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Y ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

**TITLE**

**LEARNING STRATEGIES AND THE SPEAKING SKILLS IN  
FOURTH GRADE STUDENTS EGB AT UNIDAD EDUCATIVA  
INTERAMERICANO, SCHOOL YEAR 2019-2020**

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<b>RESUMEN:</b> English is considered as a necessary language for all kind of people around the world. Being able to speak English to communicate is an important goal in language learning. The learning process requires strategies that can help students improve all their skills, among them speaking. Even though this skill is considered important, is also the most difficult to master. The current research work points to determine the influence of learning strategies on the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020. It is categorized as a field and descriptive type of research, with a quali-quantitative approach. The results showed that many students experience problems when communicating orally in English. Problems in pronunciation, stress and intonation were also observed. Additionally, it was noted that students used limited vocabulary, possibly caused by the basic level of learning students acquired. Teachers' surveys show that teachers are conscious of the importance of speaking and the role of motivation in the classroom. It was perceived that teachers believe to be on the right path in their classes, and think they are creating enough opportunities for students to develop this skill. However, they do not apply collaborative work, or do not help students acquire appropriate learning strategies to enhance this skill. Unfortunately, teachers do not consider students' needs in the selección of strategies in the classroom. For this reason, the study proposes the selection of appropriate learning strategies to help students improve their speaking skills.		
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El estudiante egresado declara bajo juramento, que la autoría del presente proyecto de investigación “LEARNING STRATEGIES AND THE SPEAKING SKILLS IN FOURTH GRADE STUDENTS EGB AT UNIDAD EDUCATIVA INTERAMERICANO, SCHOOL YEAR 2019-2020”, corresponde totalmente al suscrito y me responsabilizo con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

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En mi calidad de Tutor del Proyecto de Investigación “LEARNING STRATEGIES AND THE SPEAKING SKILLS IN FOURTH GRADE STUDENTS EGB AT UNIDAD EDUCATIVA INTERAMERICANO, SCHOOL YEAR 2019-2020”, designado por el Consejo Directivo de la Facultad de Educación de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

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Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: “LEARNING STRATEGIES AND THE SPEAKING SKILLS IN FOURTH GRADE STUDENTS EGB AT UNIDAD EDUCATIVA INTERAMERICANO, SCHOOL YEAR 2019-2020”, presentado por el estudiante NARCISA NINOSKA GONZÁLEZ ZAMBRANO como requisito previo, para optar al Título de Licenciado en Lengua Inglesa: Mención en Enseñanza y Administración de Sistemas Educativos en TEFL, encontrándose apto para su sustentación.

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## DEDICATION

I want to dedicate this work to God, who gave me the gift of life and allowed me to stand. He has kept me undefeated and is who takes care of my steps and never abandons me.

To Manuela Zambrano, my mom, for believing in me, even before I did. Mom, I would come back and spend all my lives by your side to get the strong legacy that you gave me. Hopefully, this is the beginning of all the successes that are yet to come. You are my greatest inspiration. I hope to have life enough to return at least a little of everything that I have received from you. This work is more yours than mine. An artist cannot create his art without his muse.

To Teófilo González, my father. Dad, you are the most beautiful angel that God gave me on this Earth. Gabriela González, the miracle of life is the most sublime detail. Gratitude is part of this story. To a couple of angels that I have there in heaven. I wish everything had happened differently. I did it for you too!

To all my family that helped with little or a lot, even with the emotional support that is undoubtedly the most important of all. What a joy to have been born in this family so united, so beautiful. You all have been that special that motivated me to be a better human being.

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To my teachers, who did the most important job of all. I owe them much more. And finally, and not least those who did not believe in me. That motivated me to break down barriers. "I can do everything in Christ; that strengthens me. " Filip 4:13

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## INTRODUCTION

English is a necessary language for all kind of people around the world. Being able to speak English to communicate is an important goal in language learning. The learning process requires strategies that can help students improve their skills, among them speaking. Even though this skill is considered important, is also the most difficult to master, especially for students of English as a second language. For this reason, it turns necessary to set appropriate strategies to improve this skill.

This research work is directed to determine the importance of learning strategies in the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020. It was observed that students showed important difficulties to communicate in English language. They were not able to produce short dialogues and were not likely to be motivated to participate in class discussions. For this reason, this study proposes the selection of appropriate learning strategies to help students improve their speaking skills.

Chapter I includes the topic for the present research work, as well as the background of the problem, its formulation and systematization. The broad and specific objectives are also described and are intended to determine the importance of learning strategies in the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020. For this purpose, the way learning strategies can help students in language learning are described, and students' difficulties in speaking performance are identified. The rationale incorporated in this section highlights the importance and social relevance that this study has. The beneficiaries and the impact of the proposal are also explained.

Chapter II describes the Research Theoretical Framework, which includes those important theories that support this work. Additionally, this section gives definitions for the main concepts discussed along the document and that are relevant and related to the topic. The Legal Framework, that is, those laws or official regulations regarding Education and related to the English language teaching are also explained.

Chapter III gives details regarding the Research Methodology, such as the research type and approach. The techniques and tools used to obtain the data that enables to reach the objectives are also described. This section also presents the research population and sample, and the results and findings resulted from data processing.

Chapter IV presents in detail a proposal to solve the problem of the study, which is based on appropriate learning strategies to improve the speaking skill in Fourth grade students EGB at Unidad Educativa Interamericano. Finally, after the description of the proposal, conclusions and recommendations are drawn.

# **CHAPTER I**

## **THE RESEARCH PROBLEM**

### **1.1. Title**

Learning strategies and the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020.

### **1.2. Background of the Problem**

It is well known that English is the language people learn to communicate globally, and for this reason it has been labeled as the world language. Since the main goal in learning this foreign language is an effective communication, the development of the speaking skills is crucial. The speaking skill is described as the most important skill to be developed in language learning, but also the most difficult to acquire. For this reason, it is common to see students facing problems to express themselves in this foreign language, usually because they have to speak in real time, so students cannot check in advance what they say. It is then necessary to select appropriate strategies to learn.

Montaño (2017) defines learning strategies as tactics that individuals take hand to have some control over their own learning process. In modern times, in which speaking English as a foreign language is an important aspect in people's lives, the strategies used are crucial for the language learning process. As a consequence, teachers' role is changing, and includes the responsibility of enhancing such strategies in order to lead students to a successful learning experience. Students need learning strategies to understand information and for solving problems, so not considering its use may result into students' learning failure.

In language learning, the speaking skill is considered the most important skill, and turns a main concern of teachers and learners, because it is seen as a tool for communication. In English language it has even more importance, as English is a global language. People can express feelings, requirements, or queries to the world around them by mastering speaking. However, it is also the most difficult skill to acquire. There are still teachers giving more time and dedication to teach grammar or vocabulary. As a consequence, students prefer to get rid of practicing speaking, in many cases because they get shy or afraid of making mistakes.

Ecuador recognizes the importance of English and has developed a set of standards organized into five domains related to English language teaching and learning. These domains include those of structure and communication, language acquisition and the development and language fluency, expecting students to reach a specific proficiency level of speaking production and interaction (Ministerio de Educación, 2012). Despite this, Educational First has classified Ecuador in the group of countries with a low level of English language proficiency in 2018, what may show that there are still changes to be made and actions to be taken in public and private educational institutions (EF, 2018).

Unidad Educativa Interamericano is a private institution in Guayaquil city that includes English as a foreign language in the curriculum. It has been observed that Fourth grade students EGB show some problems in their speaking performance. They seem to have difficulties to communicate in an appropriate way in English, in addition to problems to apply a good pronunciation, use of language and fluency. Consequently, this research work proposes the elaboration of a guide with a set of appropriate learning strategies directed to improve students' speaking skills, and as a consequence their performance in English language.

### **1.3. Statement of the Problem**

To what extent learning strategies influence the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020?

### **1.4. Problem Systematization**

- How can learning strategies help students in English language learning?
- What theories support the importance of learning strategies in language teaching and learning?
- How frequent are learning strategies used in a common English class?
- What are the common difficulties that students show in speaking performance?
- In what way can the speaking skill be improved with appropriate leaning strategies?
- What are the weaknesses students show when learning the speaking skill?
- How important is for teachers and students to master of the speaking skill in language learning?



- What learning strategies are appropriate to help students to improve their speaking skills?

### **1.5. Broad Objective**

To determine the influence of learning strategies on the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020.

### **1.6. Specific Objectives**

- To describe the way in which learning strategies can help students to develop the speaking skills through the review of relevant literature.
- To identify the common difficulties that students show in their speaking performance through the application of the research tools.
- To design a guide with appropriate learning strategies to help students improve their speaking skills.

### **1.7. Rationale of the Study**

The relevance and usefulness of the strategies applied by learners in the language learning process have grown over time. Currently, even those groups of students with excellent teachers applying the best methods in the classroom are likely to take hand of those strategies. One reason is that learners are the only ones who can really “build” learning. The present research work has great *importance* because it attempts to identify the common difficulties students face when speaking English and proposes the use of appropriate learning strategies to overcome those difficulties.

Since English is considered the official language in many countries, the dominant business language, the modern language of media, tourism, technology and information, people have the necessity of acquiring good communication skills. Therefore, speaking turns in one of the most important skills to be developed, and also any element that can help to improve it. Consequently, this study is *relevant for the society*, because it suggests the use of appropriate learning strategies that will allow learners to form connections, communicate effectively, and progress in life.

The main beneficiaries of this study are Fourth grade students EGB at Unidad Educativa Interamericano, because they will have the chance of improving their speaking skills using

appropriate learning strategies, and consequently their academic performance. In addition, teachers will be benefited, because their classes will turn more active and dynamic. The institution is in addition another beneficiary, because if students gain competence in language learning, students' output profile will be reached.

The proposal included in this research work has a big *impact* in the educational community, because when students apply suitable learning strategies in language learning, they are being guided to make a good use of their skills, before, during and after acquiring knowledge.

### **1.8. Delimitation of the Study**

Responsible Unit: Universidad Laica Vicente Rocafuerte de Guayaquil

Responsible Person: Narcisa Ninoska González Zambrano

Field: Education

Area: English

Population: Fourth grade students EGB at UE Interamericano

Period: School Year 2019-2020

### **1.9. Idea to Defend.**

Learning strategies influence the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020.

### **1.10. Institutional Research Line**

The present study is framed within the Education Faculty research, which states the “performance and professionalization of the teacher”, and also within its research sub-line “communicative competencies in teachers and students”.

## **CHAPTER II**

### **THE THEORETICAL FRAMEWORK**

#### **2.1. Theoretical Framework Background**

Among the studies that have been carried out regarding learning strategies and the speaking skills, there have been found five research projects in the repositories of the following universities: Syiah Kuala University, Universidad Nacional de Chimborazo; Universidad Estatal de la Península de Santa Elena; Universidad Laica Vicente Rocafuerte. Reviews of those studies that have similarities and contribute to validate the present research work are shown below.

Gani, Fajrina, & Hanifa (2015), wrote the research article “STUDENTS' LEARNING STRATEGIES FOR DEVELOPING SPEAKING ABILITY. STUDIES IN ENGLISH LANGUAGE AND EDUCATION”, from Syiah Kuala University, Indonesia.

The main objective of this research work was to identify the learning strategies applied by both low and high-performance speaking students and the differences in learning strategies found. The problem found was based unsatisfactory students' development of speaking in Banda Aceh. The authors mentioned that the learning strategies used by the learners was considered one important aspect involved the development the speaking skills. A field research was applied to collect data. The results showed students with a high performance in speaking had a better balance of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) to enhance their speaking skills. It was not found with low performance speaking students. Therefore, the authors suggested that students should be trained even more in speaking learning strategies, and should be encouraged to use language more appropriately, consciously, purposefully, and frequently.

This research work is maybe the one that has more similarities with the present study. Even though it is developed in a totally different culture, the objectives are alike as both are directed to describe learning strategies and the way they help students improve their speaking skill. Additionally, both research works pretend to identify the difficulties students have in their oral communication to propose a solution. The methodological aspect is another similar point, as research tools are applied to collect data.

Vistín (2018), carried out the study titled “OBSERVATION OF THE COMMUNICATIVE ACTIVITIES USED BY THE TEACHER TO DEVELOP THE SPEAKING SKILL IN STUDENTS OF DÉCIMO AÑO DE EDUCACIÓN BÁSICA CLASS “E” AT UNIDAD EDUCATIVA RIOBAMBA, IN RIOBAMBA CITY, CHIMBORAZO PROVINCE, DURING THE ACADEMIC TERM 2017-2018” from Universidad Nacional de Chimborazo, to obtain the Bachelor’s Degree in Education and English Teacher.

Her work has the purpose of observing the effectiveness of the communicative activities used by the teacher and that are focused on the development of the speaking skill. The type of research was descriptive with a qualitative approach. The results showed that some communicative activities such as role play, games and debates held in the classroom, were not developed with communicative purposes by the teacher, but instead, mechanically, and excluding students’ interaction. Additionally, they could not produce spontaneous communication.

This study matches in several aspects with the present research work. First, the objectives of both studies keep enough similarities to be considered relevant. Even though Vistín’s work is focused on observations and descriptions, it includes important features related to the improvement of the speaking skill that make it a reliable and comparable source. On the other hand, the population of both studies belongs to Educación General Básica, and the students’ age is also similar. However, an important difference could be the geographical location of the institution, because a highland high school starts educational activities in a different season, with a quite different climate, and the social environment presents many differences.

Faubla (2015), wrote a research work titled “COMMUNICATIVE ACTIVITIES TO DEVELOP THE SPEAKING SKILLS TO STUDENTS OF EIGHTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “ALFA Y OMEGA”, LA LIBERTAD, SANTA ELENA PROVINCE, SCHOOL YEAR 2015-2016”, from Universidad Estatal de la Península de Santa Elena, to obtain the Bachelor’s degree in English.

Her work was directed to find suitable strategies to develop the speaking skills of eight grade EGB students, while they learn English as a foreign language through communicative activities in the classroom, based on the Communicative Approach. The research was of a descriptive type, with the application of methods related to the analysis, synthesis, induction,

deduction, and with the use of the interview, survey, pedagogical test and scientific observation techniques. Additionally, this work identified the difficulties students have in speaking, and the level of improvement once the activities designed were implemented.

The study described above is relevant for the development of this research work, because both studies share similar objectives. On the one hand, Faubla's study is targeted to develop the speaking skill, so it can be a benchmark to establish the way in which the speaking skill can be developed, and also to describe the relationship between the research variable. Even though, the population differs, it is important to see that eight and fourth grade students belong to Educación General Básica, and as a consequence, the results obtained in both studies are comparable.

De la A (2016) developed a research work titled "LEARNING STRATEGIES TO DEVELOP ENGLISH PRONUNCIATION FOR SECOND BASIC GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA JOSÉ MEJÍA LEQUERICA, JOSÉ LUIS TAMAYO, SALINAS, PROVINCE OF SANTA ELENA SCHOOL YEAR 2015-2016", from Universidad Estatal Península de Santa Elena, to obtain the Bachelor's Degree in English Language.

Her work focused on analyzing the way to improve English pronunciation through learning strategies for second graders, and at the same time, to motivate them for learning sounds of vowels and consonants according to their level of English. Quantitative and qualitative methods were applied to gather the information that was processed and interpreted, and that allowed the researcher to draw conclusions and suggest learning strategies to improve pronunciation.

There are several aspects in which De la A's work resembles the present study. First of all, both studies propose contributions to help students improve speaking skills, or at least one of the aspects of speaking, such as pronunciation. Second, both studies give teachers resources to support their practices in language teaching and learning. Third, both studies consider motivation as an important part of language learning and direct their efforts to increase or improve this aspect in students. Finally, both studies consider the use of technology among the several ways to develop learning strategies and motivate students.

Martínez & Ruiz (2019) developed a research work titled "COMMUNICATIVE APPROACH ACTIVITIES THAT BENEFIT THE ACQUISITION OF THE ENGLISH

LANGUAGE IN 6TH GRADE STUDENTS AT A RURAL SCHOOL IN CANTON DAULE DURING THE SCHOOL YEAR 2018-2019”, from Universidad Laica Vicente Rocafuerte de Guayaquil, to obtain the Bachelor’s Degree in English Language, major in Teaching and Learning Management System in TEFL.

This study has as objective to examine the application of communicative approach activities in 6th graders. The project was carried out through an applied, descriptive and field research. The problem observed was the lack of basic knowledge of a second language, and as a consequence in all the skills, including speaking. The project proposes the design of workshops, as well as activities based on stories and dramatizations to improve language acquisition.

One of the aspects in which Martínez & Ruiz’s study is comparable to the present research work is that both are oriented to the use of a communicative approach, giving relevance to the speaking skill. Another aspect in which both studies are similar is that the authors propose resources that can be applied in the classroom to help teachers and students in the language learning process.

## **2.2. Literature Review**

### **2.2.1. Learning Strategies**

#### **2.2.1.1. Conceptualization**

The origin of the word Strategy is the Greek word *strategia*, that is, “steps or actions taken for the purpose of winning a war” (Cambridge Dictionary, 2019). Oxford (cited in Nurmela, 2017), stated that in language learning, a strategy is considered useful if it relates well to the L2 task at hand, if it fits student’s learning style preferences, or if the student uses the strategy in an effective way and links that strategy to other (p. 8). The author highlights that such strategies make easier, faster and more enjoyable the learning experience, so students feel they can transfer their experience to new situations, as they feel more independent.

Bilash (2019), mentions in her work that ultimately, students are likely to develop learning strategies by themselves. Such strategies may include a pattern to learn and recall information, or even a specific way in which they study. In some cases, the strategies can also help students identify and use their learning strengths. The author also stresses that for some students the use of strategies to learn has become natural and automatic, so they may not be aware that they are using such strategies, and affirms that “there are some strategies,

on the other hand, that students may need to be taught, or at least brought to their attention. In this section we will discuss learning styles and strategies and how they apply to the language classroom” (para. 1).

Guapacha & Benavidez (2017) condensed the concept of learning strategy as “a set of specific, systematic, and deliberate actions and thoughts that enhance learners' performance and make their learning more effective through varied language learning tasks” (p. 101). Cohen & Macaro (cited in Guapacha & Benavidez, 2017) defined learning strategies with alternative terms, stating its concepts as specific actions that students take by themselves to improve their learning. Wong & Nunan (cited by Habók & Magyar, 2018), stated that learning strategy is considered an aid for students “in becoming more effective learners inside the classroom and foster more efficient development of students’ mastery of the target language after leaving school” (p. 2).

#### **2.2.1.2. Characteristics of Learning Strategies**

Oxford (2003), states that language learning strategies, are the qualities that will allow students to become into more proficient language learners. She mentioned that language learning involves “creating a practiced eye, a receptive ear, an involved heart and a responsive mind”, and that all these aspects cannot be the job of the teacher alone. In fact, a student can be successful in language learning by becoming an autonomous learner. Thus, with the use of learning strategies that should be facilitated by teachers, they will get autonomy and a more meaningful learning (p. 8).

The author also described some important features of Language Learning Strategies, which are described as follows (Oxford, 2003):

- 1) Contribute to the main goal of communicative competence.
- 2) Allow learners to become more self-directed.
- 3) Expand the role of teachers.
- 4) Are problem oriented.
- 5) Are specific actions taken by learners?
- 6) Involve many aspects of the learner, not just the cognitive.
- 7) Support learning, both directly and indirectly.
- 8) Are not always observable.
- 9) Are often conscious.

- 10) Can be taught.
- 11) Are flexible.
- 12) Are influenced by a variety of factors.

### **2.2.1.3. Learning Strategies and Motivation**

Because students are not always aware of the benefits of using learning strategies, teachers should help them develop such awareness and enable them to use as many as possible (Nurmela, 2017). In fact, teachers and researchers agree that learning strategies are powerful elements in foreign language proficiency and have given students instructions that helped them use those strategies. Besides, the role of motivation in language learning is essential. Bandura, cited by Chilingaryan (2015), affirms students with a high amount of motivation work more than others and have more perseverance to convey difficulties. The author says that learners find satisfaction when a learning task has been accomplished successfully (p. 4)

In addition, Guerrero (2015) explains that strategies are closely related to motivation, especially because of the sense of self-efficacy that makes students expect a successful learning. Conversely, the author explains that when an individual develops a level of confidence for completing a task successfully, it is closely related to an effective use of learning strategies. In other words, having access to an appropriate set of strategies should lead students to higher expectations of learning success, which is an important component of motivation.

### **2.2.1.4. Types of Learning Strategies**

Oxford's taxonomy (cited in Nurmela, 2017) classifies the learning strategies into two categories: direct and indirect strategies, which are further divided in 6 groups. Those belonging to the direct category are memory strategy, cognitive strategy and compensation strategy. Those belonging to the indirect category are metacognitive strategies, affective strategies, and social strategies.



#### **2.2.1.4.1. Memory Strategies**

Nurmela (2017) defines memory strategies are based on simple principles like laying things out in order, making association, and reviewing. The author explains that such principles are used when students have to learn a set of challenging vocabulary. Additional, Nurmela explains that an associative process is held between words, phrases and visual images, as in this way, that information can be stored and retrieved to be used later for communication. According to the author, it is common that learners make use of this kind of visual resource; however, Nurmela says that it is more common to find students that connect words with sound, motion or touch.

