



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES  
ENGLISH LANGUAGE TEACHING CAREER**

**TOPIC:**

**“SPEAKING STRATEGIES FOR IMPROVING THE ORAL  
COMMUNICATION IN STUDENTS OF SEVENTH GRADE AT  
ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ MEJÍA LEQUERICA”,  
SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017”**

**RESEARCH PAPER**

**AS A PREREQUISITE TO OBTAIN A:  
BACHELOR’S DEGREE IN ENGLISH**

**AUTHOR:**

**DENISSE CAROLINA YAGUAL VILLEGAS**

**ADVISOR:**

**ING. SANDRA CAAMAÑO LÓPEZ, MSc.**

**LA LIBERTAD – ECUADOR**

**2016**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA DE LICENCIATURA EN INGLÉS**

**TEMA:**

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SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017”**

**TRABAJO DE TITULACIÓN**

**Como un pre-Requisito para obtener el título de:  
LICENCIADA EN INGLÉS**

**AUTOR:**

**DENISSE CAROLINA YAGUAL VILLEGAS**

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La Libertad, August 24<sup>th</sup> 2016

### **ADVISOR' S APPROVAL**

In my role as advisor of the research paper under the title **“SPEAKING STRATEGIES FOR IMPROVING THE ORAL COMMUNICATION IN STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ MEJÍA LEQUERICA”, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017”** prepared by **DENISSE CAROLINA YAGUAL VILLEGAS** undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having guided, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely,**

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**Ing. Sandra Caamaño López, MSc.**

**Advisor**

## **STATEMENT OF AUTHORSHIP**

I, **DENISSE CAROLINA YAGUAL VILLEGAS**, with ID number 240010036-4, undergraduate student from the Península of Santa Elena State University, Faculty of Sciences of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper **“SPEAKING STRATEGIES FOR IMPROVING THE ORAL COMMUNICATION IN STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ MEJÍA LEQUERICA”, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017”** certify that this research is of my authorship, except for the quotes and reflections used in this research paper.

**Sincerely,**

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**GENERAL SECRETARY**

## **DEDICATION**

This thesis work is dedicated to a person who is not physically with us; my dear grandfather José, whose advices were a fundamental basic and guide me through my university years. His words were a source of motivation in my life I dedicate this achievement to you; I know you are proud of your granddaughter and you are in heaven taking care and blessing me. I will never forget you. I love you grandfather this accomplishment is for you.

This work is also dedicated to my family who has always been supporting me unconditionally.

**Denisse**

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My infinite thanks to God for allowing me to finish with this goal, it was not easy, but today it is a dream came true.

Finally, I would like to sincerely thank my thesis advisor, Ing. Sandra Caamaño López, MSc. for her support with the development of this project work.

**Denisse**



## **DECLARATION**

The content of the following graduation work is my responsibility; the intellectual property belongs to Peninsula of Santa Elena State University.

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**Denisse Carolina Yagual Villegas**

**ID: 240010036-4**

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**TOPIC:**

**“SPEAKING STRATEGIES FOR IMPROVING THE ORAL COMMUNICATION IN STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ MEJÍA LEQUERICA”, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017”**

**Author: Denisse Carolina Yagual Villegas**

**Advisor: Ing. Sandra Caamaño López, MSc.**

**ABSTRACT**

Oral communication is the ability to send a message across to a receptor through the voice. To produce a language is not easy at all, only with the constant practice people can produce the English language. The basis of this study is focused on the significance of the application of strategies to enhance the oral communication in English, making the teaching learning process dynamic, interactive and encouraging for the learner. The application of exploratory and observation methods contributed to analyze the problem, causes and consequences in order to create a plan to improve it. The application of different techniques, such as, interviews, surveys, questionnaires, observation, observation guide, and focus group allowed the collection of significant information from students of seventh grade, English teacher and principal from Escuela de Educación Básica “José Mejía Lequerica”, who are part of population sample of this research. Furthermore, results (gotten once the proposal was implemented) showed a positive and constructive improvement in the oral capacity and the speaking ability in the students of seventh grade students.

**Keywords:** Speaking strategies, communication, English Language Teaching.

## INTRODUCTION

English is the official language around the world; teaching a foreign language is not easy; teachers need to take into account different factors that are important in the teaching-learning process. Speaking skill is a main skill that the learners need to develop together with other important English skills. Therefore, it is essential to improve the oral competence, without communication learners will not be able to speak it.

Speaking skill is the main ability that makes people express themselves; learners need to dominate it for good communication, it is relevant to mention that the aspects that are closely related to a positive development of oral competence are the way in which teachers teach. The application of speaking strategies is necessary for improving students' opportunities to practice and increase their English knowledge.

The purpose of the present investigative work is to establish the benefits of using speaking strategies for improving the oral communication during the English speaking lessons for students of seventh grade at Escuela de Educación Básica "José Mejía Lequerica", 2016-2017.

This investigation was ordered into five chapters which are mentioned and described below:

**Chapter I - The Problem:** This chapter provides information about the statement of the problem, the critical analysis, the significance of the problem, guideline questions, general and specific objectives of the investigation.

**Chapter II-Theoretical Framework:** This chapter is about literature reviews that support the investigation. It contains the philosophical, psychological and legal basis of this work, and the research hypothesis.

**Chapter III - Methodology:** It explains the methodological strategies applied during the investigation. It contains the level of research, population, techniques and instruments used to collect information about the investigated topic, data collection with the relevant analysis and interpretation, conclusions and recommendations.

**Chapter IV - The Proposal:** This chapter contains proposal background and it defines the solution to the problem and it analyses the results of this investigative work.

**Chapter V - Administrative Framework:** This chapter shows the budget, timetable and bibliographical resources for this research.

## **CHAPTER I**

### **STATEMENT OF THE PROBLEM**

#### **1.1 Title**

**“SPEAKING STRATEGIES FOR IMPROVING THE ORAL COMMUNICATION IN STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ MEJÍA LEQUERICA”, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 – 2017”**

#### **1.2 Statement of the problem**

#### **1.3 Context**

The English language is the most spoken foreign language from one place to another in the world, and it is the official language in a large number of countries being used for communicating by an estimated number of two billion people in the world. For this reason, Ecuador is being transformed by a series of regulations in Education that oblige teachers to develop English skills in order to help English language learners to be part of that world and be capable of prospering locally and internationally.

The necessity to improve the English skills in Ecuador has increased in all students as a condition for obtaining certificates of study by starting English clubs and increasing the number of English classes in the Teaching Curriculum with the principal aim of providing better opportunities to students to access to bilingual Education scholarships.

In some educational institutions from the Province of Santa Elena, it is necessary for teachers to consider a number of factors that influence on the improvement of the oral skill of students and that have to be taken into account in order to avoid

communicative problems as the ones that are evident in learners of some schools in Salinas and other cities. These learners have difficulties with oral communication at the moment of expressing their feelings, thoughts, likes, dislikes and short ideas they feel uncomfortable due to the lack of English knowledge.

There are many problems in students of seventh grade of basic Education from Escuela de Educación Básica “José Mejía Lequerica”, Salinas, Santa Elena Province due to mainly a few opportunities to enhance communication experiences in the classroom as a result of incorrect guidance of English language classes.

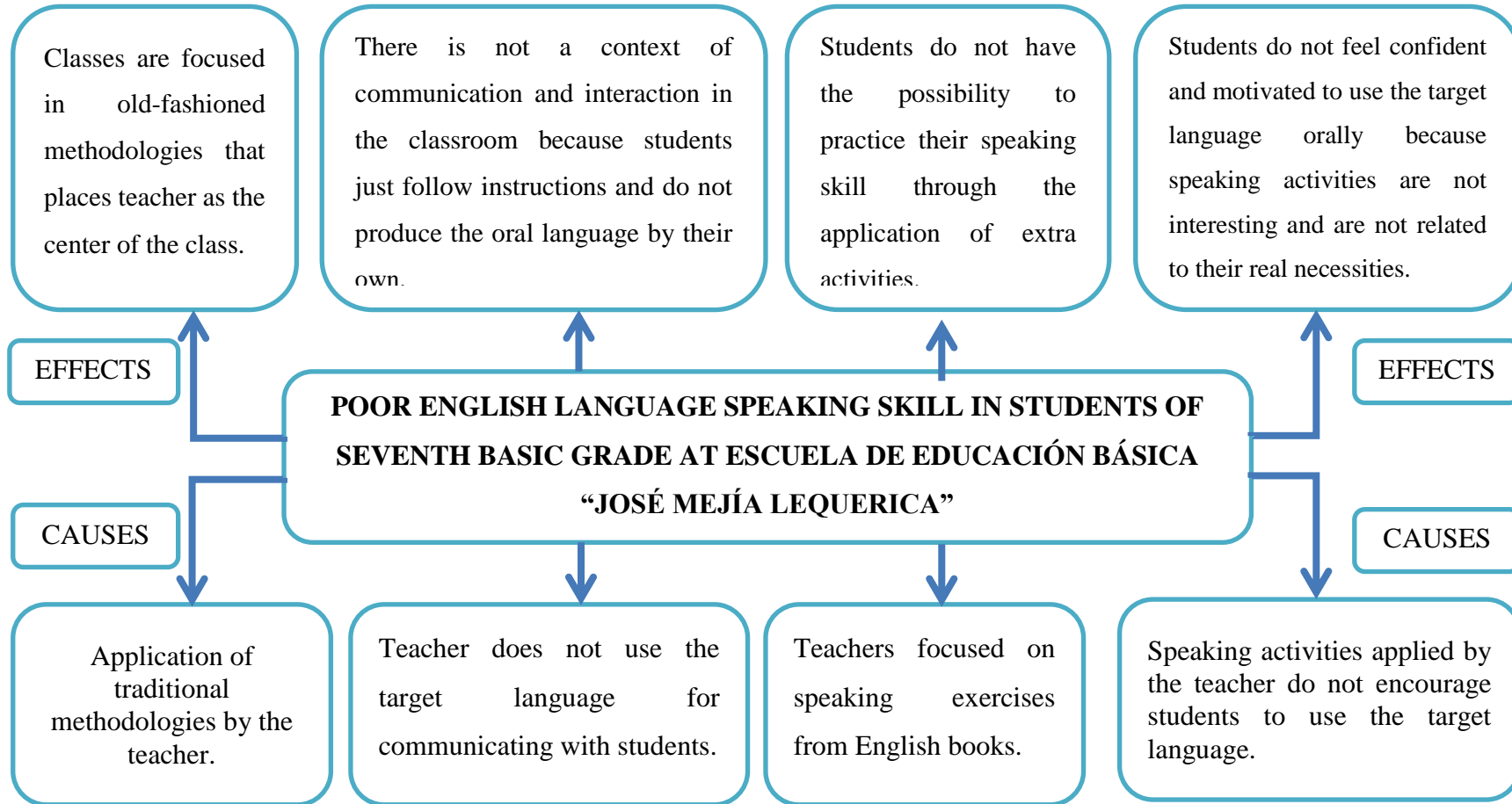
This research is relevant for Education for helping students of seventh grade of basic Education from Escuela de Educación Básica “José Mejía Lequerica”; therefore English speaking skill will provide learners of this language the ability to use their oral communication appropriately providing personal growth and self-motivation at the same time.

#### **1.4 Critical analysis**

The speaking skill of the English language is important to be developed because of its necessity at the moment of sharing information to others. People use oral communication in order to express themselves and keep relationships. However, the enhancement of this skill is not easy for some learners because of some causes. Therefore, it was important to illustrate the causes and effects of speaking problems of seventh grade at Escuela de Educación Básica “José Mejía Lequerica” in the following problem tree:



**Illustration N° 1: Problem tree**



**Author:** Denisse Carolina Yagual Villegas

There are many obstacles in students of seventh grade of basic Education from Escuela de Educación Básica “José Mejía Lequerica”, because of the lack of opportunities to enhance communication experiences as a result of incorrect guidance of English language classes, as mentioned above. Students do not have the correct oral instruction and feel, in some cases, frustrated due to the different pronunciation of some words.

Students seem to feel scared when the teacher asks to say a word, a phrase or a sentence during the English lessons and as a consequence of that, the speaking ability is not developed as necessary, inciting irregularities in the balance of the other three English skills. Furthermore, they have many difficulties at trying to produce the target language orally because students do not have enough vocabulary to formulate clear messages.

Additionally, teachers still continue using traditional methodologies which do not encouragement students to be participants of the oral activities. The speaking skill instruction has to be dynamic with engaging activities and tasks that promote the active participation of all students. Therefore, it is intensely eminent to apply correct motivational strategies to make learners being engaged to the oral communication and change the denomination speaking skills have in these days.

### **1.5 Problem formulation**

What incidence will the application of speaking strategies have to improve the oral communication in the students of seventh grade at Escuela de Educación Básica “José Mejía Lequerica” in Salinas, Province of Santa Elena?

### **1.6 Guideline questions**

- What are speaking strategies?
- What does oral communication mean?

- What are the most appropriate strategies to encourage students to produce the oral communication?
- Are speaking strategies necessary to improve oral communication?
- What influence does oral communication have in students?

### 1.7 Problem limitation

- **FIELD:** Education
- **AREA:** English
- **ASPECT:** Speaking strategies for oral communication
- **TITLE:** SPEAKING STRATEGIES FOR IMPROVING THE ORAL COMMUNICATION IN STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ MEJÍA LEQUERICA”, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016 - 2017
- **PROBLEM:** What incidence will the application of speaking strategies have to improve the oral communication in the English language in the students of the seventh grade at Escuela de Educación Básica “José Mejía Lequerica” in Salinas, Province of Santa Elena?
- **TIME LIMITATION:** During the 2016 – 2017 school year.
- **POPULATION LIMITATION:** Students of seventh grade.
- **SPACE LIMITATION:** Escuela de Educación Básica “José Mejía Lequerica”

- **CONTEXT LIMITATION:** The aim of this investigation remains in the importance of speaking strategies in the development of communication competences in order to give students more experiences of expressing by themselves.

## **1.8 Significance of the project**

Communication is one of the most important skills which learners of a foreign language should develop to increase abilities that can contribute to social changes and participation of individuals in satisfying interpersonal relationships. Learners with poor communicative skills are sometimes viewed as less attractive by their peers and enjoy fewer friendships. It is important to make emphasis that almost all people use the language to transmit ideas, feelings, information, and others and that is why they need to master communicative proficiency.

This research will be carried out with the purpose of covering a part of the demand of good English speakers in children's education. It is vital teaching English language at an early age because children receive and adapt more easily a foreign language.

It is a relevant point to take into account the importance and influence of the different speaking strategies, tutors can use to motivate and practice communication in the classroom individually or in groups mainly focused in communicating skills.

The beneficiaries of this research will be students from seventh grade of basic Education and will contribute to have good communicators into the classroom, when interacting in a group or one-to-one work, contributing to train successful students. This will be achieved through the implementation of strategies that promote the practice and development of the students' oral competence.

## **1.9 Objectives of the research**

### **1.9.1 General objective**

To evaluate the incidence of the application of strategies for the improvement of the oral communication in seventh grade students at Escuela de Educación Básica “José Mejía Lequerica”, Salinas, Province of Santa Elena, School year 2016-2017.

### **1.9.2 Specific objectives**

- To identify the deficiencies of seventh grade students in their speaking skill.
- To determine the most appropriate strategies for the improvement of speaking skill of seventh grade students.
- To design and apply the proposal with strategies in order to improve the oral communication of students of the seventh grade at Escuela de Educación Básica “José Mejía Lequerica”.

## CHAPTER II

### THEORETICAL FRAMEWORK

#### 2.1 Previous research

Razmjoo and Ardekani (2011) carried out an investigation about the development of a model that describes oral expression strategies for students of English as a foreign language (EFL), calculating the effects of gender and competence of the students in adapting new strategies to improve oral expression of learners. This study was designed in order to obtain two important qualitative and quantitative analysis, as reference to new adaptations results, taking into consideration the number of participations of students and their development. As a result of the application of speaking strategies, students improved gradually their speaking competence due to the confidence they felt during the oral practice.

Likewise, Huang (2010) carried out a research about the factors influencing the oral communication strategies in universities from Taiwan. Huang also mentions the importance of keeping the simple and continuous practice of the English language, inside and outside the classroom; at the same time giving fundamental relevance to the intrinsic motivation of each learner, this motivation is very important into the oral communication. Students' self-perceived oral proficiency, the frequency of and motivation in speaking English were significantly correlated with the use of oral communication strategies.

Consequently, this investigation provided EFL teachers a proof that there is a variety of efficient strategies and methods in order to instruct students in the communication process; allowing students to apply oral strategies in order to get skillful future communicators with English language speakers.

### **2.1.1 English speaking**

Boonkit (2010) mentions that speaking is considered as one of the main skills to be developed within the learning of a new language as a second or foreign language. Boonkit (2010) also stipulates three issues to be taken into account to increase students' oral proficiency: confidence, creativity in teaching, and the target language used by the teacher. Speaking is one of the fundamental skills in the process of teaching the English language; the main objective of speaking in a foreign language is communication. Learning a new language is a retroactive process of knowing and relating different meanings of words.

For the development of an efficient oral communication, speakers should keep an appropriate tone of voice, use a variety of words, apply different gestures (body language), and other aspects in order to be well-understood; this should be central to the teacher in the learning process because it is essential to provide students techniques that can be useful at the moment of the target language oral production.

Some techniques for improving speaking skill are repetition exercises, dialogues, games, and others; instructors must maintain students practicing the language inside and outside the classroom; it is important to encourage students to talk about real events in their lives, sharing their own thoughts or feelings instead of repeating sentences that are not related to students' necessities. It is better to make sense of what is taught applying it outside of instructional time.

