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ADMINISTRACION DE SISTEMAS EDUCATIVOS EN TEFL  
TEMA**

**SPEAKING STRATEGIES AND THEIR IMPORTANCE WITHIN THE ENGLISH  
LANGUAGE LEARNING PROCESS WITH 10<sup>TH</sup> GRADE STUDENTS AT ESCUELA  
DE EDUCACIÓN BÁSICA PARTICULAR “GALO PLAZA LASSO”, SCHOOL YEAR  
2020-2021**

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**RESUMEN**

One of the main problems with Ecuadorian high schools is that they do not focus properly in the speaking skill and this can cause a lack motivation in the language. Furthermore, Students often

find this skill frustrating or boring and their general language proficiency is affected in low academic terms because teachers might avoid it due to time shortages in their schedule, large group of students or they do not know how to teach speaking in an interesting and appealing way for their students. the purpose of this project is to assess if the innovative oral strategies can improve both the speaking skill and their language learning process in their students. a descriptive research was applied because general data was needed in order to find the causes of the problem and applied research due to that it can be used in particular group of people and can create actionable information in order to create a possible solution of this problem. Qualitative and quantitative approach has been applied with the intention to collect and analyze information by applying the observation technique, a survey for students and interview for teachers. The results of the observation technique show us that students demonstrated low performance in speaking and a lack of engagement inside the class within the activities of the teacher. Nevertheless, after the strategies were properly used according to the authors assistance and guidance, students find interesting the teacher classes and great understanding of the language with promising results. Hence, it is essential that teachers are in constant evaluation in their teaching performance by their English coordinators if they want their students to success in the language and become bilinguals.

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Jonathan David Alava Varas

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I dedicate this research project to my parents who are the source of my inspiration for the creation and development of this research work. My mom who is proud of me because she saw the effort and hard work that I put during the creation of this project, my father because he taught me determination and discipline to accomplish any goal of my life and my brother who give me information and assistance.

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Jean Jayro Segovia Muñoz

## **DEDICATION**

This research project is dedicated to:

- Victor Segovia (Dad)
- Gloria Muñoz (Mom)
- Kelly Segovia (Sister)

Thank you so much for all your love and support, everything I am and everything I will ever be is because of you.

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# CHAPTER I

## THE RESEARCH PROBLEM

### Study Approach

#### Background of the problem

Nowadays in today's education around the globe, the efficient learning of English has become more important than ever thanks to globalization. In South America there is a lack of interest when it comes to practice the English language due to the fact that there are no many places outside their classrooms where they can use this language. In Ecuador the reality is far worse than its neighbor's countries because of the low performance of their English teachers in international proficiency exams which has made students have an overall insufficient develop of the four skills: listening, writing, reading and speaking. The last one is one of the hardest to achieve thanks to teachers that are not prepare enough to use the correct strategies when practicing speaking.

In private schools in Guayaquil, there are many students who do not learn and practice speaking with inappropriate strategies because they are not prepared to learn this important skill when they get enrolled in their schools. Students should be aware about the importance of learning and practicing speaking in the classroom, because speaking proficiency will improve in a remarkable way. Nevertheless, there are some schools that cannot put in practice any speaking strategies because their teachers still continue to follow the traditional way of building knowledge in which students are just only mere listeners.

Escuela de educación básica particular "Galo Plaza Lasso" is a private institución located at Guayaquil city. In 10<sup>th</sup> grade, there are 14 students who receive English as a second language



and there are 2 English teachers who work there. Speaking is rarely being taught in the schedule of the teachers. It has been observed that these students have difficulties to express their ideas correctly and have a poor performance in their overall development of the language. Students feel bored, show low engagement in the subject and cannot identify the main idea in conversation of various topics, probably due to learning by repeating or copying which are outdated learning strategies.

Most of the teachers should apply speaking strategies in order to make students see the significance of this language. According to Forbes and Fisher (2015) the use of appropriate speaking strategies can have a positive impact on pupils' confidence and proficiency in the language. From this point of view, we could suggest that the speaking strategies of this research will show satisfactory results for the English coordinator and teachers of "Galo Plaza Lasso" school.

The purpose of this project is that students can improve their language learning process efficiently through speaking strategies which will be used by the teacher in the corresponding pedagogical hours. In addition, students would reinforce their speaking skills such as fluency, accuracy and pronunciation. This research will be based on the assessment of bibliographical sources. By using the observation technique and others research tools such as questionnaires and surveys, it should not be difficult to identify the student's main problems while they are learning the language and practicing oral production.

After collecting the data, the authors consider the idea of the elaboration of some speaking strategies that may help to develop the students' knowledge about English and optimize their

speaking performance and oral production. Furthermore, these strategies will make students improve their academic scores and improve their attitude toward the subject.

The institution in which this project was carried out was chosen because of the accessibility approved by the authorities of the institution, with the intention of determining the impact of speaking strategies to improve the English language learning process of 10th grade students. This school was founded 49 years ago in the northern part of the city on 6<sup>th</sup> avenue and 3<sup>rd</sup> street in Mapasingue Oeste. It offers a quality education based on the constructivism model as student's structure cognitive functions.

### **Statement of the problem**

What is the importance of speaking strategies within the English language learning process with 10th grade students at Escuela de Educación Básica particular “Galo Plaza Lasso”, school year 2020-2021?

### **Systematization of the problem**

- How frequent are speaking strategies used in a common English class?
- How does speaking skill help students to enhance English?
- What are the benefits of meaningful speaking activities?
- Which strategies are suitable to help students to improve their oral production?
- What theories support the importance of speaking strategies in the English language learning process?
- What kind of exercises does The English learning process develop, reinforce, and evaluate?

- How useful is it for both teachers and students to master the speaking skill in the language learning process?
- What are the most important pedagogical aspects to be considered in the selection of speaking resources?
- What are the common difficulties that students show in the English language learning process when practicing speaking sub skills?
- What are the principal factors affecting the English language learning process?

### **Objectives; Broad and Specific**

To determine the impact of speaking strategies in the English language learning process with 10th grade students at Escuela de Educación Básica Particular “Galo Plaza Lasso”, school year 2020-2021.

#### *Specific objective*

- **To determine** the theoretical foundations about speaking strategy relevance in the process of learning English.
- **To identify** the importance of speaking strategies in the learning English process through techniques and instruments of investigation.
- **To design** a didactic guide to develop speaking strategies to learn English for 10th grade students.

### **Research Justification**

This project originates from the student’s awareness about studying English as foreign language. They have difficulties when they are learning this language. Furthermore, they are likely

to not show any interest on it due to traditional strategies apply by the teachers in order to foment their language learning process in various skills such as listening by dictation or writing through translation which disrupt them to say what they feel and talk naturally.

The current research work is important because it allows students to understand and put in practice the foreign language they are learning with the assistance and guidance of the teacher. It is also essential, because it can allow teachers to find out problems in the learning process. In addition, through the application of speaking strategies, students will demonstrate more engagement, enthusiasm and interest than using previous traditional methods or strategies. They would also be intrinsically motivated if the teacher applies the right strategy to use with each one of them.

It is meaningful to expose the impact of speaking strategies in the English language learning process. Prabawa (2016) author of an English book in education, proved that the use of appropriate strategies can help students to foster their language learning process and improve their speaking skill. She also stated that students should analyze the strategies and the teacher should choose which of them is needed for each student in order to give a better learning process so students can work at their own pace.

In addition, this research has social relevance because speaking is vital for communication, sharing information feelings or thoughts among people. Speaking English and having greater knowledge of the language is what today's society is demanding for tomorrows professionals. Eventually, students must keep learning English by using this skill, in the form of debates, group discussions, surveys, among others. One way to achieve this is by using speaking strategies in the classroom with the assistance of the English teacher who has the responsibility to apply the correct

strategies properly in order to give students motivation and confidence. Another reason, this study has social relevance is that students show how difficult is to speak and learn the language, which is a fear that should be overcome.

The beneficiaries of this study are the students who have the opportunity to discover different ways to speak and enhance this skill, one of the benefits is that teachers would feel less stressful when it comes to identify the student's main struggles to learn English and have more pedagogical tools in their hands, and the institution is also benefited, because students would get better scores and they could achieve their objectives will give the institution recognition by completing the English curriculum for the current academic year.

The proposal of this project is the elaboration of a speaking strategies guide and how to apply them in order to help to develop students' knowledge and understanding of the language in students of Escuela de Educación Básica Particular "Galo Plaza Lasso"

### **Scope and Delimitation of the study**

In order to make teachers aware that their current strategies are not the most helpful when it comes to teach English lessons. The authors have given a pre-test and post-test to assess their effectiveness when learning and using speaking sub skills. The study was carried out during this current school year. In addition, it was applied to a total of 14 students.

**Responsible Unit:** Universidad Laica Vicente Rocafuerte de Guayaquil

**Responsible Person:** Jonathan David Alava Varas & Jean Jayro Segovia Muñoz

**Field:** Education

**Area:** Teaching English as a Foreign Language

**Population:** Students from tenth basic education year at Galo Plaza Lasso

**Period of execution:** 2020 – 2021

### **Idea to defend**

Speaking strategies impact positively on the English language learning process with 10th grade students at Escuela de Educación Básica Particular “Galo Plaza Lasso” school year 2020-2021.

### **Research lines**

The line of research in which this study was carried out is Teacher performance and professionalization, and the sub line is centered in Communicative skills in both students and teachers.

## CHAPTER II

### THE THEORETICAL FRAMEWORK

#### **Theoretical Framework Background**

The research works consulted about strategies in the field of English teaching and learning have been found in the repositories of the following universities: Universidad Técnica de Ambato, and Universidad Laica Vicente Rocafuerte de Guayaquil.

#### **Literature Review**

Guskaroska (2019) carried out a research called “ASR AS A TOOL FOR PROVIDING FEEDBACK FOR VOWEL PRONUNCIATION PRACTICE” from Iowa State University, in partial fulfillment of the requirements for the degree of Master of Arts.

This research has the objective to examine the mobile-assisted ASR dictation system which is used in voice dictation in smartphones for vowel pronunciation practice. The study was looking for three main aspects; pronunciation improvement, accuracy of recognition, and learners` attitude towards the use of the system. There were used pre and post-tests recordings transcribed by ten native listeners for the quantitative analysis. The qualitative analysis explored learner`s attitudes while using the ASR system. The results indicated that the group that used ASR system showed improvements in accuracy while the control group did not show any improvements.

The relation with this research is that current technologies can be used as efficient strategies to improve speaking in English learners. Simple devices like smartphones may help in the development and awareness of students` abilities and potentialities.

Marín (2017) worked on a research titled “DESIGNING AND IMPLEMENTING A PROJECT BASED LEARNING ORIENTED ENGLISH SYLLABUS TO HELP EIGHT GRADERS IMPROVE THEIR COMMUNICATIVE SKILLS AT A PUBLIC SCHOOL IN

MEDELLIN” from Universidad de Antioquia, Colombia. Prior to obtaining the Bachelor`s degree in Foreign languages.

The objective of this study was to implement a contextualized syllabus to improve communicative skills through the use of project-based learning with an action research methodology. This research considered motivation as a key factor to learn a foreign language as a consequence student can find a real purpose to study the new language. Students were asked about what they would like to do in the English class. The strategy after a consensus was the creation of a short video clip of a story in groups. The results showed that students improved communicative skills in speaking such as retelling a simple story, expressing simple ideas, and showed more confidence at speaking.

The relation with this work of research is that the strategy of listening to students at the time of planning or organizing activities can help students` motivation and speaking skills in the English class. Students can give important ideas and work together with teachers to create confidence to overcome the fear of speaking in public.

Guapi (2016) in a research titled “THE DEVELOPMENT OF SPEAKING SKILL THROUGH THE CLUBS OF CONVERSATIONS AS A STRATEGY WITH STUDENTS OF TERCERO DE BACHIDERATO “A” AT COLEGIO ACADEMIA MILITAR BERNARDO DÁVALOS LEÓN IN THE SCHOOL YEAR JULY 2015-FEBRUARY 2016” from Universidad Nacional de Chimborazo, Ecuador. Work presented as a requirement to obtain the Degree of bachelor in Education Sciences, English Teacher.

This research had the objective to implement clubs of conversations as a strategy to develop speaking. A quantitative method was used and the information was gathered by the use of a pre and post-tests to measure fluency and hesitation in communication. The use of this strategy helped



students significantly in changing interest, acquiring a better and clearer communication, and changing participation.

The relation with this research is clear, by implementing groups or clubs of conversation and role-play students are able to practice more and gain confidence at speaking. This can also be implemented as an extra class activity giving students the opportunity to practice outside their classrooms.

Arcos (2019) developed a study titled “PHONICS STRATEGY AND THE SPEAKING SKILL” from Universidad Técnica de Ambato, prior to obtaining the Bachelor`s degree in English Education.

This study has the objective to determine how speaking skills in students can be improved through teaching phonics strategies. This research has different approaches like correlational, documental, descriptive, field-setting, experimental, and pre-experimental. It was applied a pre and post-test with SPSS software using Wilcoxon Signed Rank. Results for this research showed an increased in vocabulary and pronunciation. It was also demonstrated that phonics as strategy improved interactive communication skills benefiting students in their pronunciation.

The similarity with this research is that phonics is a strategy to improve speaking skills and it can be incorporated among the group of strategies in this study. Both studies have the same goal which is to improve speaking skills in students.

Morales and Vélez (2018) worked on a research titled LANGUAGE TEACHING ACTIVITIES FOR THE DEVELOPMENT OF ENGLISH-SPEAKING SKILLS IN 6<sup>TH</sup> AND 7<sup>TH</sup> GRADE STUDENTS AT ESCUELA PARTICULAR “EL CRISOL” from Universidad Laica Vicente Rocafuerte de Guayaquil, Ecuador. Prior to obtaining the Bachelor`s degree in English Education and Educational Systems Administration.

In this research the goal was to determine if the Communicative Language Teaching activities (CLT) were able to help English speaking. The methodology employed was field research where a problem related to students was detected in order to give it a solution. A pre-test was applied to evaluate the level of English speaking together with an observation sheet used on teachers and a survey to students. After data was collected CLT activities were applied using a Presentation-Practice-Production model. The research conclusions demonstrated that CLT activities helped students with oral production. Teachers and students showed enthusiasm at working with researchers and by the CLT activities included.

The research carried out by Morales and Vélez (2018) represent an important start point for this research because of the methodology employed. The CLT is a wide approach that can include a wide range of activities and even other methodologies and if well applied can be very useful for the development of speaking skills of which we will develop further in this research.

## **Literature Review**

### **Communicative Competence**

Communicative competence requires an adequate level of communication skills for the individual to function in a particular environment. This function does not require a total mastery of communication, as Naiman, Frohlich, Stern, and Todesco (1978, as cited in Light, 1989) stated a total mastery of a language is not frequently achieved even for native speakers of the language; consequently, this is an unrealistic goal in second language teaching. For a second language, student is more desirable to deal with the communicative demands of the environment by developing adequate skills. For some individuals, a certain level of proficiency is necessary in certain contexts and if they don't achieve some minimum level, they won't be able to cover their communication needs.

The complexity of communication is due to this process rest upon various types of knowledge and skills. For the students to have effective communication they need grammatical, linguistic, and strategic competence. Linguistic competence is related to the linguistic code (Phonology, morphology, and semantic) and its mastery. Sociolinguistic competence is the knowledge of social rules related to language. Finally, strategic competence is the user's resources applied in the best way possible in case they lack mastery in the case of a second language (Light, 1989).