Additional, Nurmela states that the use of memory strategies is most frequently applied in the beginning process of language learning. As the learners advance to higher level of proficiency memory strategies are mentioned very little. It is not that the use ceases, but the awareness of its use becomes less. For example, if a learner wants to remember the name Solange of a French person, it could be associated by saying Solange's face is so long (p. 12).

The memory strategies include the following processes:

- Creating mental linkages.
- Applying images and sounds.
- Reviewing well.
- Employing action.

#### **2.2.1.4.2. Cognitive Strategies**

Cognitive strategies are considered one of the most popular among learners. Under this strategy, English is manipulated or even transformed, by repetition, analysis or summary. Nurmela (2017) establishes that there are four sets in this group: Practicing, Receiving and Sending Messages, Analyzing and Reasoning, and Creating Structure for Input and Output.

The author states that cognitive strategies allow students manipulate, directly, the language material. Students tend to do this through:

- reasoning
- analysis

- note-taking
- summarizing
- synthesizing
- outlining
- reorganizing information to develop stronger schemas
- practicing in naturalistic settings
- practicing structures and sounds formally.

The most important of the process mentioned above is practicing, which according to the author, can be achieved by repeating, or by working with sounds and writing. Receiving and sending messages are applied when students attempt to find the main idea through skimming and scanning processes. In this case, checking every word is not necessary. Analyzing and reasoning strategies are commonly applied by adults, and such strategies are used to understand the meaning and expression of the target language. These are also used to make new expressions (Nurmela, 2017).

The cognitive strategies include the following processes:

- Practicing.
- Receiving and sending messages strategies.
- Analyzing and reasoning.
- Creating structure for input and output.

#### **2.2.1.4.3. Compensation Strategies**

Nurmela (2017), affirms that comprehension is the main purpose students use compensation strategies, usually, when they have not enough knowledge of a target language. The purpose of those strategies, the author says, is to make up grammar and vocabulary deficiencies. It is common for learners to guess the meaning when they do not know a new word or expressions. In this way, students use their own experiences and previous knowledge to interpret data by guessing. According to Nurmela, another common use given to compensation strategies is in production, especially when grammatical knowledge is incomplete. The author explains that when a student does not know the subjunctive form of verb, a different form may be used to convey the message.

Nurmela (2017), mentions that the compensation strategies include the following processes:

- Guessing intelligently
- Overcoming limitations in speaking and writing

#### **2.2.1.4.4. Affective Strategies**

Nurmela (2017), explains that the affective factors like emotion, attitude, motivation, and values, have an important influence on learning. Regarding those factors, the author mentions that there are three sets of strategies: Lowering your Anxiety, Encouraging Yourself, and Taking Your Emotional Temperature. It is common to see, the author says, that those good language learners have complete control of their attitudes and emotions regarding learning, that means they are conscious that negative feelings delay the learning process. However, the author affirms that teachers are able to help students generate positive feelings in the class, and one way of doing so is by giving learners much more responsibility, and in that way increase natural communication, in addition to teaching appropriate affective strategies.

One aspect that can be both helpful and harmful is Anxiety. Nurmela (2017), states that certain amount of anxiety is helpful for learners, as in that way they reach an optimum level of performance. Nevertheless, the author says that too much anxiety has, in contrast, the opposite effect. Something important that the author mentions is that anxiety usually takes forms of worry, frustration, insecurity, fear, and self-doubt, especially when a student has to perform before peers, and in teacher, when they are not prepared for the class.

The affective strategies include the following:

- Lowering your anxiety
- Encouraging yourself
- Taking your emotional temperature

#### **2.2.1.4.5. Metacognitive Strategies**

This kind of strategy refers to those methods used to help students understand the way they learn; that is, processes that will help students to ‘think’ about their ‘thinking’. When teachers use metacognitive strategies there will be an important impact on students, especially those with learning disabilities, because it will help them to develop an appropriate plan to learn, either with memorization or with routines. Students will use these

processes to acquire new information in an efficient way and to become into an independent thinker (Inclusive School Networks, 2019). There are four metacognitive strategies, which can be implemented in the classroom:

- **Think Aloud.** Use for reading comprehension and problem solving. Think-aloud help students to consciously monitor and reflect upon what they are learning. This strategy works well when teachers read a story or problem out loud and periodically stop to verbalize their thoughts. This allows students to follow the teacher's thinking process, which gives them the foundation they need for creating their own strategies and processes that can be useful for understanding what they are trying to comprehend (parr. 3).
- **Checklist, Rubrics and Organizers.** Used for solving word problems. These organizational tools support students in the decision-making process because they serve as an aid for planning and self-evaluation. Typically, they ask what students know and need to know to arrive at an answer and emphasize the need to reread the problem and self-check responses (parr. 5).
- **Explicit Teacher Modeling.** Used for math instruction. Explicit teacher modeling helps students understand what is expected of them through a clear example/model of a skill or concept. When a teacher provides an easy to follow procedure for solving a problem, students have a memorable strategy to use for approaching a problem on their own (parr. 7).
- **Reading Comprehension.** Truly comprehending reading involves students actively engaging with a text and accurately deciphering the layers of meaning. It is very important for students to develop solid reading comprehension skills because statistics show that people who have low reading comprehension ability suffer in academic, professional, and personal pursuits. The resources in this guide from [supersummary.com](http://supersummary.com) are effective strategies for promoting reading comprehension (parr. 9).

The metacognitive strategies include the following processes:

- Centering your learning
- Arranging and planning your learning
- Evaluating your learning

#### **2.2.1.4.6. Social Strategies**

Nurmela (2017) describes social strategies as the strategy used to communicate, and communication occurs between people, so it is considered very important. The author mentions that there are three sets of strategies included in this group: Asking questions, cooperating with others, and empathizing with others. Asking questions, the author says, is the most helpful strategy because through this, students understand meaning. Cooperation with others, on the other hand, excludes competition among learners generates group spirit. The author explains that cooperative learning results in higher self-esteem, increased confidence, and rapid achievement. Another fact the author states is that learners do not commonly apply cooperative strategies, because educational institutions put a strong emphasis on competition. Nurmela (2017) suggests that teachers should help students change their attitudes from confrontation and competition to cooperation.

Another factor that the author mentions is the importance of Empathy in communication. The author defines Empathy as putting oneself in someone else's situation to understand that person's point of view. Learners can use social strategies to develop cultural understanding and become aware of thoughts and feelings of others. Learners can apply the strategy of cooperating with others by doing something together in the language they are learning. Daily telephone conversation with a friend in the target language is an example to practice listening and speaking skills.

The social strategies include the following processes:

- Asking questions
- Cooperating with others
- Empathizing with others

### **2.2.1.5. Learning by Intelligence**

The theory of Multiple Intelligences of Howard Gardner (2001), identified at first seven different intelligences. This theory is based on the belief that an individual has different kinds of minds, and as a consequence can learn, remember, perform, and understand in different ways. According to this theory,

We are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains (p. 8).

According to Gardner, such differences in the way people learn challenge those educational systems that traditionally consider a uniform and universal way of learning. Gardner argues that every student learns in a different and identifiable way (p. 122). The author classifies such learning styles as follows:

- Verbal-Linguistic Intelligence: Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words.
- Mathematical-Logical Intelligence: The ability to think conceptually and abstractly, and the capacity to discern logical or numerical patterns.
- Musical Intelligence: The ability to produce and appreciate rhythm, pitch and timbre.
- Visual-Spatial Intelligence: The capacity to think in images and pictures, to visualize accurately and abstractly.
- Bodily-Kinesthetic Intelligence: The ability to control one's body movements and to handle objects skillfully.
- Interpersonal Intelligence: The capacity to detect and respond appropriately to the moods, motivations and desires of others.
- Intrapersonal Intelligence: The capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes.

- **Naturalist Intelligence:** The ability to recognize and categorize plants, animals and other objects in nature.
- **Existential Intelligence:** The sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why we die and how we got here.
- While all people possess some level of each intelligence, most will experience more dominant intelligences which impact the way they learn and interact with the world around them. (Herndon, 2018)

### **2.2.2. The Speaking Skill**

Speaking is known as the way people deliver language through the mouth. In order to produce utterances, people create sounds with the use of some parts of the body, that is, the lungs, vocal tract, vocal cords, tongue, teeth and lips. For some people, especially second language learners, speaking can be an intimidating experience. However, it is only by practicing that this skill can be mastered. Sharma (2017) explains that when speaking, people should “be aware of your pace and try not to mumble, speak clearly. Consider being expressive when you talk; avoid a monotonous tone. Expression adds interest and depth to what you are saying, and it will keep your listener interested” (Speaking section, para. 1).

#### **2.2.2.1. Importance of the Speaking Skill**

Language is an important aspect in people’s lives because it is the way they communicate. The speaking skills are usually thought as the most important skill in language learning. The ability to speak is essential to for at least basic for communication, and speaking is in fact the skill that enables student know much he or she knows in a language.

Much of the communication process is made by speaking. Speaking is crucial to convey the message to others and this ability needs to be taken seriously in English education (Azadi, 2015). Among the four skill, speaking is considered the one with most difficulties to develop, because often, students do not experience an English native environment or authentic situations. These situations cause inability in communicating appropriately and correctly. All above results in students' lack of confidence and motivation to communication with others in this foreign language (Oradee 2012)

Nunan (cited by Susanto, 2017), explains that speaking skill involves the following aspects:

- The production of English speech sounds and sound patterns.
- The use of word and sentence stress, intonation patterns and the rhythm of the second language.
- The appropriate selection of words and sentences according to the correct social setting, audience, situation and subject matter.
- The organization of thoughts in a meaningful and logical sequence.
- The language use as a means of expressing values and judgments.
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency (p. 188).

#### **2.2.2.2. The Four Speaking Skills**

Lackman (2010), in his book, mentions that it is better to teach students specific speaking skills, than make them just speak. The author says that those specific skills are known as sub-skills or micro skills.

Since conversations outside the class are bound to be better learning experiences than those inside the class, rather than trying to duplicate real world conversations in the classroom, we should be teaching students skills they are not likely to learn outside the classroom. By raising awareness of speaking sub-skills and providing classroom practice with them, we will be providing students with strategies to improve their communication outside the classroom, which is, or should be, the ultimate goal. (p. 2)

The speaking skills or micro-skills that every language learner needs to master are the following (Binus University, n.d.)

*Fluency.* Fluency is about how comfortable and confident you are in speaking English. If you can speak for an extended period of time, that is an indicator of strong fluency. It is also about showing a clear connection between each point that you are trying to make. This skill means that the listener can follow what you are saying and does not get lost.



*Vocabulary.* Of course, if you don't have the words to say what you want to say, then you cannot say it. Being a good speaker means constantly growing your vocabulary. The more interesting words you know, the stronger your speaking skills. The best way to grow your vocabulary is to read in English and make a note of any new words that you encounter in a vocabulary notebook.

*Grammar.* The dreaded G word! Grammar does matter and the fewer mistakes you make, the better your speaking skill will be. However, do not worry about making mistakes either! A good speaker does not have to use perfect grammar. Certainly, though, it is a good idea to make sure that you have mastered the major tenses.

*Pronunciation.* Pronunciation is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak and be understood. A skilled speaker can use the sub skills of pronunciation to emphasize and make the communicative effect of their speech more impactful. The sub skills of pronunciation include word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A good way to practice your pronunciation is to copy! Simply listen to how someone with good pronunciation speaks and try to imitate them as closely as possible.

Lackman (2010), on the other hand, classifies and describes each speaking sub-skill as follows:

Table 1.  
*The speaking sub-skills.*

<b>SPEAKING SUB-SKILLS</b>	<b>APPLICATION</b>
<b>Fluency</b> Students practice speaking with a logical flow without planning or rehearsing.	Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).
<b>Accuracy with Words &amp; Pronunciation</b> Students practice using words, structures and pronunciation accurately.	Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common way of working on spoken accuracy.
<b>Using Functions</b> Students use specific phrases for purposes like giving advice, apologizing, etc.	Activities which stress that verbal communication is for a reason or function. Role plays and simulations are ideal.

<p><b>Appropriacy</b> Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary</p>	<p>Activities which stress that the purpose of talking determines what language is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn. For example, “What’s the damage?” is inappropriate in a four-star restaurant.</p>
<p><b>Turn-taking Skills</b> Students practice ways of interjecting, eliciting an interjection or preventing one.</p>	<p>Turn-taking skills involve knowing how and when to interject, eliciting an interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as 'ums' and 'errs' to hold on to a turn while they search for the next thing to say.</p>
<p><b>Relevant Length</b> Students practice speaking at a length appropriate to a situation.</p>	<p>Activities which show that the purpose of speaking or the context determines the appropriate length of a turn. For example, a one-word answer is acceptable for a market research survey but would not be sufficient in a job interview. Activities which require students to elaborate or be concise are useful.</p>
<p><b>Responding and Initiating</b> Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.</p>	<p>Activities which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, “What do you think about...”, “Speaking of...”, “Really?”, etc. Gestures and other paralinguistic tools are also used in conversation management</p>
<p><b>Repair and Repetition</b> Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood</p>	<p>The spontaneous nature of conversation requires that participants constantly have to make sure that what’s being said is understood. When misunderstanding is suspected, a participant will ‘repair’ parts of the conversation. The most common form of repair is repetition and individual words, or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they haven’t been understood or as listeners they can repeat to seek clarification or correction from the speaker</p>
<p><b>Range of Words and Grammar</b> Students practice using particular grammar and/or vocabulary for</p>	<p>Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware</p>

speaking on a specific topic or for doing a specific task	of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.
<b>Discourse Markers</b> Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize)	When speakers are required to take a particularly long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Activities can be used which teach discourse makers and then require students to use them appropriately

Obtained from: Lackman, K. (2010). Teaching speaking sub-skills. Educational Consultants. Retrieved from [http://www.kenlackman.com/files/speakingsubskillshandout13poland\\_2\\_.pdf](http://www.kenlackman.com/files/speakingsubskillshandout13poland_2_.pdf)  
Elaborated by: González, N. (2019).

### 2.2.2.3. Elements of Speaking

Harmer (2015) asserts that a mandatory condition for students if they want to speak fluently in English is to be able to pronounce phonemes in a correct way, with the appropriate stress and good intonation patterns. The author explains that English language learners will need to speak in a range of different genres and situations, so “they will have to use a range of conversational and conversational repair strategies” (p. 343).

According to Harmer, students will have “to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational repair strategies... they will need to be able to survive in typical functional exchanges, too” (p. 343). In that sense there are the following elements that the author refers should be considered in speaking:

- a. Speaking events. Harmer suggests that speaking implies the distinction between transactional and interpersonal functions, having transactional the purpose of conveying information, and interpersonal keeping a good relation between people.
- b. Conversational strategies. The author details the following elements to be considered in conversational strategies:
  - Conversational rules and structure. Categories of discourse, such as conversational openings, shifts, or closings.

- Survival and repair strategies. Those expressions students use to ask for repetition in a face to face conversation.
  - Real talk. It helps students to improve their speaking with spontaneous face to face conversations.
- c. Functional language. Harmer describes functional language as speaking made of fix phrases that work well because they follow a set pattern. (Harmer, 2015)

#### **2.2.2.4. The Speaking Process**

Mahmoud (2014), considers that in order to express their ideas freely and with confidence, children need to be secure, and those who do not have the competence to use language, unfortunately will show hesitation (pág. 40). The author explains that one way to help learners to avoid this is by offering a dynamic interactive learning environment. The author affirms that there are three aspects every teacher should include in order to give students confidence:

1. Classrooms should be equipped with all facilities for learners of a second language while students collaborate and communicate ideas and information. Students should work in pairs, small groups, or large groups to enhance the purposes of speaking tasks (pág. 40, para. 6)

The author explains the importance of the physical environment to encourage students produce oral utterances. This aspect is not always the entire responsibility of the teacher. The institution should also be aware of students' needs and equipped classrooms and labs with the resources needed. Another aspect the author emphasize is that in language classes collaborative learning is essential. Group or pair work activities should always be included in every session.

2. Timing is crucial for practicing speaking activities, thinking of the situations, and the uses of the language functions in the real wide world. (pág. 40, para. 7)

The author stresses on the necessity of organizing the speaking activities on account of time, but also it can be interpreted as the suggestion of including speaking practice in every class session. When the author refers to language

function, it should be interpreted as an appropriate use of language, not necessarily taking grammar as the core element to grade. All these aspects into a frame of real language based on real situations.

3. Teacher's roles are important as he is the one who is responsible for:

- Giving students the opportunities to collect information and interpret the information they collect.
- Building the new knowledge upon students' prior knowledge by reconstructing and reshaping prior understanding.
- Finding different styles of questions to elicit answers and read pictures and enhance students' responses.
- Encouraging purposeful talk and tentative "thinking aloud".
- Focusing his reaction on the intention of students' responses rather than grammar and dialect.
- Constructing and developing a variety of assessment types to guarantee involvement of students in different speaking activities.
- Encouraging peer assessment that focuses on strengths and areas for improvement.
- Valuing questions as much as answers.
- Sharing enthusiasm for telling stories to students and by providing opportunities for students to tell stories.
- Making informal talks and sharing facts and opinions as a regular part of the program.
- Encouraging students to challenge their own and others' assumptions, prejudices, and information presented as facts.
- Promoting students' abilities to develop and participate during discussions and debates.

- Developing students' respect to others' feelings, opinions, ethics, cultural diversity.
- Setting personal goals for communicating appropriately and effectively, and for understanding the needs of listeners and participants.
- Respect cultural traditions.
- Encouraging and appreciating efforts and improvement as well as competence.
- Assessing both processes and products. (pág. 40, para. 8-25)

The author explanation of the teachers' roles can be understood as one: to establish conditions and apply activities to make students able to speak in a meaningful context. Under these circumstances, the teacher should be the person that contributes to create a positive and supportive learning environment within the classroom.

*Pre-speaking: planning and organizing*

This stage starts before the student speaks. Mahmoud (2014) explains in his work that what the students will produce orally are influenced by their experiences, observations and interactions inside and outside the classroom. For this reason, teachers should organize the speaking activities carefully. The author suggests the following:

1. To choose an appropriate speaking topic, so students will explore ideas around it. For this purpose, student may experience the following activities:
  - Create webs and graphic organizers
  - Read and research
  - Listen to music
  - Watch a video
  - Listen to a speaker
  - Jot down ideas
  - Reflect upon personal experiences

2. To determine the purpose of speaking. Every student should ask themselves “what is my purpose for speaking?”, so they will have a reason to express ideas, emotions and share information.
3. To determine audience. Some of the possible audience a speaker will have are:
  - Familiar, known audiences (friends, peers, etc.)
  - Extended, known audiences (community, student body)
  - Extended, unknown audiences (local media).
4. To determine format. Speakers should consider that their ideas and information can be presented more effectively. The format their speaking can be presented are:
  - Conversation
  - Discussion
  - Formal speech
  - Dramatic presentation
  - Monologue
  - Reading Theatre

*Speaking: going public*

Mahmoud (2014), affirms that in order to speak, students need to be engaged in any kind of formal or informal conversation, with a specific purpose. Some purposes may be:

1. To express personal feelings
2. To tell a story
3. To entertain
4. To describe
5. To inform or explain
6. To request
7. To inquire or question
8. To clarify thinking
9. To explore and experiment ideas
10. To converse and discuss

### *Post-speaking: a time for reflections and setting goals*

Mahmoud (2014) explains that after speaking experiences, students need to reflect upon their performance, so they can put into practice their critical thinking. The author lists some post-speaking activities that can be applied:

1. To reflect upon performance: Students who have opportunities to reflect upon their speaking experiences, in light of pre-determined criteria, grow in their abilities to speak effectively.
2. To set goals for improvement: When students reflect upon their performance, they begin to recognize what they have done well and where they require improvement.

#### **2.2.2.5. Aspects of an Effective Speaking**

Effective speaking is the goal of every second language learner. It means being able to say anything whenever it is wanted, in an appropriate way. Some aspects of effective speaking are (Skills you need, 2019):

- Choosing your words. If in doubt about your meaning, your audience will come back to the words that you used and double-check what you might have meant. It is therefore important to choose carefully, especially when you are saying something important. Things to consider include:
- *Your audience*. The words you choose will be different if you are talking to 200 people at a conference, a trusted colleague, your boss, or your children. You need to think about your audience's overall level of understanding of the subject, and also the type of language that you use.
- *Shorter sentences* are easier to process and understand. Using shorter sentences also creates urgency.
- *Simpler words* are also easier to understand. If you cannot explain something in simple terms, you have probably not understood it yourself. This is particularly important if your audience is not all native speakers of the language.
- *Your Voice*. Your voice can reveal as much about your personal history as your appearance. The sound of a voice and the content of speech can provide clues to an individual's emotional state. (Skills you need, 2019)



### 2.2.2.6. Classroom Speaking Activities

Kayi (2019) affirms that students can get involved in agree/disagree discussions in the classroom to promote speaking. The author adds that in this type of discussions, students can be organized in groups and the teacher should provide controversial sentences. Among the activities the author lists to improve the speaking skills are the following:

**Role Play.** One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984)

**Simulations.** Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

**Information Gap.** In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have, and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

**Brainstorming.** On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective, and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

**Storytelling.** Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express their ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

**Interviews.** Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

**Story Completion.** This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

**Reporting.** Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

**Playing Cards.** In this game, students should form groups of four. Each suit will represent a topic. For instance:

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

Is money important in your life? Why?

