structure early and others later.

English well known as the most studied language is concerned by the development of the natural order and all its structures. According to Brown (1986) released children that acquire English as a first language tended to achieve certain grammatical morphemes, or functions words, earlier than others.

Moreover, Krashen (as it is mentioned in Shiela 2016) states that the affective filter ratify how affective factors relate to the second language acquisition process have been developed during the acquisition of the new target language. Some analysis over the last decade has confirmed that a number of affective variables relate to success in second language acquisition were well accomplished Most of those researches can be divide into categories, such as motivation where teacher has the biggest challenge to promote and enhance knowledge in an activated way and the self-confidence where the priority is to help the leaner to achieve a second language.

The Full of inclination Channel hypothesis catches the connection between loaded with inclination factors and the strategy of the moment dialect procurement by explaining that acquirers has an assortment concerning the quality or dimension of their brimming with

inclination channel or without a doubt at pre-adulthood which is the mean that increase radically in these stages. Exits those whose skills identified with frames of mind are not the chief valuable for moment dialect securing, and even they will also have a high or strong loaded with inclination channel because of the idea of the higher standard of enthusiastic positions, to be sure if they get it the message, the info will not scope the part of the cerebrum reliable for dialect procurement.

2.2.2 Managing Classroom Activities

Considering that in the early stages, students are not used to acquire knowledge of the language or during the teaching-learning process. One of the stages in order to achieve communicative goals is the use of personalization activities or personal identification which involves activities such as the use of familiar topics or real situations, given learners the chance to describe those situations in which they can even get to know each other personalities. Another stage related to the communicative goal consists of giving students comprehensible input about experiences allowing them opportunities to engage in conversations about their own experiences.

For Harmer (2007) teachers should be aware about situations that could happen inside the classroom such as classroom space, classroom time and also consider important events with students who have special needs because one of the aims is to improve the new target language in a better process of acquisition.

Most of the time, there are some educators that have no educational strategies, and leads the student to fail to learn the English language. In those cases, one of the strategies applied by the educator is to keep an active classroom. The teacher in the classroom most effectively given, teacher should be aware the way he moves and stand, and all of these factors need to have a clear effect on the management of the class and in the same goal for the classroom activities.

In the same point of view Harmer (2007) indicates that the management classroom activities have some variables that teachers should be consider in education. Initially, teachers need to consider the proximity that means how close they should be with the students due to there are some students that does not want teacher is so close to even so apart. Secondly taking into

consideration is the movement, how teachers move inside the classroom it will take a big challenge, the majority of successful teachers move around the class to some extent, the way teachers move inside the classroom will depend on their personality or personal style, some students feel more comfortable if teachers are moving because they have the opportunity to ask any doubt or something related to the class. The use of the voice is the most important tool that teachers need in order to get the attention of the students. The way how teachers speak and how the voice sounds play an important role to reach a target language. Teachers must be sure if all of the classroom is listening the instruction starting from the back, trying to ask one or two times if it is necessary. Unpleasantly voice could be unhelpful for students.

Another important variable to get in consider for the well development of the classroom activities is the moment in which teacher create a conversation with the student, the well use of vocabulary will be a significant part in order to start talking, some of them are able to produce the language in use quite faster than others.

Giving instructions before an activity depends on what teacher would like students achieve at the end of the activity. There are two essential rules for giving instruction correctly, the first one is that teachers must be kept as simple as possible at the moment to communicate with the students, and second is that teachers must be as logical as possible. Once that teachers are aware about the essential rules, they must ask simple question for themselves such as what is the most important information, they want students convey? or even What is the main goal in order to put in practice the activity? Most of these questions are used for teachers that sometimes need an extra help to get a good and interactive activity.

In the same way, the psychologists Krashen (2009) and Terrell (1995) mention that classroom activities in early stages will absolutely improve the acquisition of the new language in a major situation. Some common activities that teachers can apply in the classroom can be connected with some particular methods such as TPR which allows learners to develop and acquire a high proficiency without being forced to produce responses in the target language at first, teacher involves this methods using phrases such as stand up, raise your hand, turn round and it will allow learners to start being confident and create a good environment not only with their partners but also with the teacher that in some cases could be a little be difficult at first time. There are others activities that will provide learners a comprehensible input, one of them is the use of physical characteristics about themselves, and they can describe their emotions,

answer personal questions, all of these activities can activate students to be confident at the moment of sharing information.

In all these kinds of activities, the teacher should maintain a constant of comprehensible input, students will be having a good determination if the teacher maintain their attention to them. The main and successful aim to do these kinds of activities is that both teachers and learners will always use the target language without the resourcing to the native language.

During the production of all of these activities the acquisition and learning Terrell (1995) also expresses that at first stage teacher use random volunteered group responses which allow learner to use the target language in a comprehensible way.

However, Purcell and Suter (1995) observed that the acquisition of pronunciation during the engagement activity concluded that accuracy of pronunciation of English depends on learner performance this could be in paying attention to their ability of fluency or accent even if the aim of the activity is just focus at pronunciation. This ability can be completely dependent on what has been acquired, not on rules or grammar performance.

One interesting point of developing a good management and promoting speaking is that learners can acquired the skills rapidly just with the only obstacles that in some cases learners do not perform their competence completely as the expect and that makes, they do not feel comfortable using an authentic fluency or accent as teacher expect. Nevertheless, the best way teacher can improve in their 100 percent this skill and their abilities is having a limited effect on pronunciation, and provide learners an environment where they can feel able and disposition to talk what they have thinking and in which they will perform their competence.

Focus on natural approach is not recommended any types of activities for pronunciation for the reasons mentioned before, the production of the skills will depend in how teacher can apply the activity in the class and how benefit can be con the learner that it is about to acquire something new.

2.2.3 Affective Humanistic Activities

During the development of the target language should be a good interaction between learner and teacher in this case leaners role is focus on meaningful and vocabulary but should not try to learn a language in an unusual sense but should try to improve the interaction between them.

Teacher should provide a comprehensible input because is the first source of comprehensible input and must create a positive and low anxiety climate. Procedures such as brainstorming or discussion to establish vocabulary or expressions can be an accomplish communicative intent.

Harmer (2001) expresses that humanistic teaching has had a great acceptance because of the level of their procedures and activities in which involve and encourage learners to use their own real life and feeling in the classroom. The decision to use humanistic style activities only will lean on how comfortable teacher and learner are in order to create an affective activity in which will prioritize the use of the new language, also theoretical inputs related states that organizing group work or pair work will help to achieve various communicative and pre-communicative speaking.

Harmer (2001) also stated that teacher personality and skills will play the biggest part in the development of the activity, teachers should be able to present not only a professional face but also a charismatic face in which learners will find both interesting and affection for the class and much more for the activity in progress. Also the rapport mentioned by Harmer is the special relationship that teacher will create with the learner and how efficient is if teacher has the possibility to develop the intrinsic motivation in them, that means the kind of motivation that is achieved by what happen inside the classroom or what kind of activity teacher put in practice in order or develop the intrinsic motivation in the learner.

According to Krashen (2009) and Terrell (1995) the affective activities tend to involve personal opinion, feelings, reaction, desires and experiences. Teachers are aware that all affective humanistic activities have a well development in the area with all type learner and also teacher, exist a high value in the natural approach classroom.

Learners role in order to develop an expected affective activity consisted basically in response to the new target language, it means that the aim of the activity will depend on how much effort the learner put into it during the process of them, and biggest challenge will be having the responsibility for their own learning.

Meanwhile teacher takes into consideration the pronunciation goals according to the level or proficiency of their students. For Kenworthy (1987) a great number of learners will have

already their own purpose for learning English and will help teacher derive a good acquisition easily.

So as to develop a great affective activity teacher should be aware about the different times and different methods that can be applied in each activity. For Hamer (2015) most of teachers nowadays are able to apply methods that are according for the speaking development such as:

- PPP (presentation, practice and production) method which stands a presentation the context and situation for the language that also without resorting to the grammatical structures they are even acquiring some meanings and forms of the new language.
- CLT (communicative language teaching) which manage a close relation with natural approach because the aim is involve the language functions such as agreeing, suggesting, etc.
- TBL (task-based learning) where its aim is to make learner performs real-life task on a certain topic.

Krashen (as it is mentioned in Shiela 2016) notes that some interactive and affective humanistic activities attempt to involve learners' feelings, ideas, opinions or even reactions. Here there some important activities where affective filter is involving in it.

- **Dialogs**

The use of dialogs allows the learner the opportunity to produce somewhat beyond what they have already acquired in early stages. The use of dialogs can be easily assimilated.

Example

Learner 1: Are you hungry?

Learner 2: _____

Learner 1: I think I will order a _____. How about you?

Learner 2: I would prefer a _____.

- **Personal charts and Tables**

The use of charts will involve the learners to talk about real situation that happen in their life. It provides learners a comprehensible input whereas they are learning short- long answers. The aim of the activity is to make the learners create a table with their daily routines in order to create interesting questions or even discussions in pair or groups. Example

Affective humanistic activities

	Monday	Wednesday	Saturday
John	studies	has swim team practice	works
Kate	works	studies	visit friends

Source: Krashen and Terrell (as it is mentioned in Shiela 2016)

Possible questions are:

- Who has swim team practice on Wednesday?
- Does John work on Monday?
- Where does Kate study?

- **Using the Imagination**

Most common teachers' activities are to try to involve the use of critical thinking of their learners. This activity allows learners to imagine particular situations, scenes or people. Teacher asks learners to think about any situation, it could a good or bad situation, and ask them to try to describe what happen in that situation, and what is he or she doing there. The voluntarily describe what they imagined to the class or to their partner.

- **Problem - Solving**

This particular activity enhances and provide the learner a better answer to a question, a problem or a situation. Here the learner is forced to use their critical thinking, sometimes involve feelings, because the aim of the activity is to present a solve to a problem as the name say it. Teacher is able to give them the problematic topic as they want according to their level of proficiency. Some problem-solving topics could be:

- How can you help to prevent social media bullying?
- What is the best way to help someone in problems?
- How can you move out of a bad relationship?

2.2.4 The Benefits of Engaging Activities

The advantages of using engaging activities is that promote in learners a challenge to learner something new in different ways. The use of visual aids that teachers use according to the activities will activated the reasoning and comprehensible input of the learners, visual aids can make the activity more interesting as well. Teacher can prepare visual aids through poster or even better using a projector, teacher can explain in a better situation what the activity is going to be, how the learners should be develop the activity and what is it the goal of doing it.

Another important benefit is that teacher and leaners can always keep an eye contact and learners will be confident with the teacher and will be able to ask any doubt or questions so in that manner teacher does not need to stare intensely and continuously, and it is better for teacher to take turns in order to keep an eye of their groups and try to make an eye contact with all the learners around, turn the head and/or the body in order to create the proper eye contact.

Promoting a fluency of speaking during the whole activity is another important benefit, According to Hughes the objective of teaching and promoting speaking is that learner develop and enhance the ability to interact successfully developing the way of speaking, promoting accents, stress, intonation or pronunciation as they need to use it (Hughes, 2003).

