



**UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE
GUAYAQUIL**

**FACULTAD DE EDUCACIÓN CARRERA DE INGLÉS
PROYECTO DE INVESTIGACIÓN**

**PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADO
EN LENGUA INGLESA MENCIÓN ENSEÑANZA Y
ADMINISTRACIÓN DE SISTEMAS EDUCATIVOS EN TEFL**

TOPIC:

**COMMUNICATIVE STRATEGIES AND THEIR INFLUENCE
ON THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE
EGB AT “UNIDAD EDUCATIVA PARTICULAR SUIZA”,
SCHOOL YEAR 2019-2020**

TUTOR

MSc. MÉLIDA ROCÍO CAMPOVERDE MÉNDEZ

AUTHOR

ROSA MARLENE COLCHA COLCHA

GUAYAQUIL

2020



REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA	
FICHA DE REGISTRO DE TESIS	
TÍTULO Y SUBTÍTULO: Communicative Strategies and their Influence on the Speaking Skill in Students of Sixth Grade EGB at “Unidad Educativa Particular Suiza”, School Year 2019-2020	
AUTOR/ES: Colcha Colcha Rosa Marlene	REVISORES O TUTORES: MSc. Mélida Rocío Campoverde Méndez
INSTITUCIÓN: Universidad Laica Vicente Roca fuerte de Guayaquil	Grado obtenido: Licenciatura en Lengua Inglesa Mención en Enseñanza y Administración en Sistemas Educativos TEFL
FACULTAD: Educación	CARRERA: Inglés
FECHA DE PUBLICACIÓN: 2020	N. DE PÁGS.: 96
ÁREAS TEMÁTICAS: humanidades	
PALABRAS CLAVE: Student evaluation, Communication and development, Skills, Second languages, Educational interaction process.	
RESUMEN: The communicative strategies is a strategy that has a direct impact on the learning and teaching of a new language in students, through linguistic activities developed in real situations, to increase the ability and motivation to speak and listen in a communicative process during any position of dialogue or conversation in the field Social and professional. In some schools that offer English education sometimes focus on teaching and the learning of the language only in basic rules of grammar and the memorization, repetition which does not provide an opportunity for those involved to learn and improve the indispensable bases to develop the four skills (speaking, writing, reading and listening) in the learning of English class. The following study was carried out at Unidad Educativa Particular “Suiza” in Guayaquil city, with sixth-grade students. A total of 25 students. The practical and theoretical development of this quantitative research has the purpose to identify the different communicative strategies the speaking skills of the English language, which was positively verified with excellent results. It was based on survey ‘students, pre and posttest and teacher ‘interview. In short, to develop of speaking activities in different situations in a conversation, this environment affects to students that not is sufficient with a bored class, therefore, it is recommended that the teachers replace the memorization, repetition, encourage and motivate communicative interaction outside and inside the classroom through the use of a manual didactic to make students speak without fear and improve their academic performance.	

N.DE REGISTRO(en base de datos):	N. DE CLASIFICACIÓN:	
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	SI <input checked="" type="checkbox"/>	NO <input checked="" type="checkbox"/>
CONTACTO CON AUTOR/ES: Rosa Marlene Colcha Colcha	Teléfono: 3877414 0959093995	E-mail: rositamarlene1995@gmail.com
CONTACTO EN LA INSTITUCIÓN:	MSc. Georgina Hinojosa Dazza, DECANA Teléfono: 2596500 EXT. 221 DECANATO E-mail: ghinojozad@ulvr.edu.ec MTEFL Janeth Leticia Mora Zapater DIRECTORA DE LA CARRERA Teléfono: (04) 2596500 EXT. 292 DIRECCIÓN E-mail: jmoraz@ulvr.edu.ec	

CERTIFICADO DE ANTIPLAGIO ACADÉMICO

INFORME DE ORIGINALIDAD

4%

INDICE DE SIMILITUD

2%

FUENTES DE
INTERNET

1%

PUBLICACIONES

1%

TRABAJOS DEL
ESTUDIANTE

FUENTES PRIMARIAS

1

pt.scribd.com

Fuente de Internet

2%

2

Hanoi University

Publicación

1%

3

Submitted to London School of Commerce

Trabajo del estudiante

1%

Excluir citas

Activo

Excluir coincidencias < 40 words

Excluir bibliografía

Activo

México, Sonora

DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS PATRIMONIALES

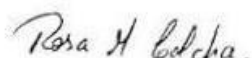
La estudiante egresada ROSA MARLENE COLCHA COLCHA, declara bajo juramento, que la autoría del presente proyecto de investigación, COMMUNICATIVE STRATEGIES AND THEIR INFLUENCE ON THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE EGB AT "UNIDAD EDUCATIVA PARTICULAR SUIZA", SCHOOL YEAR 2019-2020 corresponde totalmente a el suscrito y me responsabilizo con los criterios y opiniones científicas que en el mismo se declaran, como producto de la investigación realizada.

De la misma forma, cedo los derechos patrimoniales y de titularidad a la Universidad Laica VICENTE ROCAFUERTE de Guayaquil, según lo establece la normativa vigente.

Autor

ROSA MARLENE COLCHA COLCHA

Firma:



C.I. 0931209951

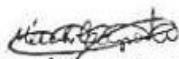
CERTIFICACIÓN DE ACEPTACIÓN DEL TUTOR

En mi calidad de Tutor del Proyecto de Investigación COMMUNICATIVE STRATEGIES AND THEIR INFLUENCE ON THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE EGB AT “UNIDAD EDUCATIVA PARTICULAR SUIZA”, SCHOOL YEAR 2019-2020 designado(a) por el Consejo Directivo de la Facultad de Educación Mención Inglés de la Universidad Laica VICENTE ROCAFUERTE de Guayaquil.

CERTIFICO:

Haber dirigido, revisado y aprobado en todas sus partes el Proyecto de Investigación titulado: COMMUNICATIVE STRATEGIES ON SPEAKING SKILL IN STUDENTS OF SIXTH GRADE EGB AT “UNIDAD EDUCATIVA PARTICULAR SUIZA”, SCHOOL YEAR 2019-2020 presentado por la estudiante ROSA MARLENE COLCHA COLCHA como requisito previo, para optar al Título de LICENCIATURA EN LENGUA INGLESA MENCIÓN EN ENSEÑANZA Y ADMINISTRACIÓN EN SISTEMAS EDUCATIVOS TEFL, encontrándose apto para su sustentación.

Firma:



MÉLIDA ROCÍO CAMPOVERDE MÉNDEZ

C.C. 0922846662

ACKNOWLEDGMENTS

I thank God, because he is always with me in all the important moments of my professional life. To my parents who have been my great support and excellent guide during this long journey as a student. To my son for being the greatest love of my life and being my reason for existence.

I would like thank to my husband Dario Guaño for supporting me and understanding me in the last moments of my study. Thanks to my tutor Miss Mélida Campoverde for the patience and the great help she gave me during these months of struggle with my thesis.

I would like to thank my friend Cindy Ruiz for her help when I need her to guide me in things I did not understand and unconditional support. I would like to thank all my teachers because they have always supported me from the beginning of the first semester not only as a teacher but as a friend thanks to their teachings and learning.

DEDICATION

This thesis is dedicated to my parents Martha Colcha, Isauro Colcha and without a doubt to my little son Sebastian Guaño who taught me that we should never give up and despite the circumstances we must fight for what we want.

To my sister; Yadira Colcha for her trust and unconditional support during these years of sacrifice. The support that has sustained me and not allowed me to decline.

TABLE OF CONTENTS

CERTIFICADO DE ANTIPLAGIO ACADÉMICO	iv
DECLARACIÓN DE AUTORÍA Y CESIÓN DE DERECHOS PATRIMONIALES	v
ACKNOWLEDGMENTS	vii
DEDICATION	vii
TABLE OF CONTENTS	viii
TABLE INDEX	xi
TABLE FIGURE	xii
LIST OF ANNEXES	xiii
ABSTRACT	xiv
Introduction	15
CHAPTER I	17
1. THE RESEARCH PROBLEM	17
1.1 Topic	17
1.2 Background of the Problem	17
1.3 Statement of the Problem	17
1.4 Systematization of the Problem	17
1.5 General Objective	18
1.6. Specific Objectives	18
1.7 Justification of the Study	18
1.9 Idea to Defend	19
1.10 Line of Research	20
CHAPTER II	21
2. THEORETICAL FRAMEWORK	21
2.1. Literature Review	21
2.2. Theoretical Review	23
2.2.1. Communicative Strategies	23
2.2.2. Types of Communicative Strategies	25
2.2.3. Achievement Strategies:	25
2.2.4. The Oral Communication from the Communicative Approach	25
2.2.5. Teaching Learning Strategies to Language Students	26

2.2.6.	Learners Proficiency	26
2.2.7.	Communicative Strategies	27
2.2.8.	Speaking Skills	27
2.2.9.	Strategies for Motivating Students	28
2.2.10.	The Nature of Speaking	29
2.2.11.	Speaking in Foreign Language	29
2.2.12.	Phonology/ Pronunciation	30
2.2.13.	Factors of Speaking Difficulties	31
2.2.14.	Speaking Sub Skills	32
2.2.15.	Speaking Activities	33
2.2.16.	Engaging Students	34
2.2.17	Stages of Language Learning	34
2.2.18	Linguistic Skills	35
2.2.19	Language Skills Development	37
2.2.20	Importance of Language Skills	37
2.2.21	Tips for the Effectiveness of Activities	38
2.3.	Conceptual Framework	38
CHAPTER III 3. RESEARCH METHODOLOGY		40
3.1	Methodology	40
3.1.1	Inductive method.....	40
3.1.2	Deductive.....	40
3.2	Type of Investigation.....	40
3.2.1	Descriptive Research.....	40
3.2.2	Field Research	41
3.3	Investigation Approach	41
3.3.1	Quantitative	41
3.3.2	Qualitative	41
3.4	Techniques and Research Instrument	41
3.4.2	Survey or Questionnaire	42
3.4.3	Evaluation.....	42
3.5	Research Population and Samples Population	42
3.6	Results, Findings, and Analysis	43
3.6.1	Resulted from the interview with teachers	43
3.6.2.	Resulted from surveys conducted to students students' survey	46

3.6.3 Analysis of the Results of the Pre and Post test Table 10.....	53
3.7 Preliminary Conclusions	56
CHAPTER IV 4. PROPOSAL.....	57
4.1 Title of the Proposal	57
4.2 Broad objective.....	57
4.3 Specific objectives.....	57
4.4 Scheme of the proposal	57
4.5 Development of the proposal	58
4.6 Conclusions and recommendations	79
4.6.1 Conclusions.....	79
4.6.2 Recommendations.....	80
5. Bibliography.....	81

TABLE INDEX

Table 1 Speaking Sub Skills	32
Table 2 Population and Sample	43
Table 3 Question 1	46
Table 4 Question 2	47
Table 5 Question 3	48
Table 6 Question 4	49
Table 7 Question 5	50
Table 8 Question 6	51
Table 9 Question 7	52
Table 10 Pre-Test Results	53
Table 11 Pre-Test Results	54
Table 12 Pre-Test Results	55
Table 13 Index	57
Table 14 Activity 1. Teachers' s Notes	58
Table 15 Character Interview	60
Table 16 Activity 2. Teachers' s Notes	61
Table 18 Activity 3. Teachers' s Notes	64
Table 19 Speaking Rubric	66
Table 20 Activity 4. Teachers' s Notes	67
Table 21 Speaking Rubric	69
Table 22 Activity 5. Teachers' s Notes	70
Table 23 Speaking Rubric	72
Table 24 Activity 6. Teachers' s Notes	73
Table 25 Speaking Rubric	75
Table 26 Activity 7. Teachers' s Notes	76
Table 27 Speaking Rubric	78

TABLE FIGURE

Figure 1. Survey for student's question 1	46
Figure 2. Survey for student's question 2	47
Figure 3. Survey for student's question 3	48
Figure 4. Survey for student's question 4	49
Figure 5. Survey for student's question 5	50
Figure 6. Survey for student's question 6	51
Figure 7. Survey for student's question 7	52
Figure 8. Pre-Test Results	53
Figure 9. Pre-Test Results	54
Figure 10. Pre-Test Results	55
Figure 11. Character interview	58
Figure 12: Mother poem	61
Figure 13: Greetings and Introductions	67
Figure 14: Guess my profession	70
Figure 15: Cards	73
Figure 16: Debate cards	76
Figure 17. Pre-Test	87
Figure 18. Pre-Test	88
Figure 19. Post-Test	89
Figure 20. Pre-Test	90
Figure 21. Pre-test: Descriptive drawing activity	81
Figure 22. Didactic guide: Greetings and Introductions Activity	81
Figure 23. Didactic guide: Guess my Profession Activity	82

LIST OF ANNEXES

Annex 1 Interview format for teachers	85
Annex 2 Survey to students	86
Annex 3 Speaking Pre-test	87
Annex 4 Speaking Post-Test	89
Annex 5 Validation of the proposed project plan	91

ABSTRACT

The communicative strategies have a direct impact on the learning and teaching of a new language in students, through linguistic activities developed in real situations, to increase the ability and motivation to speak and listen in a communicative process during any position of dialogue or conversation in the field Social and professional. In some schools that offer English education sometimes focus on teaching and the learning of the language only in basic rules of grammar and the memorization, repetition which does not provide an opportunity for those involved to learn and improve the indispensable bases to develop the four skills (speaking, writing, reading and listening) in the learning of English class. The following study was carried out at Unidad Educativa Particular “Suiza” in Guayaquil city, with sixth-grade students. A total of 25 students. The practical and theoretical development of this quantitative research has the purpose to identify the different communicative strategies the speaking skills of the English language, which was positively verified with excellent results. It was based on survey ‘students, pre and posttest and teacher ‘interview. In short, to develop of speaking activities in different situations in a conversation, this environment affects to students that not is sufficient with a bored class, therefore, it is recommended that the teachers replace the memorization, repetition, encourage and motivate communicative interaction outside and inside the classroom through the use of a manual didactic to make students speak without fear and improve their academic performance.

Keywords: Student evaluation, Communication and development, Skills, Second languages, Educational interaction process.

Introduction

The communication strategies are understood as those that allow developing the skills that are required, in the case of the English language, these allow to improve the speech of said language, making it more didactic by changing the traditional strategies that are usually applied in the classrooms, modifying them for those who have a higher degree of motivation in students. Communication strategies can be used by a student or a native speaker of a foreign language to achieve a specific communicative objective, despite sufficient knowledge of the language, these strategies can also be seen as mechanisms used to solve communication problems.

In the development of oral speech, the expression plays an important role, given the set of methods that determine the general guidelines that must be followed for effective oral communication, that is, to express thoughts without obstacles in this way. Since it is used daily, most people do not attribute to the language the meaning it has in all its aspects, therefore, it is often used incorrectly. Sometimes the ignorance of strategies and the non-application of them do not allow us to constantly improve through systematic, focused and conscious practice.