What is the easiest way of earning money?

What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

***Picture Narrating.*** This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

***Picture Describing.*** Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

***Find the Difference.*** For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

### **2.3. Conceptual Framework**

- **Learning strategies:** Any action which may have taken to solve a problem in learning, to help someone make the most of the learning process to speed up and optimize the cognitive, affective or social behavior.

Mariani, L. (2002). *Learning strategies, teaching strategies and new curricular demands: a critical view*. Perspectives, a Journal of TESOL-Italy. XXIX. 45-56.

- **Learning styles:** Specific actions, behaviors, steps, or techniques, such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task, use by students to enhance their own learning.

Scarcella, R. & Oxford, R., 1992: *The Tapestry of Language Learning: The Individual in the Communicative Classroom*. Boston: Heinle & Heinle.

- **Cognitive strategy:** It enables the learner to manipulate the language material in direct ways, e.g., through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to develop stronger schemas (knowledge structures), practicing in naturalistic settings, and practicing structures and sounds formally.

Oxford, R. (2003). *Language Learning Styles and Strategies: an overview*. Gala.

- **Compensatory strategy:** It helps learners to make up for missing knowledge. Example: guessing from context in listening and reading; using synonyms and talking around the missing word to aid speaking and writing.

Oxford, R. (2003). *Language Learning Styles and Strategies: an overview*. Gala.

- **Language acquisition:** It is the process of acquiring information, skills or quality. The studying of language evolves how the students learn the language. When students learn without seeing grammar it would be easier.

Online Etymology Dictionary (2018, November 12). *Language acquisition*. Retrieved from <http://dictionary.reference.com/browse/methodology>

- **Communicative competence:** The ability of “classroom language learners to participate in the negotiation of meaning” and “the need for learners to have the experience of communication . . . as distinct from their ability to recite dialogs or perform on discreet-point tests of grammatical knowledge”.

Savignon, S. (2001). *Communicative Language Teaching for the Twenty First Century*. Heinle Cengage Learning. Boston.

- **Speaking.** It is the delivery of language through the mouth. To speak, we create sounds using many parts of our body, including the lungs, vocal tract, vocal cords, tongue, teeth and lips.

English Club (2019, June 24). *Speaking*. Retrieved from <https://www.englishclub.com/speaking/what-is-speaking.htm>

- **Skill.** A skill may be called the ability to do something well. Swimming, playing, etc. are skills which people perform after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action).

Husain, N. (2015). *Language and Language Skills*. Research Gate. Esto debe ir citado junto a el significado.

- **Development** is a specified state of growth or advancement. The project will bring out the development of the theories applied to the investigation and to the sources that will be involved.

Association, A. P. (2018, October 15). *online etymology dictionary*. Retrieved from [www.onlineetymologydictionary.com](http://www.onlineetymologydictionary.com)

## 2.4. Legal Framework

### CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR

#### TÍTULO I

#### ELEMENTOS CONSTITUTIVOS DEL ESTADO

##### Capítulo primero - Principios fundamentales

**Art. 3.-** Son deberes primordiales del Estado:

1. Garantizar sin discriminación alguna el efectivo goce de los derechos establecidos en la Constitución y en los instrumentos internacionales, en particular la educación, la salud, la alimentación, la seguridad social y el agua para sus habitantes...

## **TÍTULO II**

### **DERECHOS**

#### **Capítulo segundo: Derechos del buen vivir**

##### **Sección quinta - Educación**

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

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.

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.

#### **Capítulo tercero**

##### **Derechos de las personas y grupos de atención prioritaria**

###### **Sección Quinta**

###### **Niños y Adolescentes**

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

entorno permitirá la satisfacción de sus necesidades sociales, afectivo-emocionales y culturales, con el apoyo de políticas intersectoriales nacionales y locales.

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

## **LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL**

**(II Suplemento al RO 417 de marzo 31 de 2011)**

### **TÍTULO I**

#### **DE LOS PRINCIPIOS GENERALES**

#### **CAPÍTULO ÚNICO**

#### **DEL ÁMBITO, PRINCIPIOS Y FINES**

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

f. Desarrollo de procesos. - Los niveles educativos deben adecuarse a ciclos de vida de las personas, a su desarrollo cognitivo, afectivo y psicomotriz, capacidades, ámbito cultural y lingüístico, sus necesidades y las del país, atendiendo de manera particular la igualdad real de grupos poblacionales históricamente excluidos o cuyas

desventajas se mantienen vigentes, como son las personas y grupos de atención prioritaria previstos en la Constitución de la República;

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

h. Interaprendizaje y multiaprendizaje. - Se considera al interaprendizaje y multiaprendizaje como instrumentos para potenciar las capacidades humanas por medio de la cultura, el deporte, el acceso a la información y sus tecnologías, la comunicación y el conocimiento, para alcanzar niveles de desarrollo personal y colectivo...

x. Integralidad. - La integralidad reconoce y promueve la relación entre cognición, reflexión, emoción, valoración, actuación y el lugar fundamental del diálogo, el trabajo con los otros, la disensión y el acuerdo como espacios para el sano crecimiento, en interacción de estas dimensiones...

II. Pertinencia. - Se garantiza a las y los estudiantes una formación que responda a las necesidades de su entorno social, natural y cultural en los ámbitos local, nacional y mundial.

**Art. 3.- Fines de la educación.** - Son fines de la educación:

a. El desarrollo pleno de la personalidad de las y los estudiantes, que contribuya a lograr el conocimiento y ejercicio de sus derechos, el cumplimiento de sus obligaciones, el desarrollo de una cultura de paz entre los pueblos y de no violencia entre las personas, y una convivencia social intercultural, plurinacional, democrática y solidaria...

d. El desarrollo de capacidades de análisis y conciencia crítica para que las personas se inserten en el mundo como sujetos activos con vocación transformadora y de construcción de una sociedad justa, equitativa y libre...



**CAPÍTULO TERCERO**  
**DE LOS DERECHOS Y OBLIGACIONES**  
**DE LOS ESTUDIANTES**

**Art. 7.- Derechos.-** Las y los estudiantes tienen los siguientes derechos:

- a. Ser actores fundamentales en el proceso educativo;
- b. Recibir una formación integral y científica, que contribuya al pleno desarrollo de su personalidad, capacidades y potencialidades, respetando sus derechos, libertades fundamentales y promoviendo la igualdad de género, la no discriminación, la valoración de las diversidades, la participación, autonomía y cooperación.

## **CHAPTER III**

### **METHODOLOGICAL FRAMEWORK**

#### **3.1. Methodology**

The current research work applies the inductive method, by means of which it is possible to get primary information and establish conclusions regarding the study. This will be done with the help of the application of the research tools, which aimed at identifying the common difficulties that students show in speaking performance

In addition, the deductive method is applied, by means of which the idea to defend in the present study is outlined, and with which logical conclusions will be obtained starting from principles or premises.

#### **3.2. Research Type**

##### **3.2.1. Descriptive Research**

The study is also descriptive because it will apply research instruments to describe possible problems and their causes, and in addition, it will describe the main features of the objective of this study, as well as the two variables.

##### **3.2.2. Field Research**

The present study is described as a field research because it will be developed in the same place where the problem was found, that is, in students of Fourth grade EGB at U.E. Interamericano. All the information required will be obtained from the institution.

##### **3.2.1. Applied Research**

Applied research is research that seeks to answer a question in the real world and to solve a problem (Hernandez, et al., 2014). The present research work is applied because it proposes a solution to the problem found, in this case, the proposal of the current study was applied and a post test was carried out to identify how the problem changed.

### **3.3. Research Approach**

The current study applies a quali-quantitative approach, as included qualitative and quantitative tools that allowed to work with measurements and perceptions. Follows a detail explanation of each of them:

#### **3.3.1. Qualitative Approach**

The word qualitative implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured [if measured at all] in terms of quantity, amount, intensity, or frequency. Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasize the value-laden nature of inquiry. They seek answers to questions that stress how social experience is created and given meaning.

In contrast, quantitative studies emphasize the measurement and analysis of causal relationships between variables, not processes. Qualitative forms of inquiry are considered by many social and behavioral scientists to be as much a perspective on how to approach investigating a research problem as it is a method (Denzin & Lincoln, 2005).

In addition, this study is qualitative because an observation will be applied to identify the difficulties students face in speaking. The results will be submitted to interpretations and supported by the theoretical framework.

#### **3.3.2. Quantitative Approach**

In the research field, the quantitative approach emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques (Babbie, 2010).

The present study has a qualitative approach because it will measure the research variables, that is, Learning Strategies and Speaking Skills, with the use of mathematical and statistical analysis, and the data will be collected through the use of a survey to English teachers, so they can be processed and interpreted to understand and draw conclusions.

### **3.4. Research Techniques and Tools**

#### **3.4.1. The Observation**

The observation is defined as a research technique consisting on the act of observing people, phenomena, facts, cases, objects, actions, or situations, in order to obtain the information needed in a research work (Labarca, 2019).

The present research work applies the observation technique to collect data and evidence about common problems of Fourth grade students EFB at UE Interamericano. The tool used to collect data is the observation sheet.

#### **3.4.2. The Survey**

Labarca (2019) defines the survey as a technique that includes a set of standardized research procedures to collect data and analyzes them from a sample of cases representative of a larger population or universe.

The present study expects to apply a 10-question survey to English teachers of UE Interamericano in order to gather information and determine the importance of learning strategies in the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2018-2019. The tool used for this purpose is a questionnaire.

#### **3.4.3. The Pre-Test**

The **pre-test** is a tool that offers similar results than a diagnostic test. Its main goal is to classify and give a projection of student's performance in English language based on their deficiencies and strengths as well. This test gives an outcome of the amount of improvement is needed. A pre-test was applied to fourth grade students EGB at Unidad Educativa Interamericano, to identify the common difficulties that students show in speaking performance.

#### **3.4.4. The Post-Test**

The post-test evaluates students in the proper and adequate process of learning the language and their proficiency. The technique used in the post-test consists of the number of distractors that will be given as answers for each question on each skill. In the present research work, the post test was applied to measure the level of improvements in speaking performance of fourth grade students EGB at Unidad Educativa Interamericano.

### 3.5. Research Population

The population of the present study is made up of 44 Fourth grade students EGB at Unidad Educativa Interamericano. Four English teachers and the School Principal are also part of the population and will be considered in the application of the research tools.

### 3.6. Research Sample

This research work will apply non-probabilistic sampling, at convenience. The calculation of the sample size is discarded since the population is considered finite.

Table 2.  
*Population and Sample.*

<b>Group</b>	<b>Population</b>	<b>Sample</b>	<b>%</b>	<b>Tools</b>
Students	44	22	50	Observation sheet / pretest / post test
English teachers	4	4	100	Survey
School Principal	1	1	100	Survey

Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

### 3.7. Results / Findings and Analysis

#### 3.7.1. Students' Observation

An observation sheet was applied to Fourth grade students at Unidad Educativa Interamericano to identify the common difficulties that students show in speaking performance. The equivalence used in this tool was the following:

Table 3.  
*Observation Rating Scale*

<b>CODE</b>	<b>SCALE</b>
1	YES
2	NO
3	SOMETIMES

Elaborated by: González, N. (2019).

The observation sheet included 10 items to be observed in students during their classes. The results were the following:

Table 4.  
*Students' Observation Results*

ITEMS	YES	NO	SOME-TIMES
1. Students stop and hesitate before starting a sentence.	5%	18%	77%
2. Students make mistakes in sentence construction.	36%	14%	50%
3. Students mispronounce some words without a natural pronunciation	9%	18%	73%
4. Students show a natural stress	23%	18%	59%
5. Students use the correct intonation pattern	23%	9%	68%
6. Students speak logically structured	45%	9%	45%
7. Students use cohesive markers	5%	18%	77%
8. Students can spell words correctly	27%	9%	64%
9. Students use very basic vocabulary when speaking	55%	5%	41%
10. Students use words incorrectly	5%	23%	73%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

The following perceptions were gathered from the application of students' observation:

- Most students hesitate from time to time when producing oral communication in English and half of them make mistakes in sentence construction. It may be the result of an inappropriate emphasis on grammar that do not allow students speak naturally, but instead make them think twice before pronouncing a word or a whole phrase.
- Pronunciation, stress and intonation are not applied correctly during students' performance. This is a very common problem in non-native speakers and students of English as a foreign language, because English classes are not likely to dedicate time enough to teach and practice stress and intonation of words in English.

- The use of students' limited vocabulary during their oral production was notorious. Most students do not include cohesive markers in their repertoire. A possible cause is that learners of English as a foreign language limit their learning to basic structure and words, and if they have the chance of learning the cohesive markers, they do not practice enough.
- It was possible to observe that many students can spell words correctly. However, they are not confident enough to spell them in front of the class. This lack of confidence could be caused by the insecurity students develop to pronounce the words correctly.

### **3.7.2. Students' Pre-Test**

In addition to the observation and survey techniques, a speaking pre-test was administered to identify in detail the possible problems that students of Fourth Grade at Unidad Educativa Interamericano have. This test was applied to 22 students. The test selected is part of the English Cambridge Qualifications, level A1, updated to 2018. A rubric was applied to mark students' speaking performance. The performing criteria, rating scale and indicators are included in the Annex 6.

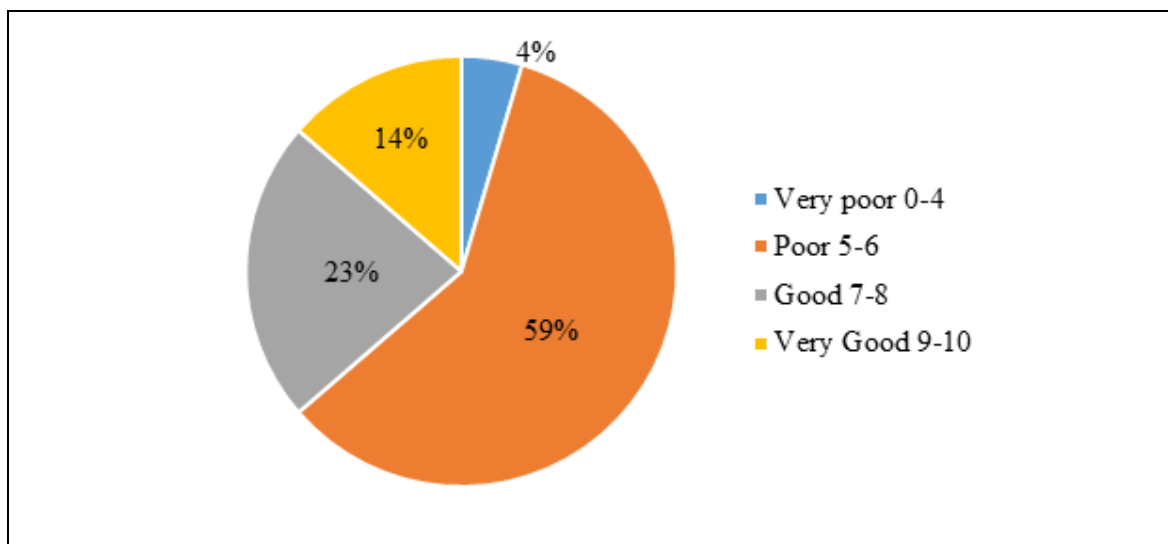
The results of the application of the speaking pre-test are the following:

Table 5.  
*Candidate asked name, family name and age.*

Question	Very poor 0-4	Poor 5-6	Good 7-8	Very Good 9-10	Total Students
Candidate asked name, family name and age.	4%	59%	23%	14%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Candidate asked name, family name and age



Graph 1. Candidate asked name, family name and age.  
 Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

## Analysis

The first criteria that the pre-test included was the introduction of a conversation between the teacher and the student, in which the teacher asked the student what his/her name and surname was and how old he/she was. Only the 14% of students (3 students of 22) answered correctly and were graded with 9 to 10 marks (very good); the 23% of them (5 of 22) was graded with 7 to 8 marks (good); the 59% of them (13 of 22) was marked with 5 to 6 marks (poor), and only 4% of them (1 of 22) was graded with 0 to 4 marks (very poor).

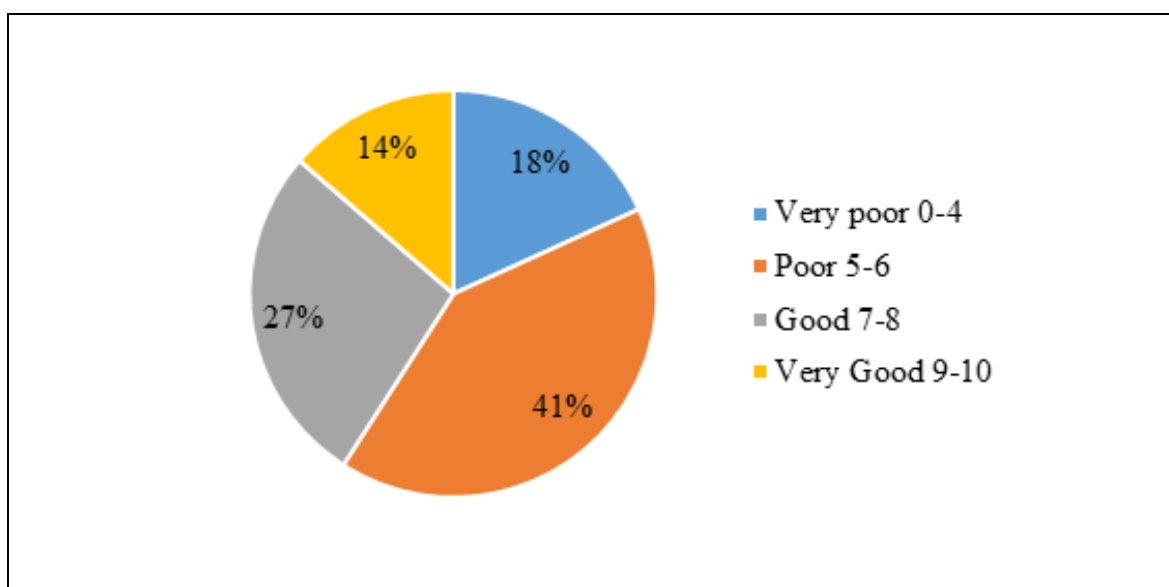


Table 6.  
*Understand statements and respond with differences*

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Understand statements and respond with differences.	18%	41%	27%	14%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Understand statements and respond with differences



Graph 2. Understand statements and respond with differences.  
 Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

## Analysis

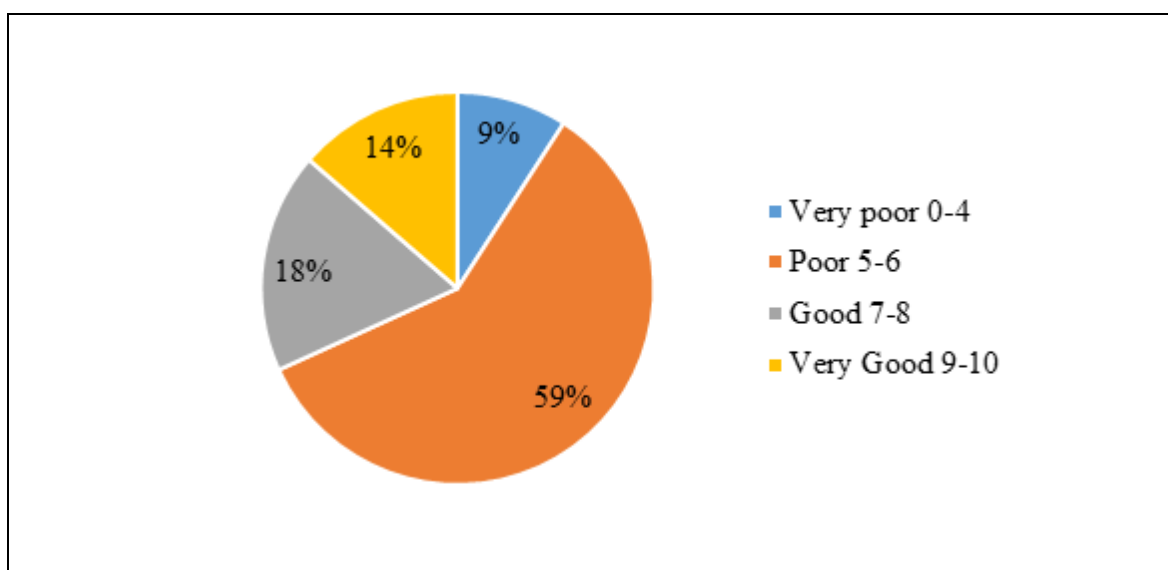
In the second criteria, the student needed to understand statements and respond with differences. The 14% of students (3 of 22) got 9 to 10 marks (very good), while 27% of them (6 of 22) obtained 7 to 8 marks, 41% (9 of 22) got 5 to 6 points (poor) and 18% (4 of 22) obtained 0 to 4 marks (very poor).