### **Language Skills**

Language teaching has identified four skills for a long period of time. For more than eight decades of research and practice, researchers and teachers have divided language teaching into four categories. Listening, speaking, reading, and writing are the traditional “four skills” that are commonly reflected in the curricula and textbooks around the world. Listening and reading are considered receptive skills and speaking and writing productive skills. In language there are more modes of communication, like for example nonverbal, and graphic art but in the world of teaching languages, the division into the four skills has shown usefulness for students as they are able to “discover the differences and interrelationships among these four primary modes of performance” (Brown, 2001, p 232).

### ***Speaking Skills***

Skill is “the ability to do something well, especially because you have learned and practice it” (Longman, 2006). It can be also defined by the guidelines of the ACFTL (2012) as the tasks students can do at each level including the context, the accuracy, and the discourse types associated with the assignments on the different levels.

### ***Fluency and Accuracy***

The debate between fluency and accuracy has been a long issue over the years. Every day teachers are facing this problem and have to choose or prioritize among one or the other depending on the activity or content. It is not an easy task to establish equilibrium among them. On one side, accuracy involves an articulated, clear, grammatically, and phonologically correct language, and on the other side, a natural fluent language. Some attempts have been made to turn away from accuracy with the natural approach but the results produced fluent but scarce comprehensible language. At the end, both are an integral part of language performance and cannot be prioritized one after the other (Brown, 2001).

### ***-Fluency***

For the British Council (2020) “Fluency is the flow and efficiency in which you express your ideas, particularly when speaking.” Fluency is necessary outside academic environments because native speakers can understand second language learners and students will be able to socialize better. For academic purposes, fluency is required to perform in oral debates or presentations. Speakers must express themselves in a smooth and clear way without pauses or hesitations. This good performance allows speakers to prove their point and explain their topic.

“Fluency is the ability to keep going when speaking spontaneously” Gowver et al. (1995, as cited in Dishari, 2013). The most important aim to achieve fluency is to let students to participate and talk during class. For this aim, teachers may decrease their talking time during the class and give students more opportunities to talk. Making corrections during the class is not advisable because it can interrupt the flow of speaking and ideas and it would be difficult for students to start again after an interruption like this. For this reason, teachers may give clear guidance and instructions to students to avoid interruptions (Dishari, 2013).

Poor fluency is characterized by some main features that can be observed and assessed and those are false starts, slow speed rate, and pauses that break clausal and phrasal boundaries (Gorsuch, 2011). There are two approaches to define fluency, the first is based on semantic density, sociolinguistic appropriateness, and the use of the language creatively. This can be considered a definition of fluency in the broad sense Koppenen & Riggensbach (2000, as cited in Gorsuch, 2011). On the other hand, fluency is defined as oral delivery in terms of speed and smoothness Lennon (2000, as cited in Gorsuch, 2011).

### ***-Accuracy***

Accuracy is the ability to punctuation, grammar, vocabulary, articles, prepositions, and verbs forms (past tense, present tense, and future tense). To be a proficient speaker of English accuracy and fluency are necessary, accuracy is also connected with written language for assignments like essays and lab reports. One way to improve accuracy is by reading on a daily basis, students can read any kind of materials like newspapers magazines, and novels and in this manner to absorb the grammar and punctuation rules and subtleties of the language (British Council, 2020).

Accuracy is judged in practice and in the setting rather than for a theory because familiarity and trustworthiness of language is the main objective of Task Based Language Teaching (TBLT) and communicative language its the main tool for students and teachers to learn English together instead of being the teacher the center of the process (Nasri, Namaziandost, & Akbari, 2019). Speaking accuracy in some methodologies is not taking into account and sometimes is not considered important for teachers especially in the task-based approach. This is a miscalculation because developing high levels of accuracy in grammar, pronunciation, and vocabulary is paramount in any language learning program Namaziandost et al (2019, as cited in Nasri, 2019).

## ***Pronunciation***

In spoken language, pronunciation is the ability to correct the intonation, stress, and rhythm of words. Pronunciation can change depending on several factors like geography, economic status, age, and education. Other factors like speech or voice disorder or ethnic group may play a role as well. Generally, pronunciation is associated with words and not with individual sounds as in articulation. The syllable is the phonological building block of a word and is the unit of organization of speech sound. A word with a simple syllable is called monosyllable and with two syllables disyllable and then trisyllabic, and finally polysyllabic with more than three. The speaker recognizes the syllables and composes the word by applying stress on the right syllable (Boundles Learning, 2020).

The way the speaker makes the sound of a word is called pronunciation. When the speaker pushes the air from their lungs passing through the throat, vocal cords, tongue, teeth, and lips, sounds are made and this constitutes part of the pronunciation process. To make the process of pronunciation the speaker must control the air flow and the muscle involved in the act. Pronunciation not only means to create correct vowels and consonant sounds, there are other aspects like; word stress, sentence stress, linking, and intonation (English Club, 2020)

## ***Vocabulary***

Vocabulary in an EFL context is basically the words introduced and explained by the teacher that is taught in a foreign language. Vocabulary should be introduced in a context which is why in language learning is more appropriate to refer to this kind of new vocabulary as “items” and not just “words”. Vocabulary involves several aspects like; grammar, collocation, meaning, and word formation. For a student to learn a new word they must know the sound or how to pronounce it and the form which is the spelling. Grammar is important because by knowing the

rules the speaker knows the words can change or be combined in a sentence level. In this way, the speaker knows how to use it in certain situations and grammatical contexts (Flohr, 2008).

### ***Grammar***

The assessment of grammar in children starts with oral language and then it changes to writing assignments. Grammar can be approached from different points of view; First, as accuracy when adults express that a given child is speaking without errors or when they say that the children understood what is said to him. Another more complex definition of grammar is the one given by Bachman and Palmer (1996, as cited in Mackay, 2006) as they define grammatical knowledge as the compound of several elements like; vocabulary, syntax, and phonology/ graphology. In this case, syntax refers to the features of the syntactic structure of a given task. Third, grammar can be defined based on language use including organizational knowledge, pragmatic knowledge, and sociolinguistic knowledge. Fourth, grammar as Purpura (2004, as cited in Mackay, 2006) defined grammar from a broader perspective, grammar is conceived with a notion of conveyance of meaning, it means the subject understand or produce precise and contextually meaningful grammatical utterances. The grammatical adequate level can be demonstrated at the sentence and discourse level.

In the case of assessing progress in young learners in the knowledge of grammar, teachers must observe the knowledge of grammatical forms at the sentence and discourse level. At sentence levels with elements like prosodic forms, stress and intonation, affixes, voice, and word order. The discourse level can be assessed by the correct use of logical connectors, personal and demonstrative references, information management (emphatic “do”), and interactional forms like “oh”, “ah”, and finally repairs and fillers (Mackay, 2006).

## **Teaching and Learning Strategies**

The study of Language Learning Strategies (LLS) developed from the 1970s started with the studies of “Good Language Learners” where it was demonstrated that one of the relevant characteristics of outstanding students was the use of language strategies (Mat, 2013). The idea of the study was that strategies could be transferred to less successful learners in order to improve their performance. After these attempts, many researchers have focused on the use of strategies to improve learning language proficiency. In the next decade (1980s) the awareness on the use of LLS triggered what was called the “Explosion of activity” which brought a wave of research on LLS Skehan (1989, as cited in Mat, 2013).

In the beginning, LLS had not a solid theoretical framework in which to be developed. The Cognitive Learning Theory was used as a theoretical frame for researchers in the field because for them, a learning strategy is very similar to a cognitive process based on the way students obtain, save and recall information when learning (Anderson, 1983,1985, as cited in Mat, 2013). Due to the lack of a solid theory frame in the field of LLS there is some confusion in the definition of what is a second language strategy. The consequence of this lack of clarity is that there is no consensus in definitions and hierarchic in the subject of second language strategies and the result is a debate among researchers (Mat, 2013).

### ***Speaking Strategies***

For Longman Dictionary (2006), Strategies are “a planned series of actions for achieving something...” and in another entry strategies can be understood as “skillful planning in general” p 1528.

Speaking is the most difficult and challenging activity for beginners’ students in general. Strategies are used in common daily life, from storing events in our memory to learn how to speak



our native language. Parents and people teach us from birth how to speak by repeating words during day and night and this becomes a strategy in itself. The strategy of repetition and association is used by our parents to teach us the first words like mom and dad. That's why strategies become paramount during the learning process of a language. In the case of a foreign language, students use different strategies if these work for them and are effective with clear results (May, Quijano, & Ferrer, 2014).

The more students learn the more numerous strategies they use. But for others, learning a foreign language is not that easy and in these cases the role of teachers becomes essential. For Bygate (1987, as cited in May et al., 2014) one of the basic problems is to prepare students to use the language and this becomes a challenge for teachers because speaking is the most common way to use the language.

An important factor to teach productive skills is the way students are organized and how they react to this organization. In this way teachers can implement strategies based on a model for teaching a productive skill like speaking. The basic methodologies based on the teacher arrangement of the classroom dynamics are *Lead-in* stage, where the teacher asks students about a topic or certain experiences they have had in general. In this way, teachers engage students with a topic. The second methodology is when a teacher *sets the task* demonstrating the activity and organizing the classroom and students (Individual work, pair-work, groups). The teacher shows the dynamic by participating in a group or with another student and the rest of the class sees the action. Finally, the teacher monitors the activity and helps students (Nuraeni, 2019).

### ***Tasks Involving Speaking***

Some activities or tasks are designed or helpful to develop speaking skills and to be assessed for summative or formative purposes. For this purpose, McKay (2006) proposed a series of tasks that can be adapted to assess and to practice speaking skills.

#### ***News telling***

In this kind of activity, students tell other partners what they have done recently. Usually, the content may be related to daily routines or special events. Teachers can divide the classroom into small groups or one student can tell the story to the whole class. This activity allows instructors to assess students' ability to share information with their partners with adequate detail. Besides when teachers work with groups, they can observe performance while moving around groups.

#### ***Storytelling***

This activity consists of illustrations to cut away and laminated into a book. The idea is to show all illustrations at once and then the teacher can make questions about the story. If students tell the story using one picture at a time, they would not be able to grasp the meaning and the story as a whole. It is also important that students know the story beforehand in previous sessions to know the basic vocabulary and language.

#### ***Picture talks***

In this task, students describe a picture with a few minutes for the student to think and describe each picture or illustration presented.

#### ***Categorization tasks***

Students will find the most relevant patterns and, in this way, they can practice descriptive and comparison language as well as academic talk, content, and abstract explanations. From a set of four pictures, students will choose the different one. The teacher will ask students to select the

one that does not belong to the group. The performance of the language and the age are factors to consider, for example, if the level of proficiency is low simple images like plants and animals may be used. With this activity, students can be assessed on language and content, becoming this a content-based assessment task.

### ***Oral presentations***

This kind of activity consists of children talking and about their own experiences without preparation or they can give a report of a final project they have been working on for some weeks. This task can be easier if students have objects like pictures or objects related to the subject, these will work as a support and add more resources to the presentation. It is advisable that adults may be available for help if students need it.

### ***Other speaking-only genres***

In this case, students will argue two sides of an argument in a debate, they describe an anecdote telling how to do it and describing people or places. In summary, students will be able to debate, tell an anecdote, describing a procedure, and make descriptions.

### ***Tasks Involving Speaking and Listening***

#### ***Question and answer tasks***

Mckay (2006) also proposed tasks that use short answers, usually with one word or short sentences answers. This kind of activity elicits vocabulary and formulaic expression and is designed for beginners. Short questions like “What’s your name?” or “How old are you?” would be used as a formulaic expression. Since short words and learned routines just work with memorized language, the question-and-answer task must go further by doing simple changes like; adding an element of surprise, increasing complexity, including new vocabulary, and supporting questions with other resources like pictures or objects.

### ***Oral interviews***

Oral interviews customarily involved a face-to-face interaction with a student to assess the student's ability to interact using listening and speaking skills. However, students can interact in groups where they prepare their own questions and answers. It is suggested to prepare a script for the interview with the stages (opening, middle, and closure) may be of convenience.

The introductory stage of an interview is also of value. Simple questions like "What's your name?" or "How old are you?" work as warming up activities that help students to relax and feel comfortable. Interviews depend on the level of proficiency and age. In general, for children, this task may be short.

Planning is a key factor for oral interviews, the language elicited needs to be enough to represent students' requirements. Deviations in planning may not be disturbing and must be expected. It does not mean that teachers may plan questions without a pattern. This kind of deviation from the planning is an opportunity for teachers to probe student's abilities further. Instructors have to adapt to student's needs and performance, therefore the awareness concerning this matter is necessary to some degree.

As Hughes (2003, as cited in McKay, 2006) stated, "fresh starts" are advisable to encourage participation. If it is possible a second tester should be available, this helper can observe and make decisions on the performance without being distracted in the interaction with students.

### ***Mini-dialogues and role plays***

These activities are useful to check students' rote learning. Dialogues and role-play assess students learning of routines. The limitation is that the activity does not tell us if the student is able to use the language in other contexts. For this reason, elements of surprise or unpredictability may be included in small proportions. If students have a beginner, they better use "slot-and-filler"

activities where they can fill one or two slots in the dialogue or role-play. This fixed language may seem mechanical, but for beginners, it gives them security and students can add some words and ideas gaining confidence.

For advanced learners, role plays would be useful and challenging. The technique of slot-and-filler may not fit here but instead a context is provided. For example, Student A is told some parameters like: “You want to go to the movies, but you have a lot of homework to do...” p205. In this way advanced students can use previous knowledge and construct with a wide degree of freedom its own structure by even improvising new situations.

There is a wide range of information-gap tasks that can be used. *Simple sequence or pattern making* consists of successive items in an array. In *matching pairs* students describe objects or pictures, one student describes the object and the partner matches the pair. In *assembly*, students assemble pictures or objects from a choice. In *location*, they choose and place items in relation to others. Also, by making *grids* students describe the position of objects in a grid. For young learners or teenagers locate places on a map is an option. Following the idea of a map, *route finding* which, consist of describing how to get from one place to another is an excellent exercise, in this case, the listener draws the route. Finally, the task of *spotting differences* where students describe the pictures of each other and identify the differences (Department of Australia, 1997, as cited in Mackay, 2006)

### ***Partner and group discussions***

The functions of language presented in this task are expressing an opinion, describing, and imagining among others. Students should be trained to take turns and listen to each other because this activity requires some previous training. The teacher`s task is to allocate turns for the students can develop the discussion in the best way possible. Some topics recommended being included in

this discussion are recounting experiences, describing and explaining, sharing likes and dislikes, expressing opinions, using imagination, and swapping stories and jokes.

### ***Theories that Support the Importance of Speaking Strategies***

Teaching speaking is related directly to the two dominant theories of language learning; the *cognitive psycholinguistic* theory and the *sociocultural theory*. The psycholinguistic asserts the cognitive and psycholinguistic processes of the learner. This theory gives place to the acquisition idea of learning that consists of the accumulation and storage of information. On the other hand, the sociocultural asserts that social synergy plays the most important role. This theory gives the idea of participating or taking part in something bigger, which is a sociocultural view. These two opposite views of learning make these two theories incompatible (Pakula, 2019).