Harmer (2015) states that motivation gives students the benefit of being part of the learning process, it is considered that a good environment and a good atmosphere inside the classroom will change any extrinsic motivation that learners can carry before starting the lesson. How teacher applies the intrinsic motivation will define the entire well development of the activity and the development of the aim require as well. Increasing and directing learner motivation is one of the teacher's responsibilities and goals.

As English teachers, we use a diversity of teaching aids to get our learners attention and engagement in an easy and activated way. The use of roles of materials give the learners the opportunity to get a better attention and comprehensible input due to the values materials that

are able for teacher to use it. The world realia rather than texts book will help the learner to achieve a comprehensible new language. Harmer (2015) also expresses that visual aids like schedules, brochures, picture, images, board, the language laboratory, maps also can create a good interaction and promotes even social relationship with the partner besides.

For Kallonen (2016) to develop different skills using speaking tasks in the language classroom, according to the learners' performance speaking provides opportunities to improve other skills such as listening, reading or writing, speaking supports the development of critical thinking skills as well.

Richards (2006) notes that nowadays, the acquisition of a new language has been viewed from a variety perspective and it is seen as resulting of different beneficial process during the production on speaking such as:

- 1) Improving interaction between learners
- 2) Collaborative creation of meaning.
- 3) Learning through the implementation of feedback when they use the target language.
- 4) Staying focus to the speaking of the partner and trying to create new forms for the development of communicative competences.
- 5) Trying out and analyse different ways of saying things.

2.2.5 Describing Learners and Learners Differences

Harmer (2007) states that the English teachers should be aware that most of the time, they are going to have different learners with any difficulty of acquisition, nevertheless teachers must be prepared how to deal with this kind of learners. Many people reason to studying English can differ greatly, some of them want to learn English because they want to be part of a target language community, they need English for a specific aim, or just because it is needed to pass courses in school, college or university.

Regardless of their reason of learning a new language it is always a challenge for teaching not only because of their age or level, but also depends on the different learner ability, knowledge and preference. According to Tritch (2009) there are some stages that sometimes affect pronunciation learning is the age of the learner, for example for babies and very young

children they are able to acquire sound or word they hear around them easily because they can imitate them accurately, but if we have children about twelve or fourteen years old it could be a little bit more difficult if they do not have the chances to hear its pronunciation.

Otherwise for Harmer (2015) the age of the learner is a major factor in our decision about how to give the class. The acquisition of a target will depend on how plasticity of a young brain is. Harmer consider that different ages can only be generalizations and consider learners' different ages as:

Young children: Especially ages about nine or ten, they tend to respond meanings even if some words are not understandable, they usually learn indirectly rather than directly, they are normally activated which is a good advantage for teacher to keep them enthusiasm for learning, but without forgotten that as they can be engaging, they can also get bored easily.

Adolescents: These kinds of learners are characterized for being more sociable with partners and they also create their own identity inside the classroom, however we as teacher realize that adolescent can cause some discipline problem teacher should put limit and know how to control them. Nevertheless, the way of acquisition at this age is better when they are able to work in groups, they can feel engaged and even develop a great potential for creativity.

Adults: As most of the teacher can notice, at this stage the behavior of an adult is not minimal the same as the young learner, they tend to be more discipline than some teenagers, their critical thinking is advanced because of their age, they can be notable engaged with some abstract thought, they can create a whole range of life experience and even they can be critical of teaching methods.

However, for Richards (2015) there are some learners which problem tend to be in spoken interaction, some frequent communication are misunderstandings, the lack of communication strategies prevalence during the activities, or sometimes the class condition could affect the progress of oral activities and this limited the opportunities to practice the language.

Teachers of English usually make distinctions about the levels of their learners and they categories the language knowledge of their students. Douglas Brown established some generic description in speaking levels.

Novice: Learners who have the ability to communicate with something that has been already learned.

Intermediate: Learners who have the ability to create, combine and recombined elements in spoken interactions. They are able to ask and answer questions, able to handle complicated and basic tasks or social situations.

Advanced: Learners whose abilities are to converse in a clearly way, they can narrate and describe with some details, linking sentences or paragraph. They are differentiated the use of vocabulary intonation, stress.

Superior: Learners have the ability to participate in formal or informal conversation or discussion involving critical thinking, ideas, or thoughts. For Brown (2000) they can also able to speak the language with accuracy in order to participate in abstract topic, which mean not only develop speaking skill but also communicative competence.

Harmer (2007) emphasized that learners respond to different types of stimulus and teacher stimulate them into the learning process. According to the NLP (neuro-linguistic programming) some learners are influenced by:

- **Visual stimuli:** which allow learner to remember things better if they see them.
- **Auditory stimuli:** where learners are able respond well to things they hear.
- **Kinesthetic stimuli:** Learners tend to acquired knowledge in some kind of physical activities.

Another way to notice learners' differences is offered by the concept of multiple intelligences proposed by Garner (as it cited in Armstrong, 2009) who stated the importance of recognize and nurture the human intelligences and all of its combinations. He described eight intelligences into:

1. **Linguistic:** Learners have the capacity to use words effectively, orally or written, they are able to manipulate grammatical structures or syntax.

2. **Logical-mathematical:** Learners have the capacity to use numbers and to resolve mathematical problem as well. This intelligence include sensitivity to logical patterns, functions or abstractions.
3. **Spatial:** Learners have the ability to distinguish the visual-spatial words and to perform them through perceptions such sensitivity to colors, form, shapes, spaces, etc.
4. **Bodily-kinesthetic:** Learners can use their bodies to express ideas or feelings through the production of physical skills.
5. **Musical:** Learners can perceive, transform and express musical forms.
6. **Interpersonal:** Learners can make distinctions in the intentions, feelings or motivations of other people.
7. **Intrapersonal:** Learners have the ability to react according to their basis of that knowledge.
8. **Naturalistic:** Learners are expert in the recognition and classification of the environment.

According to Rianingsih (2015) despite of the level or learning styles there are learners that face difficulties in doing speaking interaction or activities and vice versa there are others than may be successful in doing these activities. Here there are some problems that teacher can face according to their learners.

- **Inhibition:** Learners usually inhibited about doing an effort to say something in the target language in the classroom, they get worried to fail or being criticism by others.
- **Nothing to say:** These types of learners cannot express what they are actually thinking, they do not have motivation to express ideas or thoughts.

- Low or uneven participation: Learners can feel shy to talk in public or in front of the class, or if they do it they cannot raise their voice, and that makes the process of speaking fails.
- Mother tongue use: Learners try to make their major effort to express what they think in the target language but in some cases, they are affected by the mother tongue using words that can be difficult to say in other language.

2.2.6 Communicative Competence

Communicative competence in the development of natural approach is a method in which states the interaction as both the means and the determination goal of the study. Second language learners in a climate are able to use communicative competence techniques and focus on learn and practice the target language through the interaction with the partner or even to make it more effectively in a way that they can practice with the instructor as well, the study of authentic and activate texts, and through the use of the language without resorting to the native language both in class and outside of class can accomplish the major objective in the language competence.

Kramsch (2006) mentions that it has been suggested that communicative competence in some schema and cognitive strategies does not appropriately describe the contemporary communication in social interaction.

Learners will be able to incorporate and share information related personal experiences, main goals, future achievements into their language learning environment and focus on the real life in order to make the topics realm using the traditional grammar at the same time, promoting the language skills and improving the target language in all types of situations.

Communicative competence main goal on education is to provide the ability to interpret and enable the learner to enhance their social behaviors which requires an active involvement of the learner production during the acquisition of the language competence in the target language.

Intellectual development takes an important role for the development of the communicative competence in second language learner because it makes learner capable to organize ideas and thoughts in their minds in order to make sense of the world that is around them. During the process of acquisition, the learner is able to make and develop simple ideas into more complex ideas in order to keep the improvement actively. Meanwhile there are specific areas for their own development such as language development which is related to the competence of how learner is able to organize what they want to express to the real world, in the other hand, the area of cognitive development arise learner to use their mind in order to organize those thoughts or ideas that want to express to the real world.

According to Chomsky (as it is cited in Farooq, 2014) “linguistic competence enables learners to produce grammatically correct sentences” (p.181). He associated a theory that links communication competence, which suggests what a student should know to organize to be openly able in a talk network and it in addition remains the crucial individual communication capacities, for example, interest in a discourse with at least one student of L2, listen to affirmations very surprising spots can be accommodating for student who does not have any desire to use the local dialect. Ask information or endeavoring to have a dialog with speakers of the target dialect likely could be a gigantic believability to update the learning prepared.

Focusing on communication goals, this will provide learners a meaningful input and will encourage them to promote the acquisition naturally including the learning of syntax or morphology and rest of the grammatical structures that will be automatically provided. However, after a communication strategy will be somewhat developed after the acquisition process is well established.

Hymes (as it is cited in Farooq, 2014) argues that communicative competence is the mingle of both knowledge of a language and ability to use it to communicate. In other words, “communicative competence consists of having; formality, feasibility, appropriateness, context, and performance of the language” (p.179).

For Diaz and Weed (2010) Communicative competence also is mentioned as a feature of a language learners’ knowledge that granted them to know when, where, and how to use the new target language appropriately

However forward communicate competence Kroger (2015) mentioned that inside of a particularly speech or speaking task, discourse competence and communicative competence both take an important place during the production and the improvement of the language.

For the well development of the communicative competence is essential that role of the teacher will be stablish in the best way possible not only taking into consideration the self-study material or just looking for the most accessible language task. For Dvořáková (2012) the teacher is in the obligation to promote communicate and encourage learner to achieve the ability to communicate in the target language fluently, effectively and in the best of the cases without resourcing to the mother tongue.

2.2.7 How to Improve Oral Proficiency

The environment inside the classroom plays an important role in the development of the target language in a beginner learner. Classroom energy and air environment give to the learner the chance or the impulse to work better and enhance the communication with partners. Teacher role in this case is such a value performance due to the good classroom management.

Teacher motivating learning in lessons can achieve a good tool depending how interesting these ones could be, students at an early stage experience situation may have a greater influence on what they can do in the same context for the future. Therefore, being able to understand their behavior and knowing how they are integrated into their groups is essential to maintain a positive teaching-learning environment.

Teaching a new language has been considered an arduous task to accomplish for teachers because of the different situation that individuals are exposed during process. Students' with different learning styles, needs, level of motivation, are a few examples of the multiple struggle, teachers and students have to deal with.

kreisa (2018) and Stansfield (1992) stated that the grade of speaking proficiency is divided into four main levels.

- **Novice:** Which mean the ability to communicate minimally in particular situations with some previous knowledge.

- **Intermediate.** It is characterized by the ability to mix learned special aspects and learner is able to communicate as discrete as possible in different situations.
- **Advanced:** This level learner is able to converse fluently and clearly, and also has the ability to accomplish them communicate tasks.
- **Superior:** Is characterized by the ability to demonstrate the ability of speaking in a formal or informal conversation.