Therefore, it is considered important that teachers develop communication strategies with respect to speech in the classroom to improve that in the sixth-year students of “Unidad Educativa Particular Suiza”, which is the development of this research. For this, it is emphasized that with the application of communication strategies, the basic human needs that have been presented are currently satisfied.

In this way, the importance of the development of this research is recognized, which consists in analyzing the various communications strategies to implement them in the classrooms with the students in the sixth year and make their teaching- learning process of the English language an efficient process through the design and application of a manual of activities, which include the usage of these strategies.

From this perspective, the present work is structured in four chapters, which attend to a systematic order that gives meaning and scientific coherence to the subject, in this regard, in the first chapter the problem statement, formulation, systematization, and importance of it, as well as the objectives set.

Chapter II covers the Research Theoretical Framework, which refers to the most important theories that sustain this study. Moreover, in this section, the main concepts discussed along the document are defined, as well as the Legal Framework, that selects

the laws and regulations regarding education and English language teaching.

The third chapter describes the methodology used to carry out the research, approach, type, techniques, and procedures applied, population and sample, and based on this, the results of the investigation are presented, based on three techniques that were applied, the student survey, the teacher interview and the pre and posttests. And finally, in the fourth chapter the study proposal is presented as an alternative solution to the problem posed and investigated throughout the process, it responds to certain criteria determined for its development.

The fourth chapter presents a proposal to solve the problem of the study in students of sixth grade at Unidad Educativa Particular “Suiza” which is based on communicative strategies on speaking skills, this proposal permit students a better development and confident in themselves in an English class. Finally, conclusions and recommendations are drawn.

CHAPTER I

THE RESEARCH PROBLEM

1.1. Topic

Communicative strategies and their influence on the speaking skill in students of sixth grade EGB at “Unidad Educativa Particular Suiza”, school year: 2019-2020.

1.2. Background of the Problem

In each of the school spaces, oral communication is present as a mediator of the training processes, while it is through this, that the interaction between the educational community is generated and the school activities are carried out, however, this does not mean that the school has a clear purpose to accompany and encourage the oral language of students in the same way as it is established for the teaching of different areas of knowledge. Therefore, it is necessary to investigate. Since, the school in its pedagogical institutional actions must include strategies, methodologies, activities and programs that seek to develop oral language in a comprehensive manner.

The problem of this work is located in the sixth year of the Unidad Educativa Particular Suiza; located in Guasmo central Avenida las exclusas coop. Virgen de Monserrate, parroquia Ximena, in the Guayaquil city, province of the Guayas in the academic period 2019-2020.

Students find some difficulties at the moment to speak English, deficits in acquiring speaking communicative strategies and applying them to speak in front of the class, the lack of confidence to use English oral skills is the most common problems faced on students in the daily academic process. The purpose of this project is the design of a manual of activities that can promote the use of communicative strategies for the development of speaking skills.

1.3. Statement of the Problem

What is the influence of communicative strategies on the speaking skill in students of sixth grade EGB at “Unidad Educativa Particular Suiza”, school year 2019-2020?

1.4. Systematization of the Problem

- What are the communicative strategies used in teaching English?
- In what way communicative strategies could be beneficial on the teaching process?

- What are the constant difficulties that the student presents in an English Class?
- What importance do students give to the mastery of another language?
- How can you improve speaking skills with strategies?
- What theories support the importance of learning strategies in Speaking skill?

1.5. General Objective

To analyze the influence of the communicative strategies on the speaking skill in sixth grade student at “Unidad Educativa Particular Suiza”, school year 2019-2020.

1.6. Specific Objectives

1. To establish the theoretical foundations of communicative strategies on development of speaking skills.
2. To analyze the difficulties that students show in their speaking performance through the application of the research tools.
3. To design a manual of activities that can promote the use of communicative strategies for the development of speaking skills.

1.7. Justification of the Study

The importance 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. English is considered the official language in many countries and in our country is the source to new opportunities, the modern language of media, tourism, technology and information, people have the necessity of acquiring good communication skills through a good learning. 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. In order to achieve methodological compliance with the research, the instruments

To measure both variables will be formulated. These instruments will be elaborated and applied correctly. Through this, the aim is to find out the degree of motivation that teachers have towards students and, in turn, the level of job performance at the institution.

The main beneficiaries of this study are sixth grade students EGB at Unidad Educativa Particular Suiza, 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 a new knowledge.

1.8. Scope and Delimitation of the Study Responsible

Unit: Universidad Laica Vicente Rocafuerte de Guayaquil

Person in Charge: Rosa Marlene Colcha Colcha

Field: Education Area: English

Population: 6th basic education year

Period of Execution: School year 2019-2020

The following research present the communicative strategies in the learning process of students in speaking skill in sixth grade students at “Unidad Educativa Particular Suiza”, In Guayaquil.

Through based on the communicative approach that is the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language acquisition will be used, and this will allow them to learn to use the language.

1.9. Idea to Defend

The communicative strategies influence on the development of speaking skill in students of sixth grade EGB at “Unidad Educativa Particular Suiza”, school year 2019-2020.

1.10. Line of Research

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

2. THEORETICAL FRAMEWORK

2.1 Literature Review

Hemmati, Gharbavi & Salmani (2014) explain that a lot of scientists students' perceptions of teacher qualifications to help them learn communication skills as they are taught in schools. Another purpose was to determine the communication strategy that is most frequently taught in secondary classrooms in Khouzestan province from Payame Noor University of Ahwaz, Iran. Ninety-seven high school students participated in this study. A questionnaire and interview were used. They made statements about the support they received and the frequency of communication strategies imparted by teachers. The statements should be classified in a 6-point Likert classification, from Strongly Disagree (rated as 1) to Strongly Agree (rated as 6). On the other hand, the research developed by the author Awad (2017) entitled "The influence of think - Pair Share (TPS) on improving student's oral communication Skills in EFL Classrooms", at National University and observed students' classroom interaction, had the purpose of influencing the think-pair- share (TPS) in the improvement of the oral communication skills of the students of the EFL classroom, for this, an interview was applied to the teachers of the English area, where it was found that the students feel motivated to perform the tasks as a couple.

Research on communication strategies has indicated significant linkages between communication strategy uses and language performance. In this regard, Khemlani (2019) points out that language and communication are an integral part of success in the development of a nation. At Faculty of Languages and Linguistics University of Malaya, it is imperative that language teaching, especially at tertiary levels, include in their language study programs, notions of communication strategies that improve speech skills. To the importance of training communication strategies to students that might increase their speaking performance, Lin "studied seven Taiwanese University on their perception of the use of communication strategies" (2017).

This study was aimed at finding out Taiwanese learners' perception of learning five communication strategies. In this study, twenty-four university students were trained for 10 weeks to use strategies using Faerch and Kasper's 1983 taxonomy and then seven volunteers were interviewed. None of the students were from the English students but they were taking a required Basic English course. In the middle and at the end of the training period participants were interviewed and videotaped for 90 minutes. The results found that in reduction strategies, seven volunteers tended to admit that "topic avoidance" was applicable but they disagreed about keeping silence because of their concern of politeness.

Students had some opinions about "message abandonment" such as being in a neutral position to appropriate and inappropriate usage. In the "meaning replacement strategy" most of the students believed that it was convenient to know their interlocutor's intended meaning. In the "interlanguage strategy" six students stated that it might enhance their comprehension in English communication and one student had a neutral attitude.

In the "cooperation strategy" six students believed that it helped them to achieve the purpose of learning but two of seven students believed it was losing face when they appealed for help. Thus, an important point to be noted is that communication strategies training might enhance learners' speaking skills.

According to San Lucas (2018) at the Unidad Educativa Del Milenio Dr. Alfredo Raúl Vera Vera the, the use of the communicative context in the development of oral expression was carried out through theoretical, empirical and statistical methods, through the application of instruments such as survey and interview. Once the information was processed, it was determined that the strategies that are currently applied are boring and somewhat difficult, so that from the results a didactic manual was developed with interactive activities that promote oral production to provide techniques of so that they can produce significant progress in reading comprehension skills and speaking skills.

According to the investigation carried out by Meléndez & Armijos (2018) the objective of this research was to propose a Communicative Competency strategy to enhance speaking skill in English by Kichwa and Spanish speaking students of the Language Department of the National University of Chimborazo, from October, 2017 to March, 2018. The research was conducted with students of the 4th level of English,

class A2. A pre and post evaluation was adapted through the Cambridge PET exam (Preliminary Exam) and the Top Notch 2 book, level A2 + (Common European Framework of Reference); In addition, a rubric was adapted, they were validated by seven experts. The instruments were applied during the pre and post evaluation. The collected data was calculated by using the statistical program (SPSS) with the paired T-Student sample, before and after employing the test. The calculated data belonged to 28 students of the experimental group, and 28 of the control group, total 56 participants. The academic intervention lasted five months. In the final test, the students from the experimental group obtained

11.40 out of 16 points over the control group who reached 10.52 out of 16 points. There were 25 degrees of freedom, with a level of significance of 0.05, so the probability value was $p = 0.035$, less than the significant level; thus, the null hypothesis was rejected by the alternative hypothesis. It is concluded that the applied strategy allowed enhance speaking skill. In effect, students enhanced their pronunciation, fluency and coherence, language control, discourse management, communication strategies, reading purposed and critical thinking, through extensive audio reading exposure, vocabulary study, paraphrasing, constant conversational practices and feedback. Finally, the applied strategy also allows building a cognitive, Meta cognitive, affective and social awareness.

2.2. Theoretical Review

2.2.1. Communicative Strategies

The Communicative Strategies are the means that a student or speaker of a foreign language uses, to achieve a concrete communicative purpose despite his deficient knowledge of the language. These strategies can also be considered as mechanisms used to solve communicative problems. Oral competence covers a wide field in the semantic order; therefore, oral expression is essential to improve critical thinking by Canton & Pérez (2017).

In order for communication to be effective, it is necessary to correct the errors and barriers that we have previously discussed. One of the most important strategies for this is to offer feedback, that is, communicate verbal or non-verbal information to the other person about what affects us about their behavior.

The main mission of this strategy is to make the speaker positively known in the communication and send them information about the content of what is being said.

For feedback to be adequate and useful, it must meet a series of requirements by Bueno & Garrido (2012).

-Being descriptive rather than evaluative: describing the fact or event that you want to comment on and not going into evaluating whether it is good or bad or good or bad

-Issue and request specific rather than general conduct.

-Contemplate the needs of the interlocutor.

-Check the understanding of our message, make sure that you have received it and that it has been done correctly.

-Choose the right time and place.

On the other hand, the attitude when communicating has a very important role in achieving the objectives. Saenz defines it as “an internal state of predisposition that allows one to act in a determined way before a phenomenon or fact” (2015).

According to Mariani (2010), the typology includes four main groups of strategies that can be found useful when interacting orally in language learning and use:

-Meaning-Expression Strategies: generally, the meaning expression is initiated by the speaker but does not exclude the interlocutor’s intervention or help. For example; a debate class, conversation etc...

-Meaning-Negotiation Strategies: both parts cooperate with the meaning of words to a better learning and students not feel uncomfortable. For example; directly A: Put it in the oven. B: Put it in the...? / Put it where? / Sorry, I don’t understand that / Sorry, I can’t follow you. Indirectly using a rising intonation, using eye contact or facial expressions, pausing ...

-Conversation-Management Strategies: like opening and closing conversations, trying to keep a conversation open, turn-taking, managing topics and “gaining time”. For example; greetings and introduction, skiing questions: Yes/No type; “open” questions; “questions tags” Oh, dear. Were you scared? So, what did you do then? Did you?

-Interaction-Monitoring Strategies: asking for corrections of or comments on one’s utterances, or noticing what others say and trying to use the noticed forms. For example; checking if one’s interpretation is correct does that mean that ...? So, this means that... Am I right? I understand... Is it so?

In relation to the types of communication strategies, Karimnia & Zade (2017), state that it is possible that a single utterance might be labeled under two different categories because there is not agreement among the researchers about the taxonomies of communication strategies. Some researchers have developed and proposed new taxonomies of communication strategies from time to time. The taxonomies offered by various researchers vary as Bialystok (1990) states that the various taxonomies proposed in the literature differ primarily in terminology and categorizing principles rather than in the substance of the strategies (Dornyei, 1995).

2.2.2. Types of Communicative Strategies

According to Samantha Lewis (2011), many communication strategies that can be useful for teaching our students. Bygate identifies two main groups of communicative strategies:

Achievement Strategies:

-Paraphrase Strategies, Means converting a word into another that has the same meaning to arrive at the same phrase or opinion.

-Cooperative Strategies, in a conversation the student forget the word he wanted to say and the partner helps him.

Reduction Strategies:

-Avoidance Strategies, when the conversation is difficult and you change the words to express yourself better.

-Compensatory strategies, Organize the message that you want to express using keywords.

2.2.3. The Oral Communication from the Communicative Approach

According to Guillén (2018), the Oral Communication from the communicative approach (oral expression and listening) is the axis around which the social life of every community develops, so it can be said that it is a form of social interaction chronologically before writing, therefore Orality in language constitutes an irreplaceable generalized behavior for the survival and development of social life and the language learning created by cognitive tools permit the students feel a good environment with the teacher.

Ahmad, Dian & Eka (2019), grammarians and psycholinguists agree that syntactic structures are acquired by the age of six and the acquisition of linguistic

competence is related to the most common communicative functions in childhood, with the type of situations in communication to which the speaker has been exposed in his first age and with the type of verbal stimuli he has found in his immediate environment.

2.2.4. Teaching Learning Strategies to Language Students

O'Malley & Chamot (as cited in Oxford, 2003) describes the development of the taxonomy in six strategies that can help students to develop their second language and improve their difficulties of communication with the students for a participative class. **Cognitive**— making associations between new and already known information. When students use a new and old vocabulary to express themselves with their classmates in a speaking class. This strategy helps to student feel confident at the moment to speak. **Mnemonic**— making associations between new and already known information through the use of formula, phrase, verse or like; students dominate old and new words to express their feelings.

Metacognitive— controlling own cognition through the co-ordination of the planning, organization and evaluation of the learning process; I think that students in this phase control the grammar structure in a speaking class.

Compensatory— using context to make up for missing information in reading and writing; analysis of words and sentences in writing and understanding of the text in reading.

Affective— regulation of emotions, motivation and attitude toward learning; this point is important in a speaking class because the students have conditions emotionally as well as intellectually that they interact with their partners.

Social— the interaction with other learners to improve language learning and cultural understanding. Association of students to have a good student learning environment.