### **2.1.2 Importance of speaking skill**

In many countries around the world, as Ecuador, authorities in the educational area want students to become competent in English language oral production due to the high visit rates of English speakers in different sectors of the nation. The importance of having students speak a new language is a challenge for the teacher and for the students as well. The teacher is responsible for guiding students in the

correct direction to target language use and the challenge of students is to apply the knowledge they have acquired during the lessons in the oral activities which are a sample of outside real situations.

Nowadays, the necessity to speak English language has increased due to the globalized society people are living; it is becoming something meaningful and relevant in these days to be able to communicate efficiently with others because of the opportunities that a second language provides. It is known that language is the main source for communication and therefore, students need to develop this important factor for the success of any person.

Taking into consideration the necessity of speaking English, it is also important to learn and practice the language use constantly inside and outside the classroom. Teachers must encourage students to practice their speaking ability outside the classroom as much as possible. The ability to communicate orally should be continuous and interactive with teachers, friends and even within the family.

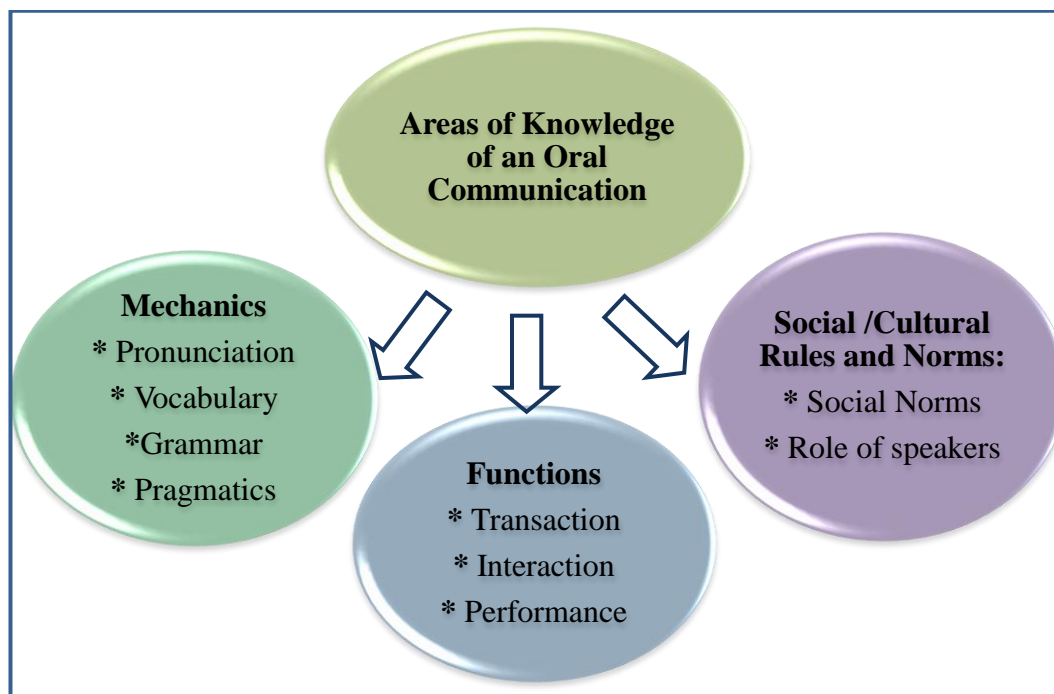
### **2.1.3 Speaking and its areas of knowledge**

According to children growth, they develop and adapt a set of sounds in a definite way, providing meaning to the issue of communication during the English teaching process; children learn that words can be combined in various ways to convey their thoughts, ideas, or feelings to other people.

Speaking skill involves three areas of knowledge that learners need to take into account at the moment of developing the oral communication. These areas are described in the illustration below:



## Illustration N° 2: Areas of knowledge in the oral communication



**Source:** Adapted from <http://www.nclrc.org/essentials/speaking/spindex.htm>

**Author:** Denisse Carolina Yagual Villegas

As the previous graphic shows, speaking skill covers three areas of knowledge for improving the oral communication; mechanics, functions, and social and cultural rules and norms. These areas are interrelated during the oral language production and facilitate its development and production. A more detailed explanation of each knowledge area is presented in the next items:

**Mechanics:** English language teaching is based on the development of three main components: pronunciation, vocabulary, grammar and pragmatics. Pronunciation is required in the development of speaking ability, because it is the act of producing sounds of speech, including articulation, stress, and intonation, is an essential part of good communication. Simon and Taverniers (2011) set native speaker's pronunciation as the model in explicit pronunciation training; they mention that learners must practice pronunciation by listening to a good and more close pronunciation of native speakers.

Likewise, vocabulary is required since words constitute the main factor in the production of the language; without vocabulary, students could not be able to talk in English. Additionally, grammar is important because it is the description of the ways in which words can change their ways and can be combined to form new sentences. Finally, pragmatics is necessary for the oral language production because it is the set of principles and conditions between the transmitter and receiver according to the situation and the communicative purposes. This component develops the ability to ask, request, order, approve or disapprove, apologize, deny, joke, pray and tell stories.

**Functions:** For maintaining and accomplish a conversation involve the ability to handle different forms of expression according to the situation and the communicative purposes. In the case of transaction, students use this function in order to exchange information but the main point is what students say or do during the activity. On the other hand, interaction function is when students are involved in a normal dialogue with their classmates; it is a social function. Finally, the performance function takes place when students have to perform something in front of their classmates in the classroom.

**Social and cultural factors:** This area of knowledge relates to the factors that affect the way of talking with others. It is important to take into account the language that students use during different social situations. In other words, the language has to be according to the person who are talking.

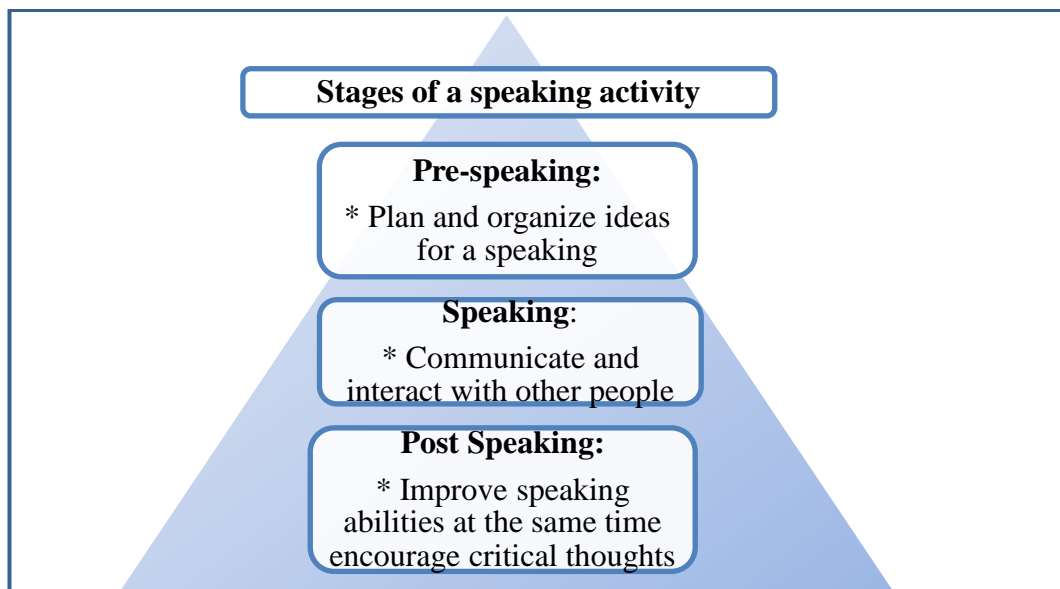
#### **2.1.4 Stages of a speaking activity**

Children in a communicative classroom should have as many speaking opportunities as possible and their speaking practices should be instructed in a didactic and permanent way in order to increase students' proficiency and to prepare them for many communicative real situations. Keeping in mind that each classroom offers a wide range of learners differing in their abilities, knowledge,

confidence, motivation and learning classes, teacher should offer to students with a proper atmosphere that would help them develop their skills, independent of their basic features and variety.

However, it is important to be aware that all students do not have the same speaking skill level and teachers must know that students have to follow some steps in order to fulfill with the speaking task successfully. These stages are illustrated below:

### Illustration N° 3: Stages of a speaking activity



**Source:** Adapted from <http://es.slideshare.net/serilsarahjane/stages-of-speaking>

**Author:** Denisse Carolina Yagual Villegas

Communication in the English language requires these states that students must master for good communication:

**Pre-speaking:** in this stage, students plan and organize their ideas as begin the communication.

**Speaking:** in this step, students work on the speaking activity. Oral comprehension involves understanding oral messages appropriately.

**Post Speaking:** in the final stage, students receive a positive feedback about their oral production and their verbal expression during the exercise.

### **2.1.5 Communicative language teaching (CLT)**

For many decades the predominant method applied in the instruction of English language has been the grammar-translation method. This method was applied in the teaching of the nineteenth century and it was widely used for the first half of the last century to teach modern foreign languages. However, this method is obsolete because students just focus in translating sentences and following the same structures.

Therefore, it is necessary that students' instruction must be based on a methodology which allows them to work actively and achieve academic goals. Communicative language teaching methodologies are involving and being clearer and more applied in the English language teaching process. According to Richards(2006) communicative language teaching (CLT) sets as its goal the teaching of communicative competence. Communicative competence is defined as the ability to interpret and enact appropriate social behaviors, and it requires the active involvement of the learner in the production of the target language.

In order to enhance communicative competence, students must know how to use the target language in a range of diverse purposes and functions. Additionally, students must differentiate the environment of whom they are talking; it means that they have to vary the language use according to the different settings and participants in the dialogue. Students also have to maintain a good communication although they have some limitations in the language knowledge. That is why; students must use diverse kind of communicative strategies.

Although teaching should never be stagnant, a paradigmatic shift in teaching methodology can cause a positive change in language teaching. Hence, the application of the Communicative Language Teaching Approach is a challenge in

a place where the contact with English speakers is not permanent. Nevertheless, Ahmad and Rao(2013) point out that CLT approach is now being applied in many non-native countries where English has a foreign language (FL) orientation. This approach is being applied because of the opportunities that offer to students practice the oral language in a real context, so students practice the target language in order to produce it in real situations of their lives.

### **2.1.6 Strategies for teaching speaking skill**

A fundamental difference in children is their ability to become competent speakers of a new language with considerable aptitude, considering that students receive sufficient oral language practice. Reminding that children with learning facility tend to forget what they learned if the practice is not continuous inside and outside of school. Devine, Fahie, and McGillicuddy (2013) supports the idea of applying effective strategies that contribute to the students' desire of producing the language deliberately instead of being obligated.

Furthermore, it is important to have communication objectives and linguistic resources in learning a foreign language using different work strategies within the classroom in order to facilitate the progressive development of communication activities within the same unit; the practice of this fundamental skill should be through the application of dynamic activities or other didactic resources designed or adapted by the teacher in order to contribute to the progress of the English language speaking skill.

Armstrong (2014) points out those teachers must apply dynamic and encouraging strategies in order for students to be participative in class. English language classes focus on the framework of cooperative learning, which encourages interaction between students and generates cognitive skills to solve the different problems that students must confront both in the classroom context and in everyday life skills.

Brooks (2015) mentions that anyone who is going to teach any particular subject is to bring simple tools to teach with. Some schools have all the tools necessary to teach, while others have very little. Brooks (2015) also mentions that teachers need to go prepared to their classrooms in order to be able to teach more effectively. Some of these teaching strategies are; flashcards, wall posters, videos, stickers, and others. These are all the things that teachers need in order to get students learn what they want them to learn.

Likewise, when teaching English language, teachers need to think of the whole child, and encourage general cognitive and educational development. Therefore, Slattery and Willis (2001) establish that choosing class topics is important but it is also important to select the correct strategies for teaching those topics. In the case of speaking games, teachers can encourage children to use English by playing a game at the same time. The application of games is one way for motivating all students to produce the target language in a deliberately way.

## **2.2 Philosophical basis**

Ahmad and Rao (2013) mention that as a consequence of the ever expanding domains of knowledge, globalization of the world, it has increases the use of English language in all spheres of life because it demand the coming generation to become experts in the use of the English language, not only in its written form but also in its oral communication; it is used as a tool and means towards greater academic, professional or personal goals.

Huang (2010) states that “the frequency of speaking English outside the classroom and motivation in speaking English were the powerful predictors of the use of oral communication strategies among this group of learners” (p. 85). Huang (2010) determines that communicative competence enables learners to convey and interpret messages and to negotiate meanings interpersonally within specific contexts. Strategic competence is the manipulation of language by learners to

achieve communicative goals; it is the pivotal element in communicative competence.

Krashen (1982) claims that the solution to problems in language teaching lies not in expensive equipment, exotic methods, sophisticated linguistic analyses, or new laboratories, but in full utilization of what we already have, speakers of the languages using them for real communication. Krashen concludes that the best methods might also be the most pleasant, and that, strange as it seems, language acquisition occurs when language is used for what it was designed for, communication.

### **2.3 Pedagogical basis**

According to Harmer (2011) the capacity to speak fluently involves the knowledge of language characteristics and the capacity of processing new information and language during the speaking action. There are some elements needed for the correct oral production, Harmer (2011) affirms that English language learners in order to be efficient speakers need to produce different words and use them with fluency; therefore, students need to be immersed in activities that support the speaking skill improvement. Furthermore, the main objective of English language classrooms is the development of oral communication inside and outside the classroom.

Likewise, Harmer (2001) points out that teachers have to recover a series of different roles into the teaching and learning process. However, there are three important functions that are useful for the upgrading of students' fluency at the moment of speaking. These functions are: facilitator, participative, and feedback provider.

For instance, teachers are facilitators of information when students do not know what to say; teacher can provide students with different structures as options to be applied in the target language oral production. Moreover, teachers are participants

when they have to motivate students to work on and produce the oral language through different activities. And finally, teachers have to provide students positive feedback about the activities students have worked on; teachers have to check mistakes and encourage students to do not make mistakes in the next speaking exercises.

Krashen (1982) developed a theory explaining how a second language is acquired and mentions that students have two different ways of developing proficiency in a second language: Krashen determines that students can acquire a language which means that students develop the language by following a subconscious process or being involved in real experiences with English-speaking natives. The other way of developing a language is by learning it. This is a deliberating process which students are aware of using correct grammar structures, adequate words and others that are explained in class by an instructor.

#### **2.4 Psychological basis**

Although Stephen Krashen was an expert in linguistics, his investigation also has repercussions in the psychological field of education. In his second language acquisition theory, Krashen (2013) makes the point that the affective filter of students plays an essential role in the acquisition process of English language and mentions that our brain, feelings and emotions are also responsible for language acquisition.

Krashen (2013) states that if the acquirer is anxious, has low self-esteem, he or she may understand the input, but it will not reach the language acquisition. Likewise, Krashen (1982) identifies three important factors that support the development of a new language; motivation, self-confidence, and anxiety. Motivation is needed because performers with high level of motivation generally learn more easily the language. Self-confidence is also necessary because speakers with self-confidence and self-esteem generally tend to be good language learners



and finally, anxiety, this factor need to be avoid in classrooms because students need to learn in a relaxing and enjoyable environment.

Piaget (as cited in Wood, Smith, and Grossniklaus, 2001) mentions that children have the potential to create new ideas by an inherent process. Children are born with the innate ability to acquire new information in an easier way. Piaget's cognitive study demonstrated that children learn by solving problems which also promotes the development of critical and thinking children's skill.

## **2.5 Sociological basis**

Krashen (1982) describes that the early production of the English language allowed by the use of L1 rules also helps to invite input; it also allows the performer to participate more in conversations with their peers, and this could mean more comprehensible input and thus more second language acquisition. Bailey (2003) claims that in order to communicate well in another language, students must make themselves understood by the people they are speaking with, and this is not an easy task, especially for beginning learners. Accuracy is also needed to be clear comprehended.

Vygotsky (1962) in his sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. The major theme of Vygotsky's theoretical framework is that social interaction plays a fundamental role in the development of cognition. Vygotsky also believed that everything is learned on two levels: through the interaction with others and then integrating new information through mental structures.

Buckingham (2015) makes emphasis on the power that language have in the communicative process and the transmission of messages should be clear. Therefore, Buckingham (2015) establishes that the accent of speakers plays a fundamental role in the effective oral communication. However, she considers that learners must not imitate any specific accent because, as it is known there are

a variety of English accents, it is more important to be intelligible. Intelligible means to make us understood by the receptor of information. Thus, the main objective of an English language course is to support students to be intelligible at the moment of sharing information.

## **2.6 Fundamental categories**

### **2.6.1 Speaking**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997) emphasize that Speaking depends on the context in which a specific message, a thought or a feeling of the participants occurs, express their experiences, describe the physical environment, focusing the purpose of speaking.

### **2.6.2 Skill**

It is the ability that comes from someone's knowledge, practice, aptitude, and others in order to do something. A skill can be also defined as an ability and capacity acquired through deliberate, systematic, and sustain effort to smoothly and adaptively carry out complex activities or functions.

### **2.6.3 Oral communication**

Members of the Griffith Graduate Project from the University of Griffith (2007) establish that oral communicative skills include the mix of verbal, interpersonal and physical strategies needed to interact confidently and effectively with a range of audiences. A skillful communicator draws on a number of different means (e.g., graphical, visual, statistical, audio-visual and technological) to get the point across.