According to Porter and Grant (as they are cited in Bailey and Heritage 2014) in order to get a good communication affectively not only the content of the message must be clear but also the form of the message working with a good a pronunciation skill must be clear as well. Even though realizing that learner sounds are important, others characteristics of oral pronunciation are usually more important to make themselves understood. Most of the important characteristic is the well use of the transactional function in the development of pronunciation where will allow learner to communicate the message in a quite different way rather than ordinary way. Another characteristic is the interactional functions in which learners tends to speak, emphasize and pausing more often in order to get a good communication with others.

Oral proficiency could be difficult to deal with some learners at first instance, but Frisch (2014) emphasizes that oral proficiency involves different facets that makes it challenging to define, evaluating how learners can be focus on the ability to express ideas, or to enhance the fluency or even the time that can take to rich vocabulary are some of the methods that can be applied to improve the skills in mention. Once that learner is involved in the communicative competence, they start to seem satisfied while they are gaining the confidence enough to speak and make themselves understood in a conversation.

In the same raises the relevance of obtain a good pronunciation is also give motivation to the learners during the production of the language which mean to dare them and no to be afraid to be confident and express what they are actually thinking on their minds.

Moreover, for Tritch (2014) it is a little complicated to use pronunciation accurately and fluently at the same time, due to when learners are practicing pronunciation, they should include some tasks that emphasize pronunciation fluency and even if the sound is not perfect, along with the tasks that emphasize accuracy can produce sounds correctly. Both accuracy and fluency are essential in the pronunciation learning task.

However, Yoshida (2014) establishes that accuracy is only an element of the measure of good pronunciation and fluency takes part of producing sounds which is equally important, although in some cases they do not go together, it can exist learners that learn to produce a new sound correctly when they are fully concentrated but in other cases when they need to use that same sound in conversation it could be much more difficult to keep producing correctly.

According to Tergujedd (2012) In order to have a more realistic goal in pronunciation improvement is recommend the intelligible pronunciation where speaking can be understood without too much effort or distraction and it is not call a bad thing if learner have some trouble at the beginning as long as the learner improve their fluency can be easily understood by the others.

Harmer (2015) states that pronunciation teaching not only make learners be aware of different sound and stress but can also improve their speaking notably, they start to put effort on sounds, paying attention where they are made in the mouth, taking care of the stress and all of these elements will help them to achieve and improve comprehension and intelligibility.

For Frisch (2015) once teacher establishes a deeper understanding of speaking in learners, now teacher begins to set the activities to demonstrate parts of oral proficiency in which learners will be involve during lessons, teacher is able to create an authentic situation where learners will be motivated to feel at ease and confidence when the target language start to produce.

Brown (2001) expresses that there are seven speaking techniques that help to enhance oral proficiency.

1. Using techniques that covers all the learner's disabilities, and all that involve speaking skills such as accuracy to message, interaction, meaning and fluency.

2. Provide intrinsically motivating techniques.
3. Promote learner the use of the language in meaningful context.
4. Provide the correctly feedback at the end of each activity.
5. Capitalize on the natural line between listening and speaking.
6. Give learners the chance to initiate oral communication.
7. Encourage the development of speaking approaches.

2.2.8 Rubrics for Speaking Evaluation

Years back, there was no a specific type or sample of evaluation rubric to evaluate the development of learners' skills. The study conducted and the rubrics that will be involved consist of evaluation the use of the central message, the fluency, pronunciation, the correctly vocabulary, grammar and the types of organization and supporting materials.

Within the central message the aim is that message will be transmitted is a positive way to the learners due to their reaction will also be considered. The fluency and pronunciation main points are to have a good control of the tone of the voice and volume, and make the speech will be smooth and fluid. The correctly use of a wide range of well-chosen and learned vocabulary will also be considered.

The grammatical effectiveness of the presentation will be considered such as accuracy and variety of grammatical structures according to the topic. Finally, the organization and the supporting material such as illustrations, flashcard, projector or games will help for the well development of the evaluation.

2.3 Conceptual Framework

Natural Approach: The theory established by Krashen and Terrel (1995) a coherent approach, easy to adapt to different learners' styles or need. The general goal is to promote the ability to communicate with native speakers of the target language.

Affective filter: Hui (2008) notes that emotional factors that will appear during the learning process, much special factors of learners' success in language learner is related to the learners' emotional conditions.

Speaking skill: for Brown (as it cited in Shrouf, 2015) speaking is a process that has basic elements such as production and reception which carries specific contexts among human being.

Communicative competence: according to Mihaljevic (2007) Communicative competence comprised of two words, which means competence to communicate, competence associated with linguistics and communication is the performance, the use of the language in real situations.

Learning: Gonzás (2007) expresses that the acquisition or development of knowledge about a specific topic. This knowledge will be established in the apprentice through social or personal experiences.

Interaction: Wamaina (2011) states that stimulation for the learners in order to involve learners in the classrooms, they are given a chance to share and express their opinion in class.

Learning strategies: for Hasanbegovic (2006) strategies that are the product of the reflection of feelings about the learning process that students are experiencing.

Proficiency: Learners achievement during the learning process and some forms to evaluate and determine the level of acquisition of some specific standards. (Schools, 2014).

2.4 Legal Framework

De acuerdo a lo estipulado en la **CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR**, Decreto Legislativo 0, Registro Oficial 449 del 20 de octubre del 2008, presentando su Última Modificación: 13 de Julio del 2011, y de Estado: Vigente. Misma constitución que fue creada, redactada y ratificada en La Asamblea Nacional Constituyente de Ecuador en el 2008, reemplazando así la constitución de 1998; establece en la **Sección Quinta: Educación** el siguiente artículo:

***Art. 27.-** La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. Asamblea Nacional Constituyente de Ecuador (2008) menciona que la educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional.

According to the article pertaining to the Constitution of Ecuador, it establishes the assurance of the right of education. At the same point, promotes fairness in the branch of education in all its features, encouraging and promoting the individuality and competences that citizens have in Ecuador.

De la misma manera referente a lo que se estipula en la **CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR**, en el **TITULO VII Régimen del Buen Vivir** establece en el **Capítulo Primero Inclusión y Equidad** el siguiente artículo:

***Art. 343.-** El sistema nacional de educación tendrá como finalidad el desarrollo de capacidades y potencialidades individuales y colectivas de la población, que posibiliten el aprendizaje, y la generación y utilización de conocimientos, técnicas, saberes, artes y cultura. El sistema tendrá como centro al sujeto que aprende, y funcionará de manera flexible y dinámica, incluyente, eficaz y eficiente. El sistema nacional de educación integrará una visión intercultural acorde con la diversidad geográfica, cultural y lingüística del país, y el respeto a

los derechos de las comunidades, pueblos y nacionalidades (Asamblea Nacional Constituyente de Ecuador, 2008).

Continuing the framework of the Ecuadorian constitution, the article before mention takes a considerable emphasis on education in the development of individual citizens of this country. Thus, the article mentions the pliability that should be present in the learning process respecting the different learning styles in learners.

De acuerdo a lo estipulado en la **LEY ORGÁNICA DE EDUCACIÓN SUPERIOR**, Decreto Legislativo 0, Registro Oficial Suplemento 298 del 12 de Octubre del 2010, presentando su Última Modificación: 30 de Diciembre del 2016, y de Estado: Vigente. Misma ley que fue discutida y aprobada en La Asamblea Nacional Constituyente de Ecuador el 5 de Agosto de 2010 en concordancia con el artículo 64 de la Ley Orgánica de la Función Legislativa; establece en el **TÍTULO VIII Del Sistema de Educación Intercultural Bilingüe** correspondiente al **Capítulo I De Las Normas Generales** el siguiente artículo:

***Art. 243.-** Interculturalidad. La interculturalidad propone un enfoque educativo inclusivo que, partiendo de la valoración de la diversidad cultural y del respeto a todas las culturas, busca incrementar la equidad educativa, superar el racismo, la discriminación y la exclusión, y favorecer la comunicación entre los miembros de las diferentes culturas (Asamblea Nacional Constituyente de Ecuador, 2010).

Following about what is established in the Organic Law of Higher Education and in the article mentioned before, the diversity present in Ecuadorian society is motivated, and their advances for inclusive educational approach respecting human values for the development of society in Ecuador.

De acuerdo a lo estipulado en el **Código de la Niñez y Adolescencia**, publicado por Ley No. 100/2002 en el Registro Oficial 737 de 3 Enero del 2003, de estado: Vigente. Mismo código deroga el Código de Menores y el Reglamento General al Código de Menores que fue creado en el Congreso Nacional del Ecuador en Julio del 2003 (Congreso Nacional actualmente cesado y reemplazado en sus funciones por la Asamblea Nacional de Ecuador); establece en el **Capítulo III Derechos Relacionados Con El Desarrollo** el siguiente artículo:

***Art. 37.- Derecho a la educación:** Los niños, niñas y adolescentes tienen derecho a una educación de calidad. Este derecho demanda de un sistema educativo que:

3. Contemple propuestas educacionales flexibles y alternativas para atender las necesidades de todos los niños, niñas y adolescentes, con prioridad de quienes tienen discapacidad trabajan o viven una situación que requiera mayores oportunidades para aprender. Registro Oficial (Congreso Nacional del Ecuador; cesado 2007).

Following what is stipulated in the Code of childhood and adolescence, the article focuses attention on the right of children to receive a quality and high education. Additionally, it is advocated to contemplate educational proposals that are flexible according to the different needs that Ecuadorian children may present.

CHAPTER III

3.1 RESEARCH METHODOLOGY

Observation Method

The use of observation method is a purposeful way to collect primary data, systematic and selective way of watching and listening interaction between teacher and learner as it takes place. There are many way to make observation which is the most appropriate of date collection.

Inductive-Deductive method

These research proyect is different as deductive approach is related with positivisim and indictuve approach is related with interpretive. Deductive research approach refers to the establishment of appropriate theories or hypothesis to resolve the research problem and after establishment, tests out these theories or hypothesis with the use of empirical observation (Burney, 2008). The steps of deductive research approach are theory, hypothesis, observation and confirmation. In this approach various arguments are used to give adequate reasoning for a particular fact and these arguments are based on definite law, rules and regulations. On the other hand, the inductive research approach is used to overcome with the limitation of deductive research approach. Burney (2008) has defined inductive research approach as the process in which the more specific concepts are analyzed in a general way.

3.2 Research Types

Descriptive research. - This research was used to describe causes, characteristics of variables (natural approach and oral proficiency), processes, strategies and scientific theories. As well as, this type of research helped to “interpret” interview and survey “data” after they were analyzed (Kumar, 2014. p 27).

Field research. Field research is adecuated when the research question involves learning about, understanding, or describing a group of interacting people. Field researchers study people in a location or setting. It has been used to study entire communities. Beginning field researchers should start with a relatively small group (30 or fewer) who interact with each other on a regular basis. (Neuman, 2014)

3.3 Research Approach

This study was conducted in order to assess the use of natural approach to improve oral proficiency in the II BGU at high school Liceo Cristiano of Guayaquil in the school year 2019-2020. To carry through this educative project, a mixed-method approach was put to use.