2.2.5. Learners Proficiency

Proficiency effects the practice of learning strategies employed by learners. Proficient learners tend to use strategies effectively. Learner's proficiency might be influenced by their understanding about linguistic elements. Learners that have a good understanding about linguistic elements tend to have better language performance than those who do not have. The more proficient the learners the better they are in the strategy choice.

In the case of speaking, some problems might arise due to the limited knowledge about the topic to be discussed and due to the limited knowledge of linguistic elements such as vocabulary and grammar. Proficient learners are able to handle the problems that arise during the conversation using communication strategies effectively so that they have good language proficiency especially in speaking.

Cantón & Pérez (2017), affirm that the language skill was found that learner's skill was a factor. In this case, the higher the learners' ability to implement many tasks, the more they attended to form, the more similar they will be to attend to grammar somewhat than vocabulary.

Further, they were able to solve their linguistic problems correctly. The high achievers don't depend on translation and they gave more attention to the form of the commands when they had obtained the meaning.

2.2.6. Communicative Strategies

The communicative strategies constitute a group of learning strategies (the other three groups are cognitive, metacognitive and socio-affective strategies). They consist of all those mechanisms that learners use to communicate effectively, overcoming the difficulties arising from their insufficient mastery of the target language (Gani & Rizaldy, 2015).

Selinkr (cited in Khemlani, 2019), thinks that the term communicative strategy was used to refer to one of the processes responsible for producing errors between languages. In this sense, the author defines communication strategy as an identifiable approach by the student to communicate with native speakers.

2.2.7. Speaking Skills

Thornbury (2009) explains that speaking a language is more than just establishing correct sentences and pronouncing them. In fact, the ability to speak in real-time and in collaboration must be established and practiced. Be more specific in some dialogues. (Saville, 2006, p. 143) suggests that phonological skills can be used for effective communication, and in no way pretend that "foreign accents" should be completely removed as long as they offer a high degree of fluidity.

Bilbrough (2013) describes a dialogue as a spoken communication between at least two people. It is often prescribed or without a script (improvised dialogues and chats). It can be real, simulated, recorded and written in audios, videos. It can be centered on the form to display grammar or centered vocabulary. As a last

point, you can use the method of a transactional discussion (request information) or an interactive discussion (friends who talk about extensive topics).

However, for (Pickering & Garrod, 2013) refer that speaking includes knowledge of some skills and a variety of information types. So, good speakers must be conversant of Speech production, conceptualization and formulation, articulation, self-control and repair, automaticity, fluency and managing talk.

2.2.8. Strategies for Motivating Students

Luke Wilcox (2018), the problem of the learning is that many students are not motivated to learn. Some teachers claim that motivating students is not their job but it is a teacher's job to know the content, play, motivate and teach it well; the student must take responsibility for his or her learning and find his or her motivation and need that the teacher collaborate. Some strategies that can be used in the classroom to help motivate students:

-This means that the teacher must praise the student's effort every time his learning improves so that the student has the initiative to continue improving his skills. Strive in the assignments either individually or in groups the student must always work hard.

-Develop meaningful and respectful relationships with your students. If we are going to truly inspire and motivate all of our students to the best class, we should know each of them on a personal level as to know their interests and hobbies, who they hang out with, their family situations, and what gets them excited.

-Each student is going to require different motivational strategies and they have different opinions, and we have to know them to be able to predict what strategies might work.

-Grow a community of learners in your classroom. Students need a classroom environment that is safe and comfortable, where they are willing to take risks and struggle. To achieve this goal, the students and teachers must work together towards common collective goals in the classroom. Students must be willing to work with and assist other students in class. Struggle should be acceptable and encouraged as a part of the learning process.

-Be inspirational. Students decide that they want success, they pay close attention to the behaviors and choices and even sacrifices that led us to our

success. These behaviors include hard work, willingness to struggle, and ability to learn from our mistakes.

Students internalize our behaviors and strategies as a way to accomplish their own goals. We give them an opportunity to do so in our everyday routines, assignments and encounters with them.

2.2.9. The Nature of Speaking

Speaking is one of the communications means to express our ideas or opinion. Speaking is significant because to be able to function in another language is characterized by being able to use that language in an oral communication.

Besides, the success of language knowledge is completed by being able to preparation that in real communication (Nunan, 1991). Nevertheless, to principal speaking is not an easy thing. (1994) state that speaking is an interactive process of constructing meaning involving the producer and receiver of information. The form and meaning of the information spoken is very contextual.

In conclusion, to speak well, learners must know well about some knowledge, strategies and instruments that could use to better the speaking English in class. In relation to the area of knowledge that must be mastered by the learners. In the classroom should be natural to speak, participate or communicate with their partners. You don't have to look at the difficulties you just have to practice to improve.

2.2.10. Speaking in Foreign Language

All language speakers have a different degree of fluency even in their own L1. Unfortunately, a lack of automaticity can limit a face-to-face interaction. That is why, L2 learners must be immersed into interactive speaking practices in real time for increasing students' confidence. Most of L2 learners usually formulate their utterances in the first L1 and they "translate" them in a L2. The results show an inaccurate translation, and a prolonged use of time and a high level of anxiety, due to students have been practicing excessive self-monitoring (monitor overuse as named by Stephen Krashen) by Thornbury (2009).

With the increased development of Communicative approach in second language acquisition, language educators must highlight language practice for real- life determinations by using actions that prioritize accuracy and fluency towards effective communication. Discussions under Communicative approach allow students to be more creative and spontaneous since they are less skillful. Also,

beginners can take risks without thinking of possible negative effects because of their word (Sadoughvanini & Shamsudin, 2013).

-To prevent speechless communication, L2 students must be qualified under communication strategies.

-The first strategy is recognized as strategic competence. It includes other sub-strategies such as periphery, word formation, externalization of a term, approximation, use of a multi-purpose word, code change, paralinguistic, and request for help.

-The second strategy is called an avoidance strategy. He generally gave up his messages or changed his messages with less specific messages.

-The third strategy is the dissertation strategy. That is, the speaker borrows some words from other speakers or repeats them.

All of the above strategies are not resolved to improve the ability to speak about students in an L2. Then the students have to improve their language skills further, because the lack of development of the students can lead to a system of fossilization and negative disorders (Brice, 2015).

Encouraging speaking skill contains some kinds of knowledge that L2 speakers have to be familiar with. One of them is the sociocultural knowledge. Today, L2 learner's necessity to be intercultural knowledgeable. That is why, they will be able to manage across-cultural encounters by taking into account cultural similarities and differences.

Other aspect that L2 learners should recognize is Type knowledge. Students must be alert of speech- act information for a diversity of social communication situations. In other words, learning spoken languages according to formal (given presentations or lectures) or informal (greeting a shopkeeper) determination (Thornbury, 2009)

2.2.11. Phonology/ Pronunciation

As Thornbury "suggests pronunciation is an inconstant alternative. Speakers regulate their promotions or implement an accent founded on their social context. Moreover, intonation is used for transmitting meaning and information" (2009).

For having a better appreciation of how speaking fluency occurs, it is essential to identify what speech circumstances are. Thornbury (2009), explicates three categories: cognitive, affective and performance.

Cognitive Factors: there are connected to everyday life. Speakers noted that it was easy to speak on the subject they were familiar with. Also, they feel comfortable when they are of a particular gender, including knowledge with speakers and less complex mental processing requirements.

Affective Factors: On the other hand, focus on emotions. Speakers talk about a specific topic, depending on their interest or feeling for the topic. Confidence is always involved in a conversation, which can have various effects on the oral presentation.

Performance: it includes other subdivisions such as:

Degree of collaboration

Discourse control

Environmental conditions

Mode

Personality factors

Physiological factors

Planning and rehearsal time

Time pressure

In the field of teaching, there are three important theories that can be functional in order to develop and improve speaking skills. They are behavioral, cognitive, employment-learning and socio-cultural theory.

2.2.12. Factors of Speaking Difficulties

According to (Hosni, 2014) argued that speaking remains the most difficult skill to master for the majority of English learners, and they are still incompetent in communicating orally in English. The next factors cause difficulty in speaking: Inhibition. Students are worried about making mistakes, fearful of criticism, or simply shy. In an English class, the students have fear to speak.

Nothing to Say. Students have no motive to express themselves. The teachers should use a lot of dynamics in a class for students to be motivated.

Low or Uneven Participation. Only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very

little or not at all. Students who speak less in an English class should participate more.

Mother-Tongue Use. Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

2.2.13. Speaking Sub Skills

According to Lackman (2010) the students should know:

Rather than just have students 'speak' in the classroom we should be teaching student's specific speaking skills, 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. (pág. 2).

Table 1
Speaking Sub Skills

SUB- SKILL	APPLICATION
Fluency 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)
Accuracy with words & pronunciation Students practice using words, structures and pronunciations 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.
Turn- taking skill Students practice ways of interesting, eliciting an interjection or preventing one.	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
Responding and initiating Students practice managing a conversation by making response, asking for a response or introducing a new topic or idea.	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.
Repair and repetition Students practice repeating rephrasing parts of a conversation when they suspect that was said was not understood.	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. <u>The most</u>

Range of words and grammar	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.
Students need to know a range of words practice using particular and grammar and have the ability to choose grammar and/ or vocabulary for speaking from that bank the most appropriate words on a specific topic or for doing a specific and structures for a specific task or topic task.	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 of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.
Discourse makers	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.
Students practice using words/ phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize)	

Source: Activities for improving Speaking
Elaborated: Lackman (2010)

2.2.14. Speaking Activities

According to (Khemlani, 2019) “ wrote the benefits of students could be from strategies to overcome the lexical and grammatical difficulties they have, these help them to give security and precision when expressing themselves not but also to communicate it accurately”.

Also, students need motivation and feel less fear when having a conversation in an English class. Some Activities that help to students to improve their language.

1. - Who's telling the Truth? This activity you should choose a partner of work in group. Have each student write three facts about themselves that nobody in the class knows on a piece of paper. Make sure each student includes their name on the top of the page. Collect the sheets of paper and bring three students to the front of the room. Read aloud one of the facts that is true for one of these three students. All three claim that the fact is theirs and the class then proceeds to question them in an attempt to determine who is telling the truth and who is lying. Each student is allowed to ask one question to one of the three students. After a round of questioning, the students guess who is telling the truth.

2.- Descriptive Drawing Activity: Pair up the students and give each student a picture, placing it face down so partners cannot see each other's cards. They must describe the picture for their partner to draw.

3. - Comic Strip Descriptions: Give each student a portion of a comic strip. Without showing their pictures to one another, the students should attempt to describe their image, and put the comic strip into the correct order. After about 10 minutes, the students can guess the order, show one another their portion, and see if they were correct.

4. - Secret Word: Students are given a random topic and a random word that is unrelated to the topic. The students must hide the word in a speech about the topic—they're trying to make sure the other students can't guess the secret word. The other students listen carefully to the speech and attempt to guess the secret word.

5. - Debates: Give each student a piece of paper with "agree" written on one side and "disagree" on the other side. Read aloud a controversial statement, and have each student hold up their paper showing agree or disagree side depending on their opinion. Choose one student from each side to explain their position and participate in a short debate.

2.2.15. Engaging Students

The best teacher satisfaction should not necessarily be a quiet classroom also a productive classroom. The principles aim is to help students feel comfortable, be confident in herself and their own abilities, be willing to participate and make mistakes, and be keen to challenge themselves in learning. And effective teaching goes further: creating an environment that not only makes learning possible now, but also teaches attitudes and behaviors that enhance learning and success in later life. Student skills in self-regulation, such as self-monitoring and self-evaluation, are vital for life-long learning. Teachers need more support on classroom strategies for a better performance in students because a good learning environment raises student expectations, encourages them to participate, and ensures that no student can fly under the radar. (Goss & Sonnemann, 2017).

2.2.16. Stages of Language Learning

According to (Hill & Bjork), teachers explain the 5 stages of learning language like a process happens in stages—first understanding, then one-word utterances, then two-word phrases, and so on.

Stage 1: Preproduction, during this stage, the student is normally silent while listening to new words and gaining an understanding of the language. To learn new vocabulary and grammar

Stage 2: Early Production, at this stage, students start to practice pronouncing new words, and typically learn at least 1,000 new words and their meanings. They also start using their new words to speak in short phrases. Uses key words and familiar phrases, use present-tense verbs.

Stage 3: Speech Emergence, Vocabulary continues to expand, and students will know a minimum of 3,000 words by the end of this stage. They start to speak in longer phrases and sentences, and to ask questions. In addition, at this stage they will start reading and writing. Good comprehension, can produce simple sentences, makes grammar and pronunciation errors.

Stage 4: Intermediate Fluency, students start to think and form responses in the new language. By the end of this stage, most people have learned well over 6,000 different words and their meanings. They are also speaking more fluently and continuing to improve upon their reading and writing abilities. Has excellent comprehension, makes few grammatical errors.

Stage 5: Advanced Fluency, People who reach this stage continue to improve upon and expand their vocabulary and abilities in their second language.

2.2.17. Linguistic Skills

Novalino (2020) wrote the language skills also known as language skills or abilities, are a set of four abilities that allow an individual to understand and produce spoken language for adequate and effective interpersonal communication. Language skills are related to different aspects of language use. In other words, they are those that allow us to communicate effectively with other people. Language training involves developing analytical skills to understand how language works and how it is used to communicate our message. Having language skills means that you are well versed in the grammar, structure, phonology and semantics, of one or more languages.

There are four linguistic skills (also known as the four linguistic skills) are a set of four abilities that allow an individual to understand and produce spoken language for adequate and effective interpersonal communication.

These skills are listening, speaking, reading and writing. In the context of first language acquisition, the four skills are most often acquired in the order of listening first, then speaking, then possibly reading and writing.

These four skills are also referred to as macro language or language skills as they are a complex set of abilities that enables a person to act effectively and efficiently.

These macro skills refer to good “know-how” and integrate conceptual content such as “knowing”, procedural content such as “doing” and attitudinal content such as “being” (Ramadan, 2019).

Auditive Comprehension: Listening comprehension is understanding what is heard. Listening is the first linguistic skill that is acquired in the mother tongue. It is what is known as a receptive ability, or a passive ability, since it requires that the ears and brains are used to understand language as it is spoken. It is the first of two natural language skills, which are required by all spoken natural languages.

1. - Hear and understand what is said
- 2.-It serves to understand the ideas of others
- 3.-It is necessary to understand what is meant

Oral Expression: Oral expression is expressing oneself correctly. Speaking is the second language that is acquired in our mother tongue. It is what is known as a productive skill, or an active skill, since it requires the vocal tract and the brain to be used to correctly produce language through sound. It is the second of two natural language skills.

Make articulate sounds or words

It serves to express our ideas and feelings

It is the main form of communication

Reading Comprehension: Reading comprehension is understanding what one reads. Reading is the third linguistic skill that can be acquired in our mother tongue. As with listening, it is a receptive or passive skill, since it requires the use of the eyes and the brain to understand the written equivalent of spoken language. It is one of the two skills of artificial language, since not all-natural spoken languages have a writing system.