In modern language teaching and learning practices, the idea of acquisition or accumulation is not popular enough because it is associated with the grammar-translation method that is old fashioned and counterproductive in its results. Conversely, in foreign language classrooms, the idea is to be able to communicate in meaningful ways and be effective with the use of language, not only in the classrooms but in the outside real-world. This does not mean that the sociocultural view takes away the acquisition of languages like lexis and rules but only that this is not the dominant factor of teachers and planners (Pakula, 2019).

### ***Oral Language Ability as a Theoretical Construct***

Bachman and Palmer created a model that describes oral interaction. This model provides researchers and teachers with a theory related to the features presented in the oral language in students. This framework includes the knowledge that the students need to face in real environments where active discourse occurs. The model may be considered in relation to the curriculum requirements and situations students interact in their target language (1966, as cited in

Mackay, 2006). The characteristics of oral language ability following the model of Bachman and Palmers are based on two main kinds of knowledge; Organizational Knowledge and Pragmatic knowledge.

*Organizational knowledge* is divided into grammatical knowledge which is children knowledge of vocabulary syntax and phonology. Young students need to improve syntax accuracy and knowledge of phonology, they need to understand others` pronunciation and intonation clearly and the differences in meaning that provide an intonation pattern. For example: You are going home now? -or You are going home know.

In Textual knowledge on the other hand, young learners need to speak in well organized and cohesive ways in conversations and in turns when speaking. The use of conjunctions, relative clauses and how to refer back to other parts of the sentence are part of this kind of knowledge. An example is the use of relative clauses like; “That is the house that my uncle lives in.”

*Pragmatic knowledge* is divided into functional knowledge and sociolinguistic knowledge. Functional knowledge is the student`s ability to use language in a different context or needs. For example, this knowledge is useful when students need to think about things, imagine things, learn, get what they want, and understand the purpose behind the language. In the context of a classroom, an expression like; “You can go outside if you want to do that again” must be identified for students as a wakeup call for students and not as a literal invitation.

*Sociolinguistic knowledge* is used when students know and use and understand the language conveniently and according to the context, they are in. A formal farewell to a teacher in a classroom “Goodbye” is better than use the expression “See ya” with the same teacher because this expression is better used with partners of the same age (Mackay, 2006).

## *Language Learning Process*

The language learning process has been studied for centuries but is in the twentieth century when this research took serious grounds. In the case of EFL and ESL serious research started after the 1970s onward. For the British Council (1978) and for some researchers like ACTFL (1975, as cited in the British Council, 1978) the research on learning strategies was in its beginning. The research into the language learning process was slow for those years because for serious research to take place it must base in external observation, large, and statistically valid results.

The task to evaluate the language learning process is a challenging activity because the material of this kind of research deals with the inner workings of the human mind and the subject is the only way to direct observation. One of the significant sources of primary data in the language learning process is our own introspection and what we think about ourselves as speakers, and then these inner aspects of data can be analyzed by more orthodox research methods. This inner observation although is not a valid modern scientific method cannot be ignored completely.

Finally, the procedure accepted was that time to examine the linguistic product of the learning process and then to discover what cognitive processes acted and in what particular form or sequence they appear Shumman (1971, as cited in British Council, 1978).

To understand the language learning process, it is necessary to know the nature of language. Language is a system formed by various subsystems; the sounds, the grammar, and the words subsystems. Therefore, when learning a language, one must know the vocabulary, the syntactic system, the morphological and lexical systems, and the phonological system or phonemes. From these elements derives three main views of language learning; first, the *structural view* which considers language a linguistic system of structural rules and vocabulary and defines language learning as the acquisition of structural items like sentence patterns. Second, the



*functional view* that considers language a system for doing things and accomplishing real things in life. From this view language learning is a process of combining grammatical rules and vocabulary and the aim is to be able to communicate by using communicative categories. Third, the *interactional view* which considers language a communicative tool to support social relations and considers the learning process as the knowledge of communicative strategies and cultural awareness in order to communicate appropriately without omitting grammar and vocabulary (Oliveria, 2012).

### ***Speaking Performance***

Speaking is mainly focused on the output; the speakers transfer ideas and messages to the listeners and their attention is on this process. Because speaking is a productive language skill, speaking performance is about how the speakers produce that language orally. Included in this process is the feedback that is received in terms of information. To summarize, speaking performance focuses on the capabilities that the speakers have to produce segments of language orally. In this process, it includes the content of the output because meaning is the main objective of communication. Therefore, the knowledge of the language features is not enough but speakers must have the ability to process information (Handoko, 2017).

To understand speaking performance, it is necessary to know the elements of speaking. First, the ***Language Features*** which is composed of: Connected Speech (Assimilation, omission, and addition), Expressive device (change of pitch and stress, volume, speed), lexis and grammar (different from writing, spoken grammar has minimal planning), negotiation language (used to seek clarification). Second, ***Mental and Social Processing*** which elements are: Language processing (Retrieval of words/phrases from memory and syntactically arranged), interaction with others (face to face dialogue involves interaction), information processing (speaker process

information on the spot). Third, *the Function of Speaking* which elements are: Talk as interaction (conversation as a social function), talk as transaction (make oneself understood, focus on what is said), talk as performance (monolog, closer to written language and has predictable organization) (Handoko, 2017) .

### ***Assessing Oral Language***

Oral language assessment is mainly determined by the curriculum but in some opportunities, assessments do not follow the curriculum standards but the needs of tests and researchers. Frequently, teachers have not curriculum to follow and they are the only ones who decide what and how to assess. The scope of the oral assessment depends on the objectives and purpose of teachers and institutions. Other aspects to take into account are if this is an ESL or EFL program and the number of class hours. The level of students is also important at the time of assessment; it is not the same to assess a beginner, intermediate, or an advance group of students. Most of the curriculum have a list of genres to follow like the following; giving an account of what happened (Recount), arguing two sides of an issue (Debate), describing a significant incident (Anecdote), telling someone how to do something (Procedure), describing a person or place (Description), finding information from someone (Interview), maintaining relationships (Casual conversations), and work out what to do (Planning) Derewianka (1992, cited in Mckay, 2006).

The curriculum has other elements like the functions which are written as categories of behavior. Examples of these functions are places and things, asking about people, expressing thanks and gratitude among many others that depend on the institution or program. The problem with these functions is that those elements are decontextualized and teachers need to contextualize these by the task that integrates them.

Because some curriculum gives teachers decontextualized elements, teachers have to take into account some issues when selecting oral language assessment tasks. *Motivation* is always playing an important role in language education but for assessment too. Young learners need to understand the value of participating in assessment tasks, that is why engaging young students with colorful and interesting pictures or activities that require one-to-one interaction will be helpful. *Appropriateness* is important and consists on give support to the students by using things like pictures, objects, gestures, and expressions that support and give context to learners. Other dimensions of oral interaction and assessment are; *topic of interaction, the level of formality, the number of participants, the familiarity of participants with each other's* (stranger, friends), and *the gender*.

### ***Factors that Affect English Language Learning***

The path is not the same for learners of a new language. In the case of some children, they pick up the language fast, on the other hand, others do not. There are many internal and external factors that influence the speed of students of a new language. *Motivation* is one of the most important factors. Students must see meaningful connections between the language and real life. *Support at home* is given by parents who push their children to keep trying. *Prior Linguistic knowledge* the knowledge of a first can be transferred to another language. The *Learning environment* is how comfortable students feel when they learn a new language. *Teaching strategies* are the ones the teacher uses to generate an impact on students. *Comprehensible input* occurs when the student feels the language is attainable. *Student personality* affects learning because the introverted a student is the more it takes to learn a language. *Age* is how old the student is when starting to learn a new language. Finally, the comfort in their country of residence that determines their motivation and output (Miller, 2020). Besides those factors are they many others considered

by the context, in this case the main aspects to develop are: Proficiency levels; teaching children, teens, and adults; Affective factors; and Oral language at school.

### ***Proficiency Levels***

This is commonplace for teachers to refer to the proficiency levels as the beginning, intermediate, and advanced. But the real meaning is difficult to establish because teachers differ among themselves. For example, in the American Language Institute of San Francisco State University beginners are students who know approximately two hundred words. On the other hand, in another institution, the same students would be called a “false beginner” to distinguish them from “true beginners. Therefore, for teachers as well as for institutions of education there is always some degree of subjectivity and a certain sense of relativity must always be taken into account (Brown, 2001).

There are many standards in the world; one of the most relevant is the American Council on the Teaching of Foreign Languages (ACTFL) and its Proficiency Guidelines with the last version in 2012. For this institution the Proficiency Guidelines are “descriptors for what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations and spontaneous and non-rehearsed context” (American Council on the Teaching of Foreign Languages, 2012). The other important reference is the Common European Framework of Reference (CEFR) which has been in construction since 1971 and is the result of teachers and researchers in Europe and in other continents (Piccardo, Goodier, & North, 2018)

The ACTFL guidelines describe what individuals are able to do with language and what they cannot do. The following table outlines the main levels and subsequent divisions of this standard on the speaking skill.

Table 1. Main levels and subsequent divisions of this standard on the speaking skill.

<b>Mayor levels of proficiency</b>	<b>Description</b>
Distinguished	Speakers use language skillful, with accuracy, efficiency and effectiveness. They can reflect on global issues and highly abstract concepts and use persuasive and hypothetical discourse. They can adapt a variety of audiences by adapting their speech and register. At this level they still present a have non-native accent, lack of native-like economy of expression, and isolated errors.
Superior	Speakers at this level are able to communicate with accuracy and fluency. They can participate in formal and informal situations, discuss their interest, and explain complex matters in detail. They are able to construct and develop hypotheses to explore alternative possibilities. They use a coherent discourse when engage in abstract elaborations, and they use strategies like turn-taking, separating main ideas and support information through the use of syntactic, lexical, and phonetic devices.
Advanced	They engage in conversation in a parcipatory manner in order to communicate information of autobiographical topics. They can deal with a social situation with an unexpected complication. They have an abundant language and sufficient control of basic structures. This level subdivides in High, Mid and Low subsequently.
Intermediate	They have the ability to talk about familiar topics and related to daily life. They also can ask simple questions and handle survival situations. They produce sentence level language typically in present time. They are understood by people with accustomed to speaking with non-native language. This level subdivides in High, Mid and Low subsequently.
Novice	These speakers can communicate short messages on everyday topics and use isolated words they have memorized and recalled. They are difficult to understand by interlocutors. This level subdivides in High, Mid and Low subsequently.

Adapted from ACTFL (2012)

The Common European Framework of Reference (CEFR) is a descriptive scheme of language proficiency. This scheme incorporates levels from A1 to C2 defined in scales and includes options for curriculum design. This scheme promotes the formulation of educational aims and outcomes at all levels. Its objective is to provide a Can-do approach to proficiency to go further than scores and tests. It is also relevant to notice that these descriptor scales are valid for various languages present in the European Union like English, German, French, Spanish, and Italian. For the overall spoken production, the CEFR gives us some clear descriptors for all levels. For example, in the Pre-A1 “Can produce short phrases about themselves, giving basic personal information (e.g., name, address, family, nationality). For the B1 a good representative level for students in this study “Can reasonably fluently sustain a straightforward description of one of a variety of subjects within his/her field of interest, presenting it as a linear sequence of points” (Piccardo, Goodier, & North, 2018, pág. 69).

### ***Teaching Children, Teens, and Adults***

It is necessary for this research to have an adequate framework of references related to the differences in teaching children, teens, and adults. Although, teens are the focus for conceptual and practical development of research is necessary to have some of these differences well established for further analysis.

- *Children*

Children have peripheral attention to language forms and adult’s focal awareness and attention to those forms; thus, children have certain fluency and naturalness but when learning a second language, children may have some difficulties in the context of classroom instruction. Children differ significantly from adults in the following five categories:

*Intellectual development:* Children up to eleven years old are still in an intellectual stage of concrete operation as Piaget defined it. Therefore, rules and abstract thinking have to be addressed with care. They cannot grasp metalanguage and have a scarce appreciation for concepts like correctness. Some criterion is advised when dealing with children: Grammar concepts may not be explained using terms like “present progressive”, rules stated in abstract terms should be avoided, use patterns instead of grammatical concepts, and finally repeat more than with adults.

*Attention span:* Children do not necessarily have short attention span, if they are in front of a TV set maybe they can last for hours. For this reason, children have short attention span when dealing with boring or too difficult situations.

Teachers can have more effective classroom sessions if they take into account some of the following facts: Children are focused on here and now, therefore activities may capture their interest, lessons may be varied, teachers need to show enthusiasm and be animated, take into account children`s sense of humor, and the natural curiosity of children.

- *Teens*

Teens, also called young adults and high school-age children are in a not absolute range of age from twelve to eighteen years old. This is an age of transition and confusion for most of them because a changing body and mind. This is an even most challenging age for teachers to deal with because this gap between children and adults requires a special set of skills for teachers.

Teens or children above twelve have a more sophisticated intellectual process than children, complex problems can be solved using logical thinking meaning that some metalanguage can play an important role in learning. As they acquire more maturity attention spans are lengthening but counteracted by distractions and diversions present in teenagers` life. They are ultrasensitive because ego and self-image are at its peak. As they are getting away from the “here and now”

view, teens become more adultlike but teachers may not use childish language to explain some grammar subject, neither bore them with over analysis.

- *Adults*

Some activities and methodologies applied for teaching children can be applied to adults but the adults have some features like superior cognitive abilities, consequently they can rely more on imagination. They also have a different level of shyness because, contrary to what one may think, adults in many circumstances can be more apprehensive than children, but on the other hand, adults have more self-confidence than children. Finally, adults think farther than the “here and now” context (Brown, 2001).

### *Affective Factors*

Many instructors and teachers ask themselves why most of their students are unable to speak English confidently in a classroom or in real situations with international speakers. Confidence affected by the anxiety of making errors is one important factor to take into account as an affective factor as was found by (Trent, 2009, as cited in Boonkit, (2010).

Affective factors can vary across age levels. In children, for example, there are many inhibitions, although the myth that children are unaffected by inhibitions, the reality is that in fact, they are very sensitive. In many ways, children are much frailer than adults because their egos are still developing. Teachers may use some techniques to help children to overcome affective issues like the following ones: First, have a sense of humor in class making students laugh with each other. Second, teachers must be patient and supportive. Third, motivate them to participate and talk in class as much as possible to create opportunities (Brown, 2001).



### ***Oral Language at School***

For young learners especially children oral language is the skill most frequently used. An effective program gives children the opportunity to practice basic language patterns, routine language, imaginative play, response to narrative texts, action rhymes and songs, and simple description. Beyond eight years old, students become more proficient and but they still learn by using oral language, using reports and recounts instead of simple basic conversations and narratives (Mackay, 2006).

Written language become more important as students mature and the process change, there is a switch point in which writing become more supportive to oral language. At eight –nine years old foreign language programs begin to use content base activities and students move beyond social interaction to academic use of language. This process of switching is not for all young students in school, some of them engage on how to read and write simultaneously. Second language users as they progress from the first years are expected to produce a wider range of genres in more complex backgrounds (Mackay, 2006).