Quantitative

The first is a quantitative method, which is based on numbers to research, analyse, verify information and (Hernández, Fernandez and Baptista, 2006, p.254). This approach contributed to the research because once all information was collected through a survey, the data was analysed and showed in statistical way. Thanks to this method, the researcher could determine the necessity to implement a guide with speaking activities developed by mean of a natural approach.

Qualitative

Other approach used was the qualitative which is based on a description of events, facts, people, situations, behaviors, interactions that are observed through a study (as it cited by Hernández et al., 2003, p.255). It was used to understand the conflict situation, to know the different causes provoking a deficit in oral proficieny and describe speaking activities in classroom and other aspects affecting English teaching.

3.4 Technique and Research Instruments

The current study made use of the following three main techniques for the research:

Survey: According to Pérez and Gardey (2008) survey is a technique that consists of collecting information from a group of people about a specific subject of interest with the purpose of obtaining data that will be analysed for then the deduction of conclusions. The survey was aimed to know strengths and weaknesses that students have at the moment to develop oral production, methodology used by the teacher and speaking practice. For this technique, it was needed a questionnaire that consists of 8 statements. 40 students were

surveyed using a Likert scale which indicates five options (totally disagree 1; disagree 2; indifference 3; agree 4; totally agree 5).

Interview: For Pérez and Gardey (2008) interview is a conversation carried out between two or more people with the sole purpose of gathering information, opinion or knowing the personality of the interviewee. The instrument used was a questionnaire with eight open questions aimed to the English teacher at II BGU with the purpose to know relevant aspects about teaching and learning of English, methods used, strategies and resources applied during speaking activities.

Observation: Hernandez et al., (2006), expressed that observation is the basic relationship between what is observed and the person who observes, it represents the beginning of all understanding of reality. The class observation consisted of analyzing the speaking activities developed at II BGU, whose purpose was to know methods, strategies and didactic resources used by the teacher. The instrument used in this technique was note-taking notebook

3.5 Research Population and Sample

According to Kowalczyk (2018) a population is a finite set of subjects or individuals. In this case population and sample will be defined through field research developed at Liceo Cristiano high school, during the 2019-2020 school year where the population in II BGU is about 124 students split up in three different sections. The researcher has chosen 40 of them to answer 8 statements whose objective is to know strengths and weaknesses students have at the moment to develop oral production. The teacher is considered part of the sample which will help to define appropriated recommendations and conclusions about the problem.

Table 1 Population and sample

Section	Number	Percentage
Teachers	1	100%
Students	40	32.25%

Source: High school Liceo Cristiano of Guayaquil
Author: Mera Katherine (2019)

3.6 Data Analysis and Interpretation of Results

Item 1: I am afraid of speaking English even though I have basic knowledge to do it.

Room: II BGU - 2019

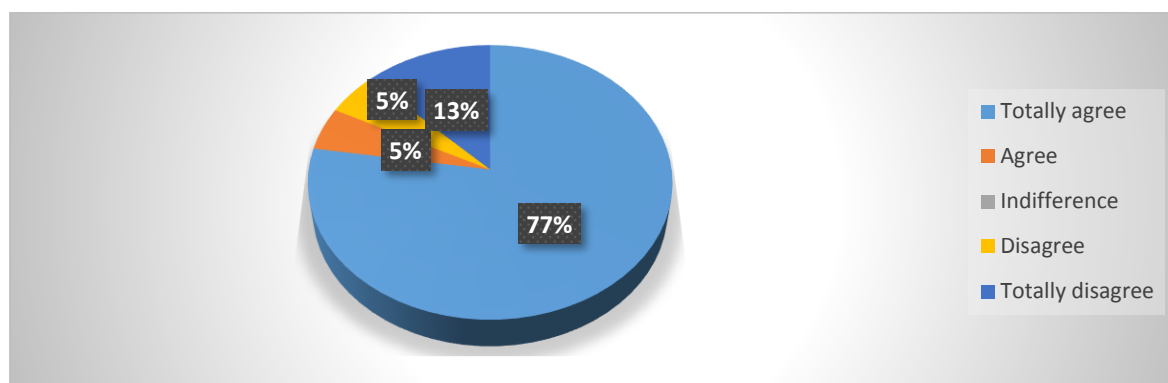
Sample: 40 students

Table 2 *I am afraid of speaking English even though I have basic knowledge to do it.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	31	77%
Agree	2	5%
Indifference	0	0%
Disagree	2	5%
Totally disagree	5	13%
Total	40	100%

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)



Graphic 1 *I am afraid of speaking English even though I have basic knowledge to do it.*

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)

Comment

It can be seen from the table above that 77% of students have mentioned that they are afraid of speaking English even though they have basic knowledge to do it. From the data above, researcher feels that students need to be given more confident and avoid correcting mistakes at the moment they speak.

Item 2: I feel more confident when I work with others

Room: II BGU - 2019

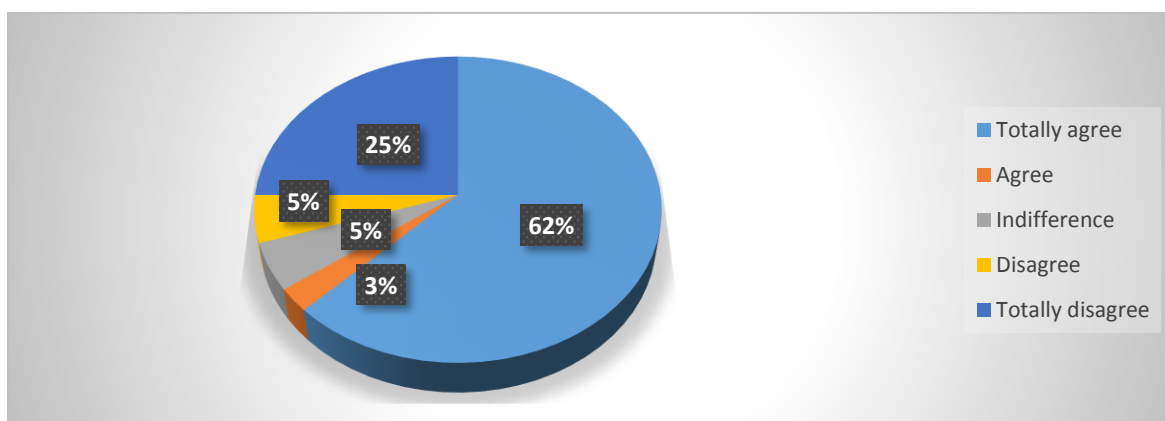
Sample: 40 students

Table 3 *I feel more confident when I work with others*

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	25	62%
Agree	1	3%
Indifference	2	5%
Disagree	2	5%
Totally disagree	10	25%
Total	40	100%

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)



Graphic 2 *I feel more confident when I work with others*

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)

Comment

It can be seen from the table above that 62% of students have mentioned they feel more confident when they work with others while the rest of students think about working individually. From the data above, researcher feels that students need to work in pairs or in groups regularly so that, they can be used to working in this way.

Item 3: I enjoy games or warm ups activities

Room: II BGU - 2019

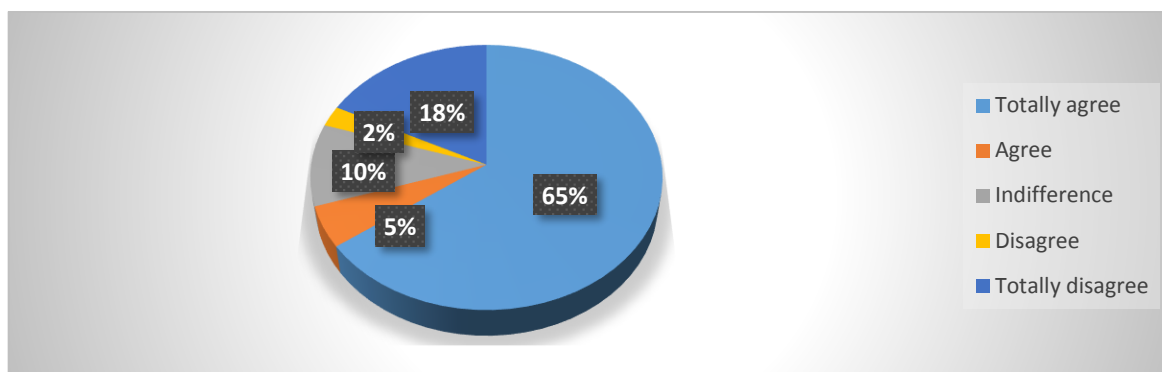
Sample: 40 students

Table 4 *I enjoy games or warm ups activities*

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	26	65%
Agree	2	5%
Indifference	4	10%
Disagree	1	2%
Totally disagree	7	18%
Total	40	100%

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)



Graphic 3 *I enjoy games or warm ups activities*

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)

Comment

In the graphic 3 it can be observed that 65% of students mentioned that they enjoy games or prior activities before starting lessons. This information is relevant because the researcher feels that more games funny exercises or warm up activities should be implemented to encourage students to learn and speak English.

Item 4: My English pronunciation has improved in a natural way inside the classroom.

Room: II BGU - 2019

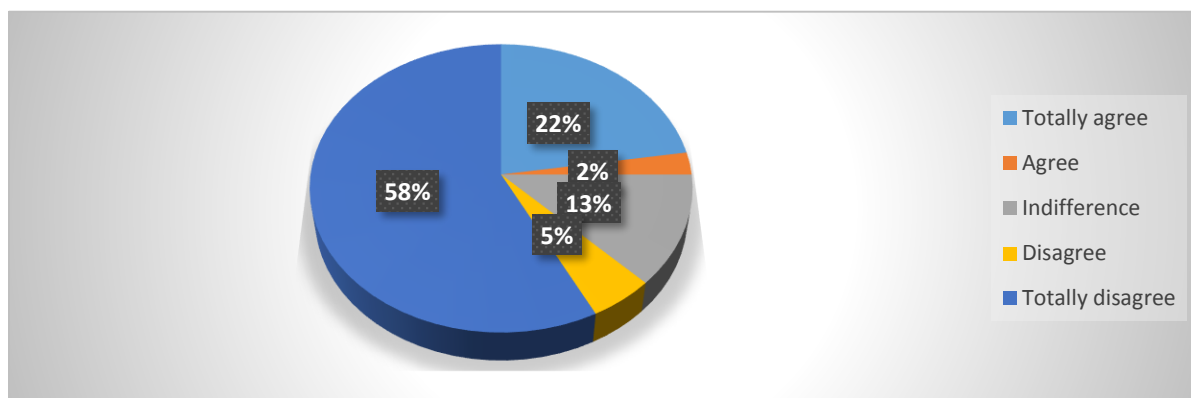
Sample: 40 students

Table 5 *My English pronunciation has improved in a natural way inside the classroom.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	9	22%
Agree	1	2%
Indifference	5	13%
Disagree	2	5%
Totally disagree	23	58%
Total	40	100%

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)



Graphic 4 *My English pronunciation has improved in a natural way inside the classroom.*

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)

Comment

It can be seen from the table above that 22% of students have mentioned their English pronunciation has not improved in a natural way inside the classroom. From the data above, researcher feels that applying more oral activities the improvement of pronunciation and speaking production could be faster.