Decode a written message

It serves to understand from instructions to information

The reader must know the written symbols

Written Expression

The written expression is knowing how to write correctly. Writing is the fourth linguistic skill that can be acquired in our mother tongue. As with speech, it is a

productive or active skill, as it requires the hands and brain to be used to produce written symbols that represent spoken language. Along with reading, it is one of the two skills of artificial language, since not all-natural spoken languages have a writing system.

Express ideas through symbols

It serves to express and communicate

Symbols change according to culture

2.2.18. Language Skills Development

To become a complete communicator, you need to master each of the four language skills. These four skills give students the opportunity to create contexts in which to use the language for the exchange of real information, tests of their own ability (learning test) and, most importantly, confidence.

Listening and reading are receptive skills because students do not need to produce language, they receive it and understand it. These abilities are sometimes known as passive abilities. Productive skills are speaking and writing because students are applying these skills in a need to produce language. They are also known as active skills (oposinet, 2015).

2.2.19. Importance of Language Skills

Through the correct use of language, he connects with people, not only through what is said, but also in the way he understands and relates to each other.

Communication goes beyond the spoken and written word, it is about appreciating other cultures and understanding the different ways of doing business.

The importance of having good language skills is such that depending on certain nuances and subtleties, strong connections can be built or not, it can be the difference between establishing or not real and lasting personal relationships.

If you go to the business level, you have to understand that effective communication is at the heart of every business; conversations with customers, suppliers, colleagues and partners. For companies that operate internationally, communication is multilingual. While English is widely regarded as the lingua franca of business, global companies can certainly enjoy more enriching and productive conversations with stakeholders across borders when they can operate in different languages.

When people and teams can confidently relate to other parties, opportunities can be seized and problems more easily addressed. This is when the importance of the linguistic ability of these work teams is really appreciated. Work relationships can be strengthened, and this, in turn, helps improve productivity.

2.2.20. Tips for the Effectiveness of Activities

According to (FAO, 2015), for good learning needs assessment looks at:
Organizational goals and the role of individuals within the organization so as to identify complementary activities required for more effective and sustainable results;
Participants' profiles and existing knowledge and skills that can help achieve organizational goals or bring about the desired changes;
Current job tasks and knowledge and skill gaps to identify learning content that addresses those gaps;
Opportunities and challenges for learners wishing to apply the new learning and requirements for follow up support.

2.3. Conceptual Framework

Communication Strategies: They are strategies that students use to overcome these problems, in order to convey the proposed meaning (Domyei, 1997).

Communication: Process by which information is exchanged between individuals through a common system of symbols, signs, or behavior. In a Speaking class the students could learn new words and could be used to speak or communicate with their classmates (Kayi, 2006)

Communicative Approach: Typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing (Plúas, 2013). The most important thing in this section is that students lose the fear of speaking in an English class.

Oral Language Acquisition: Oral language acquisition is a natural process for children. It occurs almost without effort. The ability to speak grows with age, but it does not mean that such growth will automatically lead to perfection (Hong & Kortner, 2020).

Speaking in more effective ways requires particular attention in class and practice at home, when the teacher teaches a new vocabulary and constant practice with those new words, they can use new vocabulary in a short conversation.

Speaking. Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (MaryAnn Cunningham Florez, June 1999). It means to converse or expressing one's thoughts and feelings in spoken language. Speak is the best option for that person can understand that you want to express.

Strategy: A method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem (Business Dictionary, 2020). The objectives in an English class is important to know which strategy give a better result in speaking skill.

Development: Development is a process that creates growth, progress, positive change or the addition of physical, economic, environmental, social and demographic components. (Sid, 2018).

Communicative Competence. - A term in the Second Language Acquisition (SLA) literature with an evolving definition over the last fifty years, and its successive notion, interactional competence (IC), must guide the curricular choices second- language teachers make as they seek to help their students successfully navigate scenarios where interaction in the second language (L2) is an expected part of their daily lives (Tarvin 2015).

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 2015)

Learning Styles: The term “learning styles” speaks to the understanding that every student learns differently. Technically, an individual’s learning style refers to the preferential way in which the student absorbs, processes, comprehends and retains information.

Language: A formal system of signs governed by grammatical rules of combination to communicate meaning. This definition stresses the fact that human languages can be described as closed structural systems consisting of rules that relate particular signs to particular meanings.

CHAPTER III

3. RESEARCH METHODOLOGY

3.1 Methodology

3.1.1. Inductive method

According to Torres “it’s a method of reasoning that involves taking general conclusions for individual explanations. The method starts with an analysis of the principles, laws, principles, etc., universally applicable and proven validity, to apply to solutions or particular facts” (2006).

3.1.2. Deductive

According to Sanchez (2012), wrote that: Deductive method we use is commonly in both everyday life and in scientific research. It is to express hypotheses about possible solutions to problems and to check the data available if they are in accordance with those. When the problem is close to the observational level, the simplest case, can be classified as empirical hypotheses, while the more complex cases, theoretical systems, assumptions are abstract type. (p.82)

According to Sabino (1992), the survey consists of: "gathering information from a significant group of people about the problems under study" (p.81); in this way in the present investigation the survey technique was applied since in this way the collected data are of maximum relevance and the subsequent quantification can be done more accurately.

3.2. Type of Investigation

3.2.1. Descriptive Research

This research is also descriptive because it is aimed at identifying and explain the relationships that exist between two variables through data collection contributing to knowledge. “The descriptive research works on the realities of and its fundamental characteristic is to present a correct interpretation. Include the following types of studies: Surveys, Cases, among others.” (Muñoz, 2016).

This investigation to analyze the influence the communicative strategies on the speaking skill in sixth grade student at “Unidad Educativa Particular Suiza”, school year 2019-2020, by means of the result statistical applied with surveys to obtain a clear description of the problematic.

3.2.2. Field Research

It generally begins in a particular setting, although the ultimate goal of the study is to monitor and evaluate a subject's particular behavior in that setting. It includes a variety of social study techniques including direct observation, restricted participation, analysis of documents and other data, surveys that were used in this research (Neuman, 2014). For this reason, this study is considered a field study, since the information obtained comes from a real institution.

3.3. Investigation Approach

In the mixed research method, the qualitative and quantitative either, collecting and analyzing the data obtained based on the questions of this integrates the two types of methods contributing one with the other, either by giving more enhancement to one or seeking balance in both. (Caro, García & Bezunartea, 2014).

3.3.1. Quantitative

Kumar (2011), Quantitative research seeks to quantify a phenomenon. It is more structured, objective and helps reduce research bias. It focuses on the behavior of a person answering questions such as how many, how often and to what extent.

Quantitative research is oriented to the measurement of statistical data to determine the causes of the behavior of the study phenomenon, as well as describe its attributes and characteristics; for the present statistical study, it was carried out based on the assessment of data collected and processed by students.

3.3.2. Qualitative

Studies of a qualitative nature help to complement information, taking into account higher levels of depth of the object studied, therefore, in this research, qualitative methods and techniques were used in the analysis of the observation sheet.

3.4. Techniques and Research Instrument

3.4.1. Interview

An interview is characterized by its depth, that is, it investigates extensively in a large number of aspects and details, while the oral survey, as stated above, addresses one or very few aspects very precisely or superficially.

On the other hand, the interview has a smaller scope in terms of the number of

people who can be interviewed in a given period, that is, fewer people are covered. Conducting an interview can take a significant amount of time in a single

The questionnaires were applied to know if the teacher uses the communicative strategies that help to students in the teaching of English in the student's sixth grade at "Unidad Educativa Particular Suiza", In Guayaquil.

3.4.2. Survey

The survey technique is widely used as a research procedure, since it allows obtaining and preparing data quickly and efficiently. In this way, it can be used to deliver descriptions of the objects of study, detect patterns and relationships between the characteristics described and establish relationships between specific events. The survey for this investigation was done to 25 students from the sixth-grade to determine the importance of learning strategies in the speaking skills at "Unidad Educativa Particular Suiza", In Guayaquil.

3.4.3. Evaluation

In this project, the data is collected through a pre-test to identify the problems that exist in these students and evaluate previous knowledge of speaking skills, then the intervention of communicative strategies and their influence to increase the attention and confidence to participate in class. Finally, a post-test that show the result of different speaking activities that were practiced during the research process. For which a rubric was applied that evaluated the student's fluency, comprehension, pronunciation, content, and vocabulary.

3.5. Research Population and Samples Population

According to Arias (2012), the population is defined as "the finite or infinite set of elements with common characteristics for which the conclusions of the investigation will be extensive" (p.81).

The research population consisted of two English teachers (primary and secondary school) and twenty-five students of sixth grade between the ages of 9 and 10 years.

Table 2

Population and Sample

	Population	Sample
Students	25	25
Teachers	2	2
	Total	27

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

3.6. Results, Findings, and Analysis

3.6.1. Resulted from the interview with teachers

Teacher's Interview: A questionnaire was applied to the English teacher of the “Unidad Educativa Particular Suiza” to identify the difficulties that students show in speaking performance. The questions are included Annex 1.



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
FACULTAD DE EDUCACIÓN CARRERA DE INGLÉS
INTERVIEW FORMAT FOR TEACHERS

Instruction: This 15-minute interview aims to obtain real and valuable information from the English teacher about the problem of lack of oral communication skills in sixth grade students at a school.

1. Do you develop activities that promote oral expression?

Yes, I develop activities, however, they are not enough for the improvement of oral expression, so it is necessary to create new activities to develop positively the oral expression.

2. Does the poor application of communication strategies affect the low performance of students?

Yes, the poor application of strategies undoubtedly affects the performance of schoolchildren, so new strategies that motivate a good oral expression must be implemented

3. Do you think as a teacher that the development of communication strategies works as an innovative teaching resource in your classes?

Yes, it is important because such development of strategies is necessary so that oral communication can work, because the teaching resource must always be innovative in each class session

4. Do you think you should use a communication plan so that resources improve in the development of oral expression?

Yes, a communication plan that includes resources will allow the development of oral expression to be improved, so that students improve their school performance.

Analysis

The teachers affirm that the classroom objectives are achieved according to the Ministry of Education, they affirm that the teaching and learning process is correct. This is because they use the curricular orientation guides in teaching the language. Although communication strategies will depend on the context and the disposition that exists at the moment. They are also aware of the importance of learning strategies and that more emphasis should be placed on speaking than on grammar in an English class. The English teacher stated that the teaching staff is sufficiently trained in methodologies and strategies, however, they think that it is not always enough. The strategies must be innovated as time passes according to the difficulties presented by the student. In addition, in the teachers' opinions, they already apply learning strategies in the classroom to improve speech. Finally, teachers believe that speaking should be practiced very frequently.

3.6.2. Resulted from surveys conducted to students students'survey

1. Do you know if the teacher evaluates your oral participation in English?

Table 3

Question 1

		Frequency	Percentage
Valid	Always	15	60,0
	Almost always	9	36,0
	Sometimes	1	4,0
	Total	25	100,0

Source: Unidad Educativa Particular "Suiza"

Elaborated: Colcha (2020)

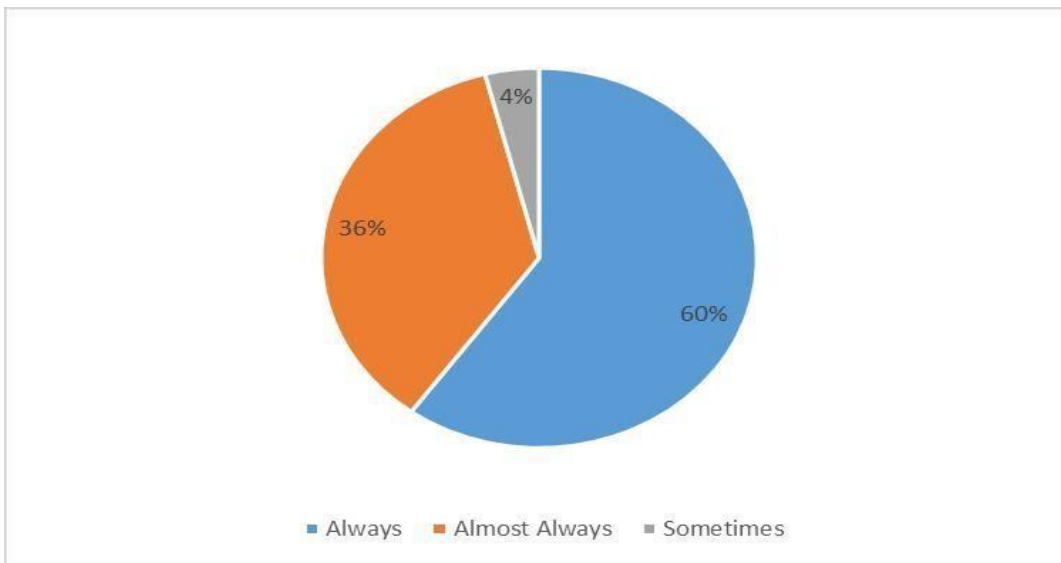


Figure 1. Survey for student's question 1

Source: Unidad Educativa Particular "Suiza"

Elaborated: Colcha (2020)

Analysis:

According to the results of the survey, 60% of students consider that their teacher always evaluates his participation in classes, less than half indicate that they almost always do so, that is, it is not consecutively, while only sometimes they are evaluated by their teachers. With this, it is concluded that teachers mostly evaluate their students, since that will allow them to improve their ability to communicate verbally, and improve confidence when facing their oral communication.