### ***Second and Foreign Language Context***

For Brown (2001) these two terms have been used or interchanged over the years without careful consideration referring to English language teaching. This practice is not beneficial for planning with the curriculum because these terms have a significant variation. The difference between these two terms occurs outside the classrooms. It depends on what language students hear outside the classroom, in the hallways, in the street and at home.

*English as a Second Language* (ESL) learning is a context where the target language studied in classrooms is available outside the classroom hours. An example of this is studying English in Australia. On the other hand, *English as a Foreign Language* (EFL) is a context where

students have not opportunities at hand to practice the language outside the classroom. In this case, students must make an extra effort to get in touch with the language by participating in clubs, reading books, TV, internet, or by tourism.

The difference between the two is not that clear around the world. In some places like India and Singapore, English is used for education as a second language the target language is available outside but not as in the US. Therefore, for pedagogical implications, this continuum from high-visibility or availability for the English language outside the classroom to no access beyond the classroom must be considered for teachers and planners (Brown, 2001).

For students in an EFL context it is difficult to see the relevance and usefulness of English outside the classroom, that's why teaching with a communicative language approach is a challenge for teachers and students as well. Classroom hours become the only time they are exposed to the language. There are some guidelines that can be taken into account to compensate for the lack of contact with the target language outside; First teachers may use authentic language in class for input and interaction. Second, provide motivation and stimulating activities. Third, provide extra-class activities to expose students to the target language. Fourth, form a language club with regular activities (Brown, 2001).

## **Legal Framework**

### **CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR (2008).**

#### **TITULO I**

#### **ELEMENTOS CONSTITUTIVOS DEL ESTADO**

##### **Capítulo primero**

##### **Principios fundamentales**

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

Garantizar sin discriminación alguna el efectivo goce de los derechos establecidos en la Constitución y en los instrumentos internacionales, en particular la *educación*, la salud, la alimentación, la seguridad social y el agua para sus habitantes (pág. 9).

#### **TITULO II**

#### **DERECHOS**

##### **Capítulo primero**

##### **1. Principios de aplicación de los derechos**

##### **Sección quinta**

##### **Educación**

**Art. 26 establece que:**

La *educación* es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo (pág. 16).

**Art. 28** establece que:

La educación responderá al interés público y no estará al servicio de intereses individuales y corporativos. Se garantizará el acceso universal, permanencia, movilidad y egreso sin discriminación alguna y la obligatoriedad en el nivel inicial, básico y bachillerato o su equivalente.

Es derecho de toda persona y comunidad interactuar entre culturas y participar en una sociedad que aprende. El Estado promoverá el diálogo intercultural en sus múltiples dimensiones.

El aprendizaje se desarrollará de forma escolarizada y no escolarizada.

La educación pública será universal y laica en todos sus niveles, y gratuita hasta el tercer nivel de educación superior inclusive (pág. 16).

## **LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL (2017)**

### **TÍTULO I DE LOS PRINCIPIOS GENERALES**

#### **CAPITULO ÚNICO**

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

**Art. 1.-** establece que:

La presente Ley garantiza el derecho a la educación, determina los principios y fines generales que orientan la educación ecuatoriana en el marco del Buen Vivir, la interculturalidad y la plurinacionalidad; así como las relaciones entre sus actores. Desarrolla y profundiza los derechos, obligaciones y garantías constitucionales en el ámbito educativo y establece las regulaciones básicas para la estructura, los

niveles y modalidades, modelo de gestión, el financiamiento y la participación de los actores del Sistema Nacional de Educación.

Se exceptúa del ámbito de esta Ley a la educación superior, que se rige por su propia normativa y con la cual se articula de conformidad con la Constitución de la República, la Ley y los actos de la autoridad competente (pág. 10).

## **TÍTULO IV**

### **DE LA EDUCACIÓN INTERCULTURAL BILINGÜE**

#### **CAPÍTULO PRIMERO**

##### **DEL SISTEMA DE EDUCACIÓN INTERCULTURAL BILINGÜE**

**Art. 77** establece que:

El Sistema de Educación Intercultural Bilingüe (SEIB) es parte sustancial del Sistema Nacional de Educación, a través de la Subsecretaría de Educación Intercultural Bilingüe, de manera desconcentrada y con respeto a los derechos de las comunas, comunidades, pueblos y nacionalidades indígenas.

El Sistema de Educación Intercultural Bilingüe comprende el conjunto articulado de todas las políticas, normas e integrantes de la comunidad educativa desde el nivel comunitario, circuitos educativos, distrital y zonal, que tengan relación directa con los procesos de aprendizajes en idiomas ancestrales y oficial (pág. 61).

#### **ENGLISH TEACHER STANDARDS (Ecuador) (2017)**

The Ecuadorian in-Service English Teacher Standards are based on the document developed by the Teachers of English to Speakers of Other Languages (TESOL) as

the organization's K-12 ESL Teacher Standards (2009) which is widely used in countries such as Albania, Paraguay, and the United States.

This document is organized into five domains that fit with those stated for the general curriculum and of some which are related to English language teaching and learning.

The ELLS are based on the Common European Framework of Reference for Languages: Learning, teaching, assessment (CEFR) as they provide a common basis for the explicit description of objectives, content, and methods. The proficiency levels set by the CEFR and established as the benchmarks for Ecuador's ELLS are A1, A2, and B1. The progression of the levels is the following

Educación General Básica (sublevel Elemental and Medio)

- Level PREA1: at the end of 3rd year
- Level A1: At the end of 5th year
- Level A2: at the end of 7th year

Educación General Básica (sublevel Superior and Bachillerato General Unificado)

- Level A1: At the end of 9th year
- Level A2: At the end of 1st year
- Level B1: At the end of 3rd year (Ministerio de Educación, 2017, pág. 1)

## CHAPTER 3

### RESEARCH METHODOLOGY

#### Methodology

To begin with, this study has been accomplished through the inductive method and the observation method which facilitated an expected development of the current process. The current project applies this kind of method because it analyzes a phenomenon from some structures and considers those structures with the intention to formulate a concept or theory. According to Trochim (2020), the inductive method works from specific cases or observation to broader theories or in other words, this method starts with specific measures in order to notice a sequence, formulate an idea to defend which we can explore and finally develop a theory.

In this context, this method can be applied in speaking conversations which students would be able to listen and figure out patterns from their conversations and use critical thinking to formulate a concept to allow them a better understanding of the activities used by their teacher. We could use the observation method because it allows us to notice which are the main problem students have when they try to identify the patterns of a speaking topic, and what are the possible causes of this issue in order to formulate a solution which are the speaking strategies.

Thanks to the application of these methods, the researcher could demonstrate what are the common problems of the student's language learning process and how they can improve their oral production and overall proficiency. In addition, they were able to analyzed and identify which speaking strategy could benefit 10th grade students at Escuela de Educación Básica Particular "Galo Plaza Lasso".

## **Type of study**

### ***Descriptive research***

McCombes (2019) indicates that, the descriptive research can facilitate investigators to determine or describe the features, frequencies, or classifications of a variable. Furthermore, it is effective when there is not enough information about a problem. It is necessary that the researchers have an idea of when, how, and where something happens. In addition, the use of survey tools and the observation technique is commonly used to gather and analyze information. Since the descriptive research attempts to explain the features of an existing variable, the problem of the low engagement and language learning process in 10th grades students will be described.

The modality explained in this investigation is descriptive because the observation technique whose objective is to gather and find general data about a variable of the research. And at the same time to provides suggestions that can be taken in consideration in futures investigations. Another reason this project is descriptive is that it can allow us to understand the variable and determine the causes of why students show difficulties in understanding speaking activities.

### ***Applied research***

Elliot (2016) mentions in his article that applied research is useful for investigators because it can link the research with action in the context of it can develop actionable information to apply to a problem which a particular group of people have. The intention can be seen in the steps of this type of research which are the creation, implementation and validation of the research finding. Therefore, the modality of this project is applied research because the study work tested pedagogic strategies, approach or techniques previously used in the classroom in order to detect its problems or failures and improve the language learning process of students from 10th grade by the



elaboration and application of the speaking strategies. Furthermore, it was necessary a collection of information of external sources with a combination of qualitative and quantitative techniques.

### **Research approach**

The current research performs a qualitative-quantitative approach and includes a variety of tools which are associated with these approaches. This allows the investigators to work with measurements and perceptions.

#### ***Qualitative approach***

According to Cleland (2017), qualitative research is applied to get a general idea of human experiences in all its complexity and in all its natural settings. Furthermore, it seeks to explore the nature or insight of how individuals see certain aspects of the world. Qualitative researchers emphasize to explain the experiences of a group of people according to their motivations, opinions or reasons. Therefore, this type of approach is focused on narrative. Qualitative research can also reveal trends in opinions and discover deeper about particular topic. In addition, it can answer why a social experience is formulated and given meaning to a group of people.

This study has a qualitative approach because the observation and interview techniques are carried out to collect non-numerical information, providing outcomes which the researchers can assume interpretations and mention conclusions. The author is the viewer and gets involved in the steps of applying speaking strategies and its influence on the language learning process of the 10th grade students

#### ***Quantitative approach***

Using quantitative approach can allow concepts to be operationalized in terms of well-defined indicators, making comparisons and using large and perhaps representative samples.

Besides, this approach uses a collection of numerical and statistical data which can allow the researchers to find different aspect of a phenomenon from different participants (Dawadi, 2017).

This study work has a quantitative method because it uses surveys, pre-test, and post-test which apply mathematical and statistical techniques with the intention to assess how well the speaking strategies influenced in the academic results of the participants and draw conclusions.

## **Research Techniques and Instruments**

### ***The Observation technique***

In the words of Motallebzadeh, Hosseinnia, & Domskey (2017), the observation technique can support the development and the improvement of teacher's performance by giving reflection and collaboration and learning new skills and teaching strategies. Teachers receive advice from each other and set changes between them. Furthermore, they can sense confidence and trust in their professional development.

This research applies this observation because it enables the researchers to extract sufficient information through an observation sheet previously and carefully designed. Furthermore, it allows the detection of flaws in the way the class is conducted and can provide guidance to the teachers.

### ***The Survey***

Surveys are designed to search for information through written questions which have the intention to gather data or evidence from the source of the problem and explained in detail how the problem was formed. Ehsan (2019) defines that "the backbone of any survey study is the instrument used for collection data". A list of 9 sheet papers which include closed questions were deliberated to 10th grade students. Furthermore, the interviewer proceeds to cover a short

explanation and guidance on the questions which should be answered. The purpose of this questionnaire was to identify their attitude toward the language and the relevance of the speaking strategies used in the class.

### ***Interview***

Bullock (2016) expresses his point of view about interviews explaining that “Interviews seek to develop theories and studies aimed at understanding lived experience and complex social situations or the reasons underlying behaviors”. In this context, the usage of interviews can reveal more aspects of the problem of a particular group of people from multiple perspectives or views which can enhance the research work.

The interview will be applied to the teachers of English classes with a conversation between them and the interviewers in order to make them notice their outdated way of teaching classes, provide guidance in solving problems and how to apply the speaking strategies according to the students’ needs

### **Research Population**

As mentioned by Mohamed (2015) a research population is commonly known as a wide collection of individuals who have similar characteristics or traits and focus in a scientific query or investigation for the benefit of them. The population in this research involves all the individuals that are part of the study problem. In the current study, the population comprised of 14 students from ten grade; 2 teachers are also considered in the application of the research tools at Escuela de Educación Básica Particular “Galo Plaza Lasso”

## **Research Sample**

The sample is collected with the purpose of deducing qualities and properties of the whole population. Kenton (2019) indicate that " Samples are used in statistical testing when population sizes are too large for the test to include all possible members or observations" This research is focus on the improvement of the language learning process of 10<sup>th</sup> grade students through speaking strategies.

## Research Analysis and Results

### Students Survey

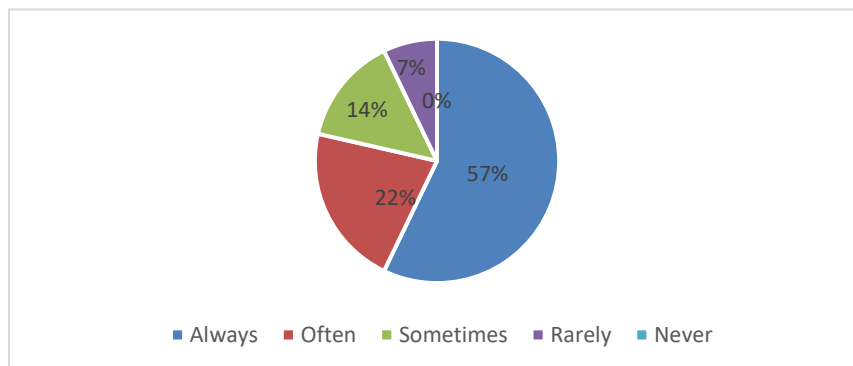
1. How often do you practice speaking during the English classes?

**Table 2.**

#### *English Learning.*

CATEGORY	FREQUENCY	PERCENTAGE
Always	8	57%
Often	3	22%
Sometimes	2	14%
Rarely	1	7%
Never	0	0%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
Elaborated by: Alava & Segovia (2020)



*Graph 1. English learning*

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
Elaborated by: Alava & Segovia (2020)

### Analysis

The table shows that 57% of students practice speaking during the classes; on the other hand, 7% of students mention that they rarely have the opportunity to practice this skill; when students finish their lessons most of them feel they have practice in some degree speaking skills. Teachers must pay attention to all the students so none of them feel left out.

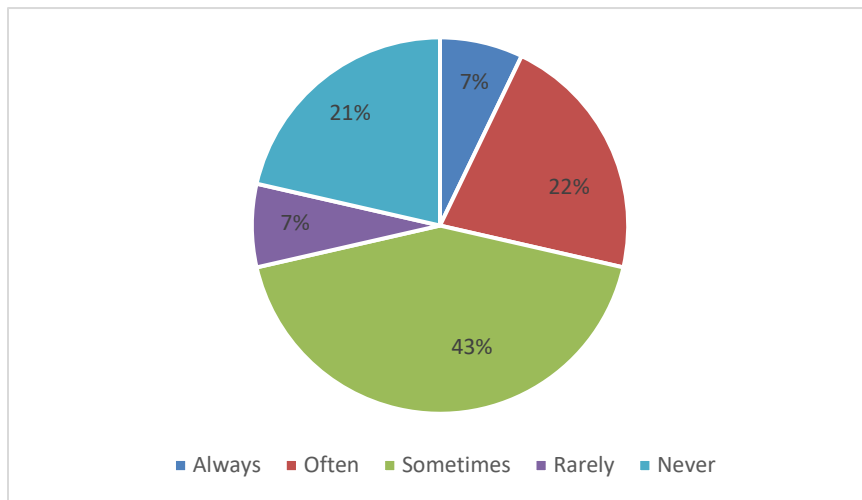
2. Do you usually interact in English with your family members?

**Table 3.**

*Speaking practices outside school.*

CATEGORY	FREQUENCY	PERCENTAGE
Always	1	7%
Often	3	22%
Sometimes	6	43%
Rarely	1	7%
Never	3	21%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
 Elaborated by: Alava & Segovia (2020)



*Graph 2. Speaking practices outside school*  
 Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
 Elaborated by: Alava & Segovia (2020)

**Analysis**

Results show that most of the students do not practice English outside their classroom, since we live in a country in which English is not the main language but Spanish, this outcome is completely understandable, nevertheless teachers must develop strategies to increase the amount of oral production outside school.