Table 7.  
*Identify six differences in candidate's picture from statements about examiner's picture*

Question	Very poor 0-4	Poor 5-6	Good 7-8	Very Good 9-10	Total Students
Identify six differences in candidate's picture from statements about examiner's picture.	9%	59%	18%	14%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Identify six differences in candidate's picture from statements about examiner's picture



Graph 3. Identify six differences in candidate's picture from statements about examiner's picture.  
 Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

### Analysis

During the third criteria the teacher asked the student to identify six differences in student's picture from statements about examiner's picture. The student also had to say how the picture was different. Only 14% of students (3 of 22) was graded from 9 to 10 marks (very good),

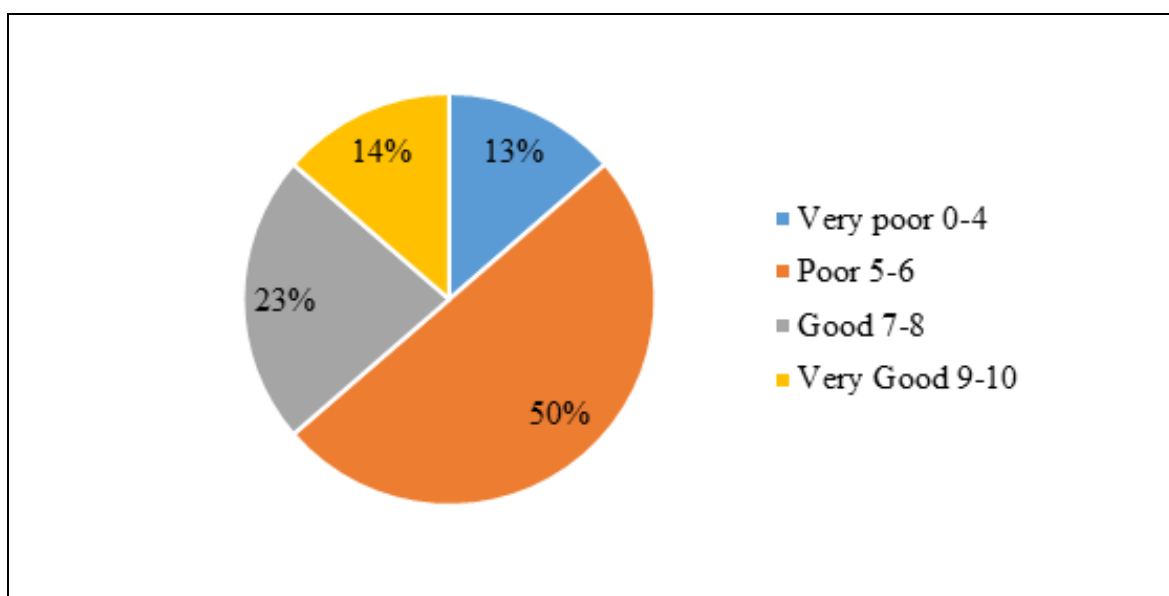
the 18% of them (4 of 22) was graded from 7 to 8 (good), 59% of them (13 of 22) was graded from 5 to 6 (poor) and 9% (2 of 22) was graded 0 to 4 (very poor).

Table 8.  
Suggest a picture which is different and explain why

Question	Very poor 0-4	Poor 5-6	Good 7-8	Very Good 9-10	Total Students
Suggest a picture which is different and explain why.	13%	50%	23%	14%	100%

Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

Suggest a picture which is different and explain why



Graph 4. Suggest a picture which is different and explain why.  
Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

### Analysis

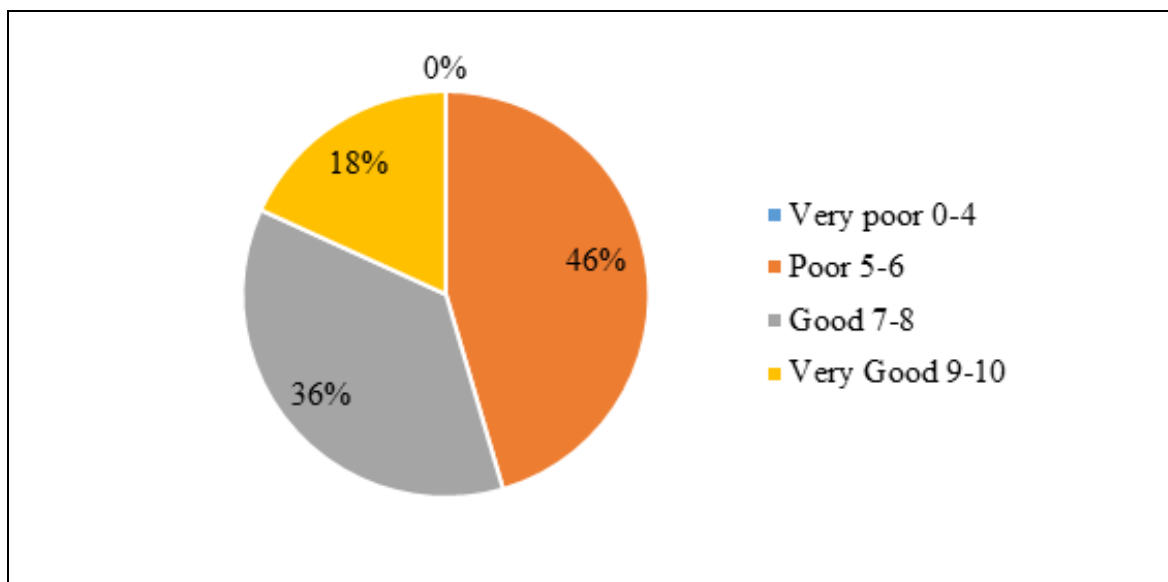
In the fourth criteria, the student had to suggest a picture which is different and explain why. The 14% of students (3 of 22) was graded from 9 to 10 marks (very good), an additional 23% of them (5 of 22) was graded from 7 to 8 (good), 50% of them (11 of 22) was graded from 5 to 6 (poor) and 13% (3 of 22) was graded 0 to 4 (very poor).

Table 9.  
Identify odd one out and give reasons.

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Identify odd one out and give reasons.	0%	46%	36%	18%	100%

Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

Identify odd one out and give reasons



Graph 5. Identify odd one out and give reasons.  
Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

### Analysis

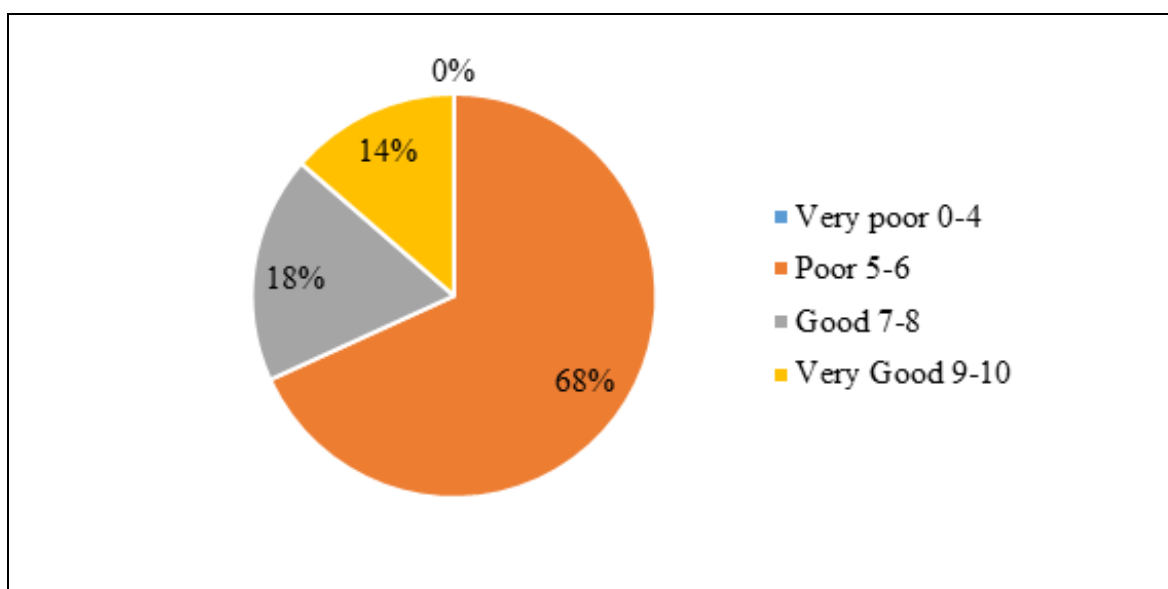
In the fifth criteria, the student had to identify the odd out and give reasons. The 18% of students (4 of 22) was graded from 9 to 10 marks (very good), the 36% of them (8 of 22) was graded from 7 to 8 (good), 46% of them (10 of 22) was graded from 5 to 6 (poor). No one was graded 0 to 4 (very poor).

Table 10.  
Use a variety of vocabulary and expressions

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Use a variety of vocabulary and expressions.	0%	68%	18%	14%	100%

Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

Use a variety of vocabulary and expressions



Graph 6. Use a variety of vocabulary and expressions.  
Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

## Analysis

In the seventh performing criteria, the student had to use a variety of vocabulary and expressions. The 14% of students (3 of 22) was graded from 9 to 10 marks (very good), the 18% of them (4 of 22) was graded from 7 to 8 (good), 68% of them (15 of 22) was graded from 5 to 6 (poor). No one was graded 0 to 4 (very poor).

Table 11.

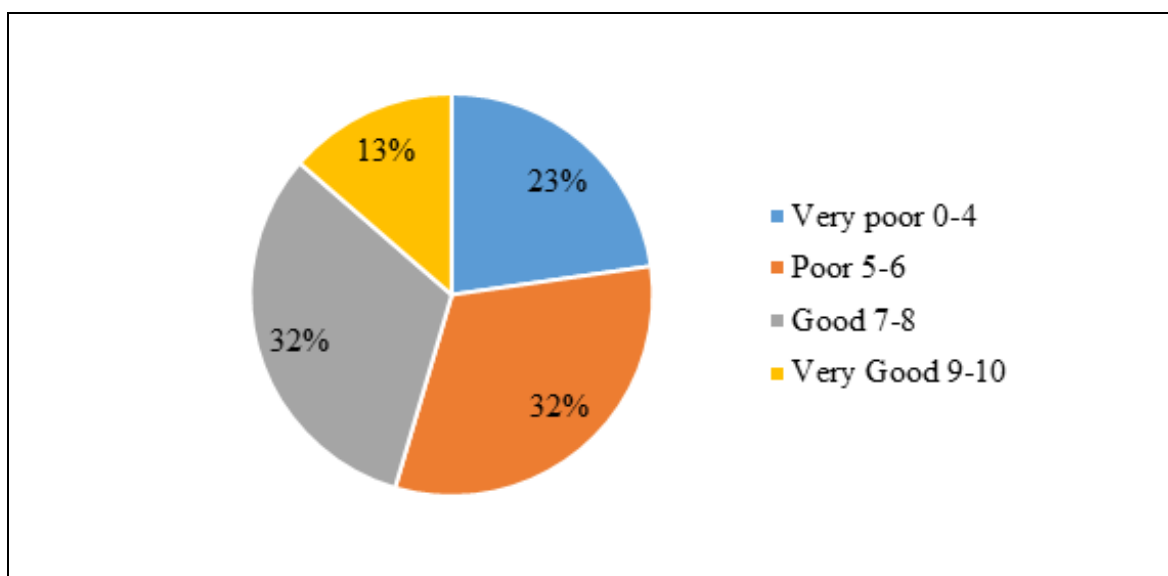
*Stay on task and communicate effectively: almost always respond appropriately and others try to develop the interaction.*

Question	Very poor 0-4	Poor 5-6	Good 7-8	Very Good 9-10	Total Students
Stay on task and communicate effectively: almost always respond appropriately and others try to develop the interaction.	23%	32%	32%	13%	100%

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

Stay on task and communicate effectively: almost always respond appropriately and others try to develop the interaction.



Graph 7. Stay on task and communicate effectively: almost always respond appropriately and others try to develop the interaction.

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

### Analysis

In the eighth performing criteria, the student had to stay on task and communicate effectively. The 13% of students (3 of 22) was graded from 9 to 10 marks (very good), the 32% of them (7 of 22) was graded from 7 to 8 (good), 32% of them (7 of 22) was graded from 5 to 6 (poor) and the 23% (5 of 22) was graded 0 to 4 (very poor).

### 3.7.3. Teachers' Survey

A survey questionnaire was applied to teachers of Fourth grade at Unidad Educativa Interamericano in order to identify the common difficulties that students show in speaking performance. This tool was applied to four English teachers, and included 12 questions. The rating scales used in this questionnaire are the following:

Table 12.  
*Teachers' Survey Rating Scale 1*

<b>CODE</b>	<b>SCALE</b>
1	Disagree totally
2	Disagree
3	Not strong opinion
4	Agree
5	Agree strongly

Elaborated by: González, N. (2019).

Table 13.  
*Teachers' Survey Rating Scale 2*

<b>CODE</b>	<b>SCALE</b>
1	Never
2	Rarely
3	Occasionally
4	Frequently
5	Very Frequently

Elaborated by: González, N. (2019).

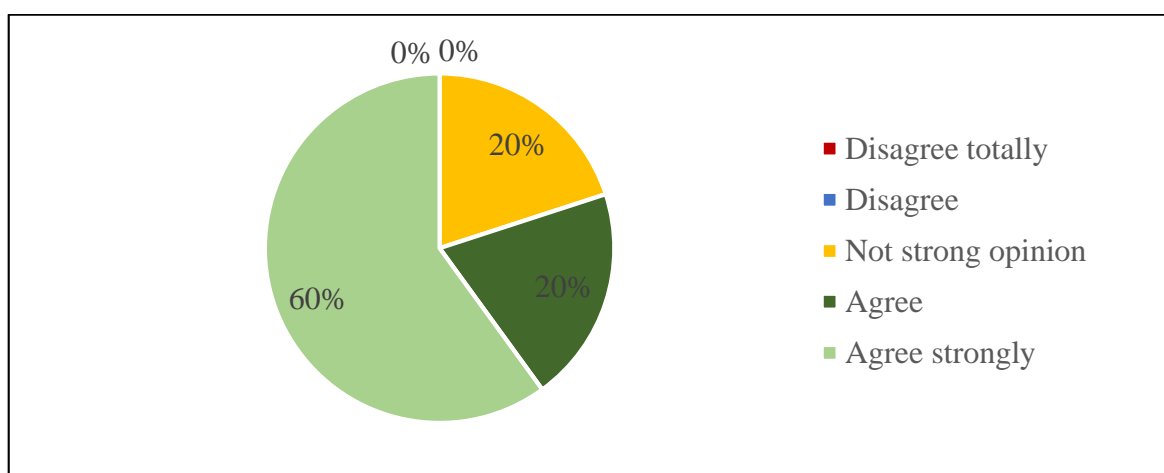
Once the survey was applied, it was processed, and the results obtained were the following:

Table 14.  
*Do you think speaking is more important than grammar?*

Question	Disagree Totally	Disagree	Not Strong Opinion	Agree	Agree Totally	Total
Do you think speaking is more important than grammar?	0%	0%	20%	20%	60%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Do you think speaking is more important than grammar?



Graph 8. Do you think speaking is more important than grammar?

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

**Analysis:**

Teachers were consulted about the importance of speaking compared to grammar in English language. The 60% of them agreed strongly that speaking is by far more important, in addition to 20% that agreed. In contrast, 20% of teachers did not have a strong opinion about this topic.

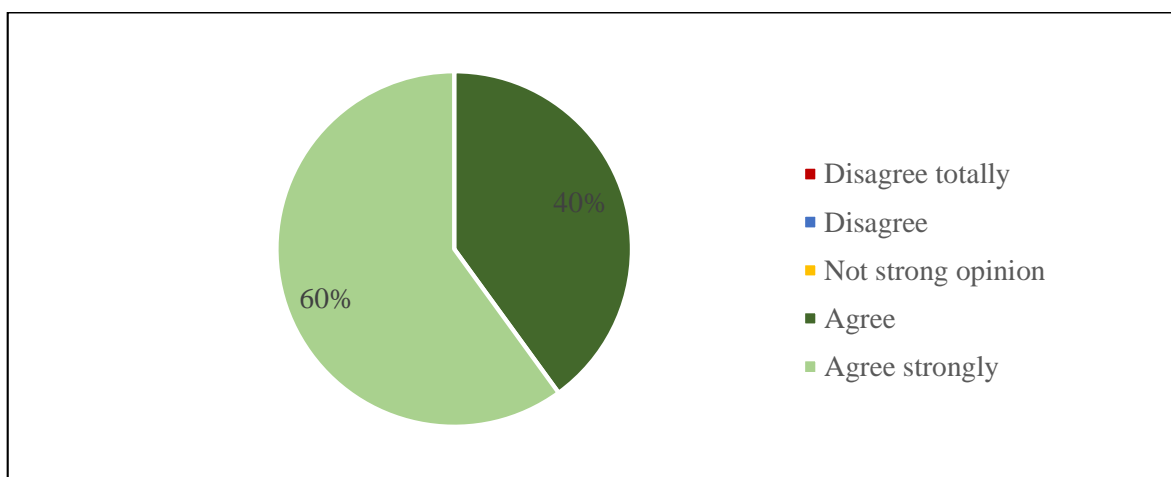


Table 15.  
*Are your students usually motivated to speak in the classroom?*

Question	Disagree Totally	Disagree	Not Strong Opinion	Agree	Agree Totally	Total
Are your students usually motivated to speak in the classroom?	0%	0%	0%	40%	60%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Are your students usually motivated to speak in the classroom?



Graph 9. Are your students usually motivated to speak in the classroom?  
 Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

**Analysis:**

Teachers were asked about students' motivation to speak in English. The answers were divided in only two segments: a huge 60% strongly agreed with the fact that students are usually motivated to speak in the classroom, and 40% only agreed.

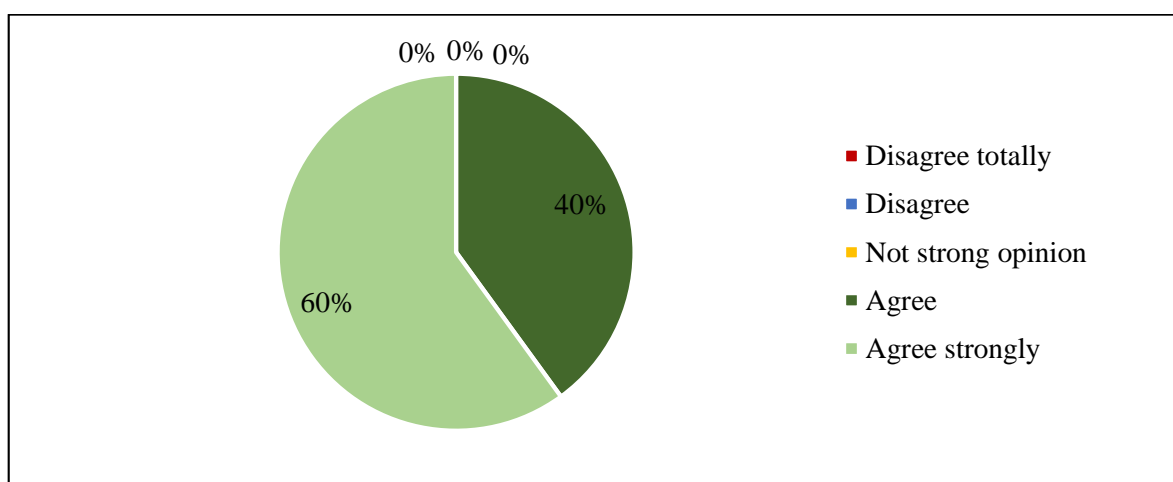
Table 16.

*Do you create enough opportunities for students to practice speaking?*

Question	Disagree Totally	Disagree	Not Strong Opinion	Agree	Agree Totally	Total
Do you create enough opportunities for students to practice speaking?	0%	0%	0%	40%	60%	100%

Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

Do you create enough opportunities for students to practice speaking?



Graph 10. Do you create enough opportunities for students to practice speaking?

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

**Analysis:**

It was consulted to teachers if they create enough opportunities for students to practice speaking. An important 60% of them agreed strongly with this affirmation, while 40% only agreed.

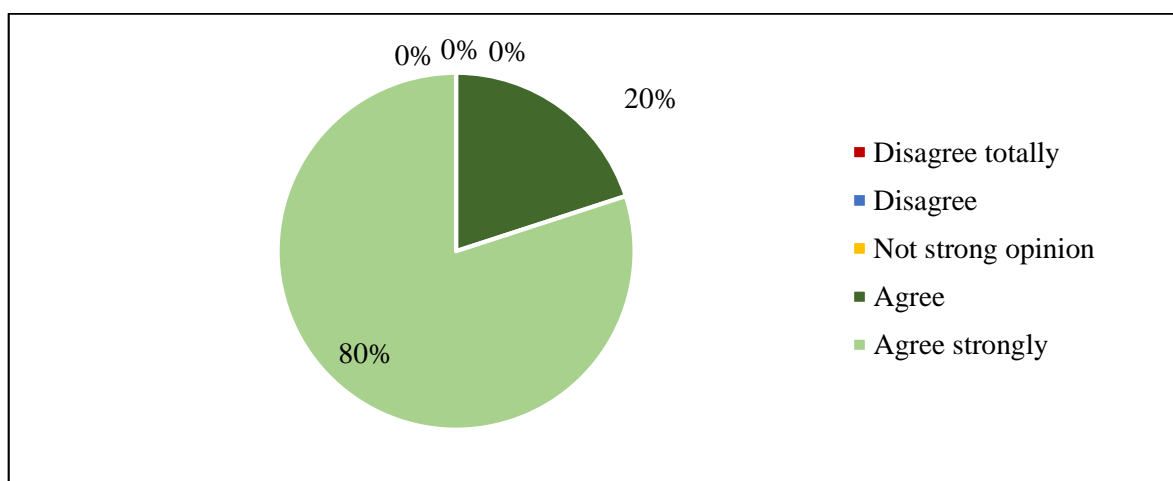
Table 17.