#### **2.6.4 Communication strategies**

Communication strategies play an integral role in the acquisition process of English language. Communication strategies allow weaker or shier students to develop their confident and a feeling of being able to do something with the language.

#### **2.6.5 Communicative Language Teaching (CLT)**

CLT is the approach which main purpose is the enhancement of the learners' confidence at the moment of using the target language orally and it gives a sense of satisfaction to teachers as well in the sense that they are successful in making the students use the foreign language in their daily conversation.

#### **2.6.6 English language learners**

Children, adolescents, adults who are learning English as an additional language from their mother tongue due to the huge necessity of mastering this language considered as the international language of communication.

#### **2.6.7 English as a second language**

ESL is integrative, in that it is designed to help individuals function in the community.

#### **2.6.8 English as a foreign language**

EFL is a part of the school curriculum, and therefore subject to contextual factors such as support from principal and the local community, government policy etc. It is also dependent on the teacher's language proficiency, teaching resource and, the availability of suitable material.

## 2.7 Legal basis

According to the **Ministry of Education of Ecuador** in its document Standards de calidad educativa - The English Language Standards (pag 8) manifests: “The English Language Learning Standards (ELLS) are outcomes students are expected to achieve at the end of a proficiency level in terms of knowledge and 40 skills gained throughout the process. It means that they will show “what students must know and be able to do as they move toward fluency in English”. 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”.

**Art. 2 II Principles - Bb Multilingualism “Organic Law of Intercultural Education (2011)”**: It is recognized the right of all people, communes, peoples and nationalities to be taught in their own language and in the official languages of intercultural relationship; as well as in other languages in relation to the international community.

**Art. 247 “Law of Intercultural Education”**: This article refers to Teaching with productive activities should be encouraged by making use of TICs accompanied by the appropriate techniques and strategies that satisfy the learners for developing the skills that involve the language.

**Art. 343 “Constitución de la República del Ecuador-2008”**: According to this article Education has to achieve a principal goal which is the development of individual and collective abilities of all learners. This article stipulates that these abilities have to be developed and enhanced through a well-qualified teaching process. Additionally, this article refers to the integration of all cultural groups at any part of the teaching and learning process promoting an intercultural Education.

**Art. 37 “Código de la Niñez y Adolescencia”:** The article of this Ecuadorian law points out the right that all children and teenagers from this nation have to receive a good Education and the authorities of education have the responsibility to guarantee that children and teenagers have access to education in their all levels. Additionally, the Ecuadorian system of education and its authorities will provide children and adolescents well-trained teachers, didactic resources, laboratories, and others.

## **2.1 Hypothesis**

The application of speaking strategies will improve the oral communication of students of seventh grade at Escuela de Educación Básica “José Mejía Lequerica”, in Salinas, Province of Santa Elena, 2016-2017.

### **2.1.1 Variables of the study**

#### **2.1.1.1 Independent variable**

Speaking strategies

#### **2.1.1.2 Dependent variable**

Oral communication

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1 Research approach**

This investigation is exploratory based on the application of some methods and observation techniques that allowed the development of this work at the same time will contribute to the collection of information about “speaking strategies to improve the oral communication in students of seventh grade at Escuela de Educación Básica José Mejía Lequerica, Salinas, province of Santa Elena, school year 2016-2017”.

This research has allowed observing the oral communication and attitude of students that they have during the teaching - learning process, with the main aim to implement new ideas that help to overcome the different problems found. The general objective of this work is the implementation of speaking strategies for students to improving the oral competence of learners.

##### **3.1.1 Basic research modality**

This work is a viable project established on the exploratory and field research, along with the model of critical, reflexive and creative analysis, which proposes a solution to the problematic of oral communication by implementing speaking strategies to improve oral communication.

##### **3.1.2 Observation method**

This method was used by the researcher in order to find out specific information about the causes and effects of the problem related to the instruction of speaking skill of seventh grade students at Escuela de Educación Básica Particular “José Mejía Lequerica” by observing the phenomena directly. In this investigation, the

researcher observed the difficult is students have at the moment to interact with the teacher during the teaching learning process, especially with the oral communication analyzing the diverse ideas, and to established general assumptions. In this case, the investigator to reach conclusions about the significance of applying speaking strategies in order to improve the oral competence of students.

### **3.1.3 Qualitative method**

Furthermore, this investigation applied the qualitative method because it was possible to collect relevant data about the instruction process of speaking skill and the importance of using strategies for its enhancement from the observation session, and interviews directed to the main authority, Lcda. Margarita Del Pezo, MSc. and the English teacher of Escuela de Educación Básica “José Mejía Lequerica”, Lcdo. William Figueroa. It is also important to emphasize that for the development of this research paper, some specialists in the English language field from different educational institutions were interviewed and then the gathered information was analyzed in order to be presented in this work.

## **3.2 Level or type of research**

### **3.2.1 Exploratory research**

The exploratory research was applied in order to explore and understand the problem more thoroughly before attempting to collect information's. Additionally, this type of research supported to guide the design and question buildings for then interviews directed to English teacher and principal at Escuela de Educación Básica “José Mejía Lequerica” and other English language experts. For that reason, this type of research was used because it gave to the investigator perceptions and previous material associated to the different problems in the developing of the oral communication during the teaching process, analyzing the

reasons because it difficult to develop the speaking skill in students of seventh grade at Escuela de Educación Básica “José Mejía Lequerica” .

Moreover, through the application of the exploratory research, it was possible to define the hypothesis which in this situation is what speaking strategies can make available to students in the development of oral competence in the teaching – learning process.

### **3.2.2 Field research**

It was important and necessary to gather updated information visiting the school on the current status in Escuela de Educación Básica “José Mejía Lequerica”, it was exactly applied in students of seventh grade (ten girls and fifteen boys); especially in the English teaching area, concerning the use of speaking strategies for improving the oral communication of students; this is the population implicated in the problem especially in speaking skill instruction. In this case, the field research was used in order to gather and analyze vital information about the use of speaking strategies during the English classes.

### **3.2.3 Bibliographic research**

This kind of research was applied because the investigator started looking for and collecting relevant information about speaking strategies on books, journals, sample thesis, and others. The bibliographical research allowed to search and select scientific-theoretical assumptions on the investigated subject from different philosophers, psychologists, and investigators in the English language teaching field, the main topics listed in the theoretical framework related to the teaching of speaking, its importance in developing speaking skill, the different ways to teach speaking, the application of strategies, and others. Finally, all the gathered information was analyzed and summarized in this investigative work.



### 3.2.4 Applied research

The applied research allowed the application and implementation of speaking strategies in order to improve the oral communication of seventh grade students at Escuela de Educación Básica “José Mejía Lequerica”. This kind of research let to know if the proposal worked successfully.

### 3.3 Population and sample

#### 3.3.1 Population

The population of this work was composed by all the 25 students (ten girls and fifteen boys) from the seventh grade at Escuela de Educación Básica “José Mejía Lequerica”, The Principal (1), teacher (1), and English Language experts (3).

**Chart N° 1: Population chart**

N°	DESCRIPTION	QUANTITY	%
1	Principal of Escuela de Educación Básica “José Mejía Lequerica”	1	4
2	English teacher of Escuela de Educación Básica “José Mejía Lequerica”	1	4
3	Seventh basic grade students of Escuela de Educación Básica “José Mejía Lequerica”	25	80
4	English language experts	3	12
<b>TOTAL</b>		30	100%

**Source:** Secretary of Escuela de Educación Básica “José Mejía Lequerica”

**Author:** Denisse Carolina Yagual Villegas

### **3.3.2 Sample**

Since the size of the population is manageable, the 100% of the population was included (twenty five students), and three English specialists in this investigation. It means that no sample size formula was applied.

### 3.4 Variables operationalization

#### 3.4.1 Independent Variable: Speaking strategies

Chart N° 2: Operationalization of the independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p><b>Speaking strategies</b> are a combination of learning activities with the purpose of improving the oral communication of students in their classes and activate their interest for learning. The implementation of the strategies depends on the creativity of the teacher because they will be used at different times of the teaching-learning process according to the necessities of learners.</p>	<p>Learning Process</p> <p>Methodology Strategies</p> <p>Didactic Materials</p>	<p>Methodological strategies</p> <p>Application of speaking strategies</p> <p>Resources</p>	<p>Does the teacher use interactive speaking strategies in the classes?</p> <p>What kind of extra speaking activities does the teacher use in her classes?</p>	<p>Interview</p> <p>Focus group</p> <p>Observation guide</p> <p>Camera</p>

**Author:** Denisse Carolina Yagual Villegas

### 3.4.2 Dependent Variable: Oral communication

Chart N° 3: Operationalization of the dependent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p><b>Oral communication</b> is the ability of a person to communicate consistently and effectively through the use of spoken communication.</p>	<p>Learning Process</p> <p>Teaching Methodology</p> <p>Tests</p> <p>Meaningful Learning</p>	<p>Methodological Strategies</p> <p>Didactic activities</p> <p>Didactic materials</p> <p>Motivation</p>	<p>What is the role of the oral competence in English language learning?</p> <p>Do you think that students develop the oral communication acceptably?</p>	<p>Observation guide</p> <p>Observation</p> <p>Interview</p> <p>Camera</p>

Author: Denisse Yagual Villegas

## **3.5 Techniques and instruments for data collection**

### **3.5.1 Techniques**

#### **3.5.1.1 Observation**

The observation technique was used directly to the students of seventh grade from the Escuela de Educación Básica “José Mejía Lequerica”; this technique allowed observing to the teacher and students in the classroom during the teaching-learning process was observed strategies, activities, the manner of the students, the motivation for provided the teacher, letting have an idea more clear of the problematic.

#### **3.5.1.2 Interview**

The interview was applied with open/closed questions, opinions questions, fact questions, as a technique to get direct information from the principal and the English teacher of the Escuela de Educación Básica “José Mejía Lequerica” and from other English language teaching specialists, it permitted getting opinions about the proposal.

#### **3.5.1.3 Focus group**

The focus group was a technique used for collecting information through the application of a series of questions (opinions and open/closed questions) directed to the twenty-five students of seventh grade using the easy words and giving examples for gathering a specific data. This technique was useful because in the discussion students expressed their opinion about different aspects related to the instruction of English language speaking.

#### **3.5.1.4 Oral test**

An oral test is a kind of collaboration that requires quick thinking and honest answers. It seeks to recognize the knowledge about a topic and the skill of the respondent to communicate. Likewise a pre- and post-oral test will be conducted to define the result of oral competence teaching on advancing of oral performance.

### **3.5.2 Instruments**

#### **3.5.2.1 Camera, video-camera**

These instruments were applied to capture images and videos in order to reproduce them later and have evidences of the use of speaking strategies to improve the oral communication of students of seventh grade.

#### **3.5.2.2 Observation guide**

The observation guide was used in order to collect important data during the teaching-learning process between teacher and students about the strategies that English teacher in the classroom use in the development of the speaking classes.

#### **3.5.2.3 Notebook**

This instrument was used to take additional notes that do not included in the different activities: observation, focus group, interviews to develop throughout this investigation.

#### **3.5.2.4 Questionnaire**

The questionnaire is an instrument applied in this research work with the objective of collecting and interpreting information with opinions and open and closed questions that focused in the speaking skill which was elaborated in order to know

different strategies to apply in the English classes with the objective to improve the oral competence.

### 3.6 Data collection plan

The data collection plan was elaborated according to the observation guide, focus group and interviews; statistical charts in order to systematize information in this research work.

**Chart N°4: Data collection plan**

BASIC QUESTIONS	EXPLANATION
1. What for?	To improve oral communication of students.
2. From which people or objects?	Seventh grade students at Escuela de Educación Básica “José Mejía Lequerica”.
3. About what aspects?	Speaking strategies
4. Who?	Denisse Yagual Villegas (UPSE-English Language Teaching Career).
5. ToWhom?	Students and teacher.
6. When?	2016-2017
7. Where?	At Escuela de Educación Básica “José Mejía Lequerica”.
8. How many times?	Once a year during the academic year 2016-2017.
9. How?	Individually and by group
10. What data collection techniques?	Observation, interviews, and focus group.
11. With what?	Questionnaires, observation guide, and camera.

**Source:** Escuela de Educación Básica “José Mejía Lequerica”

**Author:** Denisse Carolina Yagual Villegas

### 3.7 Data processing planning

Chart N° 5: Data processing planning

DETERMINATION OF A SITUATION	DATA SEARCH	DATA COLLECTION AND ANALYSIS	DEFINITION AND FORMULATION	STATEMENT OF SOLUTIONS
<p>The low level of speaking proficiency was determined through the application of a focus group and a diagnostic test directed to students of seventh grade. Moreover, a direct observation allow to know that teacher did not use strategies to motivate students to talk in English.</p>	<p>The investigator looked for important information about the speaking skill at: Books, journals, internet, and others. It was useful to collect the information using the interviews with the English teacher and principal of Escuela de Educación Básica “José Mejía Lequerica” and the English language teaching professional.</p>	<p>Interviews and focus group were made (focus group for students and interviews for Principal, English teacher and English language teaching experts), and then analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the gathered information that proved the low level of speaking proficiency of seventh grade students at Escuela de Educación Básica “José Mejía Lequerica”, it was relevant to involve the Principal, English teacher and the group of students.</p>	<p>The application of speaking strategies will improve the oral communication of students of seventh grade at Escuela de Educación Básica “José Mejía Lequerica”, in Salinas, Province of Santa Elena, 2016-2017.</p>

**Source:** Escuela de Educación Básica “José Mejía Lequerica”

**Author:** Denisse Carolina Yagual Villegas



### 3.8 Analysis and interpretation of results

#### 3.8.1 Interview to the principal

<b>Name</b>	Antonia Margarita del Pezo del Pezo
<b>Degree</b>	Magister en Planificación Evaluación y Acreditación de la Educación Superior
<b>Qualifications</b>	Curso de las TIC Curso de Inclusión completo Curso de Lectura Crítica
<b>Working experience</b>	Fiscal Teacher for Thirty three years. Principal at Escuela de Educación Básica “José Mejía Lequerica”. He has been managing this educational institution for almost twenty three years.

**Question 1: Do you consider necessary to learn English language in the elementary school? Why?**

**Interpretation:** The principal of Escuela de Educación Básica Particular “José Mejía Lequerica” Lcda. Margarita Del Pezo, MSc. said that learning English is very necessary and important in the elementary primary, because in this society that leads us to a modern life, technology gives us the advantage of learning a new language so students can have better opportunities in life, academic, professional and personal.

**Question 2: How would you describe the English classes in your institution?**

**Interpretation:** The principal of Escuela de Educación Básica Particular “José Mejía Lequerica” mentioned that the English teacher is well-qualifies so English classes are appropriate for students. However, she stated that it is always necessary to innovate the teaching strategies in order to enhance the teaching

process. Finally, she claimed that English classes are based on lesson plans.

**Question 3: What is the importance of English language in Education?**

**Interpretation:** The principal stated that nowadays Education has become active, interactive, and innovative. English language should be in the curriculum from elementary Education and taught in the education system as a second language.

**Question 4: Do you believe that teaching English language to children is essential at the first stages of their education? Why?**

**Interpretation:** The principal of Escuela de Educación Básica Particular “José Mejía Lequerica” said that it is very essential to teach English at early ages because for children is easier to learn a new language due to their receptive ability of new information. She also stated that if students started learning English in their first’s scholar periods, they would not have learning problems at higher levels.

**Question 5: Do you plan with the English area extracurricular activities that support the development of the communicative ability of your students?**

**Interpretation:** The principal of Escuela de Educación Básica Particular “José Mejía Lequerica” said that extracurricular activities depend on the Annual Operative Plan of the institution, for example, open houses are organized by teachers of different teaching areas in which they have to present other teachers, other students, parents and others the improvement of students. In the English are, teacher has organized dramatizations, vocabulary activities, interviews and performances using collages, posters, etc.

**Question 6: Do you have a record of the English level of your students from your institution?**

**Interpretation:** The principal mentioned that children have a basic level of English; at the moment, the institution together with the English area are making changes and innovating new strategies in the educational process to obtain a high level of learning.

**Question 7: What kind of activities encourages children to develop the speaking ability?**

**Interpretation:** The principal of Escuela de Educación Básica Particular “José Mejía Lequerica” said that from her point of view, classroom projects help children develop their skills which are given each month.

**Question 8: What is the number of English hours target in your institution?**

**Interpretation:** The principal said that considering that the English language teaching is not within the curriculum at the primary level, we as an institution opted to give two hours per week of English, giving place as an optative subject.

**Question 9: Do you know the benefits of activities to improve oral communication in different projects that can be applied in the elementary primary?**

**Interpretation:** Lcda. Margarita Del Pezo MSc. said that in these days Education needs the development of innovative projects that contribute to improve the development to the teaching and learning process of student; she believed that the development and implementation of these kinds of projects in the educational institution she manages are very helpful for the students and teachers.

### 3.8.2 Interview to the English teacher

<b>Name</b>	William Valentín Figueroa De La Rosa
<b>Degree</b>	Licenciado en idioma Inglés
<b>Working experience</b>	English teacher at Escuela de Educación Básica “José Mejía Lequerica” and Unidad Educativa “7 de Noviembre”

#### **Question 1: What are the benefits influence to speak English in nowadays?**

**Interpretation:** The English teacher of Escuela de Educación Básica Particular “José Mejía Lequerica”, Mr. William Figueroa, said that the English language is a significant part for Ecuador at a national level, in Education learns this language will help children for their future, because the English language is a universal language.