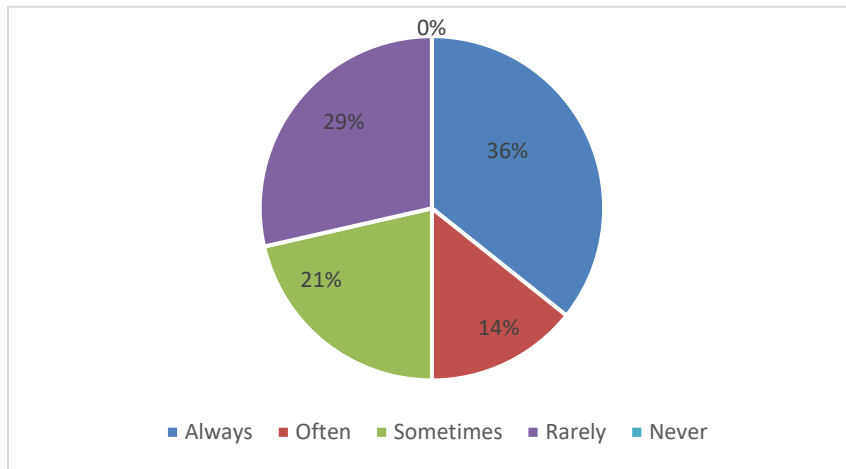
3. How often does the teacher use didactic and ludic resources to improve oral production?

**Table 4.**

*Didactic and Ludic Resources.*

CATEGORY	FREQUENCY	PERCENTAGE
Always	5	36%
Often	2	14%
Sometimes	3	21%
Rarely	4	29%
Never	0	0%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
 Elaborated by: Alava & Segovia (2020)



*Graph 3.*Didactic and Ludic Resources  
 Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
 Elaborated by: Alava & Segovia (2020)

**Analysis**

There are not many students (36%) who state that the teacher uses didactic and ludic resources to improve oral production, based on this result we can infer that classes may be boring for time to time for some students because students prefer dynamical classes rather than traditional ones.

4. Do you consider that most of the speaking activities presented by your teacher are hard to carry out?

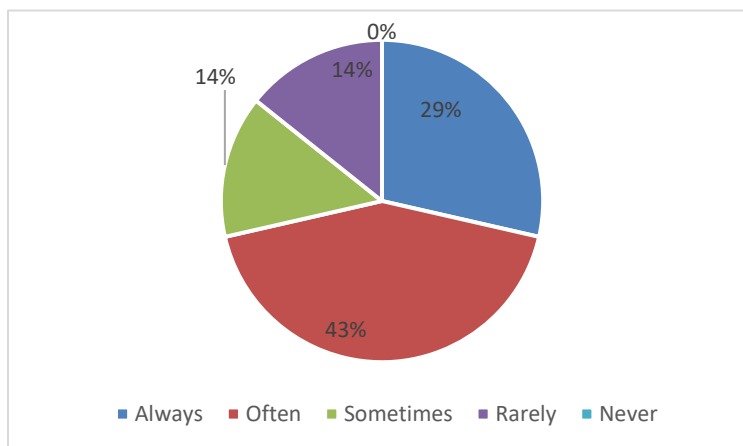
**Table 5.**

***Challenging Speaking Activities.***

CATEGORY	FREQUENCY	PERCENTAGE
Always	4	29%
Often	6	43%
Sometimes	2	14%
Rarely	2	14%
Never	0	0%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”

Elaborated by: Alava & Segovia (2020)



*Graph 4. Challenging Speaking Activities*

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”

Elaborated by: Alava & Segovia (2020)

**Analysis**

Many students (43%) often feel that most of the speaking activities presented by the teacher are difficult to carry out, probably because the level of such activity is more advance from their current ability. On the other (14%) state that they rarely have problems with these activities showing they have a greater dominance on the language.



5. How often does the teacher provide advice after a speaking activity is over?

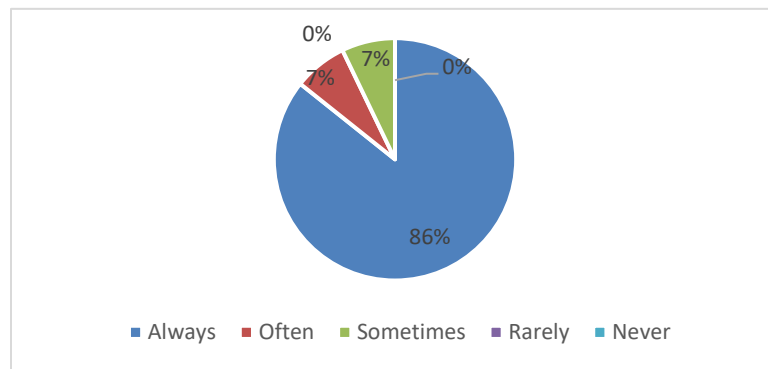
**Table 6.**

***Students’ Oral Production Feedback.***

CATEGORY	FREQUENCY	PERCENTAGE
Always	12	86%
Often	1	7%
Sometimes	1	7%
Rarely	0	0%
Never	0	0%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”

Elaborated by: Alava & Segovia (2020)



*Graph 5. Students’ Oral Production Feedback*

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”

Elaborated by: Alava & Segovia (2020)

**Analysis**

Most of the students 86% consider the teacher always provides advice after a speaking activity, highlighting the strong points of the activity, later on, he also gives an overall review mentioning the things in which students can improve. This result states that is completely necessary a proper feedback after a speaking activity.

6. Must teachers use interesting resources in order to make classes more fun and interactive?

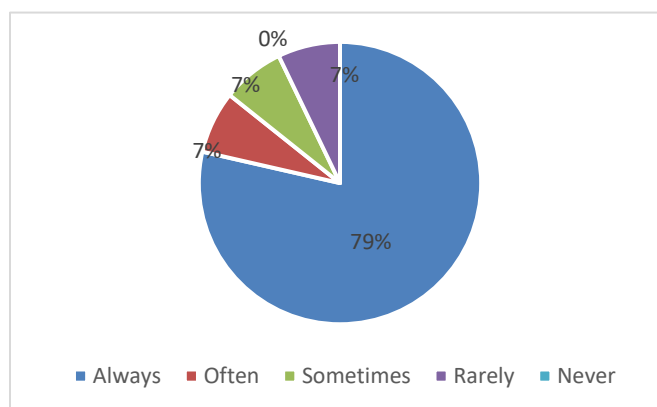
**Table 7.**

*Meaningful oral production activities.*

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	11	79%
Agree	1	7%
Different	1	7%
Disagree	1	7%
Totally disagree	0	0%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”

Elaborated by: Alava & Segovia (2020)



*Graph 6. Meaningful oral production activities*

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”

Elaborated by: Alava & Segovia (2020)

**Analysis**

The 79% percent of the surveyed students strongly agree that teachers must use different and interesting resources in order to achieve a better understanding of the English Language Learning Process. This shows that teachers must be very well prepared for their classes having all the necessary material already prepared in order to catch the student’s attention.

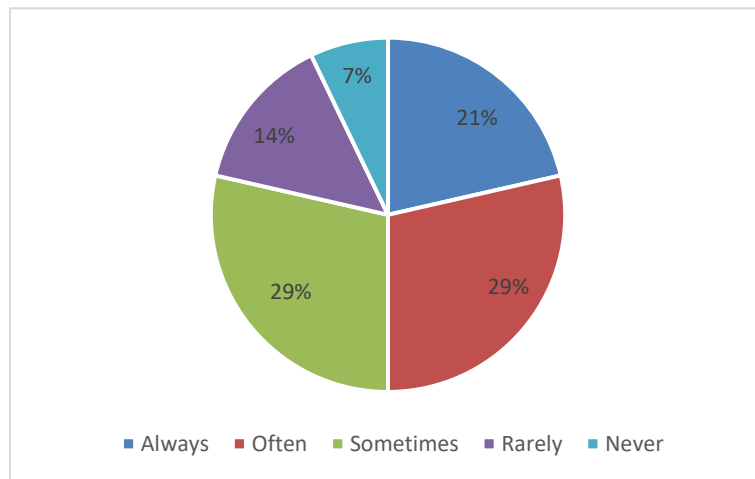
7. How often can you perform a speaking activity without direct intervention of your teacher?

**Table 8.**

***Understandable Speaking Activities.***

CATEGORY	FREQUENCY	PERCENTAGE
Always	3	21%
Often	4	29%
Sometimes	4	29%
Rarely	2	14%
Never	1	7%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
Elaborated by: Alava & Segovia (2020)



*Graph 7. Understandable Speaking Activities*

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
Elaborated by: Alava & Segovia (2020)

**Analysis**

Most of the students feel they cannot perform a speaking activity without direct intervention of your teacher only the (21%) feel confident enough to carry out a speaking activity without any type of teacher guidance. This result shows that more practice is needed for student to gain confidence and independence.

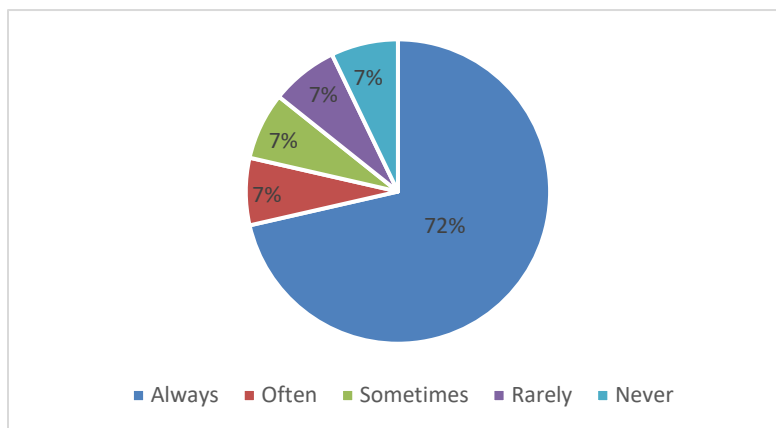
8. Do you believe the use of expressions, phrases and slangs enhances oral proficiency?

**Table 9.**

*Usage of idioms to improve oral proficiency.*

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	10	72%
Agree	1	7%
Different	1	7%
Disagree	1	7%
Totally disagree	1	7%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
Elaborated by: Alava & Segovia (2020)



*Graph 8. Usage of idioms to improve oral proficiency*  
Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
Elaborated by: Alava & Segovia (2020)

**Analysis**

The overwhelming majority (72%) strongly agree that the use of expressions, phrases and slangs will enhance oral proficiency in the classroom. It is important for teachers to stay up to date in today’s culture where the use of new words or slangs will seem interesting to students because they will encounter this vocabulary in video games, movies, songs etc.

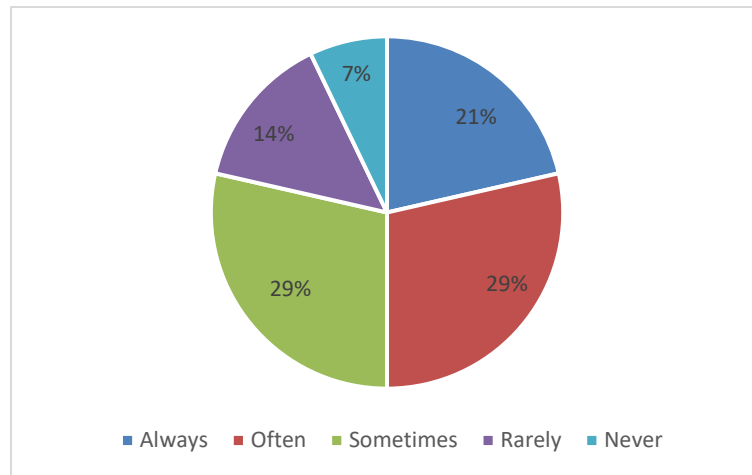
9. Do you think that the didactic guide with speaking activities which is fun and useful will increase your speaking abilities?

**Table 10.**

***Students' Impact of the didactic guide.***

CATEGORY	FREQUENCY	PERCENTAGE
Strongly agree	3	21%
Agree	4	29%
Different	4	29%
Disagree	2	14%
Totally disagree	1	7%
<b>TOTAL</b>	<b>14</b>	<b>100%</b>

Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
Elaborated by: Alava & Segovia (2020)

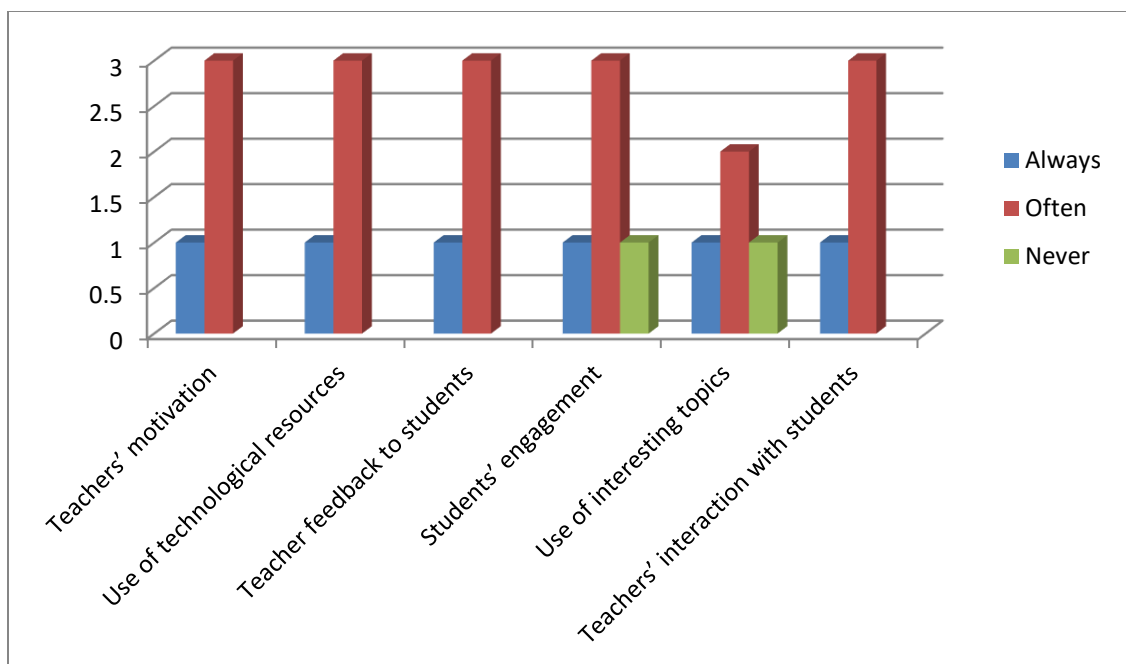


*Graph 9. Students' Engagement within the English class*  
Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
Elaborated by: Alava & Segovia (2020)

**Analysis**

Only (7%) of students feel using the didactic guide must not be helpful to improve speaking activities, the vast majority think the opposite. This result shows that teachers must find creative ways to teach speaking activities, they should not be repeating themselves all the time; they need to get creative so all of the students get excited about how interesting the new strategies are.