*Do you give students enough confidence to express themselves orally?*

Question	Disagree Totally	Disagree	Not Strong Opinion	Agree	Agree Totally	Total
Do you give students enough confidence to express themselves orally?	0%	0%	0%	20%	80%	100%

Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

Do you give students enough confidence to express themselves orally?



Graph 11. Do you give students enough confidence to express themselves orally?

Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

**Analysis:**

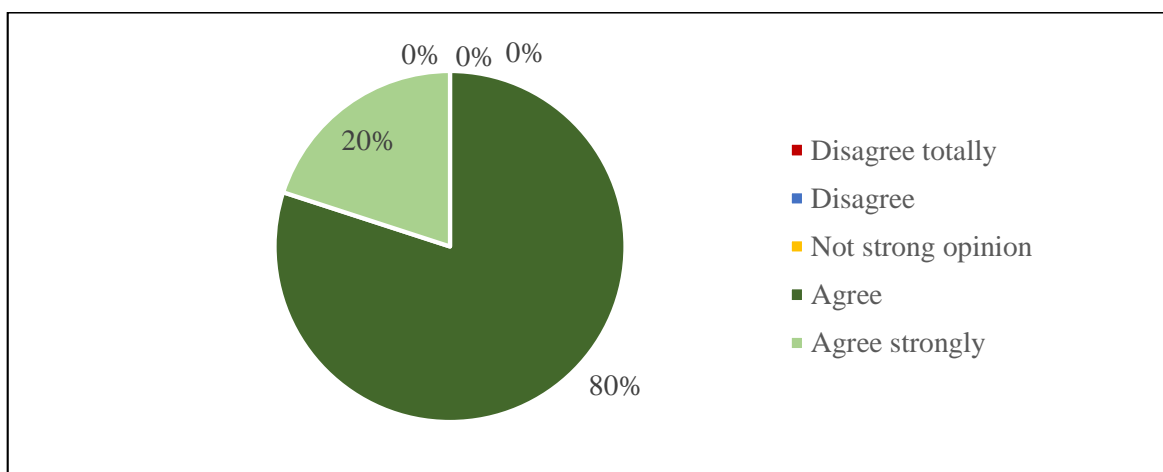
Another question included in the survey referred to the confidence given to students to express themselves orally. There was no option for disagreements. Teachers either agreed strongly (80%) or agreed (20%) with the idea that students need confidence to express themselves, so they provide them such confidence in the classroom.

Table 18.  
*Do you apply collaborative work when students practice speaking?*

Question	Disagree Totally	Disagree	Not Strong Opinion	Agree	Agree Totally	Total
Do you apply collaborative work when students practice speaking?	0%	0%	0%	20%	80%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Do you apply collaborative work when students practice speaking?



Graph 12. Do you apply collaborative work when students practice speaking?  
 Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

**Analysis:**

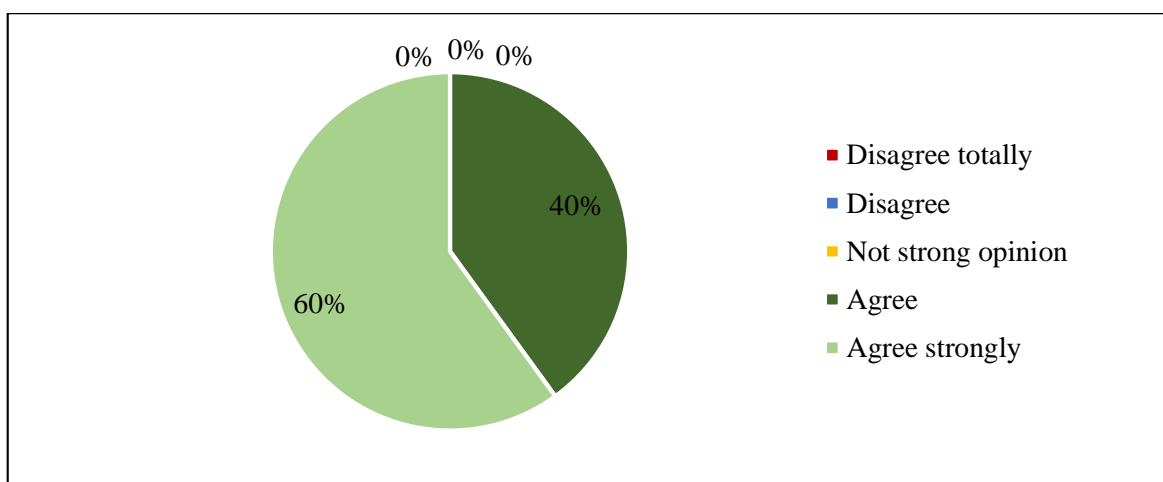
Collaborative work in the classroom to practice speaking was another aspect consulted to teachers. All of them consider the application of collaborative work important to practice speaking, and therefore, an 80% of teachers agreed strongly with this idea and 20% just agreed.

Table 19.  
*Do you think learning strategies are important in any learning process?*

Question	Disagree Totally	Disagree	Not Strong Opinion	Agree	Agree Totally	Total
Do you think learning strategies are important in any learning process?	0%	0%	0%	40%	60%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Do you think learning strategies are important in any learning process?



Graph 13. Do you think learning strategies are important in any learning process?

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

**Analysis:**

Another important topic consulted to teachers in the survey was related to the application of learning strategies in the learning process. Again, all teachers answered positively, being divided in to a 60% hat agreed strongly ad 40% that just agreed.

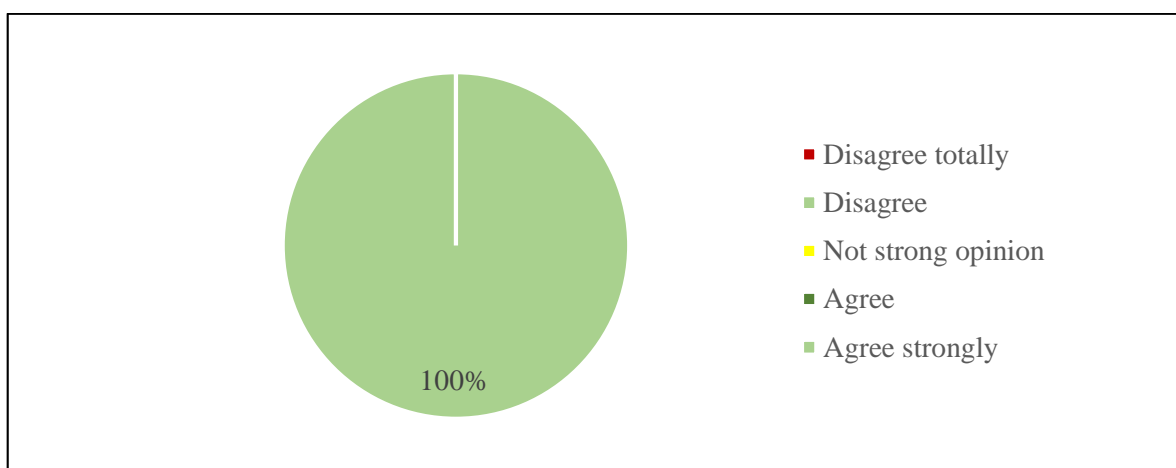
Table 20.

*Do you think learning strategies help students improve their speaking?*

Question	Disagree Totally	Disagree	Not Strong Opinion	Agree	Agree Totally	Total
Do you think learning strategies help students improve their speaking?	0%	0%	0%	0%	100%	100%

Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

Do you think learning strategies help students improve their speaking?



*Graph 14. Do you think learning strategies help students improve their speaking?*

Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

**Analysis:**

Another overwhelming answer to the teachers’ survey was related to students’ speaking improvement: 100% of teachers agreed strongly with the fact that learning strategies help to improve their speaking.

Table 21.

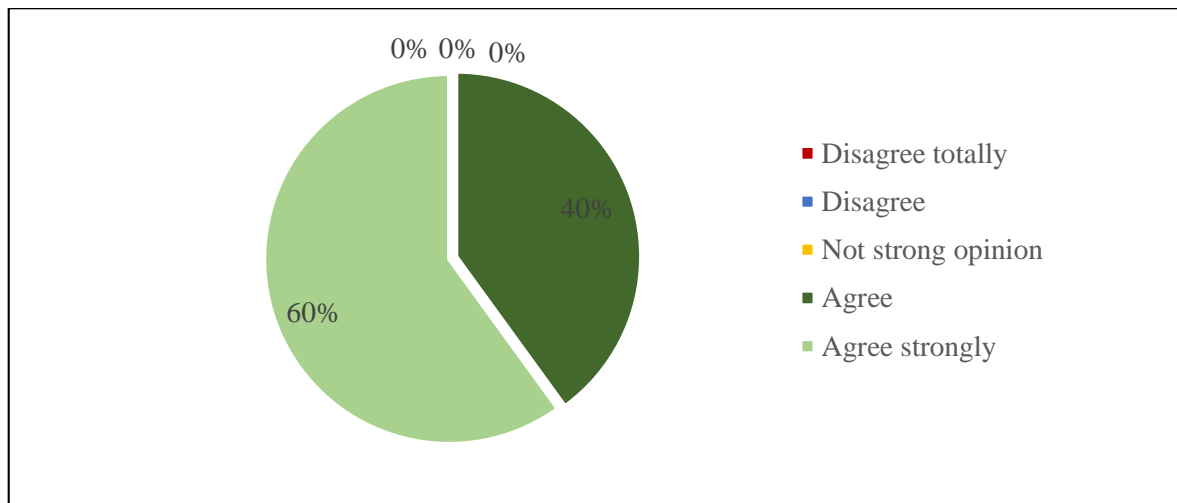
Do you help students acquire learning strategies in the classroom to enhance their speaking?

Question	Disagree Totally	Disagree	Not Strong Opinion	Agree	Agree Totally	Total
Do you help students acquire learning strategies in the classroom to enhance their speaking?	0%	0%	0%	0%	100%	100%

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

Do you help students acquire learning strategies in the classroom to enhance their speaking?



Graph 15. Do you help students acquire learning strategies in the classroom to enhance their speaking?

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

### Analysis

Teachers were asked regarding the help students need to enhance their speaking. The 60% of them strongly agreed with the idea of helping students, while 40% only agree.

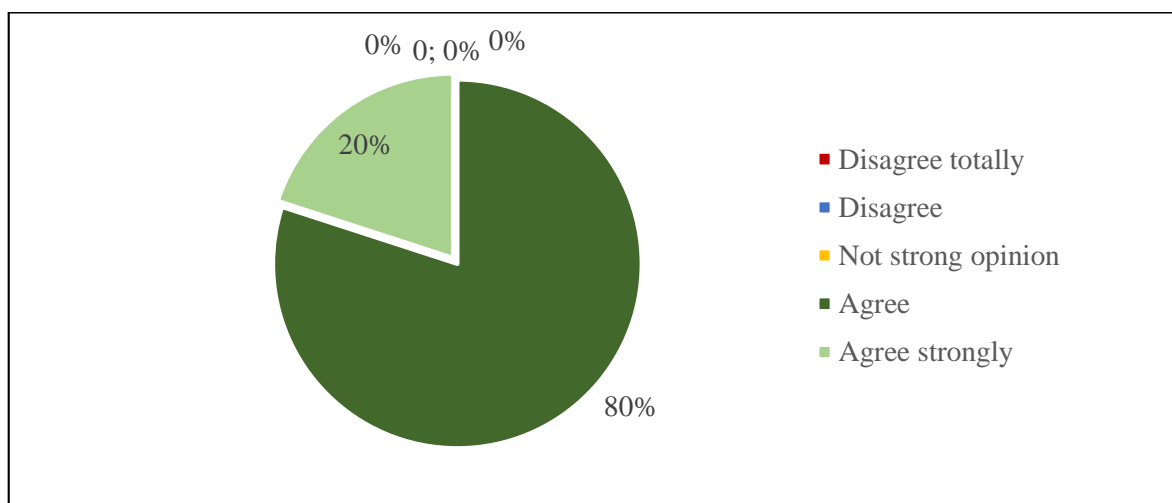
Table 22.

*Do you consider students' needs in English language in the selection of the learning strategies?*

Question	Disagree Totally	Disagree	Not Strong Opinion	Agree	Agree Totally	Total
Do you consider students' needs in English language in the selection of the learning strategies?	0%	0%	0%	80%	20%	100%

Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

Do you consider students' needs in English language in the selection of the learning strategies?



Graph 16. Do you consider students' needs in English language in the selection of the learning strategies?

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

**Analysis:**

The 80% of the teachers believe strongly that it is necessary to consider student's needs at the moment of selecting learning strategies, in addition to the 20% that only agreed.



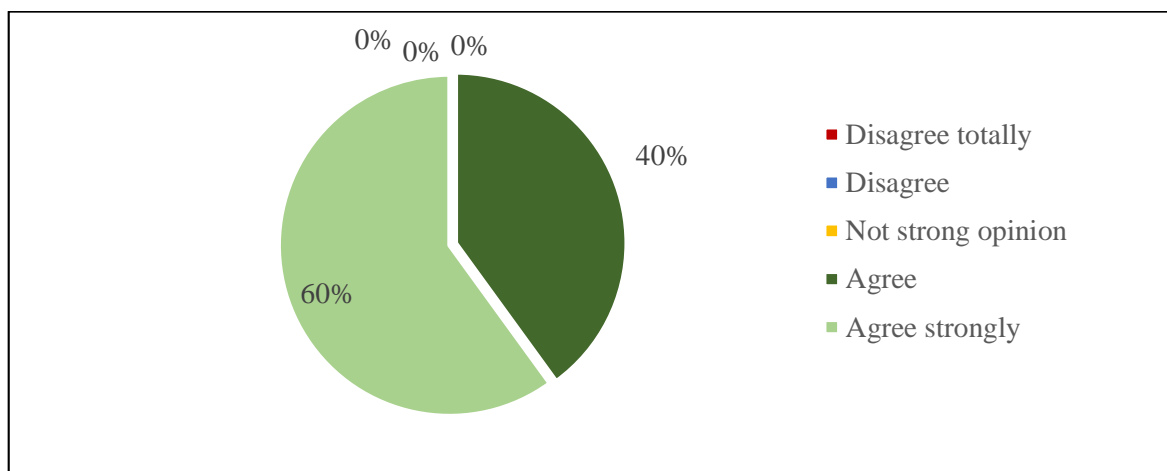
Table 23.

*Do you usually have time enough to select appropriate learning strategies to enhance the speaking skill?*

Question	Disagree Totally	Disagree	Not Strong Opinion	Agree	Agree Totally	Total
Do you usually have time enough to select appropriate learning strategies to enhance the speaking skill?	0%	0%	0%	40%	60%	100%

Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

Do you usually have time enough to select appropriate learning strategies to enhance the speaking skill?



Graph 17. Do you usually have time enough to select appropriate learning strategies to enhance the speaking skill?

Obtained from: Unidad Educativa Interamericano.  
Elaborated by: González, N. (2019).

**Analysis:**

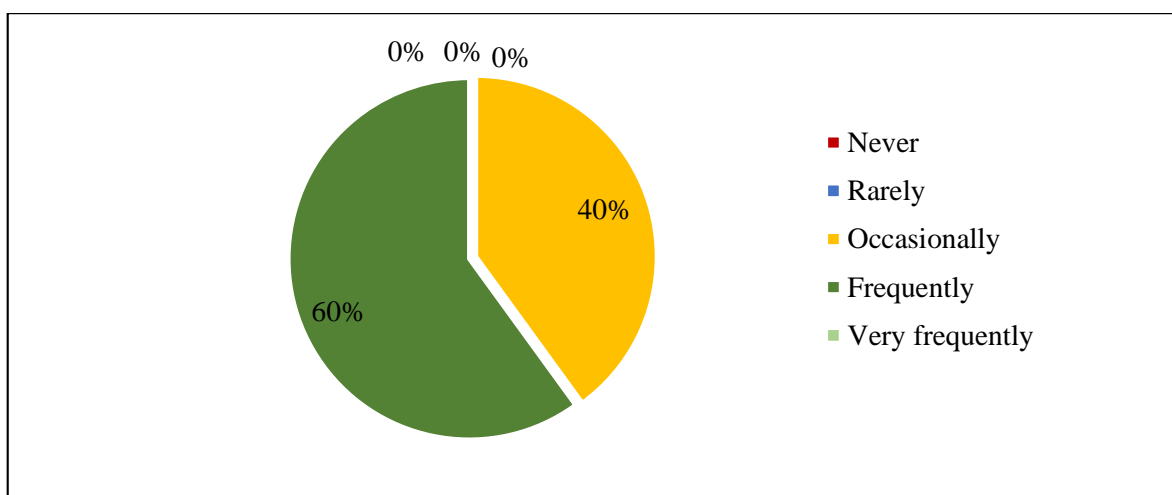
The 60% of teachers agreed strongly with the idea of having time enough to select appropriate learning strategies to enhance the speaking skill, while 40% inly agreed.

Table 24.  
*How often do you receive teaching training?*

Question	Never	Rarely	Occasion ally	Frequently	Very frequently	Total
How often do you receive teaching training?	0%	0%	40%	60%	0%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

How often do you receive teaching training?



Graph 18. How often do you receive teaching training?  
 Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

**Analysis:**

Teachers were asked regarding the frequency they receive training in any area of education. The 60% of teachers affirm that they receive teaching training frequently, while 40% of them said they only receive it only occasionally.

Table 25.

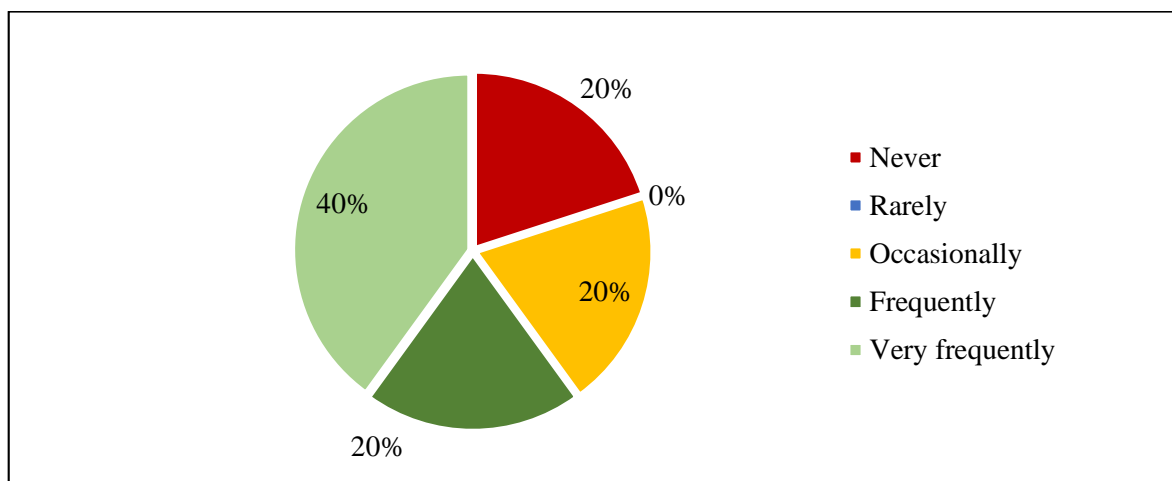
*Strategies you apply in the classroom: Memory Strategy*

Question	Never	Rarely	Occasionally	Frequently	Very frequently	Total
Memory strategies	20%	0%	20%	20%	40%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Which of the following strategies do you apply in the classroom?

Memory Strategies



Graph 19. Memory Strategies

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

**Analysis**

The teachers were consulted about the strategy they apply in the classroom and the frequency they apply it. A 40% of them answered that they apply the memory strategy very frequently, while 20% apply it only frequently, an additional 20% apply occasionally, and 20% has never apply it.