#### **Question 2: Do you consider the communicative competence as a relevant factor when learning a foreign language?**

**Interpretation:** the English teacher, Mr. William Figueroa, mentioned that the oral communication is essential in the process of learning English, leaving aside other skills that students acquire, children are developing this skill little by little provide security to them.

#### **Question 3: What is the speaking level of your students?**

**Interpretation:** English teacher said that the level of knowledge of children is low really, before not give the owed importance of learning a new language, children have many gaps in knowledge but he working every day to improve this situation, still trying to create them one like children to learn English.

**Question 4: Do you think that a strategic factor to teach a foreign language could be maintaining a good pace during the class?**

**Interpretation:** Mr. William Figueroa, English teacher, maintained that is very important to maintain a good voice, I could consider as a good factor, but remember that as teachers we cannot exaggerate because we would produce fear to the kids and even too much noise in the classroom, then we must have a standard tone as if we have a very low tone the kids lose interest in the class, and never forget the intonations as students, they sometimes choose to be a copy of their teachers

**Question 5: What type of strategies do you apply to contribute to develop communicative competences in your students?**

**Interpretation:** English teacher said that he always have to change strategies for different topics, is the way for students do not feel boring, always use the realia, he also use gestures or mimes, using this strategy children try to discover or give the right words.

**Question 6: Is it necessary to transmit confidence and interest to students during the teaching - learning process?**

**Interpretation:** Mr. William Figueroa mentioned that is important to use more resources to try to help students, teachers should not scare the kids; teachers have to give confidence not only within classes.

**Question 7: Do you apply extra didactic resources to improve the oral competence? Which?**

**Interpretation:** the interviewee teacher said that here almost cannot for the time, he only uses the material that the book provides.

**Question 8: In your experience, what kind of activities encourages children to develop the speaking ability?**

**Interpretation:** The English teacher argued convincingly that in relation to develop the speaking skill, children learn using games, songs and above all using colors, because if we filled words children lose interest to the class.

**Question 9: How significant is it for children to develop the speaking skill?**

**Interpretation:** The English teacher said that the ability to speak goes together with all the skills that influences learn English, so it is very important to develop the speaking skill.

**Question 10: What activities do you apply in your classes to enhance the speaking skill?**

**Interpretation:** The English teacher said that he uses drill exercises, songs and readings.

### 3.8.3 Interview to the first specialist

<b>Name</b>	Shirley Johanna Porras Macias
<b>Degree</b>	Profesora de Segunda Enseñanza Lengua Inglesa y Lingüística
<b>Qualifications</b>	Seminarios de Proficiencia en Inglés Communicative skill at ESPOL
<b>Working experience</b>	Twelve years of professional experience. English teacher at Escuela Particular ALFA Y OMEGA, Currently, English teacher at Colegio Municipal SEGUNDO CISNEROS ESPINOZA

**Question 1: What is your opinion about learning English in elementary schools?**

**Interpretation:** Lcda. Shirley Porrás Macías considers that learning English language in elementary school is important because nowadays, we can access a better education from early ages.

**Question 2: In your opinion how the English classes should be taught in order to develop the oral competence?**

**Interpretation:** Lcda. Shirley Porrás Macías considered that English classes should be interactive using dynamic games, using music and updated teaching materials for engaging students in the learning process of the English language.

**Question 3: What aspects do you consider develop the speaking skill in children?**

**Interpretation:** Lcda. Porrás mentioned that speaking skill helps to communicate with others; this skill is important to develop the aspects that involve learning a foreign language, it is necessary to practice and produce the language, remember that children learn more easily when they are kids.

**Question 4: What is the speaking skill?**

**Interpretation:** The specialist Lcda. Porrás answered that speaking skill is the main ability that makes people express themselves, in this case children, need to dominate for good communication.

**Question 5: What is oral communication?**

**Interpretation:** The specialist Lcda. Porrás answered that oral communication is the act of communicating using the language through the voice.

**Question 6: What aspects into communication could contribute students to develop their oral production?**

**Interpretation:** The specialist Lcda. Porras considered that today's society requires efficient communication skills for getting better opportunities of job, study, social relations and she mentioned that personal successful depends largely on the ability to interact with others.

**Question 7: In your opinion, what is the role of the teaching resources in the teaching-learning process of a foreign language?**

**Interpretation:** Lcda. Porras answered that teaching resources are often used as a link or element between the teacher and students, for achieving the objectives of the lessons, all teaching and learning process should be according to experiences of students' real lives, for improving the skills in the language.

**Question 8: According to your criteria, what are the advantages of using speaking strategies in the English learning process?**

**Interpretation:** Lcda. Porras answered that the advantages of using speaking strategies in the English learning are increasing students' confidence; also trains the brain. Additionally the use of strategies supports the strengthening of students 'confidence to communicate using the oral language and their self-esteem and cultural identity on the bases of the evaluation of their mother tongue and their socio-cultural environment.

**Question 9: Could you mention some strategies to develop the speaking skill?**

**Interpretation:** Lcda. Porras mentioned some strategies, such as, role plays, flashcards, finding the difference, games, songs, dialogues, among other strategies. It is depends of the creativity of the teacher, and determined that they help students practice the language in a safe manner. Additionally, she mentioned



that discussions are excellent and controversial issues that motivate students to speak without restrictions and have a free way to express their ideas. Finally she considered that the mime exercises help to develop different skills in special the speaking ability because especially in children will try to follow the correct action at the moment in the activity: all depends on the way as the teacher manages the group.

### 3.8.4 Interview to the second specialist

<b>Name</b>	Mr. Tito Rafael Hidalgo
<b>Degree</b>	Universidad Europea del Atlántico Master of Business Administration (M.B.A.), HHRR and Knowledge Management. 2014 – 2016  Universidad Técnica Particular de Loja Licenciado en Inglés, EFL. 2002 – 2005
<b>Qualifications</b>	TESOL`s Leadership Development Certificate TESOL International Association. August 2014 TEFL Certificate Universidad Casa Grande. 2003
<b>Working experience</b>	Certified Test Center Supervisor TOEFL iBT and GRE cBT COPEI. May 2012 – (4 years 4 months) Asesor Académico COPOL ENGLISH INSTITUTE. 2004 – (12 years)

**Question 1: What is your opinion about learning English in elementary schools?**

**Interpretation:** Mr. Hidalgo said all educators know the benefits of learning a foreign language from early age. Other than enhancing learning skills, social skills, culture issues, etc. later in life dominating a second language open doors of opportunities.

**Question 2: In your opinion how to be the English classes should be taught in order to develop the oral competence?**

**Interpretation:** Mr. Hidalgo considered that English language learning must be lively, should not be full of fabricated moments but rather many authentic opportunities where they just use the language to communicate real information. This is you tell me something I do not know and I will do the same. Also he mentioned that teachers need to use full of resources such as visual aids (Posters, flashcards, drawings, newspapers, etc), realia (real class, home things), the environment (park, patio, basketball court, etc.). Teachers must be creative when planning, and planning should always overcome the last.

**Question 3: What aspects do you consider develop the speaking skill in children?**

**Interpretation:** The specialist Hidalgo mentioned that it should be “developed” not forced to learn. Children easily pick up the good things that are around them. Continues repetition of everyday language, children right way imitate their teacher, especially when they notice a behavioral or language response.

**Question 4: What aspects into communication could contribute students to develop their oral production?**

**Interpretation:** The specialist Hidalgo considered that the application of well thought out speaking strategies contribute to students’ communicative competence.

**Question 5: In your opinion, what is the role of the teaching resources in the teaching-learning process of a foreign language?**

**Interpretation:** Mr. Hidalgo considered that people are rather whole brain learners rather than passive learners. It has been demonstrated people learn, retain information, and develop skills when they interact, simulate real life events. The

teaching resources are very useful into the classes it depends of the creativity of the teachers.

**Question 6: What is the speaking skill?**

**Interpretation:** The specialist answered that speaking is one of the most important skills needed to communicate.

**Question 7: What is oral communication?**

**Interpretation:** The specialist Hidalgo answered that oral communication is the ability to get a message across to the receptor.

**Question 8: According to your criteria, what are the advantages of using speaking strategies in the English learning process?**

**Interpretation:** The specialist Hidalgo answered that while more strategic speaking activities the better and faster learners will be able to communicate in English, because they are applying what they learn.

**Question 9: Could you mention some strategies to develop the speaking skill?**

**Interpretation:** The specialist Hidalgo mentioned some strategies, such as, role plays, flashcards, finding the difference, games, songs, dialogues, among other strategies. As well teachers may also set rules (about using English in the classroom) from the beginning but respecting learners' silent period. Likewise, teachers can use singing (short tunes), chants, and command games.

### 3.8.5 Interview to third specialist

<b>Name</b>	Lcda. Alexi Tatiana Quinde Villón
<b>Degree</b>	Licenciada En Idioma Inglés
<b>Qualifications</b>	<p><b>Estrategias de Motivación Estudiantil y Liderazgo.</b> Auditorio UPSE - Diciembre del 2011</p> <p><b>Centro de Idiomas COPOL ENGLISH INSTITUTE</b> <b>“C.O.P.E.I.”</b> Star Kids – Multiple Intelligences in the Primary Classroom and YLE Exams. Guayaquil; November del 2011</p> <p><b>Games for the English Classroom</b> Grupo MacMillan - Salinas; Abril del 2013</p> <p><b>Methodology for English Language Learners</b> Houghton Mifflin Harcourt - Guayaquil ; Abril del 2014</p> <p><b>Taller de Estrategias Pedagógicas</b> MINEDUC - Santa Elena, Abril del 2016</p>
<b>Working experience</b>	<p><b>Unidad Educativa Particular Bilingüe “JEFFERSON”</b> <b>Salinas</b> Profesora de Inglés</p> <p><b>Unidad Educativa Santa Elena</b> Profesora de Inglés</p>

**Question 1: What is your opinion about learning English in elementary schools?**

**Interpretation:** Lcda. Alexi Quinde Villón said that it is necessary to learn English in elementary schools because children go to associate a foreign language with the mother tongue from early ages.

**Question 2: In your opinion how to be the English classes should be taught in order to develop the oral competence?**

**Interpretation:** Lcda. Quinde considered that English language learning should

not be force on the contrary teachers need to find the best way to learn the English, with children is necessary that the classes will be interactive and motivated all time with different strategies planed according to the necessities of learners during learning – teaching process.

**Question 3: What is the speaking skill?**

**Interpretation:** The specialist Quinde answered that speaking skill is the most significant skill that learners need to start to communicate.

**Question 4: What is oral communication?**

**Interpretation:** Lcda. Alexi Quinde Villón answered that oral communication is the capacity to get communication with other people.

**Question 5: What aspects do you consider develop the speaking skill in children?**

**Interpretation:** Lcda. Quinde mentioned that children easily learn up the things, also she said that teachers need to practice, use, and apply the English language all time, these are the main aspects that learners should develop into the classroom.

**Question 6: What aspects into communication could contribute students to develop their oral production?**

**Interpretation:** Lcda. Alexi Quinde Villón considered that teachers play an important role into the aspects to produce a good communication; she refers to teachers should use speaking strategies that support to students' oral competence.

**Question 7: In your opinion, what is the role of the teaching resources in the teaching-learning process of a foreign language?**

**Interpretation:** Lcda. Alexi Quinde Villón considered that people in this case children need to retain knowledge's through teaching resources is the best way that learners remember and correlation the learning, teachers need to stimulate and reinforce the topics applying in real examples for your students.

**Question 8: According to your criteria, what are the advantages of using speaking strategies in the English learning process?**

**Interpretation:** The specialist Quinde answered that the advantages of using speaking strategies can be that the learners will be able to communicate in English, not perfectly but if it is a good beginning for them. Also she mentioned that the English classes will be most interactive and attractive for students, gathering your attention and motivation for learning.

**Question 9: Could you mention some strategies to develop the speaking skill?**

**Interpretation:** The specialist Quinde mentioned that in her experience she used some strategies for improving the oral communication as role-plays, finding the difference, dialogues, discussions, brainstorm, especially for children games, songs, short questions, always motivating to children to give your opinions, feelings, etc.

### **3.8.6 Focus group with students**

This focus group was used for gathered information and opinions of students about the English language in general way; it was applied because the group of the students is the children under ages.

**Chart N° 6: Focus group**

GENERAL INFORMATION	
<b>Institution:</b> Escuela de Educación Básica “José Mejía Lequerica”	<b>Moderator:</b> Denisse Yagual Villegas
<b>Course:</b> Seventh Grade	<b>Date:</b> May 9 <sup>th</sup> , 2016
<b>Objective:</b> To determine the opinion of students about the English language teaching process and the methodologies that English teacher applies in the development of the speaking skill through the application of a series of questions.	
QUESTIONS	ANALYSIS
<b>1</b> What is your favorite optative subject, Computation or English?	During the focus group session, most students like learning English because it is interesting to communicate in a different language.
<b>2</b> What is your opinion about the English language lessons?	Most students expressed that English classes are good and fun with some games that teacher rarely applies.
<b>3</b> Does your English teacher speak in English during the entire lessons?	Majority students mentioned that their English teacher does not speak in English during the whole class but teacher always uses mimics in order to be understood.
<b>4</b> What activities does your English teacher use for teaching speaking? Ex: games, songs, etc.	Most students answered that English teacher use drilling exercises about vocabulary and in some cases, songs and games.
<b>5</b> What activities do you like most for practicing the speaking skill?	During the focus groups, the majority students mentioned that they like learning by playing different games that encourage the active participation.
<b>6</b> Could you establish your knowledge of vocabulary for producing the target language orally?	All students expressed that they have a very basic knowledge of vocabulary and they feel that it is always necessary to learn more words in order to speak correctly.
<b>7</b> What kind of extra activities from the English book does your teacher apply for practicing speaking skill?	Most students claimed that teacher just uses the activities from the English book and that is why they do not sometimes feel motivated to learn this language.
<b>8</b> In your English classes do you practice orally with motivational strategies? Ex: games, role-plays, discussions, etc	Majority students expressed that they like to learn to speak through the application of different strategies that encourage them to produce the target language orally.

**Author:** Denisse Carolina Yagual Villegas

### 3.8.7 Observation session

This observation guide was applied for teacher and students at the same time, with the aim to gather information through the observation technique.

**Chart N° 7: Observation session**

GENERAL INFORMATION						
INSTITUTION: Escuela de Educación Básica “José Mejía Lequerica”			COURSE: Seventh Grade			
OBSERVER: Denisse Yagual Villegas		OBSERVED TEACHER: Lcdo. William Figueroa				
OBJECTIVE: To evaluate methodologies and strategies applied in the classroom to develop the English speaking skill.						
N°	DESCRIPTION	5	4	3	2	1
1	Teacher transmits confidence and interest for students to talk during class.			X		
2	Teacher provides students a warm-up activity for introducing the lesson topic.			X		
3	The voice and pronunciation of the teacher are understandable.		X			
4	Teacher explains vocabulary and grammar structures that are necessary for developing oral communication.			X		
5	Teacher provides students examples of the speaking.				X	
6	Teacher applies didactic resources for working the speaking skill.				X	
7	Teacher applies technological tools for increasing the speaking ability.				X	
8	Teacher applies extra speaking exercises.					X
9	Students feel motivated during the speaking activities.				X	
10	The classroom environment is interactive between the teacher and students.				X	
11	Students ask questions using the target language.					X
12	Teacher evaluates students.				X	
13	Teacher provides feedback to students.			X		

**Author:** Denisse Carolina Yagual Villegas



### **3.8.8 Analysis of the observational class**

- a)** The observation session was carried out on May 6<sup>th</sup>, 2016 in the English class of seventh grade because students from this course are the main beneficiaries and it was necessary to observe them directly in order to identify the problem. The observation guide was carried out with the purpose of evaluating the strategies that the English teacher of Escuela de Educación Básica “José Mejía Lequerica” applies in order to develop oral competence of students of seventh grade.
- b)** The observation session conducted to the assumption that the procedure of teaching and practicing speaking skill is not followed by the teacher. First of all, teacher started the class without establishing the objectives of the lesson and the warm up activity was not understood by all students because some of them did not work with the rest.
- c)** Teacher also explained the needed vocabulary and grammar structures for the speaking activity. Even though teacher’s pronunciation and tone of voice is good, students did not feel confident at the moment of producing the oral language. Therefore, there was not a context of communication and interaction in the classroom because students only repeated teacher’s instruction.
- d)** Moreover, teacher just focused on the activities that are included in the English book and students were not engaged to the speaking exercises. At the moment of asking questions about the activity, students did not use the target language. The development of the activity was done without behavior problems but teacher could not evaluate all students because the time was over. Hence, teacher could provide students feedback about the lesson.

### **3.9 Conclusions and recommendations**

#### **3.9.1 Conclusions**

- The English language speaking skill of students of seventh grade at Escuela de Educación Básica “José Mejía Lequerica” has not been developed completely, since the inappropriate instruction.
- Moreover, it is concluded that the speaking skill instruction has some failures because students of seventh grade do not feel confident at the moment of speaking in English due to the few application of interesting speaking activities.
- The application of speaking strategies will be useful for the improvement of English language oral proficiency because they are a didactic and motivational way to learn and practice the oral production of the target language.

#### **3.9.2 Recommendations**

- The speaking skill of students of seventh grade should be practiced and developed with exercises about daily situations during the lessons because it is an important part for communicating with people from different English-speaking nations.
- As a recommendation, the implementation of speaking strategies is necessary for the betterment of the oral communication of seventh grade students at Escuela de Educación Básica “José Mejía Lequerica”
- It is recommended to keep in mind that the application of different speaking strategies is useful and motivating ways for enhancing the oral communication.