2. Do you know if your teacher evaluates the oral expression at the end of each unit?

Table 4
Question 2

		Frequency	Percentage
Valid	Always	7	28,0
	Almost always	9	36,0
	Sometimes	7	28,0
	Never	2	8,0
	Total	25	100,0

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

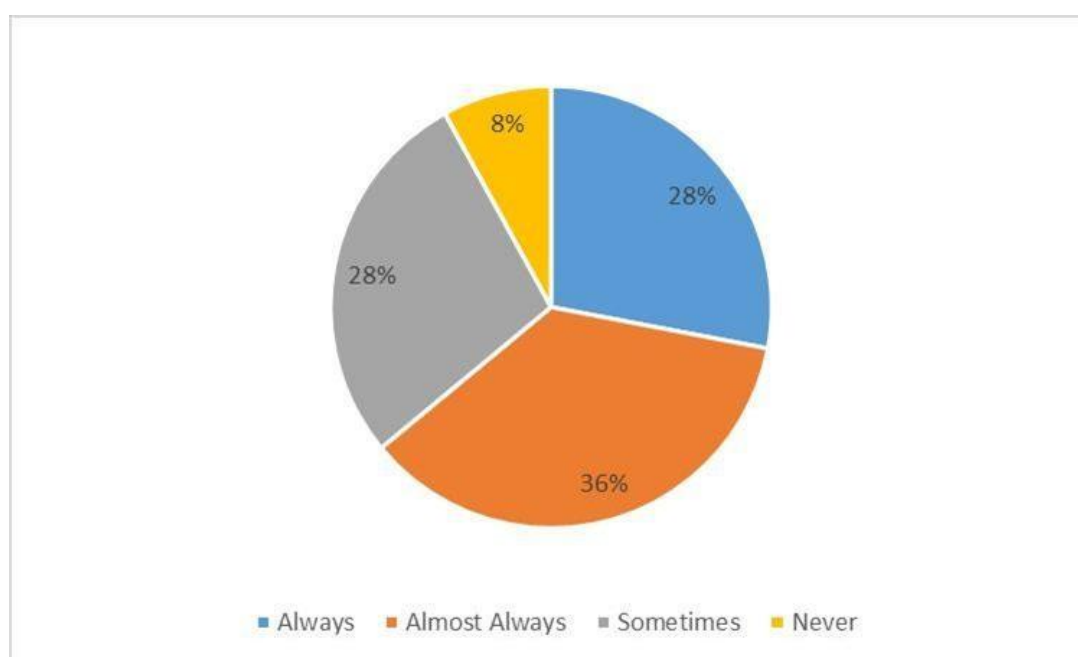


Figure 2. Survey for student's question 2

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

Analysis: 36% of learners say that English teacher almost always evaluates their oral expressions at the end of each unit, students indicate the lack of evaluation of an oral expression in classes, while the minimum of students say that they have never been evaluated. This determines that it is necessary to carry out these evaluations when completing the units of the subject, since according to the results shown, these are segmented, which indicates that not all students are familiar with the evaluation processes developed by the teacher.

3. In the English class, do you get motivated to participate through activities where you can communicate with your classmates?

Table 5

Question 3

		Frequency	Percentage
Valid	Always	16	64,0
	Almost always	6	24,0
	Sometimes	3	12,0
	Total	25	100,0

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

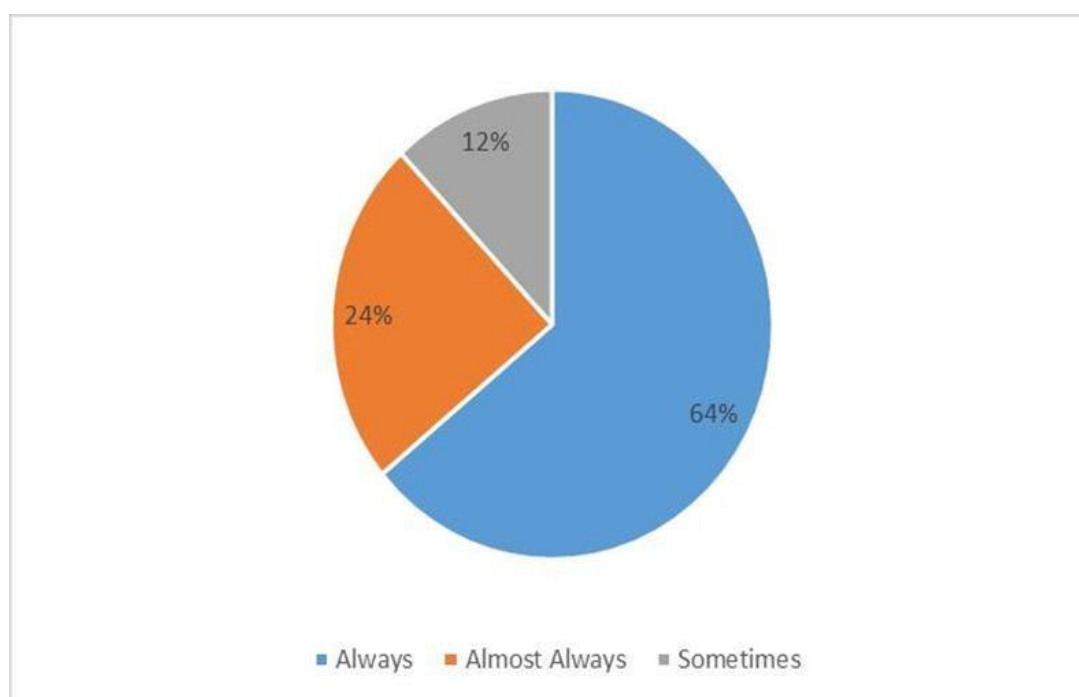


Figure 3. Survey for student's question 3

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

Analysis: 64% of students describe that in English classes always feel motivated to develop activities where they have the opportunity to communicate with their peers, few students almost always feel motivated, while minimum number of students indicate that only sometimes they tend to feel motivated by the activities carried out in the classroom during English classes. For this reason, it is considered essential to take active measures that allow the student to develop, where he or she feels motivated when carrying out communicative activities with their classmates.

4. Do you think that your teacher pays more attention to learning the grammatical content of the language instead of using it?

Table 6

Question 4

		Frequency	Percentage
Valid	Always	13	52,0
	Almost always	8	32,0
	Sometimes	4	16,0
	Total	25	100,0

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

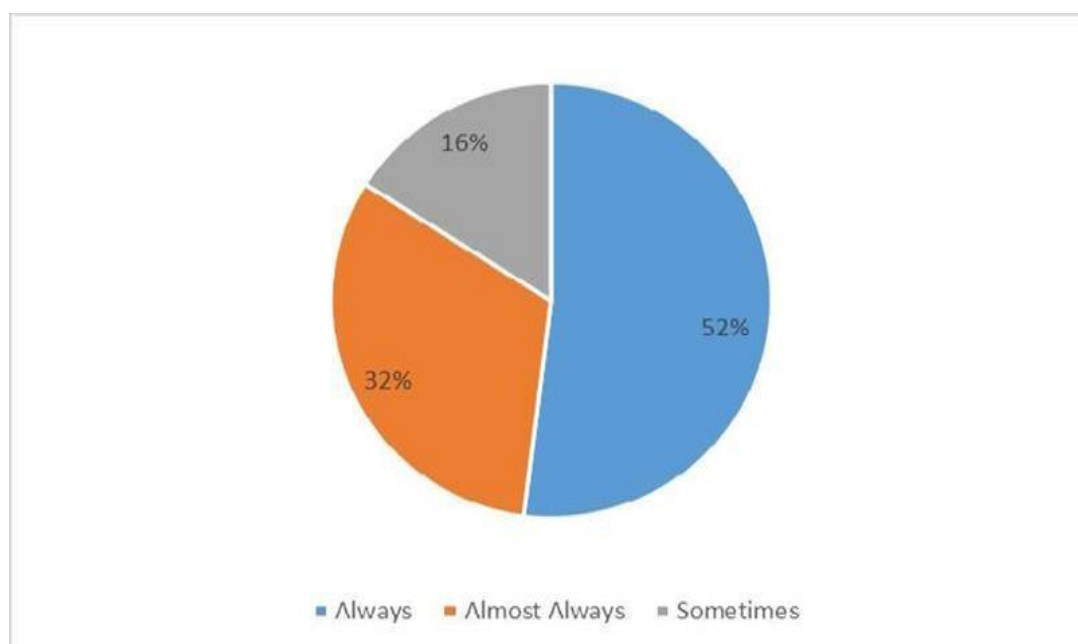


Figure 4. Survey for student's question 4

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

Analysis:

52% of learners say that teacher always pays more attention to learning the grammatical content of the language instead of using it, while few students indicate that this happens almost always, and only 16% states that this situation is sometimes generated. In this way, it is recognized what is necessary to apply communication strategies that allow not only to know the grammatical content of the English language but also to promote its verbal development in different contexts that come to be presented.

5. Do you consider that the contents of the English language you learn are more theoretical than practical?

Table 7
Question 5

		Frequency	Percentage
Valid	Always	10	40,0
	Almost always	11	44,0
	Sometimes	2	8,0
	Never	2	8,0
	Total	25	100,0

Source: Unidad Educativa Particular “Suiza”
Elaborated: Colcha (2020)

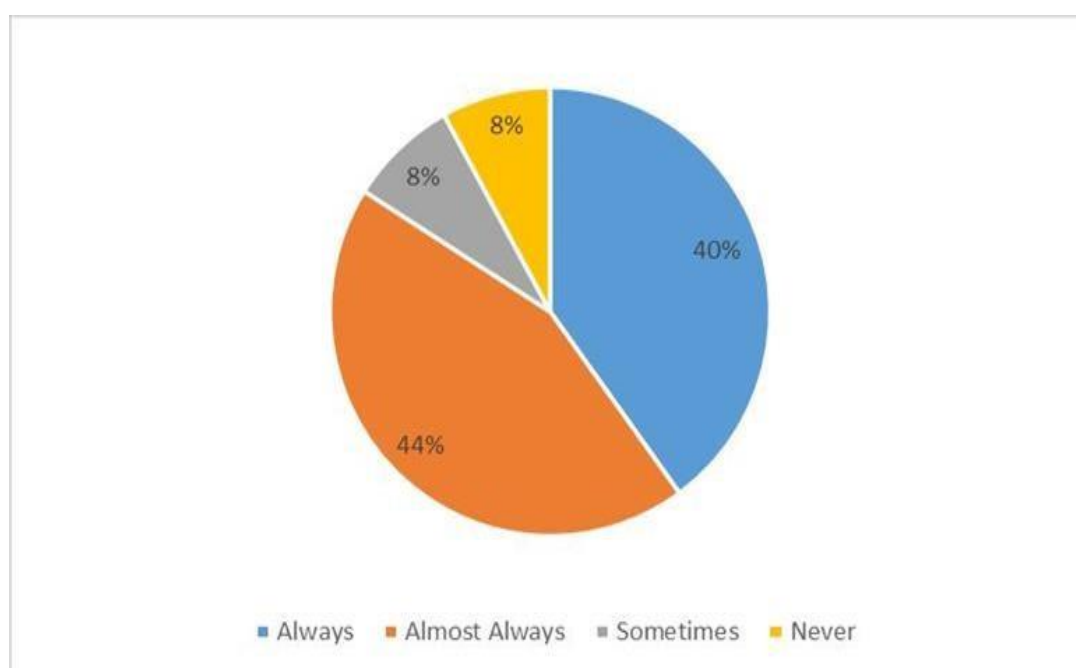


Figure 5. Survey for student's question 5
Source: Unidad Educativa Particular “Suiza”
Elaborated: Colcha (2020)

Analysis:

The results obtained through the survey applied to the students indicates that the contents of the English language are more theoretical than practical, for this reason, it is a problem because the class is boring and others more capable always interacting, while eight percent of students get frustrated by not understanding the language, since in the educational field this ability is essential for obtaining a better academic achievement.

6. Does your teacher use communication strategies in class development?

Table 8

Question 6

		Frequency	Percentage
Valid	Always	14	56,0
	Almost always	1	4,0
	Sometimes	10	40,0
	Total	25	100,0

Source: Unidad Educativa Particular "Suiza"

Elaborated: Colcha (2020)

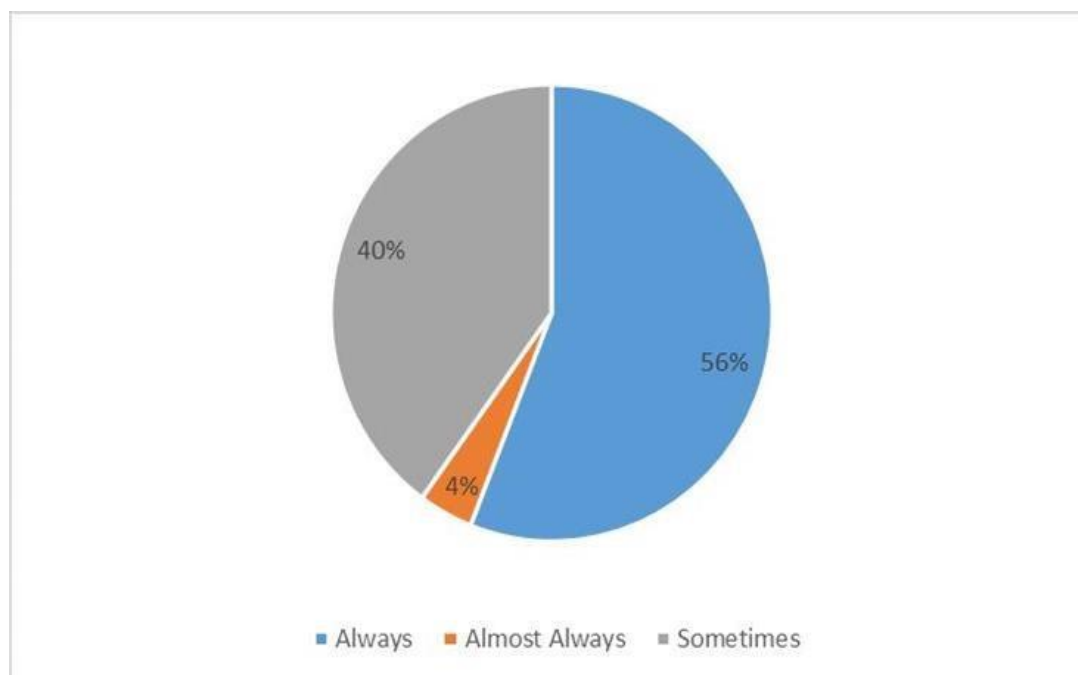


Figure 6. Survey for student's question 6

Source: Unidad Educativa Particular "Suiza"

Elaborated: Colcha (2020)

Analysis:

56% of students say that their English teacher uses communication strategies during the development of the classes, while less than half indicates sometimes, it is saying does not always apply them, and only a minimum number of students say that it almost always applies that. In this way, it is recognized that the English language teacher does not always use communication strategies that improve the process.