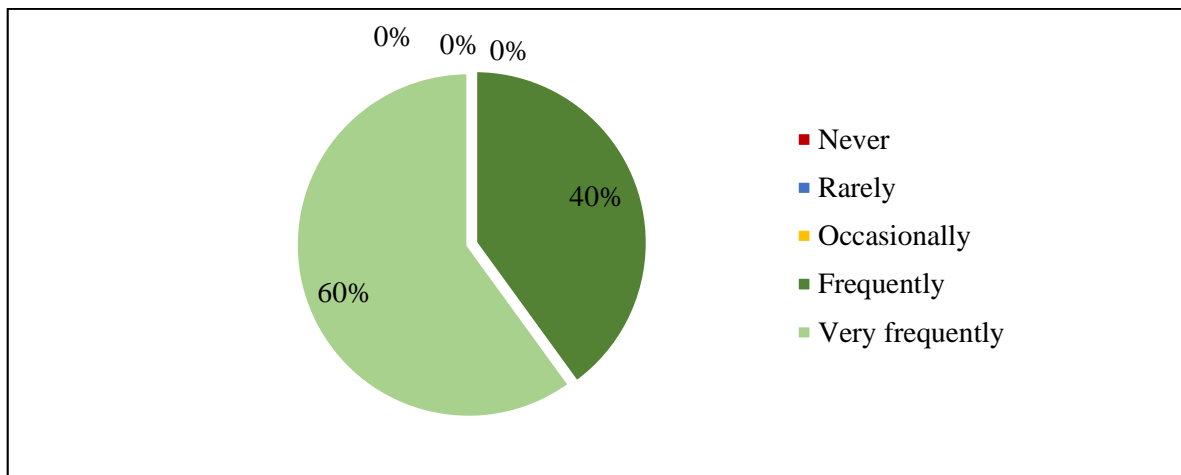
Table 26.

*Strategies you apply in the classroom: Compensation Strategy*

Question	Never	Rarely	Occasionally	Frequently	Very frequently	Total
Compensation	0%	0%	0%	40%	60%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Compensation Strategies



Graph 20. Compensation Strategies

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

### Analysis

The teachers were asked regarding the application of compensation strategies. An important 60% of them apply this strategy very frequently and 40% apply it only frequently.

Table 27.

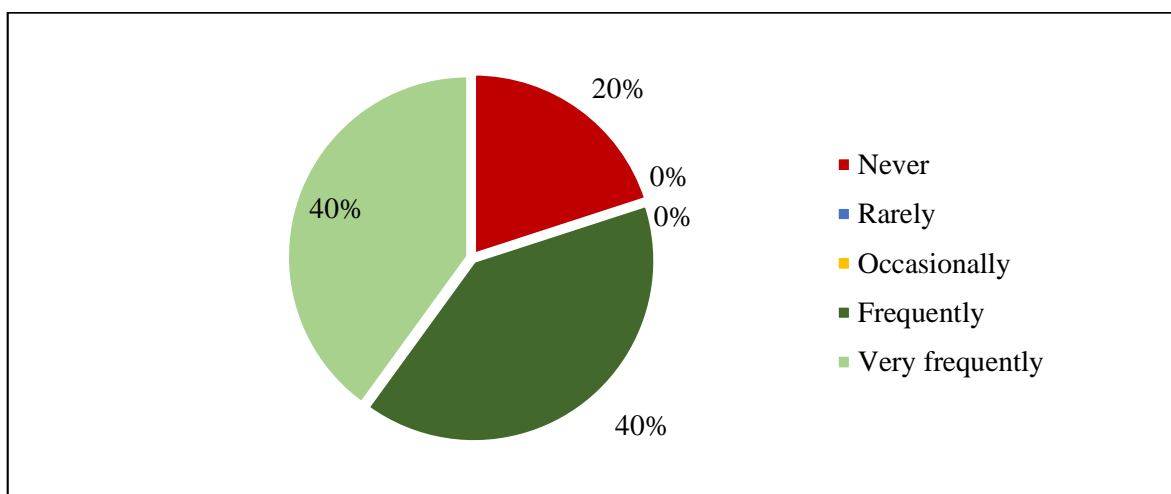
*Strategies you apply in the classroom: Affective Strategy*

Question	Never	Rarely	Occasional ly	Frequently	Very frequent ly	Total
Affective	20%	0%	0%	40%	40%	100%

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

Affective Strategies



Graph 21. Affective Strategies.

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

### Analysis

The teachers were consulted about the application of the affective strategy. A 40% of them answered that they apply the affective strategy very frequently, while an additional 40% applies the strategy only frequently. There is another 20% of teachers that never applies this strategy.

Table 28.

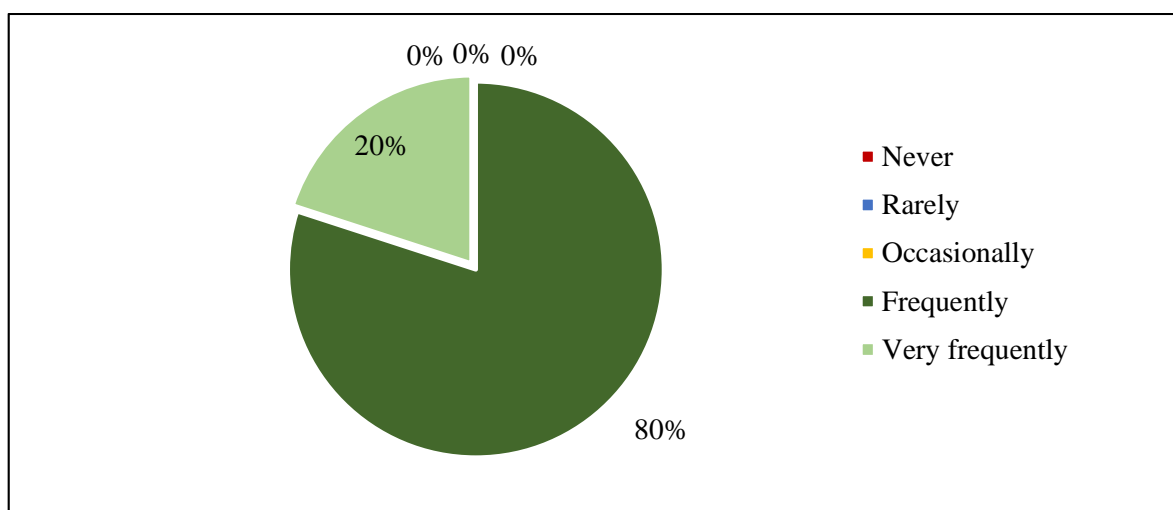
*Strategies you apply in the classroom: Metacognitive Strategy*

Question	Never	Rarely	Occasionally	Frequently	Very frequently	Total
Metacognitive	0%	0%	0%	80%	20%	100%

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

Metacognitive Strategies



Graph 22. Metacognitive Strategies.

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

### Analysis

The teachers were consulted about the application of the metacognitive strategy. An important 80% of them answered that they apply this strategy frequently, while an additional 20% apply it very frequently.

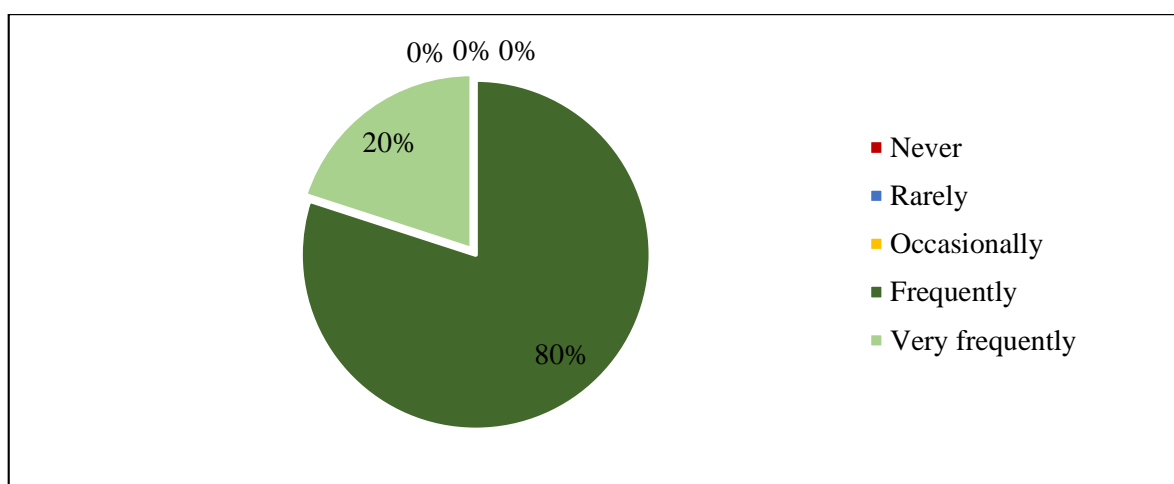
Table 29.

*Strategies you apply in the classroom: Social Strategy*

Question	Never	Rarely	Occasionally	Frequently	Very frequently	Total
Social	0%	0%	0%	80%	20%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Social Strategies



Graph 23. Social Strategies.

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

### Analysis

The teachers were asked about the application of the social strategy. The 80% of them answered that they apply this strategy frequently, while an additional 20% apply it very frequently.

#### 3.7.4. Principal’s Survey

An additional survey questionnaire was applied to the Principal of Unidad Educativa Interamericano, in order gather more information to identify the common difficulties that students show in speaking performance. The rating scale and the tool used in this questionnaire are included in the Annex 2.

## Analysis

The principal of Unidad Educativa Interamericano agreed and agreed strongly in 8 of 10 items included. He affirms that classroom goals are usually achieved, which denotes that the teaching and learning process is followed correctly. He is also conscious of the importance that learning strategies have and that speaking should be given more emphasis than grammar in an English class. The Principal affirmed that teacher Staff is trained enough in methodologies and strategies, so it could be thought that the institution sends the staff to be trained regularly. Additionally, in the Principal's opinion, the teachers already apply learning strategies in the classroom to enhance speaking. Finally, The Principal believes that speaking should be practiced very frequently.

### 3.7.5. Students' Post- Test

The last research tool applied was the speaking post-test. It was administered to identify the improvements in speaking production in students of Fourth grade at Unidad Educativa Interamericano. The posttest selected is a different version of the English Cambridge Qualifications, level A1, updated to 2018. In the same way than the pretest, a rubric was applied to mark students' speaking performance.

The rating scale for this test is the following:

Table 30.  
*Post-Test Rating Scale*

<b>CODE</b>	<b>SCALE</b>
0-4	Very Poor
5-6	Poor
7-8	Good
9-10	Very good

Elaborated by: González, N. (2019).

The performing criteria, rating scale and indicators included in the rubric are explained in more detail in the Annex 6. The results of the application of the speaking pre-test are the following:



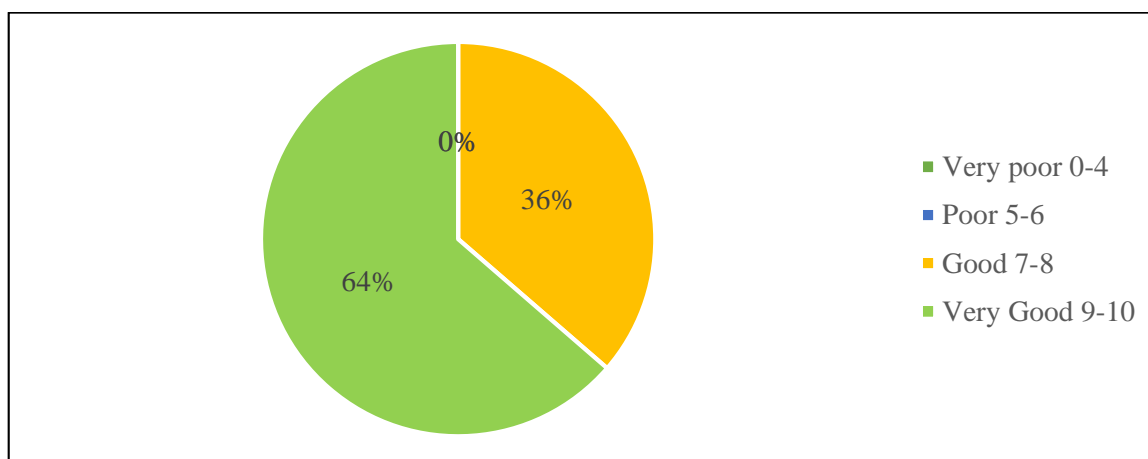
Table 31.

*Candidate asked name, family name and age.*

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Candidate asked name, family name and age.	0%	0%	36%	64%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Candidate asked name, family name and age



Graph 24. Candidate asked name, family name and age.

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

### Analysis

The first criteria that the post-test included was the introduction of a conversation between the teacher and the student, in which the teacher asked the student what his/her name and surname was and how old he/she was. The 64% of students (14 students of 22) answered correctly and were graded with 9 to 10 marks (very good), and the 36% of them (8 of 22) was graded with 7 to 8 marks (good).

Table 32.

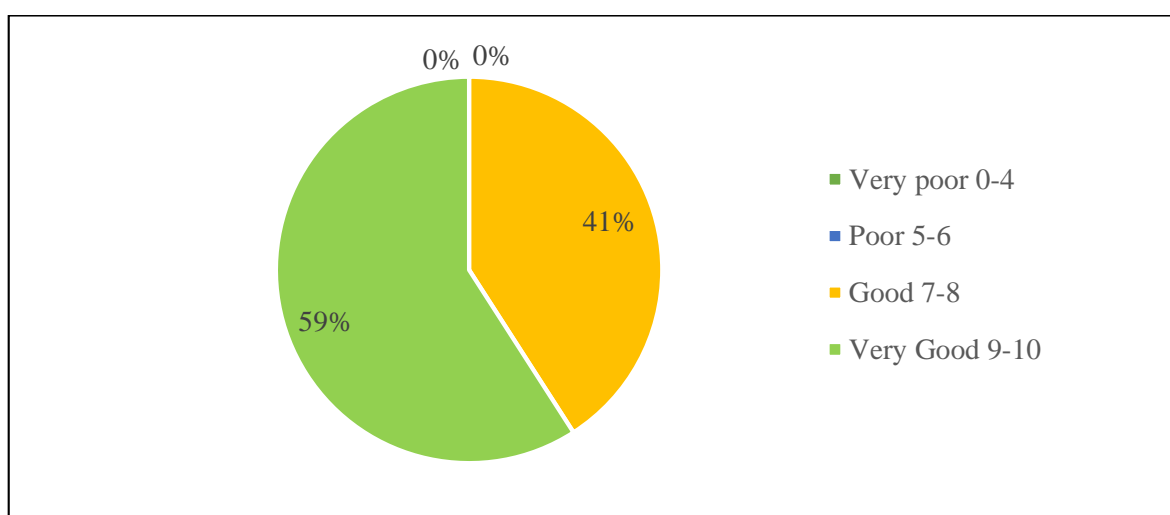
*Understand statements and respond with differences*

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Understand statements and respond with differences.	0%	0%	41%	59%	100%

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

Understand statements and respond with differences



Graph 25. Understand statements and respond with differences.

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

## Analysis

In the second criteria, the student needed to understand statements and respond with differences. The results of this posttest locate a 59% of students (13 of 22) got 9 to 10 marks (very good), while 41% of them (9 of 22) obtained 7 to 8 marks (good).

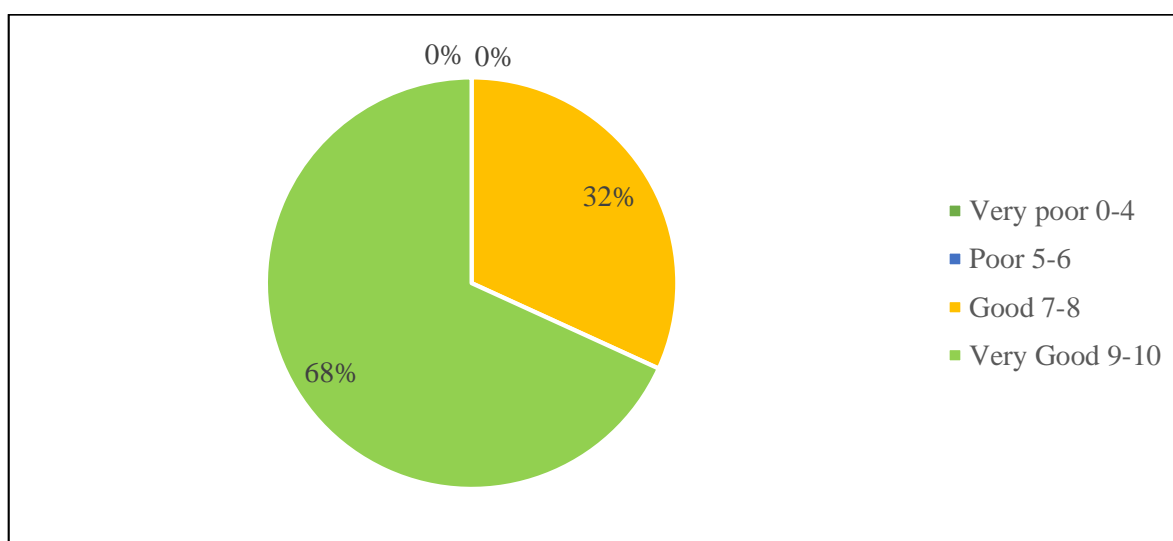
Table 33.

*Identify six differences in candidate's picture from statements about examiner's picture*

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Identify six differences in candidate's picture from statements about examiner's picture.	0%	0%	32%	68%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Identify six differences in candidate's picture from statements about examiner's picture



*Graph 26.* Identify six differences in candidate's picture from statements about examiner's picture.  
 Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

### Analysis

During the third criteria the teacher asked the student to identify six differences in student's picture from statements about examiner's picture. The student also had to say how the picture was different. Only 68% of students (15 of 22) was graded from 9 to 10 marks (very good), the 32% of them (7 of 22) was graded from 7 to 8 (good).

Table 34.

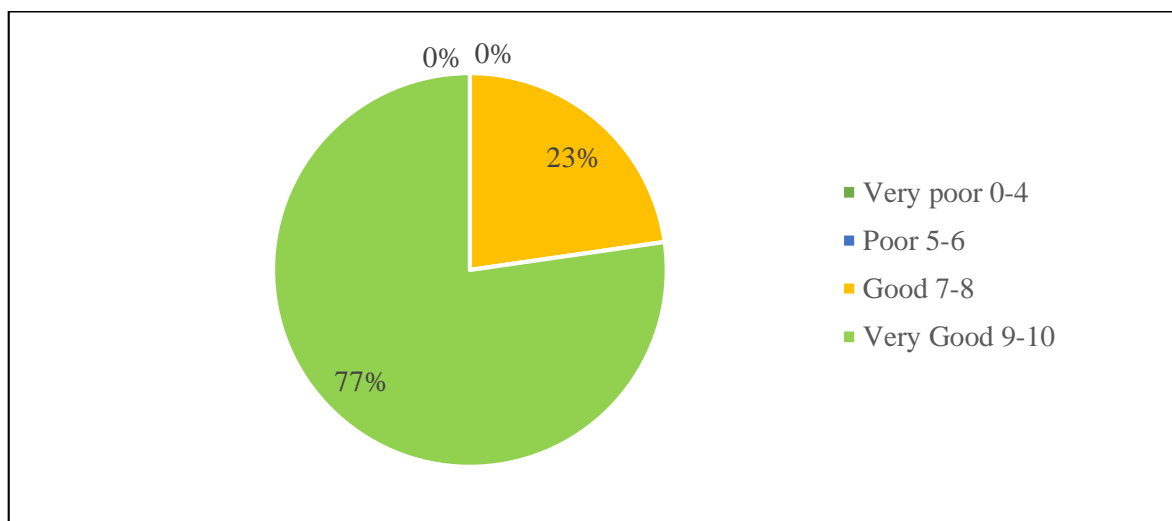
*Suggest a picture which is different and explain why*

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Suggest a picture which is different and explain why.	0%	0%	23%	77%	100%

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

Suggest a picture which is different and explain why



Graph 27. Suggest a picture which is different and explain why.

Obtained from: Unidad Educativa Interamericano.

Elaborated by: González, N. (2019).

### Analysis

In the fourth criteria, the student had to suggest a picture which is different and explain why.

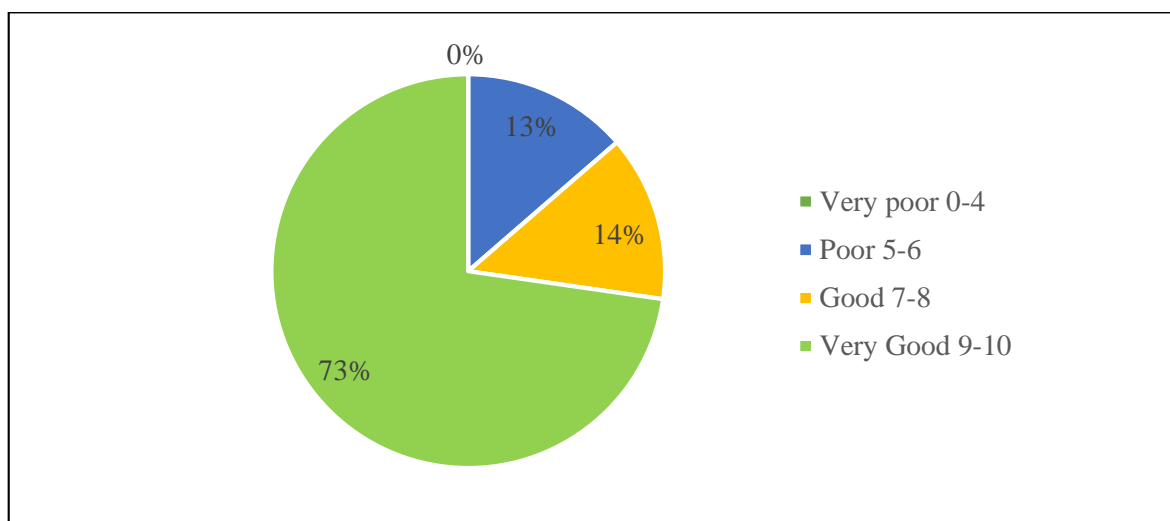
The 77% of students (17 of 22) was graded from 9 to 10 marks (very good), an additional 23% of them (5 of 22) was graded from 7 to 8 (good).