## CHAPTER IV

### THE PROPOSAL

#### 4.1 Informative data

##### 4.1.1 Title of the proposal

“SPEAKING STRATEGIES FOR IMPROVING THE ORAL COMMUNICATION INSTUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ MEJÍA LEQUERICA”, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017”.

##### 4.1.2 Executing institution

Escuela de Educación Básica “José Mejía Lequerica”

#### Illustration N° 4: Escuela de Educación Básica "José Mejía Lequerica"



**Source:** Escuela de Educación Básica “José Mejía Lequerica”

**Author:** Denisse Carolina Yagual Villegas

#### 4.1.3 Beneficiaries

Seventh grade students, English teacher and principal.

#### 4.1.4 Location

Salinas, Santa Elena Province-“Centenario” neighborhood

#### Illustration N° 5: Location of E.E.B. "José Mejía Lequerica"



Source:<https://www.google.com.ec/maps/dir/-2.2384602>

#### 4.1.5 Estimated time for execution

Three months

#### 4.1.6 Responsibles

**Author:** Denisse Carolina Yagual Villegas

**Advisor:** Ing. Sandra CaamañoLópez, MSc.

#### 4.1.7 Budget

\$1,177.75 (American dollars)

## **4.2 Proposal background**

Speaking skills are among the intangible ability and most valued by English language learners. Victori (2010) makes the point that communicative skills emerge as one of the most important, if not the most important quality that students require in order to become skillful producing the target language orally. Having good communicative skills is often seen by learners as an indicator of potential success.

Nowadays, many students still feel afraid into the classroom when the teacher requests an idea or asks to say a word, during the English language teaching process; as a result of that, the speaking ability does not improve as it is necessary, frustrating the stability to develop of the other three English skills. Furthermore, they have many difficulties at producing the target language orally; students do not improve this skill because the practice of the English speaking skill is not well-managed and directed by the teacher. It is intensely eminent to apply correct motivational strategies to motivate learners to communicate with their peers orally by asking them to give oral presentations, participate confidently in discussions, conversations or giving opinions.

English language has four main skills which are: listening, speaking, reading and writing. In the case of speaking skill, students need to master this skill due to its significance in the communicative process of any person. However, this skill has not been developed correctly in students of seventh grade at Escuela de Educación Básica “José Mejía Lequerica”. This problem was observed during the teaching practice period; it was observed that students do not feel confident to express their ideas or try to interact with the teacher. Learners presented some problems during the speaking activities, and this provided the idea to solve this problem. Speaking ability is the main skill that students should master without forgetting the other skills that are important as well.

The proposal: “Speaking strategies for improving the oral communication for the seventh grade students at Escuela de Educación Básica “José Mejía Lequerica”, Salinas, province of Santa Elena, 2016-2017” attempts to improve the oral communication practice of the students before mentioned as a demand for the mastery of the English language. Hence, this investigation was essentially designed following English speaking strategies and activities for developing and improving the oral competence in an engaging and dynamic way in order to incentive students to speak. The content of this proposal is based on the vocabulary contents of each unit from the book “Twist and Shout”.

### **4.3 Significance**

The proposal “Speaking strategies for improving the oral communication for the seventh grade students at Escuela de Educación Básica “José Mejía Lequerica”, Salinas, province of Santa Elena, 2016-2017” attempts to enhance the oral communication of students from the educational institution previously mentioned applying a set of activities and strategies that will contribute to improve the English speaking skill.

It is relevant to take into account the importance and influence of the different speaking strategies that teachers can use in order to motivate students and practice oral communication in the classroom individually or in groups mainly focused in communicating skills.

There are strategies that can be applied using didactic resources that teacher can elaborate with different materials all depends of the creativity of teachers, to encourage students to speak in English into the classroom. This work is designed with strategies to develop the speaking ability through didactic and interactive strategies, based on techniques and contents from the book that students use in the English language lessons. The application of speaking strategies has the purpose

of developing the English speaking skill and improving the oral communication of students.

#### **4.4 Objectives**

##### **4.4.1 General objective**

To improve the oral communication through the application of a booklet with speaking strategies in order to motivate students of seventh grade at Escuela de Educación Básica “José Mejía Lequerica”, Salinas, province of Santa, 2016-2017.

##### **4.4.2 Specific objectives**

- To determine the best strategies for improving the oral communication to students of seventh grade.
- To select the appropriate speaking strategies to develop the speaking ability.
- To design didactic and interactive strategies using different material to improve English speaking ability for seventh basic grade students at Escuela de Educación Básica “José Mejía Lequerica”.
- To apply speaking strategies to engage students of seventh basic year in the English speaking skill instruction.

#### **4.5 Design and development of the proposal**

The author of this research paper has designed a Booklet with speaking strategies that will allowed to improve the oral competence on students of seventh grade at Escuela de Educación Básica “José Mejía Lequerica”

The speaking strategies will be applied during the regular classes as strategies in two diary activities during teaching-learning process, this work it will be a guide for teacher, which can be very useful of different ways all depend the creativity of the teacher and necessities of children.

#### **4.5.1 What is a booklet?**

Booklet is considered a short book with a few papers that contains specific information, pictures about a topic to investigate.

#### **4.5.2 What is a strategy?**

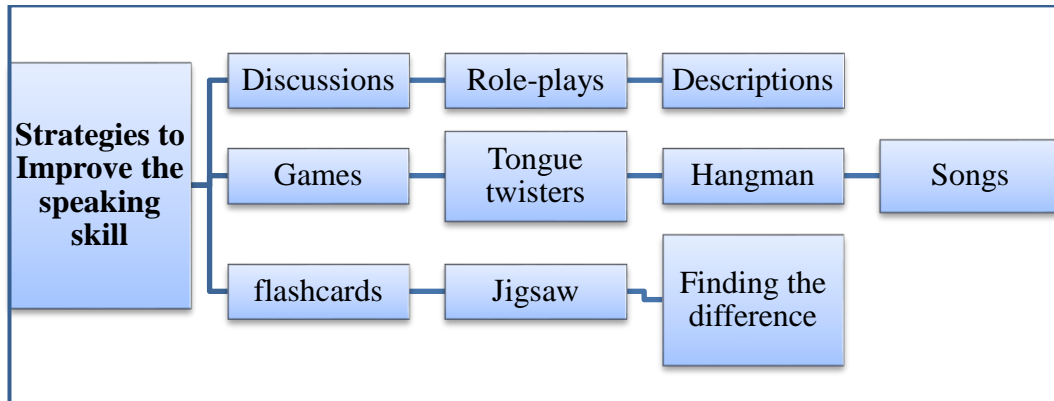
A strategy is a plan of actions planned by a set of methods, materials, interactive activities and instructions; the main objective of strategies application is to motivate and create interesting students for participating in class and thus, the educational goal are achieved satisfactorily. This proposal will provide different strategies to improve the oral competence of students into the classroom, and reinforce the vocabulary for a best communication.

#### **4.5.3 Effective strategies for the English speaking skill**

There are many strategies that can be used for improving the speaking skill, this research work is complemented with strategies for children at the seventh grade form Escuela de Educación Básica “José Mejía Lequerica”. The specialist named some English strategies for this work:



**Illustration N° 6: Speaking strategies**



**Author:** Denisse Carolina Yagual Villegas

#### 4.5.3.1 Descriptions

Descriptions are strategies that promote the development of speaking proficiency of any student. Students are able to use their own words, phrases or expressions in order to describe actions, events, likes, dislikes, and others.

**Illustration N° 7: Cards for descriptive activities**



**Source:** Design of the Proposal

**Author:** Denisse Carolina Yagual Villegas

#### 4.5.3.2 Flashcards

Flashcards are a set of cards that can be a support to children in the learning process and are used for reminding vocabulary. Flashcards can be applied for the instruction of different topics; they can be used for teaching, practicing, and evaluating students' knowledge.

**Illustration N° 8: Flashcards**

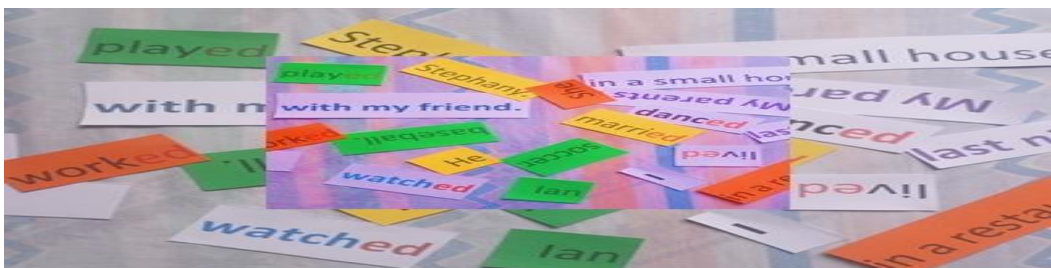


**Source:** Design of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.5.3.3 Cards

The application of cards is useful for students because they are a resource that catches their attention. Cards can be used in different activities and purposes, such as, reinforcing spelling, pronunciation of words.

**Illustration N° 9: Cards**



**Source:** Design of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.5.3.4 Jigsaw

The jigsaw consists in organizing students by groups of four or five students in order to develop collaborative skills. Jigsaw, in speaking instruction, is used to encourage students to create a story and then share their stories to the other members of the other groups. At the end of the activity, students have listened to different stories and others have narrated stories in different ways.

**Illustration N° 10: Jigsaw**



**Source:** Design of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.5.3.5 Discussions

Discussions are a good option to encourage students to give their own opinions. This kind of activity also promotes the critical thinking skill of students because they have to analyze diverse situations and then express their ideas, thoughts, and feelings.

**Illustration N° 11: Discussion**



**Source:** Design of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.5.3.6 Role-plays

Role plays are applied in different moments of English lessons and for practicing different topics. This strategy is very useful for enhancing the ability to speak using the target language. Students have the possibility to adopt characters, real or fiction characters, and simulate a situation. Moreover, students can enrich their performances by using costumes or adapt the scenario.

**Illustration N° 12: Role plays**



**Source:** Design of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.5.3.7 Tongue twisters

This strategy is applied for teachers in order to motivate students to practice and improve their pronunciation which is another important factor for a good and clear communication. Additionally, students can remember or memorize certain vocabulary words from the unit. Tongue twisters are sentences with words that have similar pronunciation which makes difficult the entire reading of the sentence.

**Illustration N° 13: Tongue twisters**



**Source:** Design of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.5.3.8 Finding the difference

This strategy can be applied for students of different levels: the activity can be done using the whole class or dividing them into groups or pairs. Teacher gives a picture and students describe the similarities or differences of the picture.

**Illustration N° 14: Finding the difference**

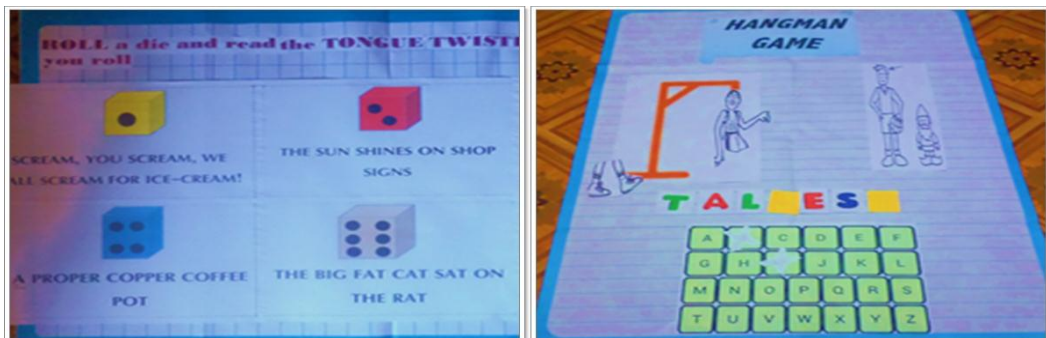


**Source:** Design of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.5.3.9 Games

Games are used for teaching or practicing diverse topics, and even for evaluating students' knowledge. Games are useful for increasing motivation and increasing the participation of students. They have the opportunity to practice the content of a lesson in a playful and enjoyable environment.

**Illustration N° 15: Cards**

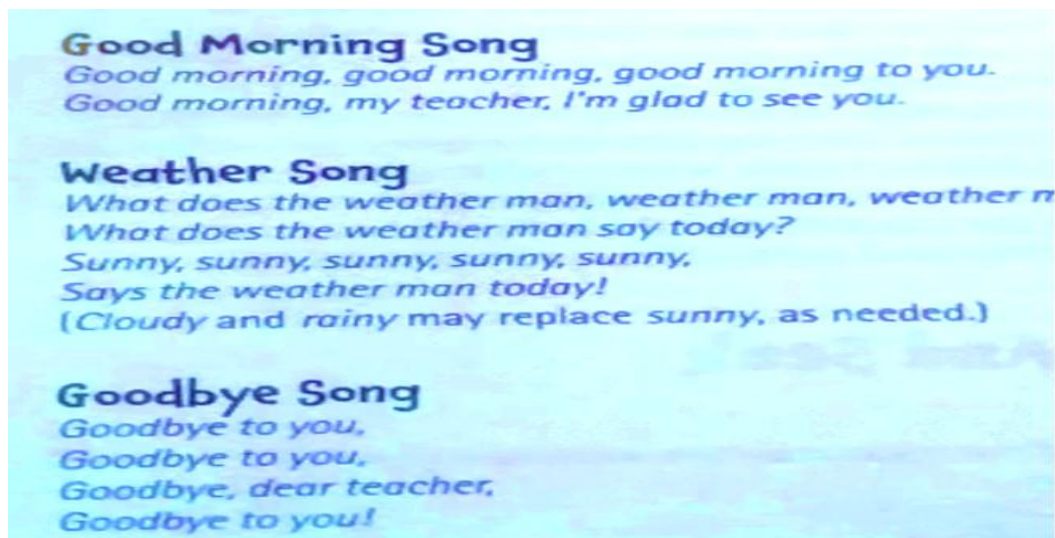


**Source:** Design of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.5.3.10 Songs

Songs are motivating strategies because children love singing. Activities that involves the application of songs encourages students to learn in a deliberately way; students can reinforce vocabulary and improve pronunciation as well.

#### Illustration N° 16: Songs



**Source:** Design of the Proposal

**Author:** Denisse Carolina Yagual Villegas

#### 4.5.4 Content of the Proposal based on Twist and Shout Book

This proposal attempts to enhance the oral communication of students applying strategies that facilitate the speaking instruction and practice. However, it is important to point out that the content of this proposal is based on the content from the English book “Twist and Shout” that students of seventh grade use during the English language instruction.

**Illustration N° 17: Content of English book “Twist and Shout”**

	<b>Vocabulary</b>	<b>Grammar</b>	<b>Features</b>
<b>Unit 1</b> Pages 4-11	Lived, played, worked, watched, talked, danced, kissed, married, France, body, machine, genius, Poland, Germany, deaf, died.	<ul style="list-style-type: none"> <li>- He lived in a big house.</li> <li>- Did he study science?</li> <li>- Yes, he did. / No, he didn't.</li> </ul>	<p><b>Song:</b> Are you a genius?</p> <p><b>Text:</b> Freddy fact's geniuses</p> <p><b>Value:</b> Everybody is different.</p>
<b>Unit 2</b> Pages 12-19	Melon, hieroglyphics, donkey, roof, bread, boat, jewelry, makeup, built, pyramids, pharoochs, found, mummy.	<ul style="list-style-type: none"> <li>- The Ancient Egyptians ate melons.</li> <li>- Where did they live?</li> </ul>	<p><b>Song:</b> Just Ask me</p> <p><b>Text:</b> Ancient Egypt</p> <p><b>Value:</b> learn about your past</p>
<b>Unit 3</b> Pages 20-27	Sword, pirate, ship, captain, treasure, deck, sailors, storm, across, Atlantic, alone, decided, weblog, sharks.	<ul style="list-style-type: none"> <li>- He didn't many Elizabeth.</li> <li>- Go-went, speak-spoke, eat-ate, say-said, see-saw, meet-met, take-took.</li> </ul>	<p><b>Song:</b> North, South, East, West</p> <p><b>Text:</b> A young Sailor</p> <p><b>Value:</b> Learn about the world.</p>
<b>Unit 4</b> Pages 28-35	High, low, far, close, heavy, light, narrow, wide, farthest, hard, weighed, kilograms, tastiest	<ul style="list-style-type: none"> <li>- Julie is the tallest.</li> <li>- Other cleaners are good, but Zingy Zest is the best.</li> </ul>	<p><b>Song:</b> Zingy Zest is the Best</p> <p><b>Text:</b> Freddy fact's fun facts</p> <p><b>Value:</b> Try your best</p>
<b>Unit 5</b> Pages 36-43	Handsome, romantic, successful, magical, terrifying, exciting, enormous, delicious, hero, plays, characters, chocolate, plot, editor, regular, actress, wizard	<ul style="list-style-type: none"> <li>- Ice cream is the most delicious food.</li> <li>- Who's the most famous spy? James Bond is the most famous spy.</li> </ul>	<p><b>Song:</b> The most famous spy</p> <p><b>Text:</b> My hero</p> <p><b>Value:</b> Work hard. Be successful</p>
<b>Unit 6</b>	Five after, ten after, a quarter after, twenty-five	<ul style="list-style-type: none"> <li>- He got up at a quarter to eight.</li> <li>- What time did you get up?</li> </ul>	<p><b>Song:</b> The Sleepover</p>

Pages 44-51	to, a quarter to, ten to, five to, o'clock, fast, garbage, knocked, hear, embarrassed, song	We got up at ten to nine.	<b>Text:</b> So embarrassed! <b>Value:</b> Don't be late
<b>Unit 7</b> Pages 52-59	Hurricane, earthquake, flood, tornado, snowstorm, heat, wave, drought, tsunami, rangers, deep, safe, saved, moved, giant tortoise, followed, together	- What happened in North America? There was a snowstorm. Before the snowstorm, there was a big black, cloud. - After the snowstorm, we made a snowman	<b>Song:</b> After the storm <b>Text:</b> The hippo and the tortoise-a park ranger's true story <b>Value:</b> We can save the Earth
<b>Unit 8</b> Pages 60-67	Leopard, fur, meat, rhino, horns, tusks, skin hunter, endangered, adopt, ice, melting, polluted, rugs, souvenirs, medicines	- Why do hunters kill leopards? Because they want their fur. - Why do leopards have spots? I don't know.	<b>Song:</b> Why do leopards have spots? <b>Text:</b> Fuzz's fun page for kids <b>Value:</b> help endangered
<b>Unit 9</b> Pages 68-75	Keyboard, discotheques, drum, saxophone, guitar, cymbals, tambourine, microphone, costumes, lyrics, voices, both, couples, divorced	- Who plays the guitar? Dany does. - Which singer do you like best?	<b>Song:</b> Let's put some music on! <b>Text:</b> Abba <b>Value:</b> listen to music

**Source:** English book "Twist and Shout"



**4.5.5 A booklet with speaking strategies**



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES**

**ENGLISH LANGUAGE TEACHING CAREER**

**THEME:**

**“A BOOKLET WITH SPEAKING STRATEGIES FOR  
IMPROVING THE ORAL COMMUNICATION IN  
STUDENTS OF SEVENTH GRADE AT ESCUELA DE  
EDUCACIÓN BÁSICA “JOSÉ MEJÍA LEQUERICA”,  
SALINAS, PROVINCE OF SANTA ELENA, SCHOOL  
YEAR 2016-2017”**

**AUTHOR:**

**DENISSE CAROLINA YAGUAL VILLEGAS**

**ADVISOR:**

**Ing. SANDRA CAAMAÑO LÓPEZ, MSc.**

**2016**

#### 4.5.6 Content of the proposal

The content of this proposal was based on the content from the English book “Twist and Shout”. Strategies and activities applied in students of seventh basic year were adapted to students’ necessities and interests.