7. Do you think that the activities carried out in class by the teacher help improve oral expression?

Table 9
Question 7

		Frequency	Percentage
Valid	Always	10	40,0
	Almost always	11	44,0
	Sometimes	2	8,0
	Never	2	8,0
	Total	25	100,0

Source: Unidad Educativa Particular “Suiza”
Elaborated: Colcha (2020)

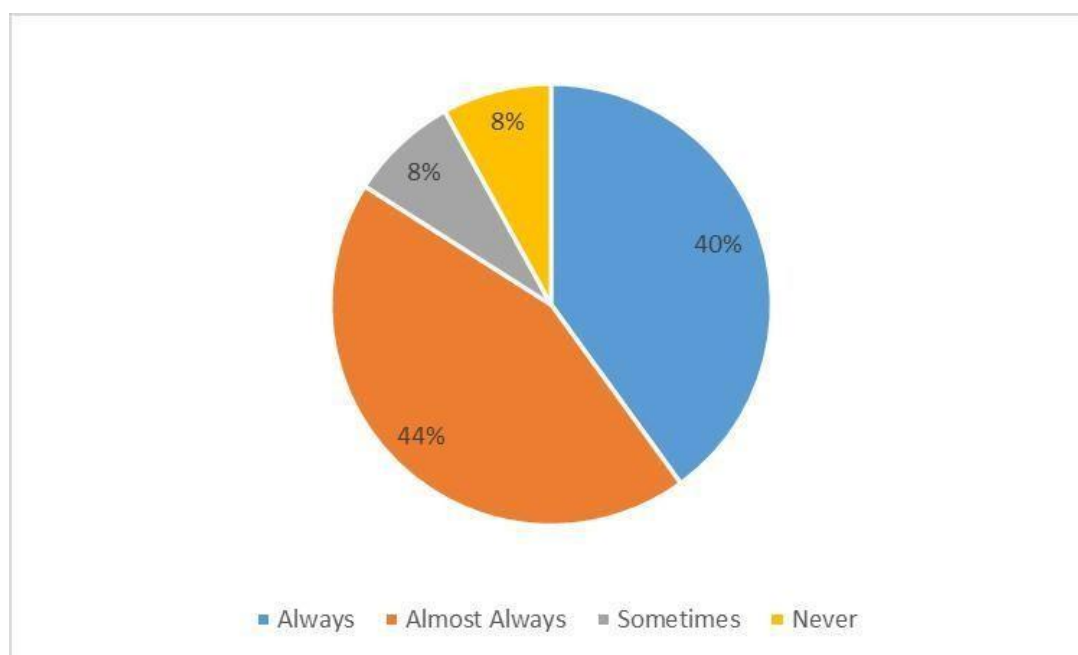


Figure 7. Survey for student's question 7
Source: Unidad Educativa Particular “Suiza”
Elaborated: Colcha (2020)

Analysis: The 44% of the students express that the activities carried out by the teacher almost always help to improve their oral expression, while less than half show that these activities help improve what is stipulated, a minimum number of students sometimes and never develop improvements in those activities that the teacher develops during the classes, this demonstrates the importance and need to create new strategies that allow developing a much more interactive class.

3.6.3 Analysis of the Results of the Pre and Post test

Table 10

Pre-Test Results

Code	Category	Frequencies	Percentages
1	Excellent	4	16%
	Very Good	6	24%
	All right	6	24%
	Regular	6	24%
	Deficient	3	12%
	TOTAL	25	100%

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

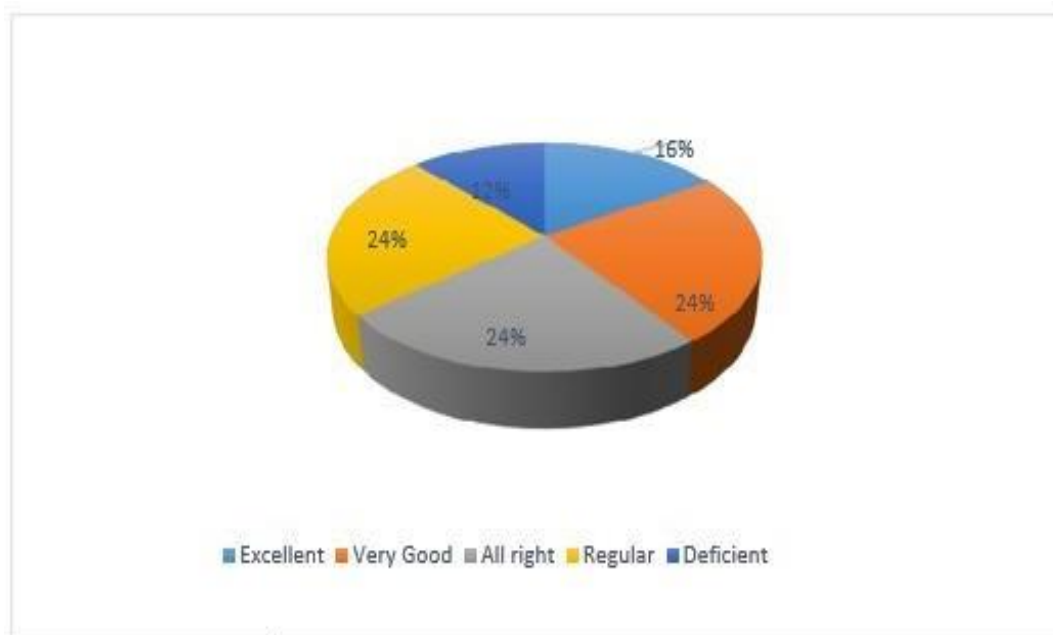


Figure 8. Pre-Test Results

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

Analysis:

In the initial evaluation, the students showed segmented results, 24% of learners don't have problems in speaking skills and learning in this language, followed by twelve percent of students who had a bit of difficulty but ultimately achieved his goals, This indicates the existence of a problem in this group of learners and the need to apply communicative strategies in Speaking class.

Table 11

Post-Test Results

Code	Category	Frequencies	Percentages
2	Excellent	6	35%
	Very Good	6	35%
	All right	3	18%
	Regular	2	12%
	Deficient	0	0%
	TOTAL	17	100%

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

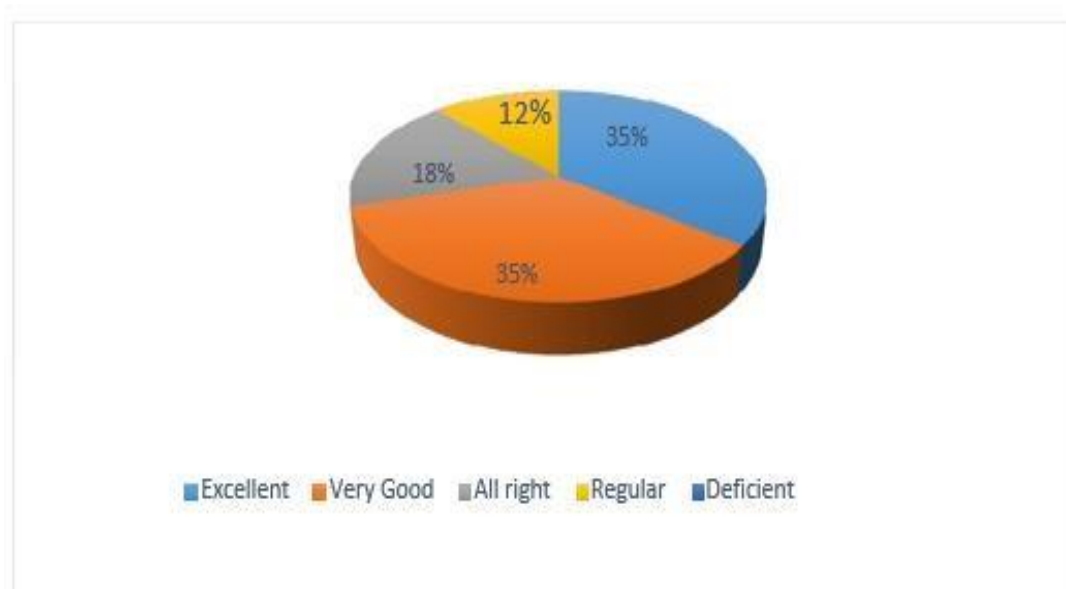


Figure 9. Post-Test Results

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

Analysis:

According to the post-test, the results changed, it could be reported that the less than half of learners were excellent, followed by thirty-five percent who were very good, a minimum number of students did the effort, proved to be regular in activities. It should be noted that no points were obtained in the deficient option, this shows that, for the pre-test evaluation, the students show an evident improvement in their performance in the established activities

Table 12*Pre-Test Results and post-test*

Code	Category	Pre test	Post-test
2	Excellent	16%	35%
	Very Good	24%	35%
	All right	24%	18%
	Regular	24%	12%
	Deficient	12%	0%
	TOTAL	100%	100%

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

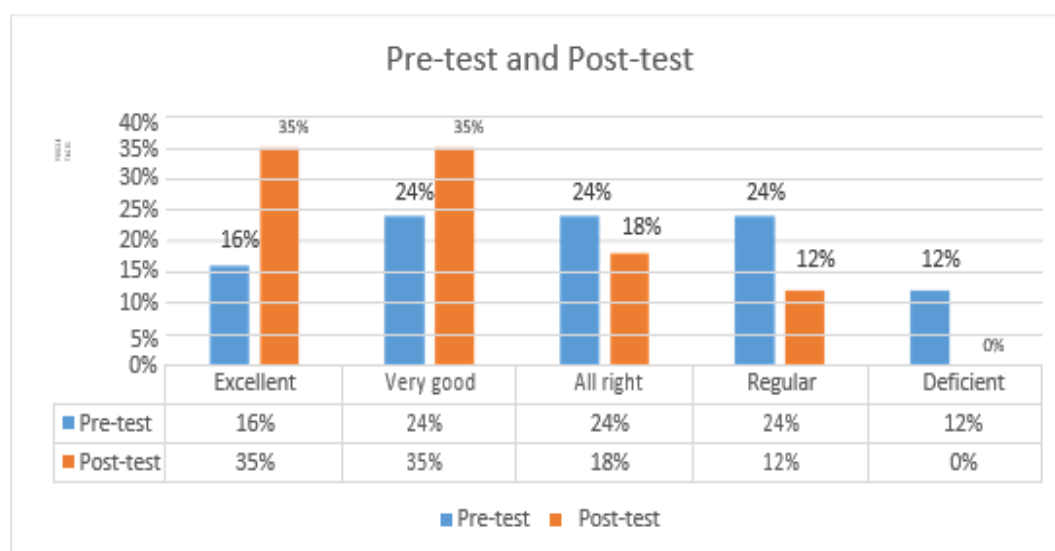


Figure 10. Pre-Test Results

Source: Unidad Educativa Particular “Suiza”

Elaborated: Colcha (2020)

Analysis:

According to the comparative table, it indicated the need to apply an appropriate communicative approach to develop better speaking skills. The post-test was applied after the application of the proposal to identify the improvement of learners of the project. This shows an increase in the post test. In order to improve their shortcomings in speaking skills, the proposals of the research project of this thesis were applied, which consisted in the elaboration of a didactic guide with communicative strategies that help reinforce and improve the development of the different skills of the new language.

3.2. Preliminary Conclusions

An important number of students of sixth grade that were observed having problems when producing oral communication in English class.

According to the results of the survey, students consider that their teacher always evaluates their participation in classes, while minimum indicate that they almost always do so, that is, it is not consecutively.

Students indicate almost always English teacher evaluates their oral expressions at the end of each unit, fewer students that it is only sometimes, some students that the teacher always evaluates to finish each unit, while the minority shows that they are never evaluated.

The much of the classroom indicate that in English classes they always feel motivated during English classes. I continue with the majority of students show that their teacher always pays more attention to learning the grammatical content of the language instead of using it. The chart considers that the contents of the English language you learn are more theoretical than practical. Half of the students consider that the teacher of the English language if he uses communication strategies during the development of the classes. The minority of the students think that the activities carried out by the teacher almost always help to improve their oral expression.

On the other hand, interviews were applied to the English teachers, to know if in the classroom activities are carried out that allow the development of English language speech in their students, from which it was obtained as a result that the activities that are applied normally, are not sufficient for the full performance of skills by their students, so they have considered that the execution of a communication plan will improve the speech process in them, since that these communication strategies are considered as efficient for obtaining better performance in terms of speaking English.

Regarding the pretest and posttest evaluations, it can be pointed out that in the initial or pretest, the students showed greater weaknesses than in the post-test, although the results showed a segmented percentage, predominantly positive results, despite a percentage minor were located in regular and deficient respectively, data that were improved in the post-test evaluation, when an important advance was evidenced, and results that predominated very Good and Good, keeping the percentage minimum as regular.

CHAPTER IV

4. PROPOSAL

4.1 Title of the Proposal

Didactic guide of communicative strategies to promote the development of speaking skills.

4.2 Broad objective

To develop classroom activities that improve the oral expression of students in the sixth grade of General Basic Education of the “Unidad Educativa Particular Suiza” school year 2019-2020.

4.3 Specific objectives

Motivate students through integration dynamics that encourage the participation of the entire group in activities.

To improve the speaking skills of the students through fun activities based in communicative strategies.

4.4 Scheme of the proposal

UNIDAD EDUCATIVA PARTICULAR “SUIZA”

Table 13

Index

Contents	
Activity 1	Character Interview
Activity 2	Mother’s Poem
Activity 3	Preparations
Activity 4	Greetings And Introductions
Activity 5	Guess My Profession
Activity 6	Playing Cards
Activity 7	Debate Cards

Elaborated: Colcha (2020)

4.5. Development of the proposal

Table 14

Activity 1. Teachers's Notes

CHARACTER INTERVIEW

SKILL: Speaking
SUB- SKILL:
Fluency

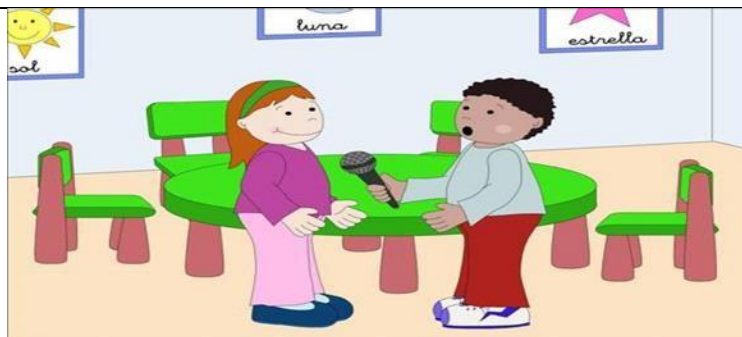


Figure 11. Character interview

Source: AMEI-WAECE 2016

OBJECTIVE	To identify the use Wh-questions in order to get information related to Different Situations.
VOCABULARY	Adjectives and professions
TIME	45 Minutes
STUDENT LEVEL	Elementary
GRAMMAR	Wh-Questions
MATERIALS	Sheet of paper with questions, tape recorder, pen. -Work in group - A student must represent a favorite character for the interview. -Questions are asked by the interviewer about the professional and personal life That this character leads. -The questions must be answered by the character interviewed.
INSTRUCTIONS	Finally, the student prepares a report of the answers that will be taught in class With his classmates.

Elaborated: Colcha (2020)

Activity 1 Student's Worksheet

CHARACTER INTERVIEW

Student: _____ Date: _____

- Complete the information about your favorite character and add two more questions

Favorite character	Image
Name: _____	
Are you from?	
Old are you?	
Do you have a boyfriend/girlfriend?	
Why...? You leave your previous job?	
If you had the opportunity to work in another country would you do it?	
..... Is your favorite food/color/pet/place?	
Would you like travel to another country?	
.....?	
..... ?	