Item 5: I can express ideas in English to communicate with others

Room: II BGU - 2019

Sample: 40 students

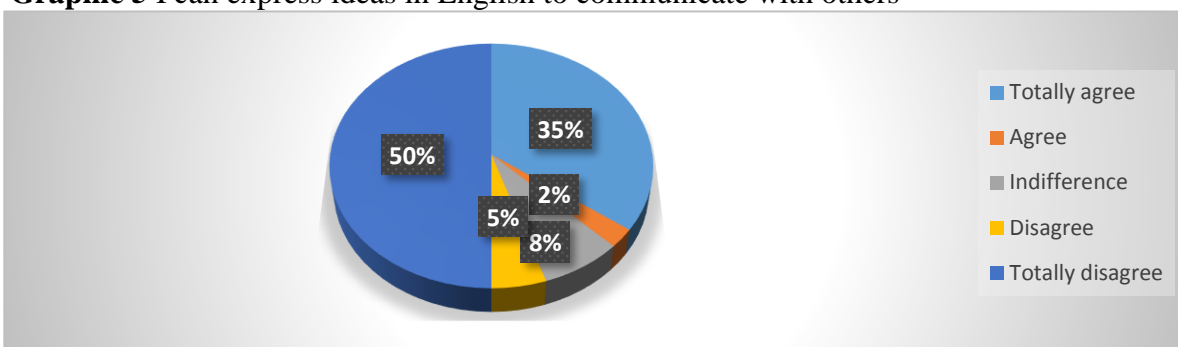
Table 6 *I can express ideas in English to communicate with others*

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	14	35%
Agree	1	2%
Indifference	3	8%
Disagree	2	5%
Totally disagree	20	50%
Total	40	100%

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)

Graphic 5 *I can express ideas in English to communicate with others*



Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)

Comment

In the graphic 5 it can be observed that 35% students mentioned they can express ideas in English to communicate with others. This information is important because the researcher feels that the level of speaking production is insufficiency up to now. Therefore, it is needed to apply vocabulary about idioms or basic phrasal verbs along with oral activities so that, students can express the ideas in better way.

Item 6: My teacher promotes oral production activities

Room: II BGU - 2019

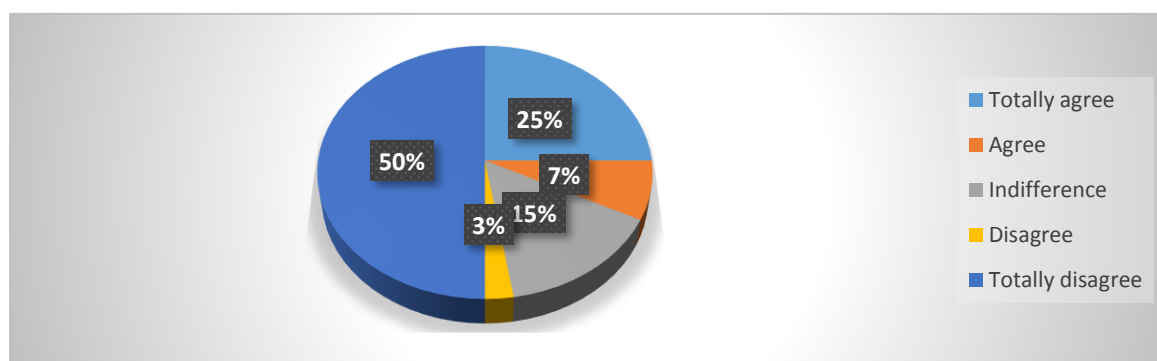
Sample: 40 students

Table 7 *My teacher promotes oral production activities*

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	10	25%
Agree	3	7%
Indifference	6	15%
Disagree	1	3%
Totally disagree	20	50%
Total	40	100%

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)



Graphic 6 *My teacher promotes oral production activities*

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)

Comment

In the graphic 6 it can be observed that 25% of students mentioned their teacher does not promote enough oral production activities. From the data above, researcher feels that there is an insufficiency of oral activities. Therefore, it is needed to drill with more oral activities.

Item 7: Topics of my interest encourage me to speak spontaneously

Room: II BGU - 2019

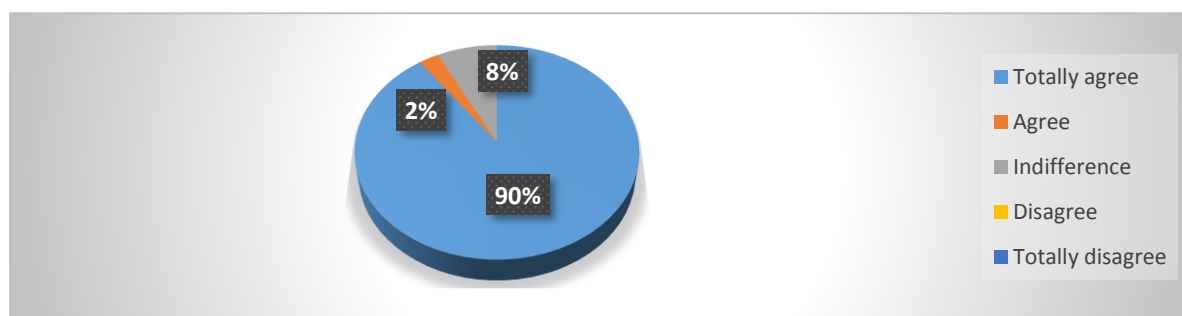
Sample: 40 students

Table 8 *Topics of my interest encourage me to speak spontaneously.*

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	36	90%
Agree	1	2%
Indifference	3	8%
Disagree	0	0%
Totally disagree	0	0%
Total	40	100%

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)



Graphic 7 *Topics of my interest encourage me to speak spontaneously*

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)

Comment

In the graphic 7 it can be observed that 90% of students mentioned topics of their interest encourage them to speak spontaneously. From the data above, researcher feels that the more topics of interest they have, the more motivation they will have to expose their opinions

Item 8: I would like to have more activities where I am able to express my opinions, emotions and goals

Room: II BGU - 2019

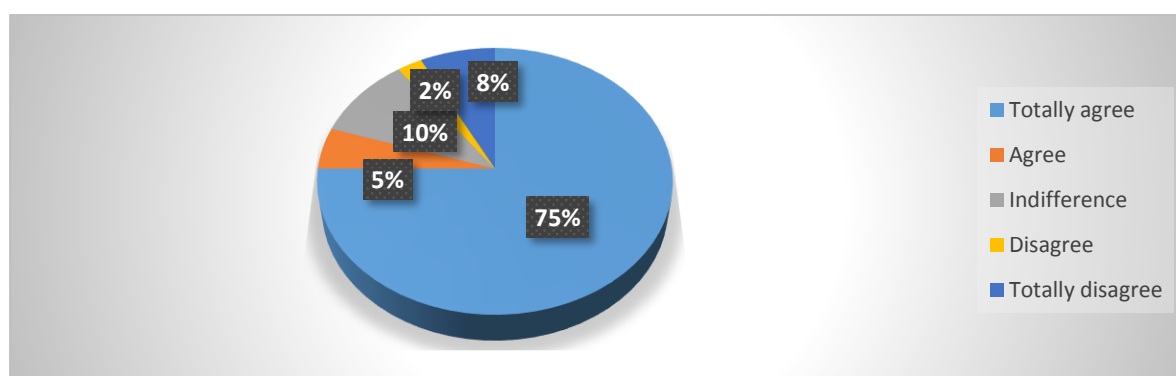
Sample: 40 students

Table 9 *I would like to have more activities where I am able to express my opinions, emotions and goals*

ALTERNATIVES	FREQUENCY	PERCENTAGE
Totally agree	30	75%
Agree	2	5%
Indifference	4	10%
Disagree	1	2%
Totally disagree	3	8%
Total	40	100%

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)



Graphic 8 *I would like to have more activities where I am able to express my opinions, emotions and goals*

Source: High school Liceo Cristiano of Guayaquil

Author: Mera Katherine (2019)

Comment

In the graphic 8 it can be observed that 75% of students mentioned they would like to have more activities where they are able to express their opinions, emotions and goals. From the data above, researcher feels that through of topics of interest and help them with elaborated phrases; students can complete them with their ideas or opinions.

Teacher Interview Analysis

With the purpose to know the problems and necessities the teacher finds, at the moment to apply oral activities and to know the teacher methodology, the researcher proposed to apply an interview to the teacher. Through teacher interview the researcher can conclude that one of those problem teachers find at the moment of producing speaking skills with the students is the lack of vocabulary because the learners never use it in real situations so they forget it if the class is only based on memory. Teachers have mentioned that the methodology used to develop speaking activities is through interaction they find it more useful to communicate different ideas and share comments with a real person that speaks English so the learners can show all the process learned in classes. Teachers also mentioned that students carry out different strategies like role plays, sketches, presentations, expositions where students put in practice their knowledge in real situations, however, they are tied to the school book. Sometimes she should adapt the rest of the activities to create oral situations. Teachers believe that a guide with speaking production activities would be useful because the guide increases oral activities improving speaking proficiency through activities that involves natural approach to learn.

Observation Analysis

Pre- Observation

The researcher used an observation technique through a observation checklist activity which consisted of selecting two alternatives YES/ NO according to the statement. The first point observed was how the teacher introduces the topic, the teacher did not use a warm up activity before starting the class. It suggested to add an oral or listen activity to motivate students to start the lesson, since that it call student interest by learning. The teacher did not promote open questions, he promoted book question activities alone. It is suggested that activities from the text can be related with real situations since that the objective of the English learning is the communication and learning of the culture. Any role-plays activites or activities where students can express their ideas were observed. It is recommended that students can intregate groups to socialize the topic to create dialogues since that the objective of natural approach is cetred in comunication not just teacher.student but student-student, too. Students`answers were not shared with the rest of students. It is suggested that everyone give different point of view about the topic since that is healthy to know the emotions or feelings

students can have at the moment to speak about particular situation. The teacher did not use other resource to reinforce the activity. It is suggested to implement a guide with speaking exercises since that it is important to reinforce oral production. Students did not work in pairs, they work only individually. It is suggested to promote students to work in pairs since that language is a social activity. Students did not compare the activity with their real life. It is suggested to mention one or two questions relating personal or familiar aspects in that way students will feel more confident when they talk to themselves. The environment was not appropriate enough. It is suggested to sit down students making a round to share ideas because the face to face interaction facilitate the communication. There was not any feedback of activities developed in the present lesson. It is recommended teacher measures how much students learnt in the present lesson since that it is adequated to exercise memory and consolidate the learning.

Post- Observation

In the post observation with the application of one of the speaking activities, teacher can realize how student felt more confident to share ideas and thoughts related to their real life situation. Teachers was able to introduce the class with a warm up activity which allow student to be in a good environment and increase their relation not only with the teacher but also with their partners as well.