**Teacher Observation Class**



Graph 10. Observation Class  
 Source: Escuela de Educación Básica Particular “Galo Plaza Lasso”  
 Elaborated by: Alava & Segovia (2020)

The authors, who observed the performance of the teacher, were able to reach the following conclusions;

- At the beginning, both teachers didn't know how to start and end a speaking class with appropriate strategies and rarely explain instructions to their students. As a result, students often didn't understand the main ideas of the class and instructions of any activities. However, after the teachers were provided with the speaking strategies from the authors, they were able to catch student's attention and understand the instructions explained by the teachers providing feedback to each student at the end of the class.

- The teachers usually use technological resources with the purpose to engage students to produce oral production. Furthermore, these resources allow students to gain new vocabulary in their knowledge for their oral proficiency.
- Both teachers encourage students to speak as most as they can in order to promote fluency no matter the grammatical mistakes. Furthermore, the teachers often give a strong feeling of confidence to their students by giving them some minutes to prepare for the oral activities.

## Teacher observation class

Table 11. *Tenth grade teacher's interview*

Question	Teacher	Teacher
	1	2
1. What speaking strategies do you apply with your students to enhance oral production?	The use of discussions in pairs is my main strategy which can Foster my students' interest in certain topics after the class is held. The second strategy which I apply in class is the usage of brainstorming. It allows students to remember what the previous class was about and connect it with the new one.	One of the strategies I use is to model language by saying aloud and writing the ideas and concepts I am teaching.
2. Do you think teachers should receive motivational teaching techniques training courses in order to improve speaking production?	Yes, I believe that every teacher should be in training courses at least twice a year because they will allow teachers to give a better performance in their classes and discover new pedagogical approaches to use in the class	Yes, I think this kind of trainings is very important, because we have the chance to get new ideas to improve our classes.
3. Are the students at the same level of knowledge at the beginning of the course?	No, most of the students have different level of English proficiency because of the different schools or places they come from.	No, they aren't, there are always some new students from another high school and most of the times they need to be tutor for them to catch up.
4. How important is the use of different techniques at the moment of teaching Speaking skills?	It is extremely important for teachers to use speaking techniques because teachers can save time, improve their way of teaching and	It is very important, all students are not the same, some of them may response better with one type of techniques whilst others may not,



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	motivate students by applying speaking techniques.	so to use a variety of techniques is the best idea by far.
5. Which do you think is the principal factor that some students don't get any interest at learning reading skills?	Low interest toward the subject, external factors and lack of facilities are the main problems of the low language learning process and poor oral production.	I think one of the main factors is that we live in a country in which the main language is Spanish; therefore, students do not feel motivated to use English outside school, because there are not many people to practice with.
6. Do you consider that your students have a good level of English according to their grade and age?	Yes, because most of the students are from the same schools which have competent and reliable English teachers.	Yes, I do, even though not all of them are at the same level, I can certainly say that according to their age and grade they have a good level.
7. What kind of resources do you use during reading instruction with the tenth-grade students?	I usually use the projector which displays videos or pictures about the class and quizzes when it's necessary.	Pictures, flashcards, books, whiteboard.
8. According to your experience, how would you describe the speaking level of the tenth-grade students?	They are in a A2 level according to the common European framework. They are able to write sentences and speak about their interest very brief.	I would say that as a group they have an ok level not the best, not the worst.
9. Do you think Accuracy and fluency are important elements in speaking skills?	Yes, they are really important because they must be able to answer properly any kind of conversation.	Yes, they are. It is very important to teach these elements early on in order to avoid bigger mistakes in the future.

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10. Do you consider rubrics the best way to assess speaking?	Rubrics are essential when it comes to evaluate speaking production. It can guide teachers to know what are the student's success and failures.	Yes, indeed rubrics are extremely useful when evaluating speaking skills.
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Elaborated by: Alava & Segovia (2020)

### **Teachers interview analysis**

After the interviewed was applied, the authors mention that both teachers manage and use technological resources in their classes. However, teacher 1 tends to use these pedagogical tools more often with his students than teacher 2. Furthermore, teacher 2 was more concerned with the use of traditional techniques and tools which he has used over the years. The teachers agree with the usage of rubrics in the oral assessment of their students because it can show them which sub skills of speaking, they are failing and can provide feedback instantly.

The teachers also stated that their students have an acceptable level of proficiency of English. However, they differ with the causes of the poor motivation toward the subject. Teacher 1 mention that some of his students may get distracted due to the conditions of the facilities inside the classroom or how the teacher carried out the class and the second teacher indicate that their students may not learn English because they live in a Spanish speaking country. Both of these suggestions can be strong reasons of why few students are not concerned toward the subject. Furthermore, both teachers agreed that teachers should be involved in periodically teacher training courses in order to improve their pedagogical strategies. The teachers who were interviewed also indicated that it is very important to focus on the development of the speaking sub-skills of their

students because they believe that there could be a positive effect in the learning language process of their students

### **Preliminary conclusions**

According to the instruments applied; the Students Survey shows that:

- The 57% of students don't practice speaking during the classes.
- The most of the students do not practice English outside their classroom.
- The students were boring during the class because teacher did not use didactic and ludic resources.
- The students felt that the speaking activities presented by teacher were difficult to carry out.
- Most of the students considered that teacher provided advice after a speaking activity.
- Most of the students affirmed that it is important to include different and interesting resources to achieve a better understanding of the English Language.
- The students feel that they cannot perform a speaking activity without direct intervention of their teacher.
- The overwhelming majority of students considered that it is important to include the use of expressions, phrases and slangs.
- The most of students do not like to use the didactic guide to improve speaking. They consider that it is not creative.

Another important point is the teacher observation class. In this aspect, the authors observed that:

- Teachers needed speaking strategies to start the class. For that reason, students did not understand the instructions of the activities.
- Teachers sometimes used technology resources during the class.
- Both teachers encourage students to speak as most as they can in order to promote fluency no matter the grammatical mistakes.

Related to the teacher's interview, the authors analyzed the results:

- According to the strategies, they used discussion in pairs, brainstorming, talking aloud and writing the ideas and concepts that they were learning
- Both teachers indicated that they needed a kind of pedagogical training in order to get new ideas to improve their class.
- It is important to apply diverse speaking strategies because all students learn in a different way.
- Students has low interest toward the subject, for that reason they do not worry to learn.
- The authors mentioned that both teachers used technology resources in their class., such as: flashcards, videos, projector.
- Finally, teachers considered that rubric is a good tool to evaluate speaking production.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **Title of the proposal**

Speaking strategies for the improvement of the language learning process in 10th grade students at Escuela de Educacion Basica Particular “GALO PLAZA LASSO”.

#### **Broad Objective**

To enhance the English language learning process by the application of strategies that support the development of oral proficiency.

#### **Specific objective**

- To design different oral strategies to make students understand the language and perform oral production
- To identify which speaking strategy is best suited according to the student need
- To provide guidance on speaking strategies to make teachers aware about the positive influence that the speaking strategies have in their students

#### **Content Framework of the Proposal Project Plan**

Speaking strategies are recognized as a helpful educational tool which can make students feel more active and motivated because of the constant interaction between teacher-student. At the same time, they can help in the development of the overall language proficiency of the students, which benefit the teacher by saving time and effort.

#### **Description**

Oral strategies are actions asked by the teacher in order to perform or complete any activity. According to López (2011) they are named in many ways such as; oral communication strategies, conversation skills or communicative strategies. This essential pedagogical tool supports the

understanding of the language, the attitude toward the subject and improve the speaking subskills like fluency, accuracy and pronunciation.

Speaking strategies are friendly with introvert and extrovert students because they demand all students to actively participate in any task, generating engagement and cooperation between them. furthermore, they can develop critical thinking in students since the strategies will allow them to share their opinion or comment in the activities.

### **Development of the proposal**

1. Strategy one. Cartoon Portrayal
2. Strategy two. Roleplay
3. Strategy three. Interactive Bingo
4. Strategy four. Lost in the jungle
5. Strategy five. My Favorite Recipe
6. Strategy six. Guessing and speculating
7. Strategy seven. Meeting and greeting

The proposed plan

# SPEAKING STRATEGIES

Teachers Guide Directed to Tenth  
Grade Students

Author

Jonathan Alava

Jayro Segovia

2020

## Strategy # 1

<b>Speaking</b>	<b>Cartoon Portrayal</b>
<b>Strategy:</b>	



*Figure 1. Describing pictures*

Obtained from: Learn English with Africa (2019)



*Figure 2. Describing photos*

Obtained from: Learn English with Africa (2019)

<b>Objective:</b>	To describe the situations and/or their features in the following pictures.
<b>Procedure:</b>	<ol style="list-style-type: none"> <li>1. The teacher will project 2 pictures in the board.</li> <li>2. The teacher tells the students to see the pictures for two minutes and ask them to memorize as many features of the pictures as possible.</li> <li>3. Then, the teacher turns off the projector and creates a group of three students with the purpose to make them discuss what they have seen in the board (they are allowed to take notes).</li> </ol>



	<p>4. The group of students goes in front of the board and start explaining orally the pictures.</p> <p>5. The exercise ends when all of the students have described the pictures and the teacher award with a small price (candy) the group of students who explain in details and accuracy what were the pictures about.</p>				
<b>Sub speaking skills developed:</b>	<p>a) Accuracy</p> <p>b) Pronunciation</p> <p>c) Vocabulary</p> <p>d) Social Language</p> <p>e) Fluency</p> <p>f) Body Language</p> <p>g) Register</p> <p>h) Listening Comprehension</p>				
<b>Duration:</b>	15 minutes				
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Projector</li> <li>• Board</li> <li>• Notebook</li> <li>• Pencil or pen</li> </ul>				
<b>Assessment:</b>	Rubric				
	<b>CRITERIA</b>	<b>Very poor ( 0 - 4,99 )</b>	<b>Poor ( 5 - 6,99 )</b>	<b>Good ( 7 - 9 )</b>	<b>Excellent ( 10 )</b>
	<b>Vocabulary</b>	Uses only basic vocabulary and expressions.	Uses limited vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors in word choice.	Uses a variety of vocabulary and expressions.
	<b>Grammar</b>	Uses basic structures, makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors.	Uses a variety of grammar structures, but makes some errors.	Uses a variety of structures with only occasional grammatical errors.
	<b>Fluency</b>	Hesitates too often when speaking, which often interferes with communication.	Speaks with some hesitation, which often interferes with communication.	Speaks with some hesitation, but it does not usually interfere with communication.	Speak smoothly, with little hesitation that does not interfere with communication.
	<b>Communication</b>	Purpose isn't clear needs a lot of help communicating; usually does not respond appropriately or clearly.	Tries to communicate, but sometimes does not respond appropriately or clearly.	Stays on task most of the time and communicates effectively; generally responds appropriately and	Stays on task and communicates effectively; almost always responds appropriately and always tries to

				keeps trying to develop the interaction.	develop the interaction.
	<b>Pronunciation</b>	Frequent problems with pronunciation and intonation.	Pronunciation and intonation errors sometimes make it difficult to understand the student.	Pronunciation and intonation are usually clear/accurate with a few problem areas.	Pronunciation and intonation are almost always very clear/accurate.

Elaborated by: Alava & Segovia (2020)

Speaking

Strategy:

# Role play



Figure 3. Ordering food

Obtained from: Popov (2016)

**Objective:**

to talk and use body language on a selected topic for long period of time

**Procedure:**

1. the teacher is going to assign a cuisine topic which students are supposed to give a performance about people ordering food in a restaurant.
2. then, the teacher is going to divide the class in 2 groups where the first group are going to be the clients and the others the employee.
3. the teacher will handout the example of the scripts for both groups.
4. students can bring any clothes during the presentation.
5. the activity must include vocabulary about the given topic and their ability to act (body language).
6. the activity end when every member of the class has participated.

**Role play model examples**

**Example 1**

**A:** good morning gentleman, what would you like to order?

**B:** Hey, good day to you. I don't know, do you have any specials?

**A:** We have our delicious hamburgers and hot dogs or you can try our spicy fried chicken with cheese sauce.

**B:** All of that sounds great, but I forgot to tell you that I'm a vegetarian. Do you have something without meat on it?

	<p><b>A:</b> mmm, yes, we have a wide variety of salads, what type of vegetables do you like to eat?</p> <p><b>B:</b> That's great, I'd like a ceasar salad with olive oil.</p> <p><b>A:</b> excellent choice gentleman, that would be 11\$ dollar with 50 cents, would you like to order some drinks?</p> <p><b>B:</b> Do you have mineral water?</p> <p><b>A:</b> no, we ran out of mineral water, but we have beers or soda.</p> <p><b>B:</b> On second thought a diet coke would be just fine.</p> <p><b>A:</b> very good gentleman, your order will be served in 20 minutes.</p> <p><b>B:</b> ok, thank you.</p> <p><b>Example 2</b></p> <p><b>A:</b> Hey man, have you ever been to this restaurant before? Do you know what is good?</p> <p><b>B:</b> yes, they have some delicious food in this restaurant, what would you like to eat?</p> <p><b>A:</b> I'm in the mood for something spicy, can you recommend something?</p> <p><b>B:</b> yeah, you can try the grilled sausage with their special spicy sauce.</p> <p><b>A:</b> Is it too expensive? I'm a little short of money right now.</p> <p><b>B:</b> Well it's a bit expensive, it costs 20\$ dollars for the complete meal but you can have the hamburgers. Its their specialty.</p> <p><b>A:</b> That sounds great man, I think I'll order that, and what about you? what are you having?</p> <p><b>B:</b> I have been feeling under the weather, so I would like to order something healthy. may be a salad.</p> <p><b>A:</b> I feel your bro, I think, I'll call the waiter now.</p>
<b>Sub speaking skills developed:</b>	<ul style="list-style-type: none"> <li>a) Accuracy</li> <li>b) Pronunciation</li> <li>c) Vocabulary</li> <li>d) Social Language</li> <li>e) Fluency</li> <li>f) Body Language</li> <li>g) Register</li> <li>h) Listening Comprehension</li> </ul>
<b>Duration:</b>	30-40 minutes
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Scripts</li> <li>• Clothes related to the topic</li> </ul>
<b>Assessment:</b>	Rubric

	<b>CRITERIA</b>	<b>Very poor ( 0 - 4,99 )</b>	<b>Poor ( 5 - 6,99 )</b>	<b>Good ( 7 - 9 )</b>	<b>Excellent ( 10 )</b>
	<b>Vocabulary</b>	Uses only basic vocabulary and expressions.	Uses limited vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors in word choice.	Uses a variety of vocabulary and expressions.
	<b>Grammar</b>	Uses basic structures, makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors.	Uses a variety of grammar structures, but makes some errors.	Uses a variety of structures with only occasional grammatical errors.
	<b>Fluency</b>	Hesitates too often when speaking, which often interferes with communication.	Speaks with some hesitation, which often interferes with communication .	Speaks with some hesitation, but it does not usually interfere with communication.	Speak smoothly, with little hesitation that does not interfere with communication.
	<b>Communication</b>	Purpose isn't clear needs a lot of help communicating; usually does not respond appropriately or clearly.	Tries to communicate, but sometimes does not respond appropriately or clearly.	Stays on task most of the time and communicates effectively; generally responds appropriately and keeps trying to develop the interaction.	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction.
	<b>Pronunciation</b>	Frequent problems with pronunciation and intonation.	Pronunciation and intonation errors sometimes make it difficult to understand the student.	Pronunciation and intonation are usually clear/accurate with a few problem areas.	Pronunciation and intonation are almost always very clear/accurate.