- Write a minimum report of 5 lines and expose it in class to your classmates.

Possible answers:

Report: I interviewed.I think he is a very busy person due to his working time and his personal and private duties. Interesting the work, he/she has and the way to continue in his/her life she/he/ indicates never will go another country because she/he love her/his country and family.
Her/his favorite food/ color/pet/place

Speaking Rubric

Name: _____ Course: ____

Table 15

Character Interview

CHARACTER INTERVIEW		
OVERALL	Model of the main character is included in the project	2 points
	-Interview questions are asked and answered in writing.	
QUALITY	Interview questions and answers are writing neatly with correct spelling, grammar and punctuation	1 point
ACCURACY	-Character model accurately reflects the character described by the author.	2 points
	-Interview questions relevant to the character's life.	
TEACHER COMMENTS		
Total Score		

Source: Main Character Book Project
Elaborated: Colcha (2020)

Table 16

Activity 2. Teachers's Notes

Mother poem

SKILL: Speaking
SUB- SKILL:
Accuracy with
words &
pronunciation



Figure 12: Mother poem
Source: Aprender es aburrido, 2018.

OBJECTIVE	To use their imagination and help to students improve their memory of important Information.
VOCABULARY	Adjectives: pretty, nice, smart, sweet, funny etc.
TIME	40 minutes
LEVEL	Elementary
GRAMMAR	As+ adjective +as
MATERIALS	Colors, pencil, eraser, paper sheet
INSTRUCTIONS	-They can use cardboard of the color they prefer -students complete acrostic poem -they decorate their card -Finally, students should expose it with a poem in front of the blackboard.

Elaborated: Colcha (2020)

Activity 2 Student's Worksheet MOTHER'S POEM

Student: _____ Date: _____

<p>1. - Complete the acrostic poem. Grammar: as+adjective+as Use adjectives: pretty, nice, smart, sweet, funny or others.</p>	<p>2.-Use your imagination, invent a poem with help your acrostic poem. Expose it in class. Time: 5 minutes Use mimics for your presentation.</p>
<p>M other is as pretty as a flower. O _____ T _____ H _____ E _____ R _____</p>	<p>Example: My mother is as pretty as a flower. In the morning, she gets up with a smile.</p>

Possible answers:

My mother is as pretty as a flower. In the morning, she

Obedience is what she always asks me.

Teachers teach me

Speaking Rubric

Name: _____ Course: ____

Table 17

Mother's poem

MOTHER'S POEM		
OVERALL	-should be colorful, neat, and Creative. I need to be able to tell that you took your time and put effort in this activity.	2 points
QUALITY	-Free verse poem Grammar and spelling are clear	1 point
ACCURACY	- Express own feelings. - Use expressive accent	2 points
TEACHER COMMENTS		
Total Score		

Source: Poetry Speaking and Performance Rubric

Elaborated: Colcha (2020)

Table 18*Activity 3. Teachers' Notes****SEQUENCES***





SKILL:	Speaking
SUB- SKILL:	Discourse makers
OBJECTIVE	To relate in cooperative social play interactions
VOCABULARY	Fruits and vegetables.
TIME	45 Minutes
STUDENT LEVEL	Elementary
GRAMMAR	Sequencers: First, then, next, after that, finally.
MATERIALS	Sheet of paper
INSTRUCTIONS	<p>Work in pairs.</p> <p>-The teacher delivers the worksheet.</p> <p>-First the students write the order completing with the sequences.</p> <p>-Choose What is student A and student B</p> <p>-The students count according to the image what is the sequence the Order.</p>

Elaborated: Colcha (2020)

Activity 3 Student's Worksheet

Student: _____ **Date:** _____

1. Write the sequencers in this process. (First, Then, Next, Finally)

	
	
<p>2. Use these verbs to describe the process with a friend. Chop, wash, mix, buy, serve</p>	<p>Example: Student A: First, the chef buys Student B: Yes, and then.....</p>

Possible answers:

Student A: First, the chef buys the ingredients.
 Student B: Yes, and then he washes all the ingredients and the rest that not use keep it in the fridge.
 Student A: Next, he chops only the fruits according what the recipe indicates
 Student B: Finally, fruit juice is ready to serve

Speaking Rubric Name: _____ Course: _____

Table 19

Speaking Rubric

	Comprehension	Pronunciation	Vocabulary	Fluency	Grammar
	2 POINTS	2 POINTS	2 POINTS	2 POINTS	2 POINTS
	Ability to understand the Target language when spoken at a somewhat normal rate of speed, with only one repetition or rephrasing, if necessary.	Can be Understood in the Target language, but may make few or minor errors. Makes an effort to sound “native,” i.e., uses target language speech patterns, intonation, and phrasing	Uses excellent vocabulary with relative ease. Demonstrates increasing Knowledge of words and expressions.	Has a generally smooth flow, with self-correction and little hesitation.	Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor grammatical errors that do not interfere with communication
2	Can understand the Target language when spoken at a somewhat normal rate of speed, with more than one repetition or rephrasing.	Can be Understood in Target language, but may make one or two major errors and/or has some interference from English language speech sounds, patterns, and rules.	Uses vocabulary is just adequate respond. No attempt is made to use a variety of expressions. Generally understood, limited to very basic.	Speaks slowly, using hesitant or halting speech.	Uses a range of grammatical structures, but may make several grammatical errors that do not interfere with communication
1					

Source: Spontaneous conversation

Elaborated: Colcha (2020)

Table 20

Activity 4. Teachers' Notes

GREETINGS AND INTRODUCTIONS

SKILL: Speaking

SUB- SKILL:
Responding
and initiating



Figure 13: Greetings and Introductions

Source: : AMEI-WAECE 2016

OBJECTIVE

-To execute basic greetings & self-introductions in English.
-To associate kids to introduce themselves and greet people the first time they meet.

VOCABULARY

Greetings

TIME

35 Minutes

LEVEL

Elementary

GRAMMAR

Short answer

MATERIALS

School ground

INSTRUCTIONS

Divide the class into two groups of equal size.
Get the groups to form two circles, one inside the other.
The learners in the outer circle are A and those in the inner are B
Tell the pairs to introduce themselves to each and complete the information in the worksheet.
Get everyone in the outer circle to move a step to the right, so that they are facing a new partner.

Elaborated: Colcha (2020)

Activity 4 Student's Worksheet

CHARACTER INTERVIEW

Student: _____ Date: _____

Complete the conversation with the words in the box.

Good morning good bye hi sorry yes fine Nice to meet you too.
You are welcome thank you would you like do. Do you like....?



A: Hello, _____

_____.

B: Hi, _____

A _____

B _____

Possible answers:

Learner A: Hello, My name is What's your name?

Learner B:..... Nice to meet you.

Learner A: Nice to meet you too. --

Learner B: And where are you from?

Learner A.....And you?

Learner B: I'm from.....

Learner A: Do..... ?

Learner B: Yes, I

Learner A: Good ...

Learner B: Bye.

Speaking Rubric

Name:

Course: _

Table 21

Speaking Rubric

Greetings and Introductions		
OVERALL	-Demonstrates the ability initiate conversation and strong understanding Spanish vocabulary.	2 points
QUALITY	-Dialogue is well organized and flows like a natural conversation. Background is clearly related to the conversation.	1 point
PRONUNCIATION	- Express own feelings. -Conversation is recited with appropriate expression.No need for assistance or aids.	2 points
TEACHER COMMENTS		
Total Score		

Source: Torres Z.

Elaborated: Colcha (2020)

Table 22

Activity 5. Teachers's Notes

GUESS MY PROFESSION



Figure 14: Guess my profession
Source: Stock libre de derechos

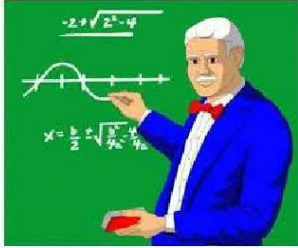




SKILL:	Speaking
SUB- SKILL:	Range of words and grammar
OBJECTIVE	To integrate connections to real-life situations
VOCABULARY	Professions and places
TIME	35 Minutes
STUDENT LEVEL	Elementary
GRAMMAR	Simple present
MATERIALS	Sheet of paper
INSTRUCTIONS	<ul style="list-style-type: none">-Work in groups-Choose one represent of each group that represent and participate in the performance.-Each student will choose a card with a picture that indicate a profession- Student read the phrase and add other tracks of his routine and what do you use.-Students should speak two minutes in front of the class.-Students in each group must guess.

Elaborated: Colcha (2020)

Activity 5 Student's Worksheet

Student: _____ **Date:** _____

Complete the tracks of his routine and what use. Speak two minute.

<p>Example: I wear a White uniform. I help people. I work at....? I drive a ___?</p> <p>Who are you?? I am a.....</p>	
	
	

POSSIBLE ANSWERS:

I wear a
 I have a
 I work 24 hours.....
 I help and..... When they are in danger
 In the morning, I.....

Speaking

Rubric Name: _____ Course: ____

Table 23

Speaking Rubric

G U E S S M Y P R O F E S S I O N		
OVERALL	- Ability to understand the target language when spoken at a somewhat normal rate of speed, with only one repetition or rephrasing, if necessary.	2 points
QUALITY	- Students use their creativity and make funny gestures. at the end of his performance he uses his imagination to show the carácter	1 point
PRONUNCIATION	- Can be understood in target language, but may make one or two major errors and/or has some interference from English language speech sounds, patterns, and rules.	2 points
TEACHER COMMENTS		
	Total Score	

Source: Sample Assessment
Elaborated: Colcha (2020)

Table 24

Activity 6. Teachers's Notes

"CARDS"

SKILL:
SUB- SKILL:



Figure 15: Cards

Source: AMEI-WAECE 2016

OBJECTIVE	To convince the development of oral expression without fear
VOCABULARY	Adjectives
TIME	35 Minutes
LEVEL	Elementary
GRAMMAR	Wh-questions and long answer
MATERIALS	Classroom, cards and sheet paper
INSTRUCTIONS	<p>In this activity, students should form groups of four. Each suit will represent a topic. For instance:</p> <ul style="list-style-type: none">• Diamonds: Earning money• Hearts: Love and relationships• Spades: An unforgettable memory• Clubs: Best teacher <p>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.</p> <p>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.</p>

Elaborated: Colcha (2020)

Activity 6 Student's Worksheet

Student: _____ **Date:** _____

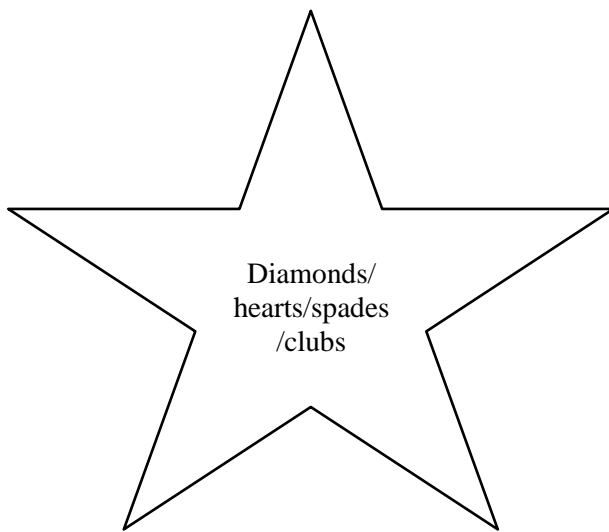
Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher



POSSIBLE QUESTIONS:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery?
- Would you like to be a millionaire person? Why?

POSSIBLE QUESTIONS:

For me it is /not important in my life because

Studying and working, you can

The lottery is a

Yes/no I like to be a millionaire person because.....

Speaking

Rubric Name: _____ **Course:** _____

Table 25

Speaking Rubric

	Comprehension	Pronunciation	Vocabulary	Fluency	Grammar
	2 POINTS	2 POINTS	2 POINTS	2 POINTS	2 POINTS
2	Ability to understand the Target language when spoken at a somewhat normal rate of speed, with only one repetition or rephrasing, if necessary.	Can be Understood in the target language, but may make few or minor errors. Makes an effort to sound “native,” i.e., uses target language speech patterns, intonation, and phrasing	Uses excellent vocabulary with relative ease. Demonstrates increasing Knowledge of words and expressions.	Has a generally smooth flow, with self-correction and little hesitation.	Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor grammatical errors that do not interfere with communication
1	Can understand the Target language when spoken at a somewhat normal rate of speed, with more than one repetition or rephrasing.	Can be Understood in Target language, but may make one or two major errors and/or has some interference from English language speech sounds, patterns, and rules.	Uses vocabulary is just adequate to respond. No attempt is made to use a variety of expressions. Generally understood, limited to very basic.	Speaks slowly, using hesitant or halting speech.	Uses a range of grammatical structures, but may make several grammatical errors that do not interfere with communication

Source: Sample Assessment

Elaborated: Colcha (2020)

Table 26

Activity 7. Teachers' Notes

"DEBATE CARDS"

SKILL:
Speaking
SUB- SKILL:
Turn taking skill



Figure 16: Debate cards

Source: AMEI-WAECE 2016

OBJECTIVE	To evaluate effective critical thinking into primary issues in the given topic.
VOCABULARY	School, uniforms, food and sports
TIME	45 Minutes
LEVEL	Elementary
GRAMMAR	Simple present
MATERIALS	Classroom, cards and sheet paper
INSTRUCTIONS	Work in group You can cut these out and mix them up. Each student picks one and then has to run around the classroom to find his or her partner. When they have found their partner, they sit down and get a minute to prepare for the debate
	RULES: Respect opinions Wait for your turn to express yourself The moderator should also inform the participants what are the other rules that must be followed. How not to shout, do not interrupt or insult. I think the important thing is that you like what you do


Elaborated: Colcha (2020)

Activity 7 Student's Worksheet


Student: _____ Date: _____

1. Choose one card and find your partner of the same picture and prepare for the debate. Use these expressions (I agree, in my opinion, well I feel that, disagree, so finally we...")


You think that all children should wear school uniforms while at school.



You think that school uniforms should not be compulsory.



You think that it is necessary to have meat in a person's diet.



You think that it is not necessary to have meat in a person's diet.



You think that cats make better pets.




You think that dogs make better pets.



You think that sport is more important than art.



You think that art is more important than sports.



POSSIBLE ANSWERS:

Student A: I think that sport is more important than art because.....

Student B: I disagree with you. In my opinion the art because.....