Teacher also promotes students to work with extra speaking activities and not only with some of the book. At the end of the activity teacher encouraged students to form groups in order to share their ideas and then to participate in front of front of the classroom and share their opinion with the rest of the class.

At the end of the lesson the teacher reconized some learning difficulties and gave to them a feedback of activities developed in the lesson and helped them to consolidate the learning in a better way.

Preliminary Conclusions

Through this Research, and thanks to the different research instrument used to look for the solution, now it has given to know the importance to apply the natural approach where the naturalistic features of first language acquisition are utilized in the second language acquisition” (Rhalmi, 2009, p.2). Thanks some theories supporting natural approach in this thesis work, before, during and after all the problematic due to the lack of oral proficiency found through the application of these research instruments, can be said that students are able to learn a new language through the use of affective filter and natural order according to their level of learning and oral proficiency because students will emphasize on activities based on comprehensive input and meaningful communication rather than on only grammatical mastery of language. In addition to increase proficiency, students should acquire sufficient vocabulary because vocabulary is considered as a basic platform to develop oral production.

To develop interaction and communicative competence between educator-learner and learner-learner it is necessary put emphasis in two aspects: the teacher`s and instructional material`s role. The Teacher role lie in providing input for acquisition due to the teacher is the primary generator of that input. Just as, in this job is required to create a steady progression of language input while giving an assortment of non-linguistic signs to help learners in translating the information.

In second place, the natural approach teacher creates a classroom atmosphere that is interesting, and friendly. The teacher must involve a variety of content, contexts and material student needs and interests. On the other hand, as a result of research analysis, the researcher has designed a guide with speaking activity because it is a necessary tool to complement activities in classroom and students can have more activities aimed to improve their oral proficiency since that the role of this instructional materials are a contribution to make classroom activities as meaningful as possible by relating classroom activities to the real world, and by fostering real communication among the learners. The essential point of materials is to advance comprehension and communication. Pictures and other visual guides are basic, since they supply the substance for communication and encourage the obtaining of a huge vocabulary inside the classroom.

CAPÍTULO IV

4. PROPOSAL

Speaking Production Activities to Develop Oral Proficiency in II BGU Students at Liceo Cristiano de Guayaquil

4.2 General Objective

- To design a guide with speaking production exercises to build confidence and improve oral proficiency in English.

4.2.1 Specific Objectives

- To develop interaction and communicative competence between educator-learner and learner-learner.
- To encourage learners to enhance oral skills expressing their emotions to others, what they think or feel in different situations.
- To help learners to use language without grammar lessons

4.3 Feasibility

Spacey (2017) states that a feasibility study is useful to determine if a strategy, design, product or process is possible and practical. The proposal is economically and technologically possible because the speaking activities will be available in a CD as a photocopiable resource, totally free. It will remain in the high school library, so that teachers and students can use it as an extra didactic material. On the other hand, in spite of having taken UNCOVER BOOK as a reference, any exercise has been copied, all activities have been developed by the author.

4.4 Description

This guide is aimed to be used with II Bachillerato students at Liceo Cristiano high school. Students can enjoy doing exercises by interacting in classroom with 10 speaking production activities. Each activity is designed to address some different situations. There is no required sequence for the topics. The teacher or leader may choose to teach all ten in the order in which they appear in the guide or concentrate more heavily on a few particular activity depending on the needs and interests of the students. The opening question is recommended to start the activity and get students interacting with one another. This time may also provide a good opportunity for students to share ideas, feeling and emotions. All activities are connected with units in the text UNCOVER 3 from Cambridge University Press. Having connection with the text allows students to check grammar structures and vocabulary before doing activities. However, guide activities do not have grammar content because it is expected that students communicate their ideas without having to remind grammatical points and without correcting mistakes in public.

Contents

- **SPEAKING ACTIVITY 1**

It is better to

This activity is aimed to develop oral production by speaking about places and refuse ideas from others

- **SPEAKING ACTIVITY 2**

Desert Island

This activity is aimed to develop oral production by talking about ways of surviving in a desert island.

- **SPEAKING ACTIVITY 3**

Post –it

This activity is useful to show feeling and emotions whose objective is to develop oral production by talking about things you most like of my partner

- **SPEAKING ACTIVITY 4**

In this year, I need to buy....

This activity is aimed to develop oral production by talking about priorities, or things you should do first in everyday life or in a whole life

- **SPEAKING ACTIVITY 5**

¡I want you to do my homework!

This activity carries out a parody related to the thematic of *slave and a queen or a King* in which one student should give an order and the other student should answer to them

- **SPEAKING ACTIVITY 6**

You are afraid of....

This activity is aimed to develop oral production by talking about fears or things make you scary

- **SPEAKING ACTIVITY 7**

Describing pictures

This activity is aimed to develop oral production by describing or comparing pictures

- **SPEAKING ACTIVITY 8**

Describing pictures

This activity is aimed to develop oral production by describing different pictures

- **SPEAKING ACTIVITY 9**

wishes

The purpose in this exercise is to develop oral production by talking about three wishes you would like to have

- **SPEAKING ACTIVITY 10**

Likes and Dislikes

This activity is aimed to develop oral production by talking about things you like or dislike.

Guide with Speaking Production Activities to Develop Oral Proficiency in II BGU students at Liceo Cristiano de Guayaquil



Figure 1
(Sober College, 2019)

By Katherine Mera Conforme
2019

Introduction

This guide is aimed to be used with II Bachillerato students at Liceo Cristiano high school. Students can enjoy doing exercises by interacting in classroom with 10 speaking production activities. Each activity is designed to address some different situations. There is no required sequence for the topics. The teacher or leader may choose to teach all ten in the order in which they appear in the guide or concentrate more heavily on a few particular activity depending on the needs and interests of the students. The opening question is recommended to start the activity and get students interacting with one another. This time may also provide a good opportunity for students to share ideas, feeling and emotions. All activities are connected with units in the text UNCOVER 3 from Cambridge University Press. Having connection with the text allows students to check grammar structures and vocabulary before doing activities. However, guide activities do not have grammar content because it is expected that students communicate their ideas without having to remind grammatical points and without correcting mistakes in public.



It is better to...



Figure 2

(Around the world, 2019)

SPEAKING ACTIVITY 1

Objective: To speak about places and refuse ideas from others

Activity 1: Answer the following questions

Instructions

The activity consists of using some questions to know each other:

- Have you ever visited other country or city?
- What countries would you not like to visit? why?
- Do you prefer to travel alone or in a group?
- Have you ever traveled by train, ship, car, bus, plane?

Activity 2: Vocabulary

Instructions

The activity consists to related words with the correct definition and discuss about different places:

Speaking about places

Relate words to Definitions. Write the letters in the box

	Facinating		A place that has a long history.
	Famous		Very pleasing on the eye.
	Inexpensive		not very interesting.
	Touristy		A crowded, busy place.
	Ancient		Modern, very up to date
	Beautiful		a rich and varied mix of cultures and languages
	Bustling		Very full of people
	Contemporary		Costing a lot of money
	Cosmopolitan		Very well known, celebrated, notable
	Crowded		Wonderfull, Very interesting
	Polluted		Very big
	boring		Somewhere with a lot of things going on
	Exiting		Not costing very much
	huge		Unique and unusual
	lively		Dirty, contaminated
	Expensive		Visited by lots of tourist
	Picturesque		Fun, thrilling, with lots of enjoyable things to do

ANSWER KEY

Relate words to Definitions. Write the letters in the box

A	Facinating	e	A place that has a long history.
B	Famous	f	Very pleasing on the eye.
C	Inexpensive	l	not very interesting.
D	Touristy	g	A crowded, busy place.
E	Ancient	h	Modern, very up to date
F	Beautiful	i	a rich and varied mix of cultures and languages
G	Bustling	j	Very full of people
H	Contemporary	p	Costing a lot of money
I	Cosmopolitan	b	Very well known, celebrated, notable
J	Crowded	a	Wonderfull, Very interesting
K	Polluted	n	Very big
L	boring	o	Somewhere with a lot of things going on
M	Exiting	c	Not costing very much
N	huge	q	Unique and unusual
O	lively	k	Dirty, contaminated
P	Expensive	d	Visited by lots of tourist
Q	Picturesque	m	Fun, thrilling, with lots of enjoyable things to do

Activity 3: *Speaking Production*

Instructions

The activity consists of using the phrase:

I would like to travel to....

- a. The first student will say the base phrase

I would like to travel to México because it is an exciting city.

- b. The second student and the rest of them will refuse the prior idea and will suggest other better one

Example:

STUDENT 2: No, México is not good place to visit. It is better to visit Buenos Aires because it is a famous city in sudamerica with a lot of thing to do and see

- c. Give enough time to your students to prepare their ideas
- d. Have students use vocabulary words from activity 2
- e. Similar phrases can be developed

I would like to have the opportunity of visiting

Activity 4: *Writing*

Answer the following Question

Do you prefer summer holidays or winter holidays to travel? Why?

.....
.....
.....
.....
.....

Desert Island

SPEAKING ACTIVITY 2

Objective: To speak about ways of surviving in a desert island

Activity 1: *Draw pictures*



Give each student a piece of paper and tell them to draw an item, any item.

Activity 2: *Speaking production*

Instructions

- Collect the drawings and pass them out again; no student should receive their own drawing.
- Next, tell the students that they have been stranded on a desert island, and only half of the class can survive and continue to inhabit the island.
- The only thing each student will have on the island is the item they drew in the paper, and their goal is to convince the class that they should survive based on that item.

Example:

STUDENT:

- I have a cellphone; it would help me to survive because I can use it *to call someone to rescue me.*
- I've got a chair, it would help me to survive because I can use it *as firewood and cook some fish*



Post -it

SPEAKING ACTIVITY 3

Objective: To speak about things I like of my partner

Activity 1: Answer the question

- Do you like dancing?
- Do you dance very well?
- What other activity do you like most to do?

Activity 2: Vocabulary

Match column 1 with column 2 by writing the correct letter.

column 1		column 2	
<input type="checkbox"/>	Dress up	<input type="checkbox"/>	Every day when you say. Hello!
<input type="checkbox"/>	Be	<input type="checkbox"/>	very slowly
<input type="checkbox"/>	Speak	<input type="checkbox"/>	carefully
<input type="checkbox"/>	Walk	<input type="checkbox"/>	The sentence quickly
<input type="checkbox"/>	Think	<input type="checkbox"/>	Well, you have a beautiful voice
<input type="checkbox"/>	Express	<input type="checkbox"/>	So hard
<input type="checkbox"/>	Sing	<input type="checkbox"/>	delicious
<input type="checkbox"/>	Dance	<input type="checkbox"/>	fashion
<input type="checkbox"/>	Cook	<input type="checkbox"/>	ideas clearly
<input type="checkbox"/>	Look	<input type="checkbox"/>	English perfectly
<input type="checkbox"/>	Smile	<input type="checkbox"/>	things very easy
<input type="checkbox"/>	Eat	<input type="checkbox"/>	Very intelligent
<input type="checkbox"/>	Write	<input type="checkbox"/>	honestly
<input type="checkbox"/>	Read	<input type="checkbox"/>	with elegance
<input type="checkbox"/>	Play	<input type="checkbox"/>	salsa pretty well
<input type="checkbox"/>	Work	<input type="checkbox"/>	sweetly
<input type="checkbox"/>	Learn	<input type="checkbox"/>	positively
<input type="checkbox"/>	Drive	<input type="checkbox"/>	words correctly

ANSWER KEY

Activity 2: *Vocabulary*

Match column 1 with column 2 by writing the correct letter.