Table 35.  
*Identify odd one out and give reason.*

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Identify odd one out and give reasons.	0%	13%	14%	73%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Identify odd one out and give reason



Graph 28. Identify odd one out and give reasons.  
 Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

### Analysis

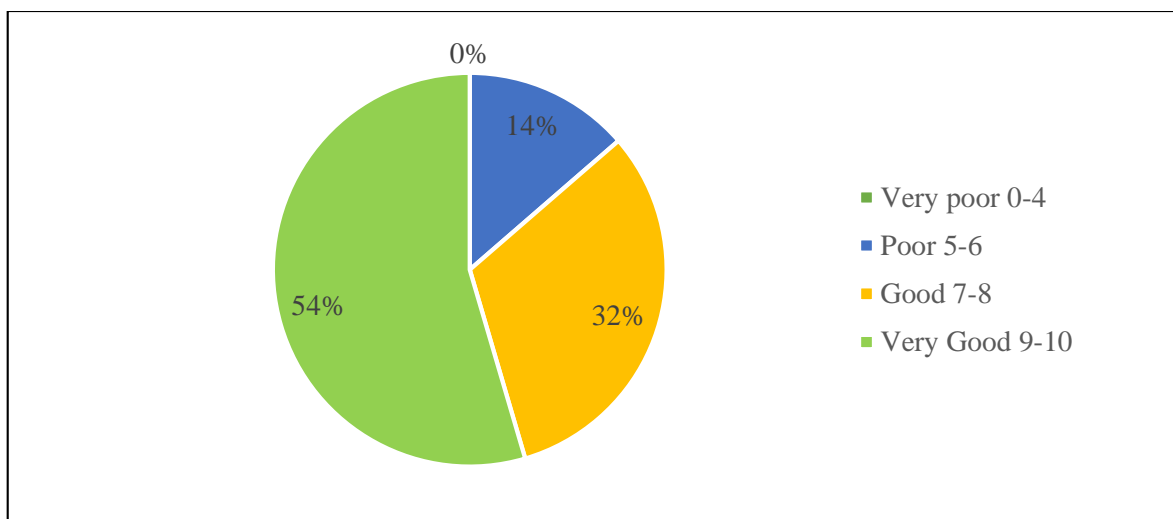
In the fifth criteria, the student had to identify the odd out and give reasons. The 73% of students (16 of 22) was graded from 9 to 10 marks (very good), the 14% of them (3 of 22) was graded from 7 to 8 (good), 13% of them (3 of 22) was graded from 5 to 6 (poor). No one was graded 0 to 4 (very poor).

Table 36.  
*Use a variety of vocabulary and expressions*

Question	Very poor	Poor	Good	Very Good	Total Students
	0-4	5-6	7-8	9-10	
Use a variety of vocabulary and expressions.	0%	14%	32%	54%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Use a variety of vocabulary and expressions



Graph 29. Use a variety of vocabulary and expressions.  
 Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

### Analysis

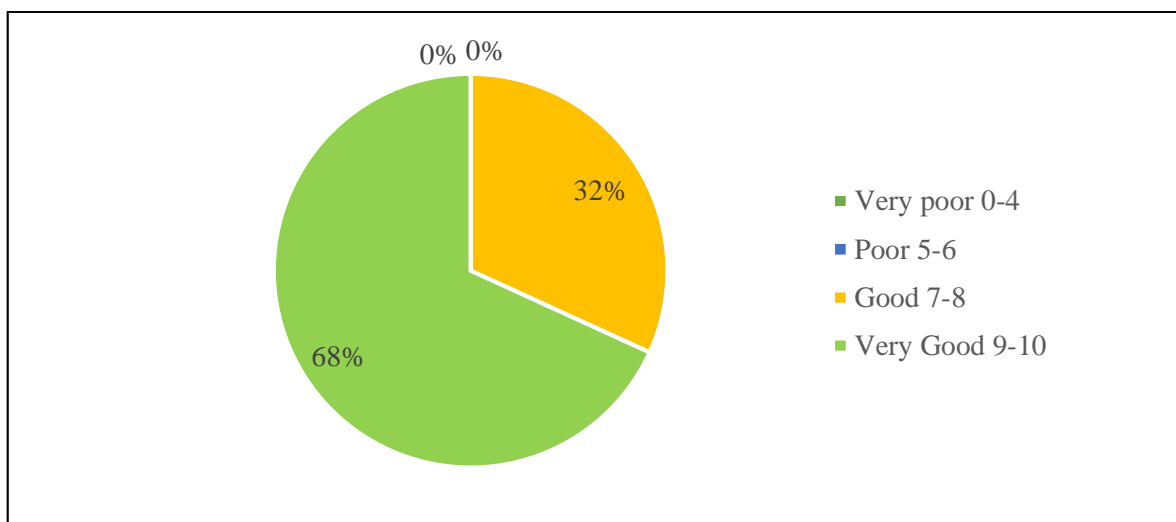
In the seventh performing criteria, the student had to use a variety of vocabulary and expressions. The 54% of students (12 of 22) was graded from 9 to 10 marks (very good), the 32% of them (7 of 22) was graded from 7 to 8 (good), 14% of them (3 of 22) was graded from 5 to 6 (poor). No one was graded 0 to 4 (very poor).

Table 37.  
*Stay on task and communicate effectively*

Question	Very poor 0-4	Poor 5-6	Good 7-8	Very Good 9-10	Total Students
Stay on task and communicate effectively: almost always respond appropriately and others try to develop the interaction.	0%	0%	32%	68%	100%

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

Stay on task and communicate effectively: almost always respond appropriately and others try to develop the interaction.



Graph 30. Stay on task and communicate effectively: almost always respond appropriately and others try to develop the interaction.

Obtained from: Unidad Educativa Interamericano.  
 Elaborated by: González, N. (2019).

### Analysis

In the eighth performing criteria, the student had to stay on task and communicate effectively. The 68% of students (15 of 22) was graded from 9 to 10 marks (very good), the 32% of them (7 of 22) was graded from 7 to 8 (good).

### **3.7.6. Preliminary Conclusions**

The following preliminary conclusions can be gathered after the application of the research tools:

- There was an important number of students that were observed having problems when producing oral communication in English. The pre-test showed an inappropriate emphasis on grammar that did not allow students speak naturally. Problems in pronunciation, stress and intonation were also observed. Additionally, it was noted that students used limited vocabulary, possibly caused by the basic level of learning students acquired.
- Teachers' surveys show that teachers are conscious of the importance of speaking and the role of motivation in the classroom. It was perceived that they believe to be on the right path in their classes, and think they are creating enough opportunities for students to develop this skill. However, they do not apply collaborative work, or do not help students acquire appropriate learning strategies to enhance this skill. Unfortunately, teachers do not consider students' needs in the selection of strategies in the classroom.
- The principal of Unidad Educativa Interamericano has a similar position. He believes that classroom goals are appropriately achieved, and strongly believe on the importance that learning strategies have. Teachers seem to be trained enough in methodologies and strategies, according to the Principal. However, it is not shown in their practices.
- The pre and post tests showed widely different results. While in the pre-test most students showed to have problems in the speaking skill, the post-test refers to an important improvement in almost all items considered, which signals that the actions taken to improve the skill, certainly worked.



## CHAPTER IV

### THE PROPOSAL

#### 4.1. Topic

Learning strategies: Teachers' Guide directed to Fourth grade students EGB at Unidad Educativa Interamericano

#### 4.2. General Objective

- To design a teachers' guide with appropriate learning strategies to help students improve their speaking skills.

#### 4.3. Specific Objectives

- To select appropriate learning strategies to improve students' speaking skill.
- To contribute to improve the speaking skill through useful activities based on the learning strategies selected.

#### 4.4. The Proposal Scheme and Development

##### 4.4.1. The Proposal Scheme

**Learning strategies: Teachers' Guide directed to Fourth grade students EGB at Unidad Educativa Interamericano**



Figure 1. The Proposal Scheme.  
Elaborated by: González, N. (2019).

#### 4.4.2. The Proposal Development



## **Learning Strategies: Teachers' Guide directed to Fourth grade students EGB at Unidad Educativa Interamericano**

**Ninoska González**

**2020**

## Activity No. 1

### The Circle Game

**Learning Strategy:** Memory



Figure 2. The Circle Game  
Obtained from: Google Images (2019).

**Objective:** To fosters creative thinking by expressing ideas regarding a story.

**Resources:**

- A deck of animal cards
- A table

**Duration:** 10 – 15 minutes.

**Topic:**

**“The Animals I Know”**

- The teacher can adapt the game to any group of words or grammar tense.
- The rules can be adjusted to the level and age of students.
- The teacher must be sure that the vocabulary used was previously taught,

**Procedures**

1. Students stand up, in a circle around a table. On the table there will be a deck of animal cards.
2. In turns, each student will take one animal card to identify its name
3. The teacher starts the game saying, “I love dogs”. The next student takes a card and says, “I love dogs and cats”, the third student takes a card and says “I love dogs, cats and birds”. And so on.
4. If someone misses and gets the animal name incorrect, that student have to sit down. and the game is over for him or her.
5. It will be appropriate to play until there are 2 or 3 kids left
6. The teacher has to give the winners a prize and start over with the same rules, or a new word criterion.

**Speaking Rubric:**

	POOR	FAIR	GOOD	VERY GOOD
Knows the word in the card				
Pronounces the word correctly				
Can repeat the previous words plus the new one				

## Activity No. 2

### Recalling Super Words

**Learning Strategy:** Memory



Figure 3. Recalling Super Words.  
Obtained from: Google Images (2019).

**Objective:** To recall and activate existing vocabulary, studied in precious lessons.

**Resources:**

1. Computer
2. Projector
3. Textbook

**Duration:** 10 – 15 minutes

**Topic**

**My Favorite Superhero**

**Procedure**

1. Choose a set of vocabulary regarding the topic (Favorite Superheroes). Tell students to write a list of ten words they associate with this topic.
2. Pre-teach or revise structures for definitions, e.g. It's a hero who / that ... He uses it for ... You find this in ... It's an animal / object / place ... It's the opposite of ..., etc.

3. Tell students to look at their lists and give them a few minutes to think of how they can define these words.
4. Now students work in pairs (or groups of three) and describe their words to each other. Their partner must guess the word they are defining.

**Speaking Rubric**

	POOR	FAIR	GOOD	VERY GOOD
Knows the word and can define it				
Pronounces the word correctly				
Can describe the words to each other				

## Activity No. 3

### Animals and Bingo!

**Learning Strategy:** Cognition



Figure 4. Animals and Bingo!  
Obtained from: Speech Language (2019).

**Objective:**

- To identify the meaning of a set of verbs and animal names.
- To build good sentences according to the vocabulary and structure provided.

**Resources:**

- Pieces of cardboards
- Animals mini flashcards
- The song “Let’s go to the zoo”

**Duration:** 10 – 15 minutes.

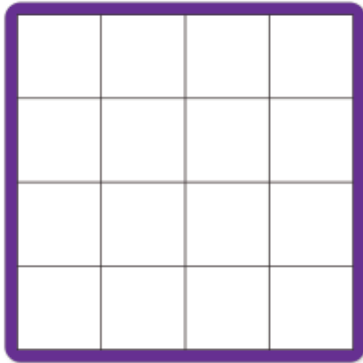
**Topic**

**The Animals: Playing and Singing**

**The bingo boards**

1. Choose an empty bingo board that is appropriate for your students. Print enough empty copies (one for each kid) from <https://www.speechandlanguagekids.com/road-trip-speech-language-bingo/>

2. Get several copies of the animal mini flashcards from <https://www.speechandlanguagekids.com/road-trip-speech-language-bingo/>



**The song:**

Model the animal song to your students and explain that they will have to sing the song every time a new animal appears. To check the song rhythm, go to <https://www.youtube.com/watch?v=OwRmivbNgQk>

**The vocabulary and sentence structure:**

Let's go to the zoo and \_\_\_\_\_ like the \_\_\_\_\_ do.

- Stomp / Elephants
- Jump / Kangaroos
- Swing / Monkeys
- Waddle / Penguins
- Slither / Snakes
- Swim / Polar Bears
- Dance / Animals (to sing when someone gets “Bingo”)

**Procedure:**

Have students fill in the squares of the board by writing the name of one animal in each square according to the animal vocabulary selected.



Have your child look for the items in their board. When they see one of those animals, they will cross out that square and sing the song with the correct verb and name of the animal.

The student that gets “BINGO” first wins and everybody sings the last prompt sentence.

Consider repeating the game in large groups of students.

**Speaking Rubric:**

	POOR	FAIR	GOOD	VERY GOOD
Identifies the word				
Pronounces the word correctly				
Can build the sentence according to the instruction and sing actively				

## Activity No. 4

### Adjectives and Charades

**Learning Strategy:** Cognition



Figure 5. Adjectives and Charades  
Obtained from: AppAdvice LLC (2019).

#### **Objective**

- To describe and act out adjectives.

#### **Resources:**

- White board
- Small pieces of paper

**Duration:** 15-20 minutes.

#### **Topic**

**Describe and Act Out!**

#### **The Word Bank**

young - open - wishful - crunchy - confused - tall - muddy - surprised - slow - sad

#### **Procedure:**

1. Prepare pieces of paper with the adjectives from the word bank selected.

2. Divide the class into two. Each team will choose a first captain. Each student will have the chance to be captain.
3. Team A sends their captain to the front, who randomly chooses a paper, and then describes and acts it out to their team. The team has to guess the word.
4. When the team guesses correctly, the captain forms and tells orally a sentence using the word guessed.
5. Rotate the captain role so all the students can participate.
6. Each round is 2-4 minutes and each team try to get as many words as possible.
7. The next team goes, using different words.

### Speaking Rubric

	POOR	FAIR	GOOD	VERY GOOD
Uses correct sentences to describe the word				
Applies a correct pronunciation				
Can build a sentence using the adjective guessed				

## Activity No. 5

### The Wanted Poster

**Learning Strategy:** Compensation



Figure 6. The Wanted Poster  
Obtained from: Google Images (2019).

**Objective:**

- To characterize a villain's behavior into a poster.
- To describe a villain in a poster.

**Resources:**

- Paper
- Pencil, pen, crayons, colored pencil, markers
- Books
- An example of a "Wanted Poster" from a Website.

**Duration:** 15-20 minutes.

**Topic**

**A Villain Wanted!**

**Procedure:**

1. Show students an example of a "wanted" poster and explain that it is used to identify and capture bad guys.

2. Have your students brainstorm a list of the villains, or “bad guys” in a popular fairy tale, such as, the Queen from Snow White, the Evil Stepmother from Cinderella, or the Witch in Hansel and Gretel.
3. Write the list of villains on the board.
4. For each villain, make students tell some information that could be useful on a wanted poster such as a physical description, or their crimes have been.
5. Students may use additional information to go on the poster by drawing a picture of the villain they prefer. They will have to write the villain’s name, and copy the other information was collected next to the villain’s picture.
6. When students complete the activity, make compare their posters by explaining the following:
  - What do the villains have in common?
  - How are they different?
7. Let students hang up the finished poster to show them proudly

**Speaking Rubric**

	POOR	FAIR	GOOD	VERY GOOD
Uses correct sentences to describe a villain.				
Applies a correct pronunciation				
Can characterize a villain’s behavior into a poster				

## Activity No. 6

### Describing and Drawing

**Learning Strategy:** Compensation



Figure 7. Describing and drawing  
Obtained from: Playground (2019).

**Objective:**

To associate words and features.

**Materials:**

- The notebook
- Sheets of paper
- Pencil, markers, color pencils
- Cards of nice and funny places

**Duration:** 15-20 minutes.

**Topic**

**A Nice Place to Play!**

**Procedure:**

1. Pair up students, and give each student a picture, placing it face down, so partners cannot see each other's cards.
2. In turns, each student describes the picture with as many words as they can for their partner to draw.
3. When both students finish drawing, they must show the picture to compare it to the original one.

4. Have students to describe briefly to the class the place they draw.

**Speaking Rubric**

	POOR	FAIR	GOOD	VERY GOOD
Uses correct sentences to describe a place.				
Applies a correct pronunciation				
Can associate words and features correctly				

## Activity No. 7

### Deep Breaths!

**Learning Strategy:** Affective

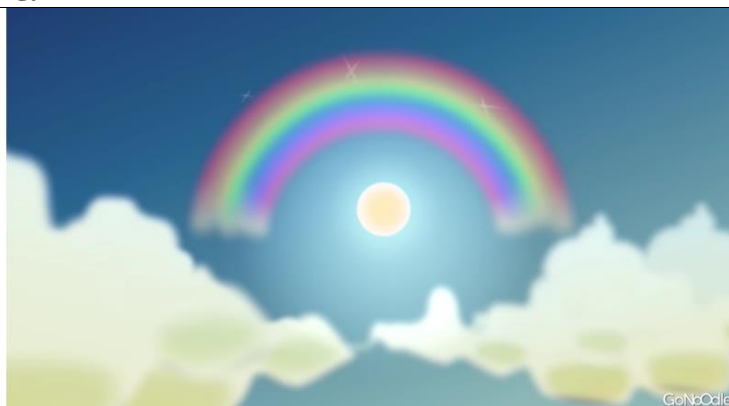


Figure 8. Deep Breaths!

Obtained from: Google Images (2019).

**Objective:**

Can perceive aspects in nature and describe them

**Resources:**

- Outdoor space.

**Duration:** 10 - 15 minutes.

**Topic**

**Slow down your breathing, slow down your brain**

When people slow down their breathing, they slow down their brain. This activity is ideal when kids are struggling with anxiety. It helps the child who is overwhelmed and usually a few other kids too.

**Procedure:**

1. Take students out of the classroom. Being out in nature can also calm an anxious brain. Sometimes just a change of scenery is what makes the difference.
2. Ask students to breath the cool air or make time to notice chirping birds.
3. Ask students to carefully observe their environment, so they can turn the focus away from their worries and toward something more tangible
4. Make them practice speaking without interruptions or corrections. Ask them:
  - How many different kinds of trees do you see?
  - How many different bird songs do you hear?
  - How many different shades of green are in the grass?

**Speaking Rubric**

	POOR	FAIR	GOOD	VERY GOOD
Uses there is there correctly in sentences.				



Applies a correct pronunciation				
Can perceive aspects in nature and describe them				

## Activity No. 8

### Organizing Cognition

**Learning Strategy:** Metacognitive



Figure 9. Organizing Cognition.  
Obtained from: Google Images (2019).

**Objective:**

- To distinguish the different aspects of a specific event.

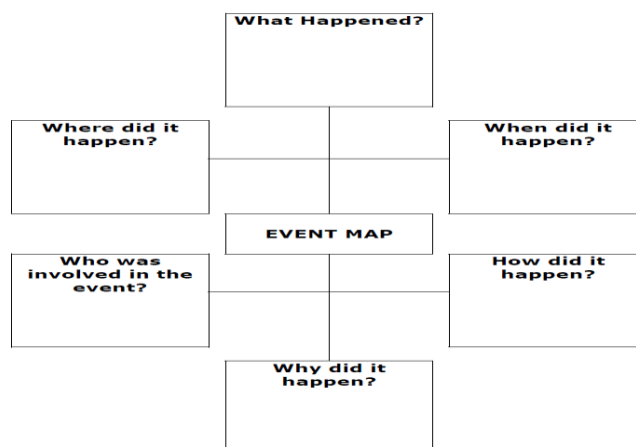
**Resources:**

- An event map.
- Textbook
- Pencil, color pencils, markers

**Duration:** 15 - 20 minutes.

**Topic**  
**Where, when, who and how?**

**Event map:**



**Procedure:**

1. Make students select their favorite story ever. Tell them they need to remember all the details.
2. Give each student a copy of the event map. They will have to recall details from the story selected.
3. Ask students to select one important event in the story and to answer the following questions, organizing their ideas in the event map:
  - What happened?
  - Where did it happen?
  - When did it happen?
  - Who was involved in the event?
  - How did it happen?
  - Why did it happen?
4. Once students finish, make them work with a partner to retell the event in the sequence established in the event map.
5. Monitor students' production.

**Speaking Rubric**

	POOR	FAIR	GOOD	VERY GOOD
Uses the event map appropriately.				
Organizes the ideas in the correct sequence.				
Retells the event using complete sentences.				

## Activity No. 9

### Group Roles

**Learning Strategy:** Social



Figure 10. Group Roles.  
Obtained from: Google Images (2019).

**Objective:**

To report a specific event using the appropriate tense.