Moderator: Thank you for your assistance to this student debate about a personality issue in which we give our personality opinions

Speaking Rubric Name: _____ **Course:** _____

Table 27

Speaking Rubric

	Comprehension	Pronunciation	Vocabulary	Fluency	Grammar
	2 POINTS	2 POINTS	2 POINTS	2 POINTS	2 POINTS
2	Ability to understand the target language when spoken at a somewhat normal rate of speed, with only one repetition or rephrasing, if necessary.	Can be understood in the target language, but may make few or minor errors. Makes an effort to sound “native,” i.e., uses target language speech patterns, intonation, and phrasing	Uses excellent vocabulary with relative ease. Demonstrates increasing knowledge of words and expressions.	Has a generally smooth flow, with self-correction and little hesitation.	Demonstrates good use of grammatical structures. Makes no grammatical errors, or a few minor grammatical errors that do not interfere with communication
1	Can understand the Target language when spoken at a somewhat normal rate of speed, with more than one repetition or rephrasing.	Can be understood in Target language, but may make one or two major errors and/or has some interference from English language speech sounds, patterns, and rules.	Uses vocabulary is just adequate respond. No attempt is made to use a variety of expressions. Generally understood, limited to very basic.	Speaks slowly, using hesitant or halting speech.	Uses a range of grammatical structures, but may make several grammatical errors that do not interfere with communication

Source: Sample Assessment
Elaborated: Colcha (2020)

4.6 Conclusions and recommendations

4.6.1 Conclusions

The present research has started from the problem of the in Speaking skills in class and with this research apply the use of communicative strategies in sixth grade at “Unidad Educativa Particular Suiza” to develop a good environment at the moment to speak. It was planned as the main objective to determine the influence of the communicative strategies on the speaking skill, starting from the two variables (The communicative strategies and their influence on the speaking skill). The theoretical references express that the strategies stimulate communication, creativity, feelings, and increase concentration in an English class in students. As previously stated, communication is a means of oral expression and this is manifested through research methods and instruments. In turn, the student finds a friend in the teacher, support that he turns to when there are doubts. Communication is a reciprocal dialogue between teaching a new language and strategies that can make the student more participatory. In the fieldwork, it was possible to know that some teachers did know the subject of communication strategies but, on occasions, did not apply it as it would be advisable, since they do it when they agree, preventing children from interacting with nature.

Likewise, when the activities were carried out by the teacher applying these new strategies, it was something new for the students and they gave more interest to the subject. The lack of interest of the students was evident. To face the solution of the problem, a methodological guide was prepared that favored the development of speaking skills, through the communicative strategies.

It should be remembered that the guide contains fun and innovative activities to work with students, using different teaching materials to motivate creating and imagining. The director of the institution from the first moment was very kind and expressed great interest in learning about the subject and also her gratitude for wanting to implement a methodological guide that is helpful to her teachers. Finally, it is essential that the activities to be carried out with the children be motivated with background music, innovative, with didactic materials that promote the interest and curiosity of the child for wanting to do it over and over again, thereby promoting the development of creativity through communication strategy.

4.6.2 Recommendations

The following recommendations are:

- It is recommended that the use of strategies to develop speech at this level be taken as a daily practice between teachers and students in classroom since it is the basic level where competencies for good oral expression in public are consolidated. Practicing, singing and listening to things in English will make the student less fear when speaking in class, participate more in class, interact with other people and in the future it will serve for common goods.
- The proposal can serve as a model for the development of new designs by teachers that want better the environment of their students framed in similar activities, new instruments and new methodologies that arouse interest in children in English language learning especially the methodology and the form of application. To whom it can go direct, and under what conditions to apply it.
- For the Educational Institution "Unidad Educativa Particular Suiza" it is recommended to teach this second language can strengthen their teaching systems as well as their strategies that tend to improve the development of pedagogical processes improve and expand the development possibilities of these students at your level of study and professional life also to continue help to students improve their educational quality and improve learning processes through flexible and innovative pedagogies not only for the students but also the teacher. This in turn makes the institution perform better academically at a high level in the area of English.

Bibliography

- Arias, F. (2012). *El proyecto de investigación. Introducción a la metodología científica*. Caracas - Venezuela: Epísteme.
- Awad, A. (2017). *The influence of think - Pair Share (TPS) on improving student's oral communication Skills in EFL Classrooms*. Palestine: Scientific research publishing.
- Bilbrough, N. (2013). *Dialogue activities*. United Kingdom: Cambrigde. Brice, A. (2015). *Multilingual Language Development*. *International Encyclopedia of the Social & Behavioral Sciences*.
- Business Dictionary. (2020, march 24). Retrieved from <http://www.businessdictionary.com/definition/strategy.html>
- Cantón, M. I., & Pérez, B. E. (2017). Oral Competence in English at the end of Primary Education. *Porta Linguarum*, 28, Junio, 37-48.
- Domyei, Z. (1997). Communication strategies in a second language: definitions and taxonomies. *Language Learning*.
- FAO. (2015). Capacity development. Retrieved from <http://www.fao.org/3/a-i4707e.pdf>
- FatemehHemmati, & Gharbavi, A. (2014). *Communication Strategies*. *International Journal of English and Education*.
- Gani, S. F., & Rizaldy, H. (2015). *Students' Learning Strategies for Developing Speaking Ability*. Retrieved from https://www.academia.edu/27037859/Students_Learning_Strategies_for_Developing_Speaking_Ability
- Guillén, P. (2018). *Análisis cualitativo del discurso formal de hablantes de ELE en un aula universitaria: Nuevas propuestas*. Barcelona: Universitat de Barcelona.
- Hong, Z., & Kortner, A. N. (2020, Abril). *Oral Language Development across the Curriculum, K-12*. *ERIC Digest*. Retrieved from <https://www.ericdigests.org/1996-3/oral.htm>
- Hosni, A. (2014). *Speaking Difficulties Encountered by Young EFL Learners*. Kayi, H. (2006). Retrieved from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>

- Khemlani, D. M. (2019). The Teaching of communicative strategies and intercultural awareness - core components for effective communication. *The English Teacher* Vol XXVIII June, 1-7.
- Lackman, k. (2010). *Teaching Speaking Sub-skills: Activities for Improving Speaking*. Educational Consultants. Retrieved from http://www.kenlackman.com/files/speakingsubskillshandout13poland_2_.pdf
- Lin, G. H. (2017). A case study of seven Taiwanese English as a foreign language freshman non-English majors' perceptions about learning five communication strategies.
- Lucas, I. (2018). *The use the communicative context in the oral expression*. Universidad de Guayaquil, Escuela de lenguas y lingustica. Guayaquil: Universidad de Guayaquil. Retrieved from <http://repositorio.ug.edu.ec/bitstream/redug/41236/1/BFILO-PLL-19P006%20SAN%20LUCAS%20Cabrera.pdf>
- Lewis, S. (2011). Are communication strategies teachable? *Encuentro*, 3.
- MaryAnn Cunningham Florez. (June 1999). Retrieved from http://www.cal.org/caela/esl_resources/digests/Speak.html.
- Novalino, S. (2020). *Communication Skills in a Foreign Language: Achieve Fluency by Solving Tasks*. Retrieved from <https://www.fluentsimple.com/communication-skills-foreign-language/>
- oposinet. (2015). Retrieved from <https://www.oposinet.com/temario-primaria-ingles/temario-2-educacion-primaria-ingles/topic-3-development-of-language-skills-listening-speaking-listening-and-writing-communicative-competence-in-english/>
- Pickering, M. J., & Garrod, S. (2013). An integrated theory of language production and comprehension. *Behavioral and brain sciences*. Retrieved from <http://www.isir.upmc.fr/files/2013ACLI3918.pdf>
- Plúas, A. (2013). *Communicative language Teaching (CLT) activities for Encouraging an improvement in the student's oral expression from 1 course section A- F AT "Eloy Alfaro" high school Academic year 2013-2014*. Guayaquil: Universidad Laica Vicente Rocafuerte. Retrieved from <http://repositorio.ulvr.edu.ec/bitstream/44000/926/1/T-ULVR-1005.pdf>

- Ramadan, M. (2019). Basic Ideas and Techniques for Teaching the Four Language Skills. Retrieved from <https://eltguide.com/basic-ideas-and-techniques-for-teaching-the-four-language-skills/>
- Sadoughvanini, S., & Shamsudin, S. (2013). Communicative approach to language teaching and learning and efl context. *International Journal of English Language and literature Studies*, 2(1). Retrieved from https://www.academia.edu/5781816/Communicative_Approach_to_Language_Teaching_and_Learning_and_EFL_Context
- Thornbury, S. (2009). *How to teach speaking*.

ANNEXES

Annex 1 Interview format for teachers



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL FACULTAD DE EDUCACIÓN CARRERA DE INGLÉS

Teacher's Interview Interviewer's name: _____ School: _____

Date: _____

Instruction: This 15-minute interview aims to obtain real and valuable information from the English teacher about the problem of lack of oral communication skills in sixth grade students at a school.

1. Do you develop activities that promote oral expression?
2. Does the poor application of communication strategies affect the low performance of students?
3. Do you think as a teacher that the development of communication strategies works as an innovative teaching resource in your classes?
4. Do you think you should use a communication plan so that resources improve in the development of oral expression?

Annex 2 Survey to students



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL FACULTAD DE EDUCACIÓN CARRERA DE INGLÉS SURVEY TO STUDENTS

OBJECTIVE: To know the level of development of the oral expression of English to evaluate the students of the sixth year EBG.

	CONTENT OF THE QUESTION	always	Almost always	sometimes	Never
1	Do you know if the teacher evaluates your oral participation in English?				
2	Do you know if your teacher evaluates the oral expression at the end of each unit?				
3	In the English class, do you get motivated to participate through Activities where you can communicate with your classmates?				
4	Do you think that your teacher pays more attention to learning the grammatical content of the language instead of using it?				
5	Do you consider that the contents of the English language you learn are more theoretical than practical?				
6	Does your teacher use Communication strategies in class development?				
7	Do you think that the activities carried out in class by the teacher help improve oral expression?				

Annex 3 Speaking Pre-test

Objective: To get information related to useful activities through the use of communicative strategies to increase the speaking skill in 6th grade students.

First look the following picture and put the number in order. Then, tell the story according you criterion. (Use present simple tense)



Figure 17. Pre-Test

Source: *Mírame y aprenderás* n.d.

POSSIBLE ANSWERS: She gets up at 8:00 am. She usually.....

Speaking Pre-test

Descriptive drawing activity

Pair up the students and give each student a picture, placing it face down so partners cannot see each other's cards. They must describe the picture for their partner to draw. (Use prepositions)



Figure 18. Pre-Test
Source: Turbosquid

Possible answers: There is / are _____ on the table.

Annex 4 Speaking Post-Test

Objective: To get information related to useful activities through the use of communicative strategies to increase the speaking skill in 6th grade students.

First look the following picture and put the number in order. Then, tell the story according you criterion. (Use present simple tense)



Figure 19. Post-Test
Source: *Mírame y aprenderás* n.d.

POSSIBLE ANSWERS: She gets up at 8:00 am. She usually.....

Speaking Post-test

Descriptive drawing activity

Pair up the students and give each student a picture, placing it face down so partners cannot see each other's cards. They must describe the picture for their partner to draw. (Use prepositions)



Figure 20. Post-Test
Source: Turbosquid

Possible answers: There is / are _____ on the table.

Annex 5 Validation of the proposed project plan

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL



Validation of the proposed Project Plan

COMMUNICATIVE STRATEGIES ON SPEAKING SKILL IN STUDENTS OF SIXTH GRADE EGB AT "UNIDAD EDUCATIVA PARTICULAR SUIZA", SCHOOL YEAR 2019-2020

Rating Scale

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

Comments:

Most activities keep concordance with the methodology proposed.

Name:	<i>Jauell Mora</i>	<i>Jauell L Mora</i>
Occupation:	<i>University Professor/Administ.</i>	
Phone number	<i>0990536501</i>	

Author: Rosa Marlene Colcha Colcha



COMMUNICATIVE STRATEGIES AND THEIR INFLUENCE ON THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE EGB AT "UNIDAD EDUCATIVA PARTICULAR SUIZA", SCHOOL YEAR 2019-2020

Rating Scale

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

Comments: _____

Name:	<i>Norma Leinfora</i>	<i>Norma Leinfora</i>
Occupation:	<i>Coordinator</i>	
Phone number	<i>0443-42876</i>	

Author: Rosa Mariene Colcha Colcha



UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL
at a for the proposed Project Plan

**COMMUNICATIVE STRATEGIES AND THEIR INFLUENCE
ON THE SPEAKING SKILL IN STUDENTS OF SIXTH GRADE EGB AT
"UNIDAD EDUCATIVA PARTICULAR SUIZA", 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: It is interesting the proposal about use of communication strategies in students, to develop oral expression. In this way, students feel motivated by the interaction using English and achieving effective communication.

Name:	MsC. Carlos Iván Maigua Amaguaya	
Occupation:	DOCENTE ADMINISTRATIVO	
Phone number	0994295704	

Author: Rosa Mariene Colcha Colcha

Annex 6 Validation of the proposed project plan

OBJECTIVE: To obtain a high grade, students should be able to use structures and vocabulary taught in the units that he/she just

	Fluency	Pronunciation and accent	Vocabulary	Grammar	Details
5	Smooth and fluid speech; few to no hesitations; no attempts to search for words; volume is excellent.	Pronunciation is excellent; good effort at accent	Excellent control of language features; wide range of well-chosen vocabulary	Accuracy & variety of grammatical structures	Excellent level of description; additional details beyond the required
4	Smooth and fluid speech; few hesitations; a slight search for words; inaudible word or two.	Pronunciation is good; good effort at accent	Good language control; good range of relatively well-chosen vocabulary	Some errors in grammatical structures possibly caused by attempt to include a variety.	Good level of description; all required information included
3	Speech is relatively smooth; some hesitation and unevenness caused by rephrasing and searching for words; volume wavers.	Pronunciation is good; Some effort at accent, but is definitely non-native	Adequate language control; vocabulary range is lacking	Frequent grammatical errors that do not obscure meaning; little variety in structures	Adequate description; some additional details should be provided
2	Speech is frequently hesitant with some sentences left uncompleted; volume very soft.	Pronunciation is okay; No effort towards a native accent	Weak language control; basic vocabulary choice with some words clearly lacking	Frequent grammatical errors even in simple structures that at times obscure meaning.	Description lacks some critical details that make it difficult for the listener to understand
1	Speech is slow, hesitant & strained except for short memorized phrases; difficult to perceive continuity in speech; inaudible.	Pronunciation is lacking and hard to understand; No effort towards a native accent.	Weak language control; vocabulary that is used does not match the task	Frequent grammatical errors even in simple structures; meaning is obscured.	Description is so lacking that the listener cannot understand

Elaborated: Colcha (2020)



Figure 21. Pre-test: Descriptive drawing activity

Elaborated: Colcha (2020)



Figure 22. Didactic guide: Greetings and Introductions Activity

Elaborated: Colcha (2020)



Figure 23. Didactic guide: Guess my Profession Activity

Elaborated: Colcha (2020)



Figure 24. Didactic guide: Sequences Activity

Elaborated: Colcha (2020)