Elaborated by: Alava & Segovia (2020)

## Strategy # 3

<b>Speaking</b>	<h1>Interactive Bingo</h1>
<b>Strategy:</b>	

	camping	diving	swimsuit	sea shells	sunny
	ice cream	July	starfish	nature	ocean
	outside	picnic		June	relax
	summer	swim	sand castle	travel	sunglasses
	vacation	bucket	water melon	canoe	beach

Figure 4. Bingo Handout for Students  
Obtained from: Fausnight (2016)

### summer Words

 sun	 beach	 picnic
 ball	 shell	 umbrella
 popsicle	 sand	 hot dog
 ice cream	 sandcastle	 fireworks
 sunscreen	 pool	 vacation
 flip flops	 sprinkler	 hot
 water	 lemonade	 shadow
 sunglasses	 tent	 park
 swimsuit	 campfire	 bucket
 watermelon	 shorts	 barbecue
 hat	 sandals	

Figure 5. List of Words for the Teacher  
Obtained from: KidSparkz (2017)

<b>Objective:</b>	To engage students into using vocabulary in order to make descriptions and sentences.
<b>Procedure:</b>	<ol style="list-style-type: none"> <li>1. Deliver to the whole group of students a hand out which include vocabulary words learned from previous unit</li> <li>2. Display in the board some words which are in the hand out. The list should include 25-32 words</li> </ol>

	<ol style="list-style-type: none"> <li>3. Make to students to circle the word that they have in their hand out. Each hand out must include different words</li> <li>4. Select a student to begin describing the word orally from the list of 10-15 without mentioning the name of the word only its features. After the first student finish the description, the same student will choose another classmate to keep describing the words from the list and so on.</li> <li>5. The student who has more circled words from his handout wins.</li> </ol>				
<b>Sub speaking skills developed:</b>	<ol style="list-style-type: none"> <li>a) Accuracy</li> <li>b) Pronunciation</li> <li>c) Vocabulary</li> <li>d) Social Language</li> <li>e) Fluency</li> <li>f) Body Language</li> <li>g) Register</li> <li>h) Listening Comprehension</li> </ol>				
<b>Duration:</b>	30-40 minutes				
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Board</li> <li>• hand out</li> <li>• pencils or pen</li> </ul>				
<b>Assessment:</b>	Rubric				
	<b>CRITERIA</b>	<b>Very poor ( 0 - 4,99 )</b>	<b>Poor ( 5 - 6,99 )</b>	<b>Good ( 7 - 9 )</b>	<b>Excellent ( 10 )</b>
	<b>Vocabulary</b>	Uses only basic vocabulary and expressions.	Uses limited vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors in word choice.	Uses a variety of vocabulary and expressions.
	<b>Grammar</b>	Uses basic structures, makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors.	Uses a variety of grammar structures, but makes some errors.	Uses a variety of structures with only occasional grammatical errors.
	<b>Fluency</b>	Hesitates too often when speaking, which often interferes with communication.	Speaks with some hesitation, which often interferes with communication.	Speaks with some hesitation, but it does not usually interfere with communication.	Speak smoothly, with little hesitation that does not interfere with communication.
	<b>Communication</b>	Purpose isn't clear needs a lot of help communicating; usually does not respond	Tries to communicate, but sometimes does not respond	Stays on task most of the time and communicates effectively;	Stays on task and communicates effectively; almost always responds

		appropriately or clearly.	appropriately or clearly.	generally responds appropriately and keeps trying to develop the interaction.	appropriately and always tries to develop the interaction.
	<b>Pronunciation</b>	Frequent problems with pronunciation and intonation.	Pronunciation and intonation errors sometimes make it difficult to understand the student.	Pronunciation and intonation are usually clear/accurate with a few problem areas.	Pronunciation and intonation are almost always very clear/accurate.

Elaborated by: Alava & Segovia (2020)



Strategy # 4

Speaking  
Strategy:

# Lost in the jungle

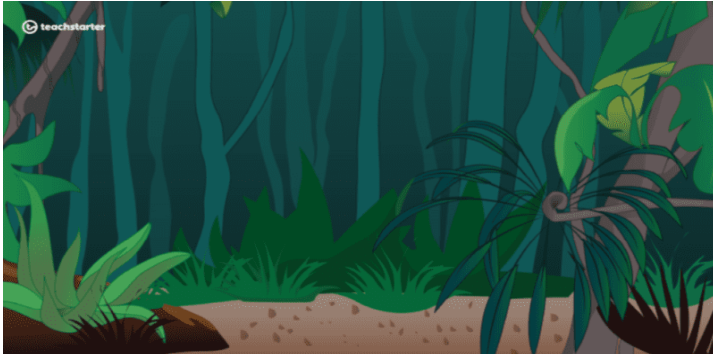


Figure 6. Jungle ESL  
Obtained from: Croteau (2020)

Escuela de Educación Básica Particular "Galo Plaza Lasso"



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: English

### Lost in the Jungle (Oral Presentation)

**Directions.**

1. Draw an object which you think will allow you to survive in an inhospitable jungle.
2. After the first task is completed, think about the reasons of why this object will keep you alive during this time before you are rescued.
3. Remember these reasons because you are going to share your ideas in front of the class.
4. You can use phrases in a brief oral presentation such as: "I (think, believe, Feel), in my opinion or from my point of view, this object is important because" ..... in order to support your ideas.



Figure 7. Prepared Worksheet  
Elaborated by Alava & Segovia (2020)

<b>Objective:</b>	To express accurate ideas using coherence sentences with already learned vocabulary from previous lessons.				
<b>Procedure:</b>	<ol style="list-style-type: none"> <li>1. Give students an already prepared worksheet in which they have to draw an object that they like. they are not allowed to write anything in the party below of the worksheet.</li> <li>2. Then gather the drawings of the students and give them back randomly to them. They must not have their own drawings</li> <li>3. Next, mention to the students that they imagine that they were lost in an inhospitable jungle due to a failure in the engines of the plane.</li> <li>4. The only object that the students possess in this wild jungle is the thing that they drew and they must try to give reasons why that object will allow them to survive. Students are allowed to write down their reasons in the part below of the drawing before they give the short presentation.</li> </ol>				
<b>Sub speaking skills developed:</b>	<ol style="list-style-type: none"> <li>a) Accuracy</li> <li>b) Pronunciation</li> <li>c) Vocabulary</li> <li>d) Social Language</li> <li>e) Fluency</li> <li>f) Body Language</li> <li>g) Register</li> <li>h) Listening Comprehension</li> </ol>				
<b>Duration:</b>	30-40 minutes				
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• worksheet</li> <li>• Pencil or pen</li> </ul>				
<b>Assessment:</b>	Rubric				
	<b>CRITERIA</b>	<b>Very poor ( 0 - 4,99 )</b>	<b>Poor ( 5 - 6,99 )</b>	<b>Good ( 7 - 9 )</b>	<b>Excellent ( 10 )</b>
	<b>Vocabulary</b>	Uses only basic vocabulary and expressions.	Uses limited vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors in word choice.	Uses a variety of vocabulary and expressions.
	<b>Grammar</b>	Uses basic structures, makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only	Uses a variety of grammar structures, but makes some errors.	Uses a variety of structures with only occasional grammatical errors.

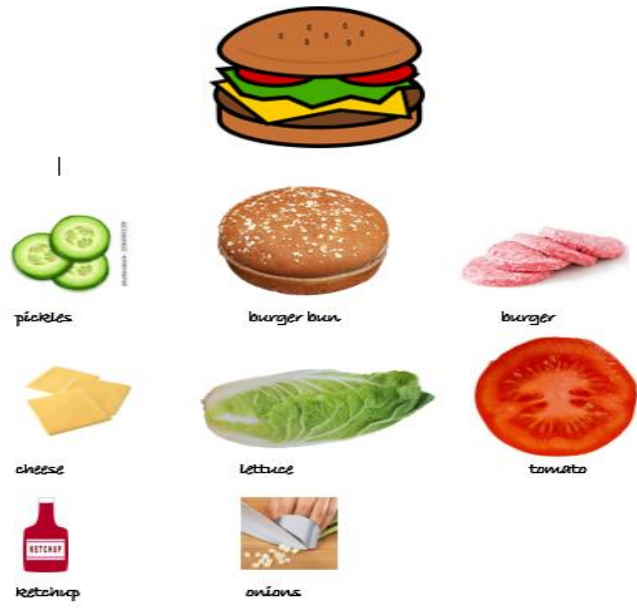
			occasional errors.		
	<b>Fluency</b>	Hesitates too often when speaking, which often interferes with communication.	Speaks with some hesitation, which often interferes with communication .	Speaks with some hesitation, but it does not usually interfere with communication.	Speak smoothly, with little hesitation that does not interfere with communication.
	<b>Communication</b>	Purpose isn't clear needs a lot of help communicating; usually does not respond appropriately or clearly.	Tries to communicate, but sometimes does not respond appropriately or clearly.	Stays on task most of the time and communicates effectively; generally, responds appropriately and keeps trying to develop the interaction.	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction.
	<b>Pronunciation</b>	Frequent problems with pronunciation and intonation.	Pronunciation and intonation errors sometimes make it difficult to understand the student.	Pronunciation and intonation are usually clear/accurate with a few problem areas.	Pronunciation and intonation are almost always very clear/accurate.

Elaborated by: Alava & Segovia (2020)

**Strategy # 5**

<b>Speaking</b>	<h1 style="margin: 0;">My Favorite Recipe</h1>
<b>Strategy:</b>	

**Example of a recipe for a hamburger**



*Figure 8. Build a Burger*  
Obtained from: Jane (2019)


<b>Objective:</b>	To explain the process of how to prepare a dish, using as an example the preparation of a hamburger.
<b>Procedure:</b>	<ol style="list-style-type: none"> <li>1. The teacher is going to explain to the whole class that they have to cook their favorite dish.</li> <li>2. Then, the teacher is going to form group of three students and ask them to find a simple recipe of how to prepare their favorite meal.</li> <li>3. After that, the group of students have to record the procedures of the product and explain orally step by step.</li> <li>4. Students are asked to bring a cam recorder or cellphone in order to make a video about the presentation.</li> <li>5. optionally the teacher can ask students to wear special outfit about the topic.</li> </ol>
<b>Sub speaking skills developed:</b>	<ol style="list-style-type: none"> <li>a) Accuracy</li> <li>b) Pronunciation</li> <li>c) Vocabulary</li> <li>d) Social Language</li> <li>e) Fluency</li> <li>f) Body Language</li> </ol>

	g) Register h) Listening Comprehension				
<b>Duration:</b>	30-40 minutes				
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• cam recorder or cellphone</li> <li>• recipe</li> <li>• clothes related to the topic</li> <li>• food for the recipe</li> </ul>				
<b>Assessment:</b>	Rubric				
	<b>CRITERIA</b>	<b>Very poor (0 - 4,99)</b>	<b>Poor (5 - 6,99)</b>	<b>Good (7 - 9)</b>	<b>Excellent (10)</b>
	<b>Vocabulary</b>	Uses only basic vocabulary and expressions.	Uses limited vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors in word choice.	Uses a variety of vocabulary and expressions.
	<b>Grammar</b>	Uses basic structures, makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors.	Uses a variety of grammar structures, but makes some errors.	Uses a variety of structures with only occasional grammatical errors.
	<b>Fluency</b>	Hesitates too often when speaking, which often interferes with communication.	Speaks with some hesitation, which often interferes with communication.	Speaks with some hesitation, but it does not usually interfere with communication.	Speaks smoothly, with little hesitation that does not interfere with communication.
	<b>Communication</b>	Purpose isn't clear needs a lot of help communicating; usually does not respond appropriately or clearly.	Tries to communicate, but sometimes does not respond appropriately or clearly.	Stays on task most of the time and communicates effectively; generally, responds appropriately and keeps trying to develop the interaction.	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction.

	<b>Pronunciation</b>	Frequent problems with pronunciation and intonation.	Pronunciation and intonation errors sometimes make it difficult to understand the student.	Pronunciation and intonation are usually clear/accurate with a few problem areas.	Pronunciation and intonation are almost always very clear/accurate.
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Elaborated by: Alava & Segovia (2020)

## Strategy # 6

<b>Speaking</b>	<h1>Guessing and speculating</h1>				
<b>Strategy:</b>					
					
<p><i>Figure 9. Turtle</i> Obtained from: Croteau (2020)</p>					
<b>Objective:</b>	To increase student's fluency and social language by making them infer about pictures				
<b>Procedure:</b>	<ol style="list-style-type: none"> <li>1. The teacher is going to bring a picture related to any topic that they have learned and a small bag</li> <li>2. Then, the teacher is going to hide the picture in the bag and gradually reveal a minor part of the picture in order to give a chance for students to identify it.</li> <li>3. Show a little bit more of the picture from the bag to give a better idea to the students what the picture is and ask them what they think it is.</li> <li>4. Every student must participate and the ones who identify the picture and makes a sentence with the name of the picture without hesitation wins a reward.</li> </ol>				
<b>Sub speaking skills developed:</b>	<ol style="list-style-type: none"> <li>a) Accuracy</li> <li>b) Pronunciation</li> <li>c) Vocabulary</li> <li>d) Social Language</li> <li>e) Fluency</li> <li>f) Body Language</li> <li>g) Register</li> <li>h) Listening Comprehension</li> </ol>				
<b>Duration:</b>	20-30 minutes				
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Picture</li> <li>• small bag</li> <li>• prizes (candies, or extra points)</li> </ul>				
<b>Assessment:</b>	Rubric				
	<b>CRITERIA</b>	<b>Very poor (0 - 4,99)</b>	<b>Poor (5 - 6,99)</b>	<b>Good (7 - 9)</b>	<b>Excellent (10)</b>

	<b>Vocabulary</b>	Uses only basic vocabulary and expressions.	Uses limited vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors in word choice.	Uses a variety of vocabulary and expressions.
	<b>Grammar</b>	Uses basic structures, makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors.	Uses a variety of grammar structures, but makes some errors.	Uses a variety of structures with only occasional grammatical errors.
	<b>Fluency</b>	Hesitates too often when speaking, which often interferes with communication.	Speaks with some hesitation, which often interferes with communication.	Speaks with some hesitation, but it does not usually interfere with communication.	Speak smoothly, with little hesitation that does not interfere with communication.
	<b>Communication</b>	Purpose isn't clear needs a lot of help communicating; usually does not respond appropriately or clearly.	Tries to communicate, but sometimes does not respond appropriately or clearly.	Stays on task most of the time and communicates effectively; generally, responds appropriately and keeps trying to develop the interaction.	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction.
	<b>Pronunciation</b>	Frequent problems with pronunciation and intonation.	Pronunciation and intonation errors sometimes make it difficult to understand the student.	Pronunciation and intonation are usually clear/accurate with a few problem areas.	Pronunciation and intonation are almost always very clear/accurate.

Elaborated by: Alava & Segovia (2020)



**Strategy # 7**

<b>Speaking</b>	<h1 style="margin: 0;">Meeting and greeting</h1>
<b>Strategy:</b>	

*Escuela de Educación Básica Particular "Galo Plaza Lasso"*



**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Subject: English**

**Meeting and Greetings**

**Directions**

1. Write sentences using the phrases in the chart below (you can use your own ideas) and practice orally for a few minutes the sentences you have created.
2. Create a short dialogue with your partner about how you would introduce yourself in a normal conversation
3. Present your dialogue with your partner using these phrases related to the topic

It's a pleasure to meet you	Great, Thank you.	Not very good.
How have you been? good	How are you?	I am not feeling
What's New?	Not much.	How is it going?
See you later	What's' new?	What's wrong?