**Chart N° 8: Content of the proposal**

N°	CONTENT	ACTIVITY	STRATEGY
1	Review of vocabulary	Oral introduction of students.	Posters
2	Simple Past Tense	Oral description of action verbs in simple past.	Flashcards and cards
3	Question in Past Tense and Short Answers	Oral description of simple past question and report of yes/no answers.	Flashcards, cards, and charts
4	Simple Past tense Practice	Pronunciation practice of verbs.	Tongue twister
5	Time expressions in past (last month, last week, last month)	Oral report of past sentences using time expressions.	Unscramble board game
6	Verbs (play, watch TV, study, go to school, eat, take a shower)	Oral description of pictures	Pictures
7	Past actions (verbs in simple past tense)	Song: Are you a genius?	Songs

<b>Nº</b>	<b>CONTENT</b>	<b>ACTIVITY</b>	<b>STRATEGY</b>
<b>8</b>	Basic vocabulary (verbs and nouns)	Oral fluency and pronunciation practice	Game with tongue twister charts and dice
<b>9</b>	Irregular verbs	Oral description of a story	Jigsaw with pictures
<b>10</b>	Superlative adjectives	Oral comparative description of people, animal or objects	Pictures
<b>11</b>	Superlative adjectives	Oral performance using superlative adjectives	Role play
<b>12</b>	Adjective of physical description	Oral discussion about the most famous people	Discussion session
<b>13</b>	Adjectives of physical description	Oral description of favorite heroes	Realia (costumes), description
<b>14</b>	Animals and their habitats	Oral description of animals and their habitats	Pictures, chart
<b>15</b>	Musical instruments	Oral description of favorite musical instruments	Realia/musical instruments

**Source:** Adapted from English book "Twist and Shout"

**Author:** Denisse Carolina Yagual Villegas

## 4.6 Activities

### 4.6.1 Activity N° 1: Introduction of students

<b>Lesson:</b> Review Vocabulary Colors, fruit, animals, and sports	<b>Course:</b> Seventh grade
<b>Strategy:</b> Posters	<b>Activity:</b> Introduction of students
<b>Objective:</b> To evaluate student´s previous knowledge studied through 1 <sup>st</sup> to 6 <sup>th</sup> grade.	

#### Illustration N° 18: Students' introduction using a poster



#### INSTRUCTIONS:

- Teacher starts the class by introducing herself and using a poster.
- Teacher encourages students to remember basic vocabulary previously learnt.
- Teacher gives students a poster.
- Students fill in the blanks of the poster using their own information.
- Students are evaluated by introducing themselves and showing their posters.

**Source:** Implementation of the Proposal

**Author:** Denisse Carolina Yagual Villegas

#### 4.6.2 Activity N° 2: Oral description of actions

<b>Lesson:</b> Simple Past Tense	<b>Course:</b> Seventh grade
<b>Strategy:</b> Flashcards and cards	<b>Activity:</b> Oral description of actions
<b>Objective:</b> At the end of the lesson, students will be able to identify actions using flashcards and cards in order to talk about the past actions.	<b>Time:</b> 20 minutes

#### Illustration N° 19: Oral description of actions-Simple Past Tense



#### INSTRUCTIONS:

- Teacher introduces the verbs in past tense using flashcards.
- Teacher drills and pronounces the target verbs vocabulary three times.
- Teacher pastes flashcards with pictures of the actions of the verbs in past people on the board and spells the verbs.
- Teacher points the cards and asks students to describe the action.
- Students are evaluated by reporting the action from the flashcard in a sentence.

**Source:** Implementation of the Proposal

**Author:** Denisse Carolina Yagual Villegas

### 4.6.3 Activity N° 3: Oral description of actions

<b>Lesson:</b> Question in Past Tense and Short Answers	<b>Course:</b> Seventh grade
	<b>Activity:</b> Oral description of simple past question and report of yes/no answers.
<b>Strategy:</b> Flashcards, cards, and charts	<b>Time:</b> 20 minutes
<b>Objective:</b> At the end of the lesson, students will be able to formulate yes/no questions using flashcards, cards and charts in order to provide yes/no answers .	

#### Illustration N° 20: Oral description of actions



#### INSTRUCTIONS:

- Teacher motivates students to remember verbs in simple past.
- Students write a list of verbs on the board, drill and pronounce the target verbs vocabulary making emphasis on pronunciation.
- Teacher pastes a chart and some cards on the board.
- Students work in pairs this activity; they have to reorder the question form the chart and then aske themselves the question.
- Students are evaluated by reporting the question correctly and answering them orally.

**Source:** Implementation of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.6.4 Activity N° 4: Tongue twisters

<b>Lesson:</b> Simple Past Tense: practice with verbs	<b>Course:</b> Seventh grade
<b>Strategy:</b> Tongue twister, cards	<b>Activity:</b> Tongue twister
<b>Objective:</b> At the end of the lesson, students will be able to recognize verbs in simple past by repeating some tongue twisters in order to improve pronunciation.	<b>Time:</b> 20 minutes

#### Illustration N° 21: Tongue twisters exercises



#### INSTRUCTIONS:

- Teacher encourages students to remember the verbs in past tense cards.
- Teacher drills and pronounces the target verbs vocabulary three times.
- Teacher shows students charts with different tongue twisters and read them.
- Teacher encourages students to repeat the tongue twister in order to practice their pronunciation.
- Teacher asks for some volunteers to read a tongue twister.
- Students are evaluated by reading a tongue twister as fast as they can taking into account the pronunciation of each word.

**Source:** Implementation of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.6.5 Activity N° 5: Report of past sentences using time expressions.

<b>Lesson:</b> Time expressions in past (last month, last week, yesterday)	<b>Course:</b> Seventh grade
<b>Strategy:</b> Flashcards, chart cards	<b>Activity:</b> Oral report of past sentences using time expressions
	<b>Time:</b> 20 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize noun, verbs in simple past and time expressions by using an unscramble board in order to formulate past sentences.	

#### Illustration N° 22: Report of past sentences using time expressions



#### INSTRUCTIONS:

- Teacher encourages students to remember the verbs in past tense cards.
- Teacher drills and pronounces the target vocabulary about verbs.
- Teacher explains students the use of time expressions (last month, last week, yesterday, and others) by writing some examples on the board.
- Teacher asks for some volunteers to report oral examples using time expressions.
- Teacher pastes a board game on the board.
- Students pastes cards in the correct box (noun – verb – time expression).
- Students are evaluated by formulating oral sentences using the cards from the board game.

**Source:** Implementation of the Proposal

**Author:** Denisse Carolina Yagual Villegas



#### 4.6.6 Activity N° 6: Oral description of pictures

<b>Lesson:</b> Verbs (play, watch TV, study, go to school, eat, take a shower, and others)	<b>Course:</b> Seventh grade
<b>Strategy:</b> Pictures	<b>Activity:</b> Oral description of pictures
	<b>Time:</b> 20 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize noun, verbs in simple past and time expressions by using an unscramble board in order to formulate past sentences.	

#### Illustration N° 23: Oral description of pictures



#### INSTRUCTIONS:

- Teacher introduces the new vocabulary about daily routine verbs by using flashcards.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher explains students the use of daily routine verbs by reporting a daily routine of a person with pictures.
- Teacher asks for some volunteers to report their daily routines orally.
- Teacher shows students some pictures of people doing different actions.
- Students are evaluated by reporting the daily routine of the person from the picture.

**Source:** Implementation of the Proposal

**Author:** Denisse Carolina Yagual Villegas

#### 4.6.7 Activity N° 7: Song: Are you a genius?

<b>Lesson:</b> Past actions (verbs in simple past tense)	<b>Course:</b> Seventh grade
<b>Strategy:</b> Song, worksheets	<b>Activity:</b> Song: Are you a genius?
<b>Objective:</b> At the end of the lesson, students will be able to recognize simple past verbs by filling in the blanks the lyrics of the song Are you a genius?.	

#### Illustration N° 24: Song



#### INSTRUCTIONS:

- Teacher encourages students to remember the previous vocabulary about verbs in simple past.
- Students write a list of verbs on the board and repeat them focusing on pronunciation.
- Teacher asks students to listen to the song: Are you a genius?.
- Teacher gives students a worksheet and explains them the activity.
- Students listen to the song: Are a you a genius? And fill in the blanks with the correct verb in simple past tense.
- Students are evaluated by reporting their answers orally.
- Studnets sing the song alone.

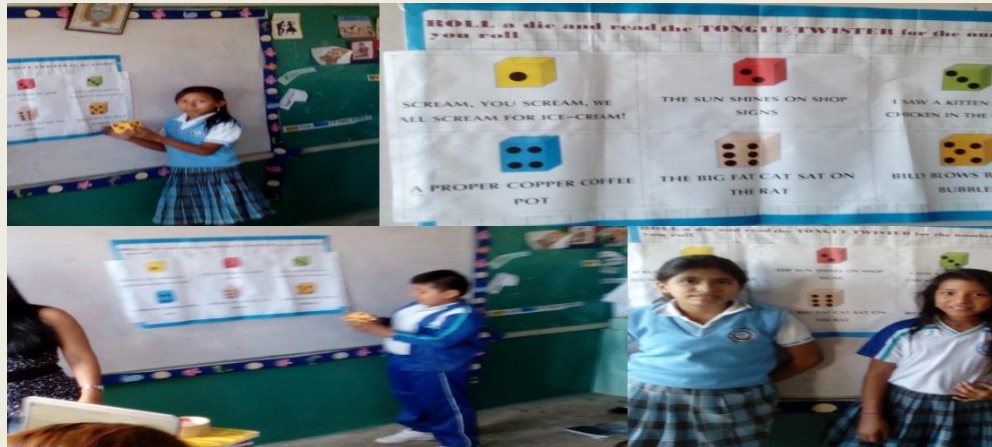
**Source:** Implementation of the Proposal

**Author:** Denisse Carolina Yagual Villegas

#### 4.6.8 Activity N° 8: Game with tongue twister charts and dice

<b>Lesson:</b> Basic vocabulary (verbs and nouns)	<b>Course:</b> Seventh grade <b>Activity:</b> Game with tongue twister charts and dice
<b>Strategy:</b> Game, tongue twister, charts, dice.	<b>Time:</b> 20 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize basic vocabulary (nouns and verbs) by playing a game with tongue twisters in order to improve pronunciation and oral fluency.	

#### Illustration N° 25: Game with tongue twister charts and dice



#### INSTRUCTIONS:

- Teacher encourages students to remember the previous vocabulary about verbs and nouns.
- Teacher asks students to remember the tongue twisters from the previous lessons.
- Teacher pastes a chart with a game using tongue twisters with basic vocabulary (nouns and verbs).
- Teacher explains students the game activity.
- Students throw a die, go the square with the number the die indicates and repeat the tongue twister.
- Students are evaluated by repeating the tongue twister as fast as they can.

**Source:** Implementation of the Proposal

**Author:** Denisse Carolina Yagual Villegas

#### 4.6.9 Activity N° 9: Oral description of a story

<b>Lesson:</b> Irregular verbs-simple past	<b>Course:</b> Seventh grade
<b>Strategy:</b> Jigsaw with pictures	<b>Activity:</b> Oral description of a story
<b>Objective:</b> At the end of the lesson, students will be able to recognize basic vocabulary (nouns and verbs) by playing a game with tongue twisters in order to improve pronunciation and oral fluency.	

#### Illustration N° 26: Oral description of a story



#### INSTRUCTIONS:

- Teacher introduces the new vocabulary about irregular verbs in simple past using cards and drills and pronounces the target vocabulary three times.
- Teacher explains the use of irregular verbs by writing some examples on the board.
- Teacher motivates students to work in groups of five and give to each group some pictures.
- Each group has to organize the pictures about different famous geniuses (Leonardo da Vinci, Marie Curie, Beethoven, and others) and create a story using simple past irregular verbs.
- Students are evaluated by reporting their stories orally.

**Source:** Implementation of the Proposal

**Author:** Denisse Carolina Yagual Villegas

#### 4.6.10 Activity N° 10: Comparative descriptions

<b>Lesson:</b> Superlative adjectives	<b>Course:</b> Seventh grade <b>Activity:</b> Oral comparative description of people, animal or objects
<b>Strategy:</b> Pictures	<b>Time:</b> 20 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize superlative adjectives by using pictures in order to compare people, animals and objects.	

#### Illustration N° 27: Comparative descriptions



#### INSTRUCTIONS:

- Teacher introduces the new vocabulary about adjectives by using flashcards.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher explains the grammar structure of superlative adjectives using pictures of adjectives from the vocabulary unit and writing some examples on the board.
- Teacher motivates students to write more superlative sentences on their notebooks.
- Teacher shows students some pictures of different people, animals and objects.
- Students are evaluated by reporting superlative sentences about the pictures teacher shows orally.

**Source:** Implementation of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.6.11 Activity N° 11: Comparative descriptions

<b>Lesson:</b> Superlative adjectives	<b>Course:</b> Seventh grade
	<b>Activity:</b> Oral performance using superlative adjectives
<b>Strategy:</b> Role play	<b>Time:</b> 20 minutes
<b>Objective:</b> At the end of the lesson, students will be able to recognize superlative adjectives by using pictures in order to create a short dialogue and then perform it in front of the class.	

#### Illustration N° 28: Comparative descriptions



#### INSTRUCTIONS:

- Teacher reminds students the previous vocabulary about superlative adjectives.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher reminds students the grammar structure of superlative adjectives by writing some sentences on the board.
- Teacher motivates students to report more superlative sentences orally.
- Students work in pairs and create a short dialogue using superlative adjectives.
- Students are evaluated by performing their dialogues in front of the class.

**Source:** Implementation of the Proposal

**Author:** Denisse Carolina Yagual Villegas

#### 4.6.12 Activity N° 12: Oral description of favorite heroes

<b>Lesson:</b> Adjective of physical description	<b>Course:</b> Seventh grade
<b>Strategy:</b> Posters and masks	<b>Activity:</b> Oral description of favorite heroes
<b>Objective:</b> At the end of the lesson, students will be able to recognize comparative adjectives by using pictures in order to compare physically favorite heroes.	

#### Illustration N° 29: Oral description of favorite heroes



#### INSTRUCTIONS:

- Teacher reminds students the previous vocabulary about adjectives.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher reminds students the grammar structure of comparative adjectives by writing some sentences on the board.
- Teacher motivates students to report more comparative sentences orally.
- Teacher pastes some posters of famous heroes on the board and formulates some questions: who is taller, spiderman or hulk?
- Students are evaluated by reporting comparative sentences orally about famous heroes.

**Source:** Implementation of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.6.13 Activity N° 13: Oral discussion about the most famous people

<b>Lesson:</b> Adjective of physical description	<b>Course:</b> Seventh grade
<b>Strategy:</b> Discussion session	<b>Activity:</b> Oral discussion about the most famous people
<b>Time:</b> 20 minutes	
<b>Objective:</b> At the end of the lesson, students will be able to recognize comparative adjectives by using pictures in order to compare physically famous people.	