<i>column 1</i>		<i>column 2</i>	
a	Dress up	k	Every day when you say. Hello!
b	Be	l	very slowly
c	Speak	r	carefully
d	Walk	m	The sentence quickly
e	Think	g	Well, you have a beautiful voice
f	Express	p	So hard
g	Sing	i	delicious
h	Dance	a	fashion
i	Cook	f	ideas clearly
j	Look	c	English perfectly
k	Smile	q	things very easy
l	Eat	b	Very intelligent
m	Write	o	honestly
n	Read	d	with elegance
o	Play	h	salsa pretty well
p	Work	k	sweetly
q	Learn	e	positively
r	Drive	n	words correctly



Figure 3

(Examenes cambridge, 2019)

Example 1

One thing I like most of you is your way of *dressing up*. You **dress up** fashion all the time.

Example 2

One thing I like most of you is your way of *thinking*. You always **think positively**

Activity 4: Speaking Production

Variation: students can also use the phrase in negative form

One thing I don't like most of you is your way of.....

Activity 3: Speaking Production

For this activity, you need to use different verbs with **ING**. **Don't forget!**

Instructions

- a) Ask your students to write the phrase; (**One thing I like most of you is your way of...**), in a small notepaper.
- b) Students should write the partner's name who they want to express their feelings
- c) Each student stands in front of the classroom and shares what he or she likes most of his or her partner.
- d) Student should paste notepaper at the clothes of the partner.



Figure 4

(Examenes cambridge, 2019)



In this year, first of all I need to

SPEAKING ACTIVITY 4

Objective: To speak about priorities

Activity 1: Writing

Activity 2: Speaking production

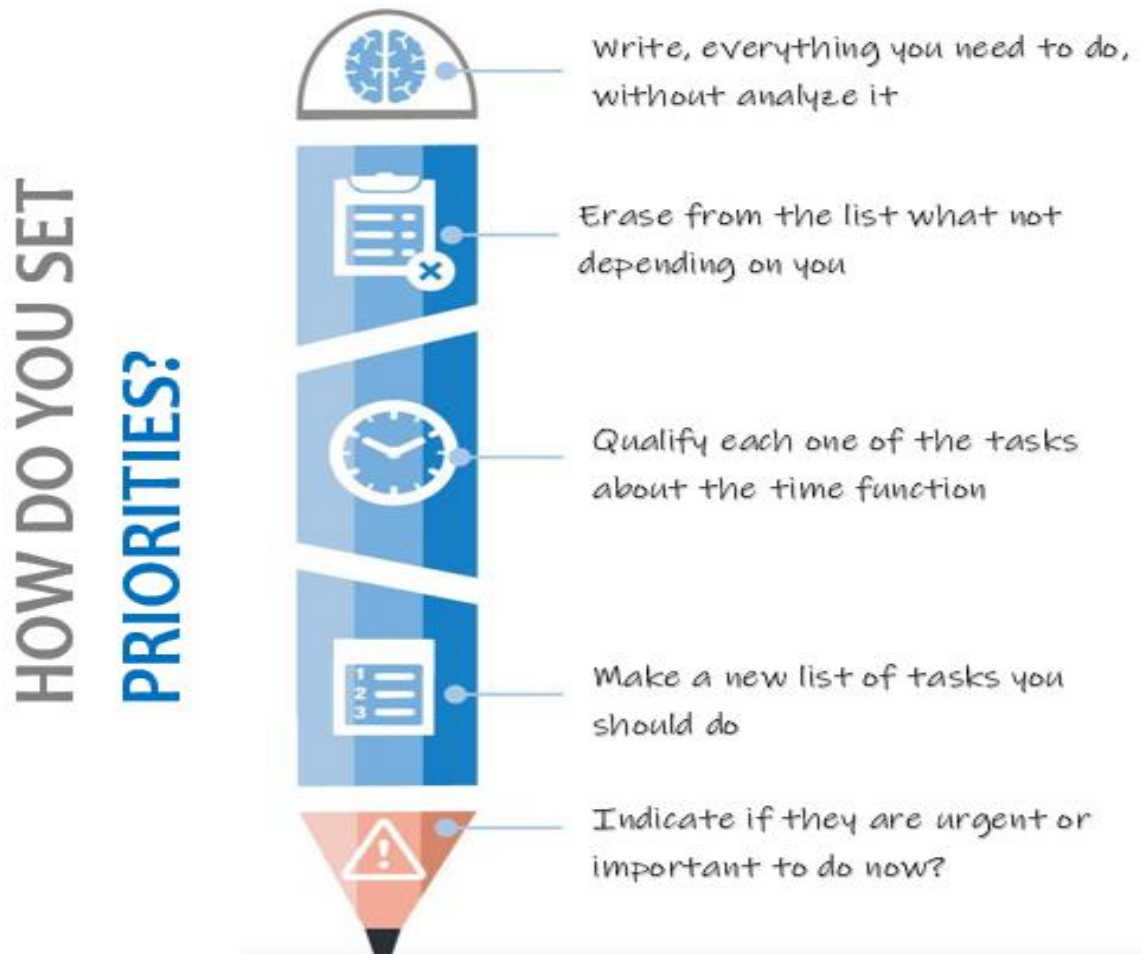


Figure 5
(proficientz, 2019)

Instructions

- a. Ask your students to say some things they need to do today, on weekend, in one year or maybe in 5 years.
- b. Students should mention these things in order of importance
- c. For this activity, you need to use information from exercise 1.
- d. Use sequence words such as: first of all, secondly, third, next and finally.

Example

In this year, first of all I need to *buy a new cellphone, secondly, I need to paint my bedroom, next, I need to know more friends and finally to pass my exams.*

- **Today, first of all I need/want to.....**
- **On weekend, first of all I need to.....**
- **In this year, first of all I need to.....**
- **In 5 years, first of all I need to**



I want you to do my

SPEAKING ACTIVITY 5

Objective: (1) to speak about orders, and request; (2) to speak about future actions

Instructions

- a) Asks students to share roles **St. (1) is a slave, and St. (2) is a queen/king**
- b) The first student will use future simple (**WILL or GOING TO**) and the second one will use (**I WANT YOU TO..... or I NEED YOU TO...**)
- c) For this activity, students should work in pairs

Example

STUDENT 1: I want you to *do my homework*

STUDENT 2: yes, Sir, I will do *your homework now*.

It is very important to do a mimic of the action.

STUDENT 1: *I need you to close the window, now*

STUDENT 2: *Yes, my lady, I will close the window now. Anything else my lady?*



Figure 6
(Wonderopolis, 2019)

SPEAKING ACTIVITY 6

Objective: To speak about fears

Activity 1 *Reading*

a) Read the article about fears before mentioning what are you afraid of?

According Jenna Guillaume (2014) in her investigation about **How many things are you afraid of?** she mentions that everyone is afraid of something. She gives some examples of this:

Clowns	Bugs	Insects	Enclosed spaces	Scary movies
Heights	The dark	Death	Elevators	Dentists
Dogs	Flying	Fire	Tunnels	Doctors
Open spaces	Falling out of love	Natural disasters	Bridges	Accidents
Crowded areas	Never finding	The ocean	Needles	God
Public speaking	Love someone	Nuclear weapons	Exams	The end of the world
Thunder and lightning	Failure	Ghosts	Burglars	Screeching sounds
Mirrors	Animals in general		Blood	Driving

Source: <https://www.nhs.uk/conditions/stress-anxiety-depression/overcoming-fears/>

10 WAYS TO FIGHT YOUR FEARS

Whatever it is that scares you, here are 10 ways to help you cope with your day-to-day fears and anxieties. These tips are for people who are coping with everyday fears.

Take time out

Distract yourself from the worry for 15 minutes by going for a walk, making a cup of tea or having a bath.

Breathe through panic

Stay where you are and simply feel the panic without trying to distract yourself. Place the palm of your hand on your stomach and breathe slowly and deeply. The goal is to help the mind get used to coping with panic, which takes the fear of fear away.

Face your fears

If you panic one day getting into a lift, for example, it's best to get back into a lift the next day.

Look at the evidence

It sometimes helps to challenge fearful thoughts. For example, if you're scared of getting trapped in a lift and suffocating, ask yourself if you have ever heard of this happening to someone. Ask yourself what you would say to a friend who had a similar fear.

Do not try to be perfect

Life is full of stresses, yet many of us feel that our lives must be perfect. Bad days and setbacks will always happen, and it's important to remember that life is messy.

Visualise a happy place

Take a moment to close your eyes and imagine a place of safety and calm. It could be a picture of you walking on a beautiful beach, or snuggled up in bed with the cat next to you, or a happy memory from childhood. Let the positive feelings in you until you feel more relaxed.

Go back to basics

Lots of people turn to alcohol or drugs to cope with anxiety, but this will only make matters worse. Simple, everyday things like a good night's sleep, a wholesome meal and a walk are often the best cures for anxiety.

Activity 2 *Speaking Production*

Answer the question *what are you afraid of?*

Instructions

- a) Asks students to read the article and check vocabulary
- b) Asks students to answer the question ***what are you afraid of?***
- c) Asks students give three ideas at least
- d) For this activity, students need vocabulary related to fears or scary things from activity 1

Example 1

STUDENT: I am afraid of *heights, I can't walk in a bridge or flying in a plane*

Example 2

STUDENT: I am afraid of *spiders, I can't see them, they are ugly animals*

Activity 3: *Variation*

Students can also ask the question ***Do/would you prefer to.....?***

Example

STUDENT 1: *Would you prefer to travel by train or by plane?*

STUDENT 2 I would prefer *to travel by train rather than* plane because I am afraid of *flying*

Describing pictures

SPEAKING ACTIVITY 7

Objective: To describe pictures

Instructions

- a) Asks students to look the picture and describe or compare them
- b) Asks students to use phrases such as: *there is-are, they look like, they are, she is, he is.*
- c) Asks students give three ideas at least

Example



Figure 7

(The importance of sharing a meal, 2019)

- ✓ ***In the picture, there are*** some people.
- ✓ ***They look like*** friends.
- ✓ ***They are*** sitting on the table for a lunch.
- ✓ ***They are*** eating chicken and salad

Activity 1

What can you see in the picture?

What do they look like?

What are they doing?