**Sentences section:**


**Dialogue section:**


Figure 10. Worksheet  
Elaborated by Alava & Segovia (2020)

<b>Objective:</b>	To improve social language and pronunciation using introductory phrases already taught in previous units
<b>Procedure:</b>	<ol style="list-style-type: none"> <li>1. Deliver to each students a handout which have phrases about how to greet someone.</li> <li>2. Ask students to write sentences in their notebooks using the phrases and make them practice orally in their own.</li> <li>3. Divide the class in pairs and make students create a dialogue about how to greet someone using the sentences from the handout.</li> </ol>

	<p>4. Choose who is going to be student A and B. make them practice before the presentation of the dialogue.</p> <p>5. Every student must participate in the presentation and each one of them is going to be asses individually.</p>				
<b>Sub speaking skills developed:</b>	<p>a) Accuracy</p> <p>b) Pronunciation</p> <p>c) Vocabulary</p> <p>d) Social Language</p> <p>e) Fluency</p> <p>f) Body Language</p> <p>g) Register</p> <p>h) Listening Comprehension</p>				
<b>Duration:</b>	20-30 minutes				
<b>Resources:</b>	<ul style="list-style-type: none"> <li>• Handout</li> <li>• Pen or pencil</li> </ul>				
<b>Assessment:</b>	Rubric				
	<b>CRITERIA</b>	<b>Very poor ( 0 - 4,99 )</b>	<b>Poor ( 5 - 6,99 )</b>	<b>Good ( 7 - 9 )</b>	<b>Excellent ( 10 )</b>
	<b>Vocabulary</b>	Uses only basic vocabulary and expressions.	Uses limited vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors in word choice.	Uses a variety of vocabulary and expressions.
	<b>Grammar</b>	Uses basic structures, makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors.	Uses a variety of grammar structures, but makes some errors.	Uses a variety of structures with only occasional grammatical errors.
	<b>Fluency</b>	Hesitates too often when speaking, which often interferes with communication.	Speaks with some hesitation, which often interferes with communication.	Speaks with some hesitation, but it does not usually interfere with communication.	Speak smoothly, with little hesitation that does not interfere with communication.
	<b>Communication</b>	Purpose isn't clear needs a lot of help communicating; usually does not	Tries to communicate, but sometimes does not respond	Stays on task most of the time and communicates	Stays on task and communicates effectively; almost always

		respond appropriately or clearly.	appropriately or clearly.	effectively; generally responds appropriately and keeps trying to develop the interaction.	responds appropriately and always tries to develop the interaction.
	<b>Pronunciation</b>	Frequent problems with pronunciation and intonation.	Pronunciation and intonation errors sometimes make it difficult to understand the student.	Pronunciation and intonation are usually clear/accurate with a few problem areas.	Pronunciation and intonation are almost always very clear/accurate.

Elaborated by: Alava & Segovia (2020)

### **Impact and results of the proposal**

The aim of the current project of useful speaking activities is to give teachers support in the pedagogical process of their students and foster the speaking skill of them. This guide demonstrates that both the teacher will benefit from it by receiving guidance of how to conduct a speaking class properly and the students who will be engaged and willing to learn thanks to the dynamic activities. In addition, students will feel less anxious or nervous and the professionalism along with the performance of the teacher will be foster. Besides, the present project will contribute to identify student's weaknesses in the target language and provide appropriate guidance and feedback to them.

Using speaking strategies will also make teachers save time and effort even if he has large group of students which is a normal problem when it comes to teach speaking topics. As a result, the elaboration of the speaking strategies has a relevant impact in any classroom that are applied.

## **Conclusions and Recommendations**

### ***Conclusions***

This study proposed to determine the impact of speaking strategies in the English language learning process with 10th grade students at Escuela de Educación Básica Particular “Galo Plaza Lasso”, school year 2020-2021. The research led the following conclusions:

According to the first specific objective about determining the theoretical foundations about speaking strategy relevance in the process of learning English. The main theories related to the speaking strategy mention that these strategies improve the language development. In this case, teachers must apply different techniques, where they practice intonation, they will be aware that they should modulate their voice, make questions with different choices for answer, motivate to the students in order to talk during class, provide speaking activities relates to share their hobbies and interest.

The second specific objective is related to identify the importance of speaking strategies in the learning English process through techniques and instruments of investigation. In this aspect, the teacher had the tendency to apply outdated strategies which students often perceive them as boring. These traditional strategies applied by the teacher often involve dictation or translation to the target language and this issue create a wall in their language learning process because the second language involve which is Spanish interfere with the English language. This problem also creates that student can't develop the speaking skill. The next issue detected by the observation technique is that there was almost not enough time to practice and reinforce the speaking skill since there are large number of students inside the classroom and the teacher didn't provide feedback to them individually which is really important for the student learning language process.

Finally, the third specific objective was to design a didactic guide to develop speaking strategies to learn English for 10th grade students. After to analyze the results, the authors designed a didactic material based on different speaking strategies, which can make students feel more active and motivated because of the constant interaction between teacher-student. Through these oral strategies foster the group work of students and help them in the development of critical thinking, understanding of direction and construction of knowledge. Moreover, they optimize the students' performance which make them be more active and fearless to speak worlds that they don't know.

## ***Recommendations***

There must be a commitment by the teachers to make the language acquisition of their students as highest quality as possible so, the application of the speaking strategies has a big role in this process. Furthermore, this guide will promote the development of speaking skills which are necessary in future job opportunities and the teacher must show great determination and patience when speaking hours are assigned.

The teacher must have solid knowledge about the language and a positive attitude in order to feel confident and demonstrate reliability to his student. Besides, there should be constant assessment by the English coordinator with the purpose to see if the speaking strategies are carried out according to the author goal. In addition, it is useful to set up meetings among the staff of English teachers to share their opinions and results of the proposal.

Making oral warm ups before the application of the guide is strongly recommended, these warm ups should not be more than ten minutes. The teacher can make their students to speak freely about any topic in groups so the learners will feel less stress or anxious when the relevant activities of the guide were about to start.

Teachers can make the students to practice oral production outside of the classroom and take note of any question that they may have while speaking to themselves. By doing this confidence in the students will boost and they will be able to master what they have learned in the class.

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# **ANNEXES**

## Annexes

### Annex 1 Teacher Observation Class 1

Draw an X in the corresponding items.

	Always	Often	Never
1. Teacher uses technological resources such as videos, games, and didactic activities to improve the English language learning Process.		X	
2. Teacher applies a variety of speaking techniques to contribute to a better oral production.	X		
3. Teacher gives a good feedback after a speaking activity to students.		X	
4. Teacher encourages the students to have an active participation in class.		X	
5. Teacher uses new vocabulary in class to catch students' interest in speaking activities.	X		
6. Teacher motivates the students at the moment they are developing speaking activities in the classroom.		X	

*Annex 2 Teacher Observation Class Draw an X in the corresponding items.*

	Always	Often	Never
1. Teacher uses technological resources such as videos, games, and didactic activities to improve the English language learning Process.		X	
2. Teacher applies a variety of speaking techniques to contribute to a better oral production.		X	
3. Teacher gives a good feedback after a speaking activity to students.	X		
4. Teacher encourages the students to have an active participation in class.			X
5. Teacher uses new vocabulary in class to catch students' interest in speaking activities.		X	

6. Teacher motivates the students at the moment they are developing speaking activities in the classroom.		X	
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*Annex 3 Teacher Observation Class 3*

Draw an X in the corresponding items.

	Always	Often	Never
1. Teacher uses technological resources such as videos, games, and didactic activities to improve the English language learning Process.		X	
2. Teacher applies a variety of speaking techniques to contribute to a better oral production.		X	
3. Teacher gives a good feedback after a speaking activity to students.		X	
4. Teacher encourages the students to have an active participation in class.	X		
5. Teacher uses new vocabulary in class to catch students' interest in speaking activities.		X	
6. Teacher motivates the students at the moment they are developing speaking activities in the classroom.		X	

*Annex 4 Observation Class 4*

Draw an X in the corresponding items.

	Always	Often	Never
1. Teacher uses technological resources such as videos, games, and didactic activities to improve the English language learning Process.		X	
2. Teacher applies a variety of speaking techniques to contribute to a better oral production.		X	
3. Teacher gives a good feedback after a speaking activity to students.		X	
4. Teacher encourages the students to have an active participation in class.		X	
5. Teacher uses new vocabulary in class to catch students' interest in speaking activities.			X
6. Teacher motivates the students at the moment they are developing speaking activities in the classroom.	X		

### Annex 5 Students Survey

**Objective:** To collect student’s information in order to identify the attitude of them toward the language and the teacher’s performance.

Items	Always	Often	Sometimes	Rarely	Never
1. How often do you practice speaking during the English classes?					
2. Do you usually interact in English with your family members?					
3. How often does the teacher use Didactic and Ludic Resources to improve oral production?					
4. Do you consider that most of the speaking activities presented by your teacher are hard to carry out?					
5 How often does the teacher provide advice after a speaking activity is over?					
6. Do teachers must use different and interesting resources in order to achieve a better understanding of the English Language Learning Process?					

7 How often can you perform a speaking activity without direct intervention of your teacher?					
8 Do you believe the use of expressions, phrases and slangs enhances oral proficiency?					
9 Must teachers be active and helpful during the speaking activities?					

## Annex 6 Teachers' observation guide

**Objective:** To find the teaching problems that teachers carry out speaking in their classes

**Instructions:**

Draw an X in the corresponding items.

Items	Always	Often	Never
1. Teacher uses technological resources such as videos, games, and didactic activities to improve the English language learning Process.			
2. Teacher applies a variety of speaking techniques to contribute to a better oral production.			
3. Teacher gives a good feedback after a speaking activity to students.			
4. Teacher encourages the students to have an active participation in class.			
5. Teacher uses new vocabulary in class to catch students' interest in speaking activities.			

6. Teacher motivates the students at the moment they are developing speaking activities in the classroom.			

### Annex 7 Teacher's interview

**Objective:** to gather extra information about the teacher's feelings toward speaking strategies

Questions	Teacher 1	Teacher 2
1. What speaking strategies do you apply with your students to enhance oral production?		
2. Do you think teachers should receive motivational teaching techniques training courses in order to improve speaking production?		
3. Are the students at the same level of knowledge at the beginning of the course?		
4. How important is the use of different techniques at the moment of teaching Speaking skills?		
5. Which do you think is the principal factor that some students don't get any interest at learning speaking skills?		
6. Do you consider that your students have a good level of English according to their grade and age?		
7. What kind of resources		

do you use during speaking?  instructions with the tenth  grade students?		
8. According to your experience, how would you describe the speaking level of the tenth-grade students?		
9. Do you think Accuracy and fluency are important elements in speaking skills?		
10. Do you consider rubrics the best way to assess speaking?		



### Annex 8 Speaking rubric

Assessment:	Rubric				
CRITERIA	Very poor ( 0 - 4,99 )	Poor ( 5 - 6,99 )	Good ( 7 - 9 )	Excellent ( 10 )	
<b>Vocabulary</b>	Uses only basic vocabulary and expressions.	Uses limited vocabulary and expressions.	Uses a variety of vocabulary and expressions, but makes some errors in word choice.	Uses a variety of vocabulary and expressions.	
<b>Grammar</b>	Uses basic structures, makes frequent errors.	Uses a variety of structures with frequent errors, or uses basic structures with only occasional errors.	Uses a variety of grammar structures, but makes some errors.	Uses a variety of structures with only occasional grammatical errors.	
<b>Fluency</b>	Hesitates too often when speaking, which often interferes with communication.	Speaks with some hesitation, which often interferes with communication.	Speaks with some hesitation, but it does not usually interfere with communication.	Speaks smoothly, with little hesitation that does not interfere with communication.	
<b>Communication</b>	Purpose isn't clear needs a lot of help communicating; usually does not respond appropriately or clearly.	Tries to communicate, but sometimes does not respond appropriately or clearly.	Stays on task most of the time and communicates effectively; generally, responds appropriately and keeps trying to develop the interaction.	Stays on task and communicates effectively; almost always responds appropriately and always tries to develop the interaction.	
<b>Pronunciation</b>	Frequent problems with	Pronunciation and intonation errors sometimes	Pronunciation and intonation are usually clear/accurate	Pronunciation and intonation are almost	

		pronunciation and intonation.	make it difficult to understand the student.	with a few problem areas.	always very clear/accurate.
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Annex 9 Bingo list of words for both students and teachers

Bingo Students list of words



camping	diving	swimsuit	sea shells	sunny
ice cream	July	starfish	nature	ocean
outside	picnic		June	relax
summer	swim	sand castle	travel	sunglasses
vacation	bucket	water melon	canoe	beach

Annex 10 List of words for the teacher

# summer Words

 sun	 beach	 picnic
 ball	 shell	 umbrella
 popsicle	 sand	 hot dog
 ice cream	 sandcastle	 fireworks
 sunscreen	 pool	 vacation
 flip flops	 sprinkler	 hot
 water	 lemonade	 shadow
 sunglasses	 tent	 park
 swimsuit	 campfire	 bucket
 watermelon	 shorts	 barbecue
 hat	 sandals	

## Annex 11 Prepared speaking worksheet (Lost in the Jungle)

Escuela de Educación Básica Particular "Galo Plaza Lasso"



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: English

### Lost in the Jungle (Oral Presentation)

#### Directions.

1. Draw an object which you think will allow you to survive in an inhospitable jungle.
2. After the first task is completed, think about the reasons of why this object will keep you alive during this time before you are rescued.
3. Remember these reasons because you are going to share your ideas in front of the class.
4. You can use phrases in a brief oral presentation such as: "I (think, believe, Feel), in my opinion or from my point of view, this object is important because" ..... in order to support your ideas.



## Annex 12 Prepared Speaking worksheet (Meeting and Greeting)

Escuela de Educación Básica Particular "Gale Plaza Lasso"



Name: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

Subject: English

### Meeting and Greetings

#### Directions:

1. Write sentences using the phrases in the chart below (you can use your own ideas) and practice orally for a few minutes the sentences you have created.
2. Create a short dialogue with your partner about how you would introduce yourself in a normal conversation
3. Present your dialogue with your partner using these phrases related to the topic

It's a pleasure to meet you	Great, Thank you.	Not very good.
How have you been? good	How are you?	I am not feeling
What's New?	Not much.	How is it going?
See you later	What's' new?	What's wrong?

#### ⊕ Sentences section:


#### Dialogue section:


## Annex 13

### UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL



#### Validation of the proposed project plan

SPEAKING STRATEGIES AND THEIR IMPORTANCE WITHIN THE ENGLISH LANGUAGE LEARNING PROCESS WITH 10<sup>TH</sup> GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA PARTICULAR "GALO PLAZA LASSO", SCHOOL YEAR 2020-2021

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:

- 1- According to the proposal of the research, it prove that the speaking strategies guides will be a support in their language learning process and will enable them to have a better participation in the class.

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

Comments:

- 1- This research project demonstrated that students speaking and language proficiency has improved remarkably and it will be a helpful tool for others language teachers.

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