#### Illustration N° 30: Oral discussion about the most famous people



#### INSTRUCTIONS:

- Teacher reminds students the previous vocabulary about adjectives.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher explains the grammar structure of comparative adjectives using pictures of adjectives from the vocabulary unit and writing some examples on the board.
- Teacher motivates students to write more superlative sentences on their notebooks.
- Students choose two favorite heroes and compare them physically.
- Students are evaluated by reporting comparative sentences orally.

**Source:** Implementation of the Proposal

**Author:** Denisse Carolina Yagual Villegas



#### 4.6.14 Activity N° 14: Oral description of animals and their habitats

<b>Lesson:</b> Animals and their habitats	<b>Course:</b> Seventh grade
<b>Strategy:</b> Pictures, chart	<b>Activity:</b> Oral description of animals and their habitats
<b>Objective:</b> At the end of the lesson, students will be able to identify animals and their habitats using pictures and charts.	<b>Time:</b> 20 minutes

#### Illustration N° 31: Oral description of animals and their habitats



#### INSTRUCTIONS:

- Teacher introduces the new vocabulary about animals and their habitats by using pictures.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher explains students that some animals have different habitats by showing a video.
- Teacher pastes on the board a chart and asks students to match each animal with its habitat.
- Students are evaluated by reporting oral sentences, for example: polar bears live in cold countries.

**Source:** Implementation of the Proposal

**Author:** Denisse Carolina Yagual Villegas

#### 4.6.15 Activity N° 15: Oral description of favorite musical instruments

<b>Lesson:</b> Musical instruments	<b>Course:</b> Seventh grade
	<b>Activity:</b> Oral description of favorite musical instruments
<b>Strategy:</b> Realia / musical instruments	<b>Time:</b> 20 minutes
<b>Objective:</b> At the end of the lesson, students will be able to identify musical instruments by using pictures and realia in order to describe their favorite musical instruments.	

#### Illustration N° 32: Oral description of favorite musical instruments



#### INSTRUCTIONS:

- Teacher introduces the new vocabulary about musical instruments by using pictures.
- Teacher drills and pronounces the target vocabulary three times.
- Teacher explains students the use of some musical instruments by playing a video.
- Teacher encourages students to choose a musical instrument.
- Students are evaluated by describing their favorite musical instrument using realia.

**Source:** Implementation of the Proposal  
**Author:** Denisse Carolina Yagual Villegas

#### 4.7 Strategies of improvement

There are many speaking strategies to increase the motivation to improve the oral communication on students. The application of different activities is needed to enhance the oral competence of the English language, the changes between the beginning and the end of this proposal, is shown in the following table:

**Chart N° 9: Activities of improvement of speaking strategies**

<b>BEFORE THE PROPOSAL</b>	<b>AFTER THE PROPOSAL</b>
<ul style="list-style-type: none"><li>✓ Use of traditional methodology.</li><li>✓ Traditional English classes.</li><li>✓ Students only repeated commands.</li><li>✓ Low level of communication in English.</li></ul>	<ul style="list-style-type: none"><li>✓ English classes using different speaking strategies.</li><li>✓ Gestures and tone of voice complemented their oral competence.</li><li>✓ Increase of the level of communication in English language.</li></ul>

**Source:** Escuela de Educación Básica “José Mejía Lequerica”

**Author:** Denisse Carolina Yagual Villegas

#### 4.8 Rubric for the diagnostic oral test

**Chart N° 10: Rubrics for the diagnostic oral test**

<b>CATEGORIES</b>	<b>POOR</b> 0,50 Points	<b>SATISFACTORY</b> 1 Point	<b>GOOD</b> 1,50 Points	<b>EXCELLENT</b> 2 Points
Simple introduce yourself				
Produce small communication using common phrases				
Give short answers to simple questions about personal information				
Make simple descriptions using target vocabulary				
Use of a pronunciation according to want to communicate				

**Author:** Denisse Carolina Yagual Villegas

## 4.9 Results of implementation

### 4.9.1 Results of the diagnostic test

**Chart N° 11: Results of students' diagnostic test**

<b>N°</b>	<b>STUDENTS' NAMES</b>	<b>DIAGNOSTIC TEST</b>
1	Alvarado Del Pezo Anthonny Joel	5
2	Aranea Lainez Lady Amarilis	4,5
3	Basilio Del Pezo Erick Daniel	6
4	Cardenas Morante Bruce Brandon	6
5	Chang Vaca Angie Denisse	6,5
6	De La Cruz Reyes Ariana Nicole	3,5
7	De La Cruz Rodriguez Jairo Ivan	5,5
8	Faria Ramos Darelys Caroline	5
9	Franco Rosales Jonathan Saul	3,5
10	González De La Cruz Valeria Denisse	4,5
11	Gonzalez Del Pezo Jorge	5,5
12	Gonzalez Panchana Adrian Paul	5,5
13	Jaramillo Rivero Daniel Sebastian	4
14	Lainez Cordova Jonathan Adrian	6,5
15	Mendieta Yagual Victor Emilio	4,5
16	Mujica Perero Nathaly Yulissa	3,5
17	Perero Del Pezo Darwin Adrian	5,5
18	Rocafuerte Alay Michael Efren	6
19	Rocafuerte Del Pezo María Fernanda	5
20	Rodriguez Gonzalez John Alexander	6,5
21	Santos Del Pezo Camilo Enrique	4,5
22	Sibri Rocafuerte Zharick Michelle	3,5
23	Tigrero Balón Rocío Arelys	5,5
24	Tigrero Ortega Bryan Daniel	6
25	Tomala Escalante Tiffani Anahi	5

**Source:** Diagnostic test of seventh grade students

**Author:** Denisse Yagual Villegas

#### **4.9.2 Analysis of the diagnostic test results of students**

The table of results above shows, most students got low scores in the diagnostic test taken in order to identify the level of oral communication of seventh basic year students at Escuela de Educación Básica “José Mejía Lequerica”. The highest score was 6, 50 over 10 and the lowest score was 3, 50 over 10. Making a general average of all the scores of students the result a score of 5, 08/10.

The results of the diagnostic test demonstrate the speaking skill is not totally developed in the teaching and learning process of the class. The level of the oral competence refers that students do not have a satisfactory level causing difficulties in the oral production of the English language.

### 4.9.3 Results of the final test

**Chart N° 12: Final test results of students**

<b>N°</b>	<b>STUDENTS' NAMES</b>	<b>FINAL TEST</b>
1	Alvarado Del Pezo Anthonny Joel	8
2	Aranea Lainez Lady Amarilis	9
3	Basilio Del Pezo Erick Daniel	10
4	Cardenas Morante Bruce Brandon	9
5	Chang Vaca Angie Denisse	8
6	De La Cruz Reyes Ariana Nicole	7,5
7	De La Cruz Rodriguez Jairo Ivan	9
8	Faria Ramos Darelys Caroline	10
9	Franco Rosales Jonathan Saul	7
10	González De La Cruz Valeria Denisse	9
11	Gonzalez Del Pezo Jorge	10
12	Gonzalez Panchana Adrian Paul	10
13	Jaramillo Rivero Daniel Sebastian	8,5
14	Lainez Cordova Jonathan Adrian	10
15	Mendieta Yagual Victor Emilio	8
16	Mujica Perero Nathaly Yulissa	7
17	Perero Del Pezo Darwin Adrian	9
18	Rocafuerte Alay Michael Efren	10
19	Rocafuerte Del Pezo María Fernanda	8
20	Rodriguez Gonzalez John Alexander	9
21	Santos Del Pezo Camilo Enrique	8
22	Sibri Rocafuerte Zharick Michelle	7,5
23	Tigrero Balón Rocío Arelys	9
24	Tigrero Ortega Bryan Daniel	10
25	Tomala Escalante Tiffani Anahi	10

**Source:** Final test of seventh grade students.

**Author:** Denisse Yagual Villegas

#### **4.9.4 Analysis of final test results**

At the end of the implementation of the proposal, a final test was taken with the aim of improving the progress of students in the speaking skill. The final test consisted in three items in which students had to identify and produce oral communication based on activities that they were taught during the time of the proposal application. Most of students obtained the highest score on the contrary of the diagnosis test.

The scores are evidence that students did learn and improved their oral competence knowledge through the application of English speaking strategies during the speaking lessons. Also, students had the opportunity to be part of English classes full of dynamic and motivating activities that involved them into the speaking teaching-learning process.



#### 4.9.5 Results of students' improvement

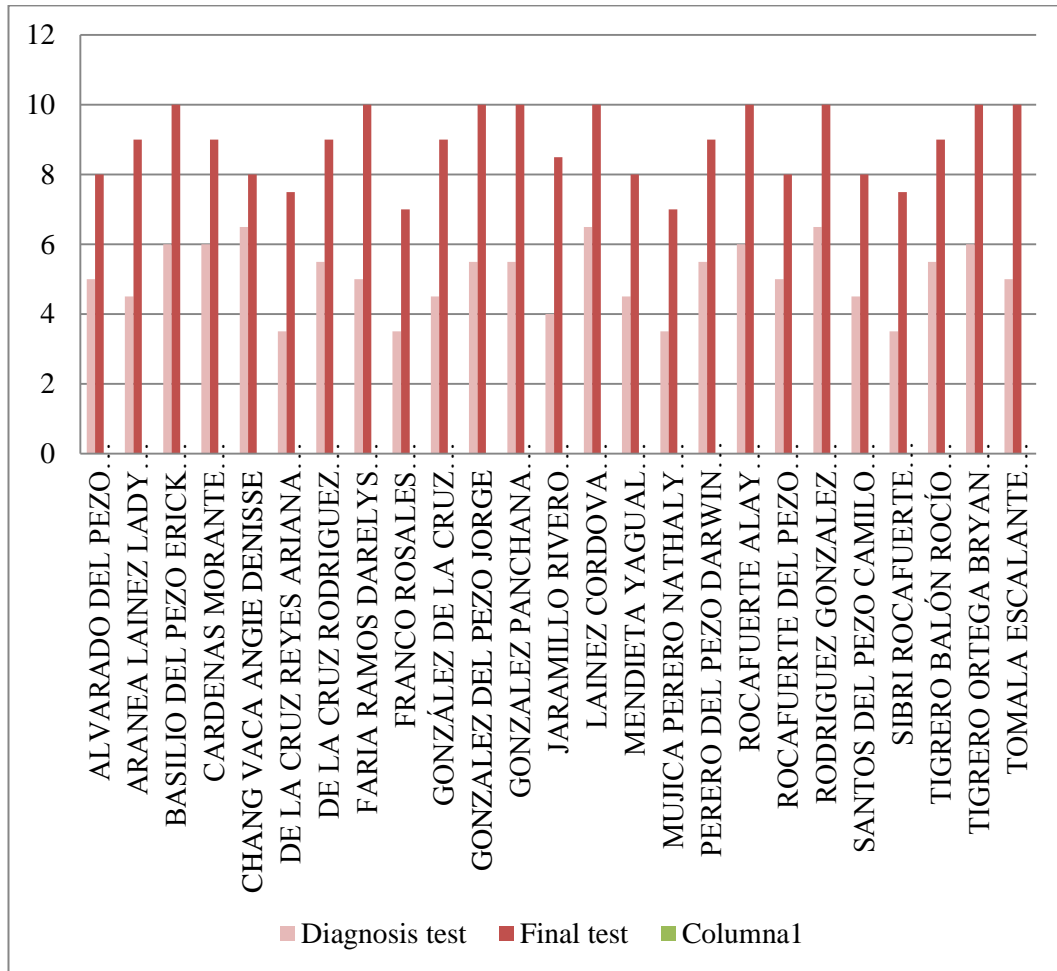
**Chart N° 13: Students' improvement after the proposal**

N°	STUDENTS' NAMES	DIAGNOSTIC TEST	FINAL TEST	% OF IMPROVEMENT
1	Alvarado Del Pezo Anthony Joel	5	8	30%
2	Aranea Lainez Lady Amarilis	4,5	9	45%
3	Basilio Del Pezo Erick Daniel	6	10	40%
4	Cardenas Morante Bruce Brandon	6	9	40%
5	Chang Vaca Angie Denisse	6,5	8	15%
6	De La Cruz Reyes Ariana Nicole	3,5	7,5	40%
7	De La Cruz Rodriguez Jairo Ivan	5,5	9	35%
8	Faria Ramos Darelys Caroline	5	10	50%
9	Franco Rosales Jonathan Saul	3,5	7	35%
10	González De La Cruz Valeria Denisse	4,5	9	45%
11	Gonzalez Del Pezo Jorge	5,5	10	45%
12	Gonzalez Panchana Adrian Paul	5,5	10	45%
13	Jaramillo Rivero Daniel Sebastian	4	8,5	45%
14	Lainez Cordova Jonathan Adrian	6,5	10	35%
15	Mendieta Yagual Victor Emilio	4,5	8	35%
16	Mujica Perero Nathaly Yulissa	3,5	7	35%
17	Perero Del Pezo Darwin Adrian	5,5	9	35%
18	Rocafuerte Alay Michael Efren	6	10	40%
19	Rocafuerte Del Pezo María	5	8	30%
20	Rodriguez Gonzalez John	6,5	10	35%
21	Santos Del Pezo Camilo Enrique	4,5	8	35%
22	Sibri Rocafuerte Zharick Michelle	3,5	7,5	40%
23	Tigrero Balón Rocío Arelys	5,5	9	35%
24	Tigrero Ortega Bryan Daniel	6	10	40%
25	Tomala Escalante Tiffani Anahi	5	10	50%

**Source:** Diagnostic and Final test of seventh grade students.

**Author:** Denisse Yagual Villegas

**Illustration N° 33: Students' improvement after the proposal**



**Source:** Escuela de Educación Básica “José Mejía Lequerica”

**Author:** Denisse Yagual Villegas

## **4.10 Conclusions and recommendations**

### **4.10.1 Conclusions**

- a) The speaking strategies applied to develop the speaking skill and improve the oral communication of students in this investigation were applicable with different topics, involving dynamic activities that produced a positive change in the learning process of this language.
- b) Speaking strategies are a useful tool to improve the oral competence in the teaching – learning process of the English language.
- c) The application of English speaking strategies allowed learners to improve the interaction of English speaking lessons and let them get a good oral communication in real time and react to the interest of the children.

### **4.10.2 Recommendations**

- a) Speaking strategies are tools that should be applied constantly into the teaching – learning process of a foreign language, they are helpful tool to develop the oral language production.
- b) English teachers should adapt speaking strategies to improve the oral communication of their students, using them in different topics at the same time taking account the other main skills.
- c) The speaking activities should be used to improve the level of student's confidence to transmit their opinions in different situations.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1 Budget

**Chart N° 14: Budget**

INSTITUTIONAL RESOURCES				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
1	Escuela de Educación Básica “José Mejía Lequerica”		\$0.00	\$0.00
<b>SUBTOTAL</b>				<b>\$0.00</b>
MATERIAL RESOURCES				
N°	DESCRIPTION	QUANTITY	UNIT COST	TOTAL
2	Ream Paper	3	\$5.00	\$15.00
3	Copies	100	\$0.05	\$5.00
4	Prints	600	\$0.30	\$180.00
5	CDs	5	\$0,75	\$3,75
6	Markers	1 dozen	\$0.75	\$9.00
<b>SUBTOTAL</b>				<b>\$212.75</b>
TECHNOLOGICAL RESOURCES				
N°	DESCRIPTION	QUANTITY-TIME	UNIT COST	TOTAL
7	Internet	3 months	\$30	\$90.00
8	Desktop computer	1	\$500.00	\$500.00
9	Camera	1	\$200.00	\$200.00
10	Flash memory	1	\$15.00	\$15.00
<b>SUBTOTAL</b>				<b>\$805.00</b>
OTHERS				
N°	DESCRIPTION	TIME	UNIT COST	TOTAL
11	Communication	3 months	\$10.00	\$30.00
12	Transportation	3 months	\$10.00	\$30.00
13	Unexpected expenses		\$100	\$100.00
<b>SUBTOTAL</b>				<b>\$160.00</b>
<b>TOTAL SUMMATORY</b>				<b>\$1,177.75</b>

**Author:** Denisse Yagual Villegas

## 5.2 Timetable

Chart N° 15: Timetable

ACTIVITY	2016																																												
	Jan				Feb				Mar				Apr				May				Jun				Jul				Aug					Sept				Oct							
	1	2	3	4	1	2	3	4	1	1	2	3	4	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4				
Socialization with the Advisor				X																																									
Elaboration of Chapter I					x	x	x																																						
Chapter I Presentation												x																																	
Elaboration of Chapter II												x																																	
Chapter II Presentation																																													
Field research at E.E.B. "José Mejía Lequerica"																x																													
Interviews application																				x																									
Elaboration of Chapter III																								x																					
Chapter III Presentation																																													
Elaboration of Chapter IV																																													
Application of the Proposal																																													
Elaboration of Chapter V																																													
Elaboration of Preliminary Pages																																													
Review of Thesis Draft																																													
Delivery of Final Work																																													
Thesis Pre-defense																																													
Thesis Defense-Graduation Day																																													

Author: Denisse Carolina Yagual Villegas

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## Appendix

### Appendix N° 1: Focus group applied to students

GENERAL INFORMATION	
<b>Institution:</b> Escuela de Educación Básica “José Mejía Lequerica”	<b>Moderator:</b> Denisse Yagual Villegas
<b>Course:</b> Seventh Grade	<b>Date:</b>
<b>Objective:</b> To determine the opinion of students about the English language teaching process and the methodologies that English teacher applies in the development of the speaking skill through the application of a series of questions.	
QUESTIONS	ANALYSIS
<b>1</b>	What is your favorite optative subject, Computation or English?
<b>2</b>	What is your opinion about the English language lessons?
<b>3</b>	Does your English teacher speak in English during the entire lessons?
<b>4</b>	What activities does your English teacher use for teaching speaking? Ex: games, songs, etc.
<b>5</b>	What activities do you like most for practicing the speaking skill?
<b>6</b>	Could you establish your knowledge of vocabulary for producing the target language orally?
<b>7</b>	What kind of extra activities from the English book does your teacher apply for practicing speaking skill?
<b>8</b>	In your English classes do you practice orally with motivational strategies? Ex: games, role-plays, discussions, etc

**Author:** Denisse Yagual Villegas

## Appendix N° 2: Interview to English teacher



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
**FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS**  
**CARRERA LICENCIATURA EN INGLÉS**

Dear teacher, this interview will help to obtain important input for an investigation paper titled “Speaking strategies for improving the oral communication on students of seventh grade at Escuela de Educación Básica “José Mejía Lequerica”, Salinas, Santa Elena province, 2016-2017”. All the answers will be used absolutely for this work.