Figure 8

(Harvard Health Publishing, 2019)



Figure 9

(Healthline, 2019)

Activity 2



Figure 10
(El confidencial, 2019)



Figure 11
(Revd up fun, 2019)

Activity 3



Figure 12
(Fine art America, 2019)



Figure 13
(Fire authority, 2019)

MIND MAP



SPEAKING ACTIVITY 8

Objective: To discuss things usefulness

Instructions

- a) The teacher gives student a piece of paper with written prompts that show different ideas or possibilities.
- b) Students should understand the question and answer it

Example

I think that internet is useful because you use it every day and it has thousands of applications, blogs, worksheets, youtube videos so that you can practice English from home.

I think that songs are useful because they help you to learn pronunciation of words in a funny and easier way.

Why would these items be useful to learn English?

- Dictionary
- Internet
- English book
- Video games
- Songs



Figure 14
(Pixabay, 2019)

SPEAKING ACTIVITY 9

Objective: To speak about wishes

Instructions

- a) Asks students to work in pairs.
- b) The exercise has two modalities; in pairs or individual
- c) The teacher gives student enough time to prepare answers.

Example 1

Teacher: My name is John, and I've always wanted to be a famous writer. *What have you always wanted to do?*

Student 1:

My name is Earnest, and I've always wanted to be a rock star. *What have you always wanted to do?*

Student 2: My name is Peter, and I've wanted to be a snowboard champion. What have you always wanted to do?

Example 2

Student 1: If you have three wishes, what would they be?

Student 2: They would be *to be a rock star, famous soccer player and airplane pilot*

Like and

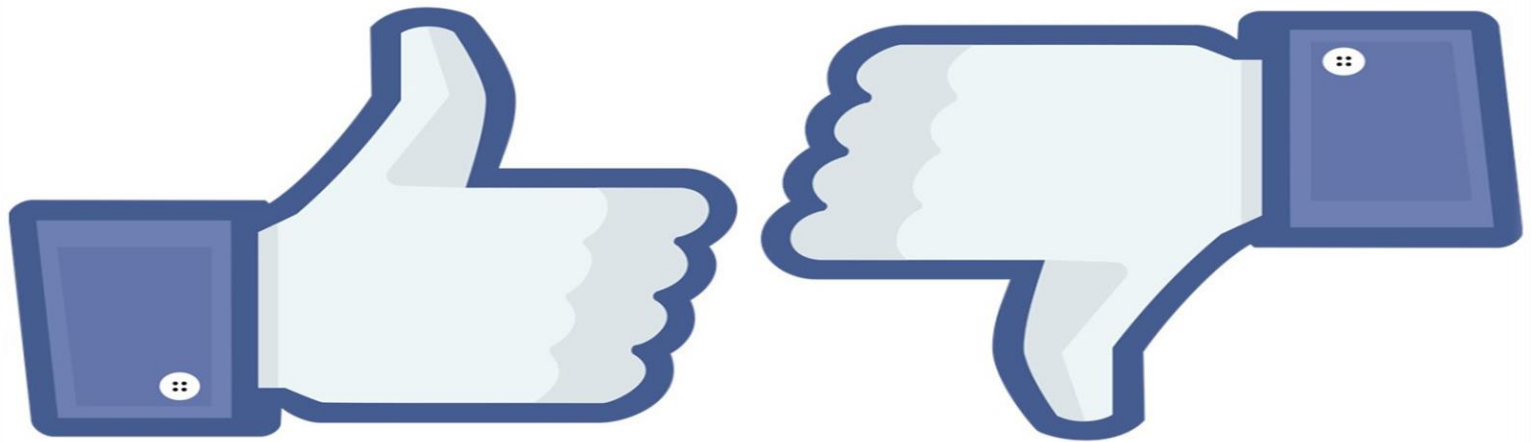


figure 15
(Yentleman, 2019)

SPEAKING ACTIVITY 10

Objective: To speak about likes dislikes

Instructions

- a) The teacher gives student an example by modeling what is expected.
- d) Students should say a similar phrase using different verbs
- e) Give students enough time to prepare their answers

Example

Teacher: My name is Mary, and I like eating. What about you?

Student:

- 1: My name is Earnest, and I like reading. What about you? Student
- 2: My name is Anatoli, and I like camping. What about you? Student
- 3: My name is Marina, and I like singing. What about you? Student
- 4: My name is Martin, and I like swimming. What about you? Student
- 5: My name is Svetlana, and I like dating! What about you?

Recommendations

After of having a hard research work the following recommendations will be given:

First of all, teachers should teach English according Common European framework which establishes different categories or levels of proficiency, developing and applying the method or technique that goes according to the learner level.

Secondly, in natural approach development is really important the interaction between teacher and learners. Therefore, it is recommended to increase oral production activities where students can reason by using questions or statements that they can complete and express their opinions and emotions. It is recommended to encourage practice and interaction within the classroom by using videos and audios with native English speakers since they allow students to get close to natural context.

Important researches have shown that grammatical analysis, grammatical drilling to reduce motivation and enthusiasm in learners to learn a foreign language. For this reason, it is recommended that teacher use a real situation context where grammar is only a complementary element and where ideas take more importance since that the set of them produce communication.

Teachers should integrate new or variety of strategies before planning lesson and change those ones focused on memorization or repetition of words. Therefore, it is also recommended that vocabulary can be learned by students in a context or through games.

On the other hand, it is suggested that in natural approach the teacher should be careful at the moment to correct mistakes in their students when they do a fault in pronunciation. Therefore, it is recommended to do a positive observation but not in front of the rest of students.

Finally, with the purpose to reinforce oral activities in II BGU students at Liceo Cristiano high school it is recommended to use a Guide with Speaking Production Activities. These activities help students to have more confident in themselves at the moment to express ideas without having to remember grammar rules.

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ANNEXES

ANNEXE I: DOCUMENTS



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL


VALIDATION OF THE PROPOSED PROJECT PLAN

NATURAL APPROACH AS AN INTEGRAL RESOURCE FOR THE DEVELOPMENT OF ORAL PROFICIENCY IN II BGU STUDENTS AT LICEO CRISTIANO DE GUAYAQUIL DURING SCHOOL YEAR 2018-2019

Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	✓				
Scientific aspect		✓			
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

A set of activities that engage students in an interactive participation.

Name:	<i>Janeth Mera</i>	 Signature
Occupation:	<i>Teacher-Director</i>	
Phone number:	<i>099536501</i>	
Date:	<i>Sept 25th, 2019</i>	



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL


VALIDATION OF THE PROPOSED PROJECT PLAN

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Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	✓				
Scientific aspect	✓				
Social impact	✓				
Feasibility	✓				
Relevance	✓				
Originality	✓				
Language	✓				
Comprehension	✓				
Creativity	✓				

Comments

A very relevant proposed project plan for the solution of the research problem's

Name:	Msc Mauro Mejia A.	 Signature
Occupation:	University professor	
Phone number:	2189185	
Date:	September 25, 2019	




UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

VALIDATION OF THE PROPOSED PROJECT PLAN

NATURAL APPROACH AS AN INTEGRAL RESOURCE FOR THE DEVELOPMENT OF ORAL PROFICIENCY IN II BGR STUDENTS AT LICEO CRISTIANO DE GUAYAQUIL DURING SCHOOL YEAR 2018-2019

Descriptions	Strongly Agree	Agree	Indifferent	Disagree	Strongly Disagree
Sequence of the study	/				
Scientific aspect	/				
Social impact	/				
Feasibility	/				
Relevance	/				
Originality	/				
Language	/				
Comprehension	/				
Creativity	/				

Comments

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Date:	<i>September 25th, 2019</i>	

ANNEXE II: PHOTOGRAPHS

INSTALACIONES DE LA UNIDAD EDUCATIVA LICEO CRISTIANO DE GUAYAQUIL



ANNEXE III: RESEARCH INSTRUMENTS

SURVEY TO THE STUDENTS

Objective: To know strengths and weaknesses students have at the moment to develop oral production.

Instructions: Put a “mark” on the answer you consider the most appropriate for each one of the instructions.

Statements		Totally Disagree	Disagree	Indifferent	Agree	Totally Agree
		1	2	3	4	5
1	I am afraid of speaking English even though I have basic knowledge to do it					
2	I feel more confident when I work with others					
3	I enjoy games or warm ups activities					
4	My English pronunciation has improved in a natural way inside the classroom.					
5	I can express ideas in English to communicate with others					
6	My teacher promotes oral production activities					
7	Topics of my interest encourage me to speak spontaneously					
8	I would like to have more activities where I am able to express my opinions, emotions and goals					

TEACHER INTERVIEW

Teacher`s name:

Answer the following questions

- 1. What grade or course do you teach English?**
- 2. What type of problems do you find when you work on speaking skills with your students?**
- 3. What type of interaction do you use in speaking class: ¿student-student or teacher-student?**
- 4. Which strategies do you use to develop speaking skill?**
- 5. What type of resources do you use to support speaking activities?**
- 6. What do your students prefer to speak about? Feelings and emotions or book contents.**
- 7. Would it be useful to design a guide with speaking production activities?**
- 8. Would it be useful to implement a guide with activities aimed to develop speaking in natural way without exposing students to control grammar exercises?**

PRE-OBSERVATION CHECK LIST

Topic:			
This instrument has the target know, identify and evaluate teacher methodology, oral production activities.			
Criteria	Yes	No	Observations
Warm-up			
The teacher introduce a song or game to start the lesson			
The teacher uses predicting questions before writing the topic down			
The teacher writes the lesson objective on the board			
Oral activities			
The teacher promotes open questions			
The teacher promotes role-plays activites			
The teacher encourages students to express their own ideas			
The teacher encourages students to argue their answers with the rest of students			
The teacher uses book activites to develop oral production			
The teacher uses a videos or articles to encourage students to give opinions			
The teacher relates oral activites with other language skills			
The teacher encourage students to work in pair to produce ideas and opinions.			
The teacher encourages students to compare activity from the text with their real life			
The teacher encourage students to identify values from the oral activity			
Motivation			
The teacher creates an appropriate environment for the development of speaking production inside the classroom.			
Students participate actively in communicative exercises in the class of English.			
Feedback			
The teacher checks understanding in students through questions			
The teacher finishes the class making a feedback about what they learned.			

POST-OBSERVATION CHECK LIST

Topic:			
This instrument has the target know, identify and evaluate teacher methodology, oral production activities.			
Criteria	Yes	No	Observations
Warm-up			
The teacher introduce a song or game to start the lesson			
The teacher uses predicting questions before writing the topic down			
The teacher writes the lesson objective on the board			
Oral activities			
The teacher promotes open questions			
The teacher promotes role-plays activites			
The teacher encourages students to express their own ideas			
The teacher encourages students to argue their answers with the rest of students			
The teacher uses book activites to develop oral production			
The teacher uses a videos or articles to encourage students to give opinions			
The teacher relates oral activites with other language skills			
The teacher encourage students to work in pair to produce ideas and opinions.			
The teacher encourages students to compare activity from the text with their real life			
The teacher encourage students to identify values from the oral activity			
Motivation			
The teacher creates an appropriate environment for the development of speaking production inside the classroom.			
Students participate actively in communicative exercises in the class of English.			
Feedback			
The teacher checks understanding in students through questions			
The teacher finishes the class making a feedback about what they learned.			