**Resources:**

- Sheets of paper
- Pencil
- TV news stuff

**Duration:** 15 - 20 minutes.

**Topic**  
**Reporting News**

**Roles:**

- Leader
- Speakers
- Recorder
- Timekeeper
- Material manager

**Procedure:**

1. Divide the class in groups of 6 and assign the roles.
2. Students will prepare the scenario in their own place.
3. Explain they will act out a TV News report.

4. Each student will have to use simple past sentences to tell about one of the following topics:

- a. Santa is coming to town!
- b. Toys and Candies for free
- c. Pet day in the park

**Speaking Rubric**

	POOR	FAIR	GOOD	VERY GOOD
Acts the role out correctly				
Organizes the ideas in the correct sequence.				
Reports an event using simple past				

## Activity No. 10

### Playing and Communicating

**Learning Strategy:** Social

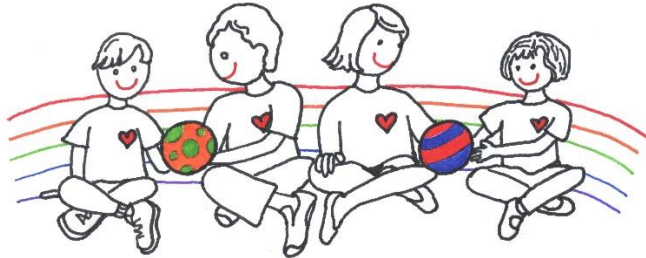


Figure 11. Playing and Communicating  
Obtained from: Google Images (2019).

**Objective:**

- To produce oral utterances in English.
- To link ideas in order to complete a story.

**Resources:**

- A ball
- A list of topics.

**Duration:** 15 - 20 minutes.

#### Title Passing the Ball

**Procedure:**

1. Students form a circle and take turns to contribute to a conversation.
2. A player starts the conversation regarding a specific topic.
3. Then, the player tosses a ball to someone else in the circle.
4. The student that received the ball responds with an appropriate, relevant contribution, and tosses the ball to another child.
5. The game ends when the last student finishes the story.
6. The teacher can repeat the activity with a different topic.

**Speaking Rubric**

	POOR	FAIR	GOOD	VERY GOOD
Uses language to tell a story in simple present				
Organizes the ideas in the correct sequence.				
Sequence a story with coherence				

#### **4.4.3 Results/ Benefits**

The learning strategies proposed in this plan for the enhancement of speaking will have a significant impact for both the student and the teacher. First of all, the activities proposed will allow the student to enrich their knowledge and promote their oral communication, while the teacher will facilitate the creation of strategies that stimulate the assimilation of a foreign language.

In the same way, this proposal will bring students an important impact since the learning strategies help them to overcome the common anxiety felt during their oral performance, and reduce the affective filter, encourage a spontaneous and creative use of the language, promote communicative competence, and even motivate. Additionally, this proposal will have a cognitive impact considering that learning strategies are used to reinforce, expand and focus on grammar in a communicative way. Using learning strategies will also have a pedagogical impact since they will make students to detect their strengths and weaknesses in language learning.

## CONCLUSIONS

This research project is conducted to determine the relationship between learning strategies and developing speaking skill in the English language. The application of the research tools allowed to determine that there are students who really have problems when they speak in English. The observation applied provided with significant information regarding the development of the class, so it was perceived that students feel ashamed to pronounce certain words which they are not sure to say in class, some of them showed having shyness or they feel frighten when they want to stand up in front of the class and cannot speak with their classmates.

Another problem detected with the application of the research tools was on the teacher, who use to apply traditional methods and do not help students get appropriate learning strategies. Despite teaching has been always a big problem for teachers, based on the findings and result discussion, it was possible to conclude that even though teachers, authorities and students believe that speaking is the most important skill, it is at the same time the most difficult to develop. Additionally, it was found that even though teachers are aware of the importance of speaking in language learning, they do not give this skill the time dedication and relevance needed in the classroom, mainly because the emphasis is given to grammar and vocabulary. Teachers also recognize that motivation plays an important role in language learning. However, it was perceived that the most common strategies used by them are dialogues, pair work and group work, which may be the main factor for the little development in the speaking skill. At the same time, the teacher does not help students acquire appropriate learning strategies to enhance this skill. Unfortunately, teachers do not consider students' needs in the selection of strategies in the classroom.

On the other hand, in most of the cases, students showed to have difficulties in oral communication. The results of the pretest exhibited that the aspects observed by the researchers during the class observations were real, most of the students demonstrated weaknesses in some of the standards assessed. Other results of the pretest suggested that more than half students had difficulties in describing his or her name, family name or age, or identify differences in a picture. It was also noticed an inappropriate emphasis on grammar that did not allow students speak naturally. Problems in pronunciation, stress and intonation were also observed. Additionally, it was noted that students used limited vocabulary,



possibly caused by the basic level of learning students acquired. This suggests that students do not have enough practice or need more emphasis on specific point of speaking.

The post test results showed the improvement of students' speaking skill, which means that the activities selected helped them in their oral performance. Comparing the pre and posttest, it is possible to conclude that the pretest showed students' weaknesses in speaking, while the post test showed an important improvement in almost all items considered, which signals that the actions taken to improve the skill, certainly worked.

## RECOMMENDATIONS

Once the conclusions have been elaborated, the following recommendations are built:

- For the students, hopefully they could minimize their speaking difficulties by using the information from this guide. However, it is suggested that they practice their speaking skills more, either in the classroom or outside the classroom. Practicing speaking skills can be done by doing things they like, such as, listening to English songs, watching movies with English subtitle or without subtitle at all, understanding the vocabularies by googling/browsing or using dictionary, and speaking in English with friends or native speakers. By practicing, speaking English difficulties can be reduced.
- For English teachers, it is suggested that they use the information of the current guide, as one of the references about learning strategies to overcome their difficulties in enhancing speaking in English. Hopefully, it can be used as a consideration to decide the appropriate learning strategies to improve the students' speaking skills. Motivating students to improve their English-speaking skill depends on the teacher's learning strategies in delivering the materials.

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**ANNEX 1  
STUDENTS' OBSERVATION GUIDE**

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL CARRERA DE INGLÉS STUDENTS' OBSERVATION GUIDE																														
<b>Date:</b> _____ <b>Title:</b> Learning strategies and the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020. <b>Objective:</b> To identify the common difficulties that students show in speaking performance through observation and a teachers' survey <b>Equivalence:</b> 1 = YES 2 = NO 3 = SOMETIMES																														
STUDENT'S NAME	Students stop and hesitate before starting a sentence			Students make mistakes in sentence construction			Students mispronounce some words without a natural pronunciation			Students show a natural stress			Students use the correct intonation pattern			Students speak logically structured			Students use cohesive markers			Students can spell words correctly			Students use very basic vocabulary when speaking			Students use words incorrectly		
	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3			
1.																														
2.																														
3.																														
4.																														
5.																														
6.																														
7.																														
8.																														
9.																														
10.																														

**ANNEX 2**

**SCHOOL PRINCIPAL'S SURVEY**

<b>UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL</b> <b>CARRERA DE INGLÉS</b> <b>SCHOOL PRINCIPAL'S SURVEY</b>
--

**Title:** Learning strategies and the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020.

**Objective:** To identify the common difficulties that students show in speaking performance through observation and a teachers/principal's survey.

**INSTRUCTIONS**

Please, answer all the questions with honesty. There are no right or wrong answers. The questionnaire is anonymous. Try not to leave any questions unanswered. Mark with a cross the box that corresponds to your answer.

**STUDENTS' SPEAKING AND TEACHERS' TRAINING**

1 = disagree totally    2 = disagree    3 = not strong opinion    4 = agree    5 = agree strongly

		1	2	3	4	5
1.	Do you believe teachers and students usually achieve the classroom goals in language learning?					
2.	Do you think speaking should have more emphasis than grammar in the classroom?					
3.	Do you think learning strategies are important in any learning process?					
4.	Do you believe teachers should apply learning strategies in the classroom?					
5.	Do you believe teachers' staff is trained enough in methodologies and strategies?					
6.	Does the institution contemplate teachers' training on methodologies or similar?					
7.	Do you know if the teachers apply learning strategies in the classroom to enhance the speaking skill?					
8.	Do you agree in the application of a learning strategy guide to help students enhance their speaking?					

		1 = Never	2 = Rarely	3 = Occasionally	4 = Frequently	5 = Very Frequently
9.	How frequently do you think the speaking skill should be practiced in an English class?					
10.	How often do teachers in your Institution receive training about methodologies and strategies?					



**ANNEX 3  
TEACHERS' SURVEY**

<b>UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL</b> <b>CARRERA DE INGLÉS</b> <b>TEACHERS' SURVEY</b>
---

**Title:** Learning strategies and the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020.

**Objective:** To identify the common difficulties that students show in speaking performance through observation and a teachers/principal's survey.

**INSTRUCTIONS**

Please, answer all the questions with honesty. There are no right or wrong answers. The questionnaire is anonymous. Try not to leave any questions unanswered. Mark with a cross the box that corresponds to your answer.

**TEACHING SPEAKING AND LEARNING STRATEGIES**

1 = disagree totally    2 = disagree    3 = not strong opinion    4 = agree    5 = agree strongly

		1	2	3	4	5
1.	Do you think speaking is more important than grammar?					
2.	Are your students usually motivated to speak in the classroom?					
3.	Do you create enough opportunities for students to practice speaking?					
4.	Do you give students enough confidence to express themselves orally?					
5.	Do you apply collaborative work when students practice speaking?					
6.	Do you think learning strategies are important in any learning process?					
7.	Do you think learning strategies help students improve their speaking?					
8.	Do you help students acquire learning strategies in the classroom to enhance their speaking?					
9.	Do you consider students' needs in English language in the selection of the learning strategies?					
10.	Do you usually have time enough to select appropriate learning strategies to enhance the speaking skill?					

	1 = Never	2 = Rarely	3 = Occasionally	4 = Frequently	5 = Very Frequently
11.	How often do you receive teaching training?				
12.	Which of the following strategies you apply in the classroom?				
	• Memory strategies				
	• Cognitive strategies				
	• Compensation strategies				
	• Affective strategies				
	• Metacognitive strategies				
	• Social strategies				

**ANNEX 4**

**STUDENTS' SPEAKING PRE-TEST**

**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL**

**CARRERA DE INGLÉS**

**STUDENTS' SPEAKING PRE-TEST**

**Title:** Learning strategies and the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020.

## **A1 Movers Speaking**

### **Summary of procedures**

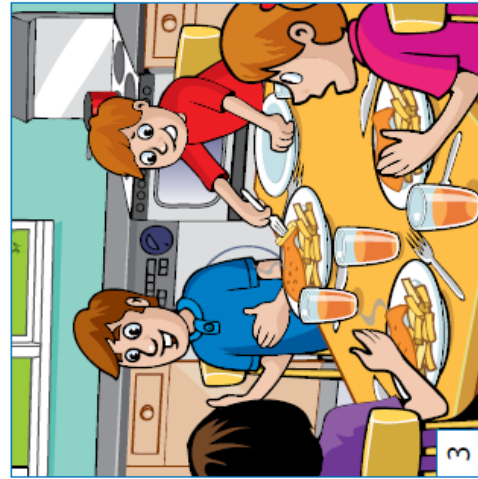
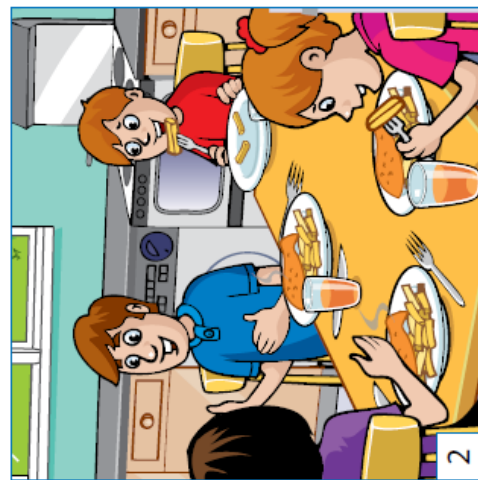
The usher introduces the child to the examiner. The examiner asks the child 'What's your name?' and 'How old are you?'

1. The examiner asks the child to describe several differences between the two Find the Differences pictures, e.g. 'Here it's a cloudy day, but here it's a sunny day.'
2. The examiner tells the child the name of the story and describes the first picture, e.g. 'These pictures show a story. It's called, "Fred loves food". Look at the pictures first. (Pause) Fred's at home with his family. They're in the kitchen and Mum's giving him his dinner.' The examiner then asks the child to continue the story. The title of the story and the name of the main character(s) are shown with the pictures in the candidate booklet.
3. The examiner demonstrates how to do this task with the first set of four odd-one-out pictures and then asks the child to choose one picture in the other three sets and say which is different and why. For example, 'You don't eat a book. You read it.'
4. The examiner asks questions about a topic, e.g. 'Let's now talk about parties. What do you eat at parties?'



A1 MOVERS SPEAKING. Find the Differences

Fred loves food



A1 MOVERS SPEAKING. Picture Story

TEST ONE



A1 MOVERS SPEAKING. Odd-one-out

## ANNEX 5

## STUDENTS' SPEAKING POST TEST

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

CARRERA DE INGLÉS

STUDENTS' SPEAKING POST TEST

**Title:** Learning strategies and the speaking skills in Fourth grade students EGB at Unidad Educativa Interamericano, school year 2019-2020.

**A1 Movers Speaking****Summary of procedures**

The usher introduces the child to the examiner.

1. The examiner greets the candidate and asks the candidate for their name and age.
2. The examiner demonstrates what is required and shows the candidate two pictures which look similar, but have some differences. The examiner then asks the candidate to describe four differences between the two Find the Differences pictures, e.g. 'Here there is one fish, but here there are two.'
3. The examiner shows the candidate a sequence of four pictures which show a story. The examiner tells the candidate the name of the story and describes the first picture in the story, e.g. 'These pictures show a story. It's called "The windy day". Look at the pictures first. (Pause) It's a windy day. Charlie and Jack are going to the cinema with Mum. Mum is giving them their tickets. She's saying "Don't lose your tickets!"' The examiner then asks the candidate to describe the other three pictures. The title of the story and the name(s) of the main character(s) are shown on the story.
4. The examiner shows the candidate four sets of four pictures where one picture in each set is the 'odd one out'. The candidate has to identify which picture is the odd one out in the remaining three sets and say why, e.g. 'You don't eat a book. You read it.'
5. The examiner asks the candidate some personal questions on topics such as school, weekends, friends and hobbies, e.g. 'Now let's talk about you and your family. How many people live in your home?'



TEST ONE



MOVERS SPEAKING. Find the Differences

The Windy Day



Mum

Charlie

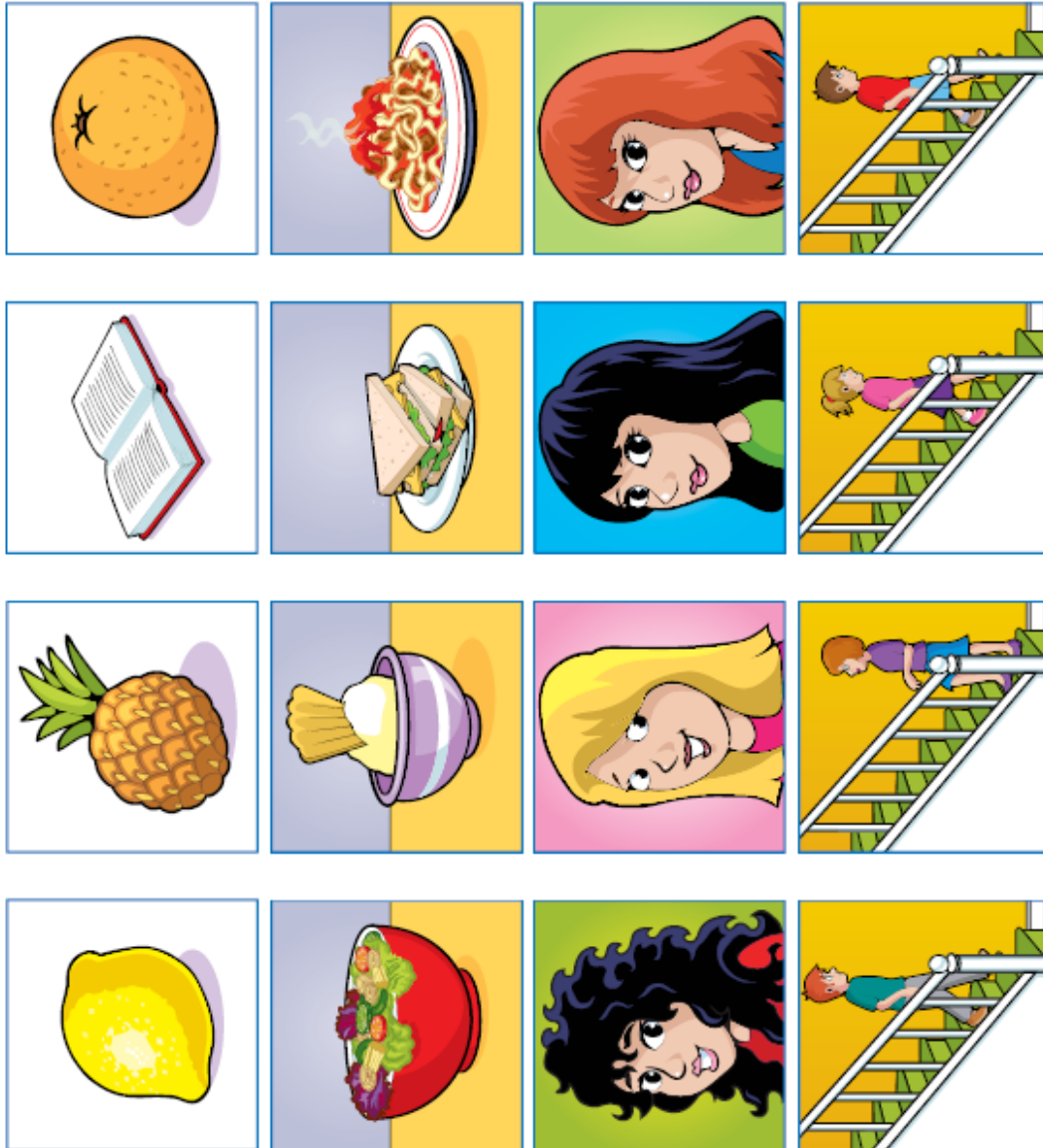
Jack



MOVERS SPEAKING. Picture Story

TEST ONE





TEST ONE

MOVERS SPEAKING. Odd-one-out

**ANNEX 6**

**PRE AND POST TEST RUBRIC TO MARK STUDENTS' SPEAKING**

<b>CRITERIA</b>	<b>RATING SCALE</b>			
	<b>Very poor (0-4)</b>	<b>Poor (5-6)</b>	<b>Good (7-8)</b>	<b>Very Good (9-10)</b>
Candidate asked name, family name and age.				
Understand statements and respond with differences.				
Identify six differences in candidate's picture from statements about examiner's picture.				
Suggest a picture which is different and explain why.				
Identify odd one out and give reason.				
Use a variety of vocabulary and expressions.				
Stay on task and communicate effectively: almost always respond appropriately and others tries to develop the interaction.				

**ANNEX 7  
VALIDATION OF THE PROPOSED PROJECT PLAN**



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE  
GUAYAQUIL**

Validation of the proposed Project Plan

**LEARNING STRATEGIES AND THE SPEAKING SKILLS IN FOURTH GRADE  
STUDENTS EGB AT UNIDAD EDUCATIVA INTERAMERICANO, SCHOOL  
YEAR 2019-2020**

**Rating Scale**

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

**Comments**

*This proposal is very creative and purposeful.*

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<b>Name:</b>	<i>Msc. Sarita Ordoñez</i>	<i>Sarita Ordoñez</i>
<b>Occupation:</b>	<i>Docente</i>	
<b>Phone number</b>	<i>0958720302</i>	

*Author: Ninoska González Zambrano.*



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE  
GUAYAQUIL**

Validation of the proposed Project Plan


**LEARNING STRATEGIES AND THE SPEAKING SKILLS IN FOURTH GRADE  
STUDENTS EGB AT UNIDAD EDUCATIVA INTERAMERICANO, SCHOOL  
YEAR 2019-2020**

**Rating Scale**

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

**Comments**

Communication is important therefore, this proposal is very useful for English teachers

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<b>Occupation:</b>	University professor	
<b>Phone number</b>	0986103613	

Author: Ninoska González Zambrano.



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE  
GUAYAQUIL

Validation of the proposed Project Plan

LEARNING STRATEGIES AND THE SPEAKING SKILLS IN FOURTH GRADE  
STUDENTS EGB AT UNIDAD EDUCATIVA INTERAMERICANO, SCHOOL  
YEAR 2019-2020

Rating Scale

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

Comments

*The activities presented in the proposal encourage the use of ideas and thoughts expressed orally in an appropriate way.*

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Occupation:	<i>Teacher</i>	
Phone number	<i>0990536501</i>	

Author: Ninoska González Zambrano.

ANNEX 8  
PHOTOS



Pre-Test: Finding Differences



Pre-Test: Finding Differences



Post-Test: Finding Differences



Post-Test: Finding Differences