<b>Name</b>	
<b>Degree</b>	
<b>Qualifications</b>	
<b>Working experience</b>	

**Question 1: What are the benefits that influence to speak English in nowadays?**

.....

**Question 2: Do you consider the communicative competence as a relevant factor when learning a foreign language?**

.....

**Question 3: What is the speaking level of your students?**

.....

**Question 4: Do you think that a strategic factor to teach a foreign language could be maintaining a good pace during the class?**

.....

**Question 5: What type of strategies do you apply to contribute to develop communicative competences in your students?**

.....

**Question 6: Do you apply extra didactic resources to improve the oral competence? Which?**

.....

**Question 7: Is it necessary to transmit confidence and interest to students during the teaching - learning process?**

.....

**Question 8: In your experience, what kind of activities encourages children to develop the speaking ability?**

.....

**Question 9: How significant is it for children to develop the speaking skill?**

.....

**Question 10: What activities do you apply in your classes to enhance the speaking skill?**

.....

**Appendix N° 3: Interview applied to the principal**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS**

Dear principal, this interview will help to obtain important input for an investigation paper titled “Speaking strategies for improving the oral communication on students of seventh grade at Escuela de Educación Básica José Mejía Lequerica, Salinas, Santa Elena province, 2016-2017”. All the answers will be used absolutely for this work.

<b>Name</b>	
<b>Degree</b>	
<b>Qualifications</b>	
<b>Working experience</b>	

**Question 1: Do you consider necessary to learn English language in the elementary school? Why?**

.....

**Question 2: How would you describe the English classes in your institution?**

.....

**Question 3: What is the importance of English language in Education?**

.....

**Question 4: Do you believe that teaching English language to children is essential at the first stages of their education? Why?**

.....

**Question 5: Do you have a record of the English level of your students from your institution?**

.....

**Question 6: Do you plan with the English area extracurricular activities that support the development of the communicative ability of your students?**

.....

**Question 7: What kind of activities encourages children to develop the speaking ability?**

.....

**Question 8: What is the number of English hours target in your institution?**

.....

**Question 9: Do you know the benefits of activities to improve oral communication in different projects that can be applied in the elementary primary?**

.....

**Thanks for your collaboration**

#### Appendix N° 4: Interview applied to the specialists



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS**

Dear specialist, this interview will help to obtain important input for an investigation paper titled “Speaking strategies for improving the oral communication on students of seventh grade at Escuela de Educación Básica “José Mejía Lequerica”, Salinas, Santa Elena province, 2016-2017”. All the answers will be used absolutely for this work.

<b>Name</b>	
<b>Degree</b>	
<b>Qualifications</b>	
<b>Working experience</b>	

**Question 1: What is your opinion about learning English in elementary schools?**

.....

**Question 2: In your opinion how the English classes should be taught in order to develop the oral competence?**

.....

**Question 3: What aspects do you consider develop the speaking skill in children?**

.....

**Question 4: What is the speaking skill?**

.....

**Question 5: What is oral communication?**

.....

**Question 6: What aspects into communication could contribute students to develop their oral production?**

.....

**Question 7: In your opinion, what is the role of the teaching resources in the teaching-learning process of a foreign language?**

.....

**Question 8: According to your criteria, what are the advantages of using speaking strategies in the English learning process?**

.....

**Question 9: Could you mention some strategies to develop the speaking skill?**

.....

**Thanks for your collaboration**

### Appendix N° 5: Observation guide

GENERAL INFORMATION						
<b>Institution:</b> Escuela de Educación Básica “José Mejía Lequerica”			<b>Course:</b> Seventh Grade			
<b>Observer:</b> Denisse Yagual Villegas		<b>Observed teacher:</b> Lcdo. William Figueroa				
<b>Objective:</b> To evaluate methodologies and strategies applied in the classroom to develop the English speaking skill.						
N°	DESCRIPTION	5	4	3	2	1
1	Teacher transmits confidence and interest for students to talk during class.					
2	Teacher provides students a warm-up activity for introducing the lesson topic.					
3	The voice and pronunciation of the teacher are understandable.					
4	Teacher explains vocabulary and grammar structures that are necessary for developing oral communication.					
5	Teacher provides students examples of the speaking.					
6	Teacher applies didactic resources for working the speaking skill.					
7	Teacher applies technological tools for increasing the speaking ability.					
8	Teacher applies extra speaking exercises.					
9	Students feel motivated during the speaking activities.					
10	The classroom environment is interactive between the teacher and students.					
11	Students ask questions using the target language.					
12	Teacher evaluates students.					
13	Teacher provides feedback to students.					

**Author:** Denisse Yagual Villegas



**Appendix N° 6: Oral test**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS  
ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ MEJÍA LEQUERICA”**

<b>STUDENT'S NAME:</b>		
<b>GRADE:</b> Seventh Basic Year	<b>DATE:</b>	

- 1) **INTRODUCE YOURSELF USING THE COMMANDS. (2 points)**  
My name is \_\_\_\_\_  
I am \_\_\_\_\_ years old.  
I like \_\_\_\_\_  
My favorite color is \_\_\_\_\_
  
- 2) **NAME THE ANIMALS THAT YOU LOOK IN THE PICTURE, SHOW ON THE BOARD. (2 points)**
  
- 3) **FOLLOW THE COMMANDS, THAT YOUR HEAR. (2 points)**
  
- 4) **TALK ABOUT YOUR FAVORITE HEROE OR ANIMAL. (2 points)**
  
- 5) **DESCRIBE YOUR CLASSMATE. (2 points)**

**Appendix N° 7: Rubrics for the diagnostic oral test**

<b>CATEGORIES</b>	<b>POOR</b> <b>0,50 Points</b>	<b>SATISFACTORY</b> <b>1 Point</b>	<b>GOOD</b> <b>1,50 Points</b>	<b>EXCELLENT</b> <b>2 Points</b>
Simple introduce yourself				
Produce small communication using common phrases				
Give short answers to simple questions about personal information				
Make simple descriptions using target vocabulary				
Use of a pronunciation according to want to communicate				

**Author:** Denisse Carolina Yagual Villegas

**Appendix N° 8: Final test applied to students**



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
FACULTAD DE CIENCIAS DE LA EDUCACIÓN E IDIOMAS  
CARRERA LICENCIATURA EN INGLÉS  
ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ MEJÍA LEQUERICA”**

<b>STUDENT'S NAME:</b>		
<b>GRADE:</b> Seventh Basic Year	<b>DATE:</b>	

**1) INTRODUCE YOURSELF. (2 points)**

My name is \_\_\_\_\_

I am \_\_\_\_\_ years old.

I like \_\_\_\_\_

My favorite color is \_\_\_\_\_

**2) NAME THE ANIMALS THAT YOU LOOK IN THE PICTURE, SHOW ON THE BOARD. (2 points)**

**3) FOLLOW THE COMMANDS, THAT YOUR HEAR. (2 points)**

**4) TALK ABOUT YOUR FAVORITE HEROE. (2 points)**

**5) DESCRIBE YOUR CLASSMATES USING PHYSICAL ADJECTIVES. (2 points)**

**Appendix N° 9: Students' names from the seventh grade**

N°	STUDENTS' NAMES
1	Alvarado Del Pezo Anthony Joel
2	Aranea Lainez Lady Amarilis
3	Basilio Del Pezo Erick Daniel
4	Cardenas Morante Bruce Brandon
5	Chang Vaca Angie Denisse
6	De La Cruz Reyes Ariana Nicole
7	De La Cruz Rodriguez Jairo Ivan
8	Faria Ramos Darelys Caroline
9	Franco Rosales Jonathan Saul
10	González De La Cruz Valeria Denisse
11	Gonzalez Del Pezo Jorge
12	Gonzalez Panchana Adrian Paul
13	Jaramillo Rivero Daniel Sebastian
14	Lainez Cordova Jonathan Adrian
15	Mendieta Yagual Victor Emilio
16	Mujica Perero Nathaly Yulissa
17	Perero Del Pezo Darwin Adrian
18	Rocafuerte Alay Michael Efren
19	Rocafuerte Del Pezo María Fernanda
20	Rodriguez Gonzalez John Alexander
21	Santos Del Pezo Camilo Enrique
22	Sibri Rocafuerte Zharick Michelle
23	Tigrero Balón Rocío Arelys
24	Tigrero Ortega Bryan Daniel
25	Tomala Escalante Tiffani Anahi

**Source:** Secretary of Escuela de Educación Básica “José Mejía Lequerica”

### Appendix N° 10: Legal articles

ARTICLE	DESCRIPTION
Law of Intercultural Education	Art. 247: Coordinate actions to improve the quality of education offered by institutions of intercultural Bilingual Education System framed in intercultural bilingual and plurinational context.
Organic Law of Intercultural Education	<p>Art. 2.-Principles.-The educational activity is based on the following general principles, which are the philosophical, conceptual and constitutional foundations that support, define and govern the decisions and activities in education.</p> <p><b>a.</b> Universality.- Education is a fundamental human right and is inescapable and inexcusable duty of the State to guarantee access, retention and quality of education for all people without any discrimination.</p> <p><b>b.</b> Education for change.-Education is the instrument of transformation of society; contributes to building the country, project life and liberty of its citizens, people and nations; recognizes and humans, particularly to children and adolescents, as central to the process of learning and subjects of law; and is organized on the basis of constitutional principles;</p> <p><b>bb.</b> Multilingualism.-It recognizes the right of all persons, municipalities, communities, people and nationalities to form in their own language and in the official languages of intercultural relations; as well as other relationship with the international community.</p>
Constitution of Ecuador-Title VII “Régimen del Buen Vivir”	“The National System of Education will have as purpose the development of individual and collective capacities and potentialities of people, which makes possible the learning, and the generation and use of knowledge, techniques, arts

First Section “Education” Art. 343	and culture. The system will have the person who learns in the center, and it will work in a flexible, dynamic, inclusive, effective, and efficient way. The National System of Education will integrate an intercultural vision according to the geographical, cultural and linguistic diversity of the country, and to the respect of communities, towns and nationalities rights”.
<b>ARTICLE</b>	<b>DESCRIPTION</b>
Childhood and Adolescence Code Art. 37 Right to Education	<p>Children and adolescents have the right to an education of good quality. This right demands of an educational system that:</p> <p>Ensure access and permanence of every child to a basic education and adolescents to the Bachillerato or its equivalent;</p> <p>Respect cultures and specificities of each region and place;</p> <p>Consider flexible educational proposals and alternatives to attend the necessities of all children and adolescents, taking priorities to those who have disabilities, work or live in a situation which requires greater opportunities to learn;</p> <p>Ensure children and adolescents have teachers, didactic materials, laboratories, facilities, infrastructure and adequate resources and have a favorable environment for the learning. This right includes the effective access to the early education from zero to five years old, and therefore, it will be developed flexible programs and projects, appropriated for the cultural necessities of the learners;</p>
LEY ORGÁNICA DE EDUCACIÓN INTERCULTURAL CAPÍTULO SEGUNDO	Teaching with productive activities should be encouraged by making use of TICs accompanied by the appropriate techniques and strategies that satisfy the learners.

**Source:** 2008 Constitution of Ecuador and Childhood and Adolescence Code

**Appendix N° 11: Letter to the educational institution principal**

José Luis Tamayo, 04 de Mayo del 2016

MSc. Margarita Del Pezo  
**DIRECTORA DE LA ESCUELA DE EDUCACIÓN BÁSICA**  
**“José Mejía Lequerica”**

En su despacho.-

Yo, Denisse Carolina Yagual Villegas con C.I. 240010036-4, egresada de la Facultad de Idiomas en la Universidad Estatal Península de Santa Elena, por medio de la presente solicito a usted se me permita desarrollar mi Proyecto de Titulación en tan distinguida institución que usted dirige.

Mi proyecto es “SPEAKING STRATEGIES TO IMPROVE THE ORAL COMMUNICATION IN STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JOSÉ MEJÍA LEQUERICA, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017”, está basado específicamente en mejorar la comunicación oral de los estudiantes del séptimo grado de Educación básica por medio de la aplicación de estrategias para hablar el idioma Inglés.

Esperando que mi solicitud tenga la debida acogida quedo de usted muy agradecida.

Atentamente



**Denisse Carolina Yagual Villegas**  
**C.I. 240010036-4**



Appendix N° 12: Permission to apply the proposal



Escuela de Educación Básica  
**“JOSE MEJÍA LEQUERICA”**

José Luis Tamayo - Salinas  
Telefax: 2776730

José Luis Tamayo, 05 de mayo del 2016

Doctora  
Nelly Panchana Rodríguez  
DECANA FACULTAD DE CIENCIA DE LA EDUCACIÓN IDIOMA  
En su despacho.

De mis consideraciones:

Estimada Doctora por el presente notificamos la aceptación para que la señorita Denisse Carolina Yagual Villegas portadora de la cédula de identidad N° 2400100364 egresada de la carrera de Lic. En Ingles de la Universidad Península de Santa Elena realice su Proyecto de Titulación con el tema: SPEAKING STRATEGIES FOR IMPROVING THE ORAL COMMUNICATION IN STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JOSÉ MEJÍA LEQUERICA, IN SALINAS, PROVINCE SANTA ELENA, SCHOOL YEAR 2016-2017 en nuestra institución.

Sin otro particular me suscribo de usted.

Atentamente,

  
MSc. Margarita Del Pezo  
DIRECTORA



**“Enseñando con Amor”**

Salinas - José Luis Tamayo - Avda. 10 entre calles 8 y 9



Appendix N° 13: Certification of the proposal application



Escuela de Educación Básica  
**“JOSE MEJÍA LEQUERICA”**

José Luis Tamayo – Salinas  
Telefax: 2776730

José Luis Tamayo, 05 de agosto del 2016

Doctora  
Nelly Panchana Rodríguez  
DECANA DE LA FACULTAD DE CIENCIA DE LA EDUCACIÓN E IDIOMAS  
UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA  
Ciudad.

De mis consideraciones:

Reciba un cordial y atento saludo de parte de la Msc. Margarita Del Pezo Directora de la Escuela de Educación Básica “José Mejía Lequerica”

Por medio de la presente CERTIFICO que la Señorita Denisse Carolina Yagual Villegas, culminó su Proyecto de Titulación con el tema: “SPEAKING STRATEGIES FOR IMPROVING THE ORAL COMMUNICATION IN STUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA JOSÉ MEJÍA LEQUERICA, IN SALINAS, PROVINCE SANTA ELENA, SCHOOL YEAR 2016-2017”, durante su permanencia en la Institución demostró capacidad, puntualidad y responsabilidad en el desempeño de sus funciones.

Sin otro particular me suscribo de usted.

Atentamente,

Msc. Margarita Del Pezo  
DIRECTORA



**“Enseñando con Amor”**

Salinas – José Luis Tamayo – Avda. 10 entre calles 8 y 9

## **Appendix N° 14: Urkund report**

La Libertad, 24 de Agosto del 2016

### **CERTIFICADO ANTIPLAGIO**

#### **005-TUTOR SECL-2016**

En calidad de tutora del trabajo de titulación denominado **“SPEAKING STRATEGIES FOR IMPROVING THE ORAL COMMUNICATION INSTUDENTS OF SEVENTH GRADE AT ESCUELA DE EDUCACIÓN BÁSICA “JOSÉ MEJÍA LEQUERICA”, SALINAS, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2016-2017”**, elaborado por la estudiante DENISSE CAROLINA YAGUAL VILLEGAS, egresada de la Carrera de Licenciatura en Inglés, de la Facultad de Ciencias de la Educación e Idiomas de la Universidad Estatal Península de Santa Elena, previo a la obtención del título de Licenciado en Inglés, me permito declarar que una vez analizado en el sistema antiplagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 8% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

---

**Ing. Sandra Elizabeth Caamaño López, MSc.**

**C.I. 091557353-9**

**DOCENTE TUTORA**

## Urkund Report

### Chapter I

The screenshot shows the Urkund web interface for document analysis. The browser address bar displays the URL: <https://secure.orkund.com/view/2114293-072175-097549qj8ALV67VJ5VOTM1TM6T5uCTWjMkgf4444>. The document details are as follows:

Documento	CHAPTER-I-DENISSE.docx (D2145034)
Presentado	2016-08-19 16:33 (-05:00)
Recibido	scaamano.upse@analysis.orkund.com
Mensaje	denisse.yagual <a href="#">Mostrar el mensaje completo</a>

A summary note states: "1% de esta aprox. 4 páginas de documentos largos se componen de texto presente en 0 fuentes." On the right side, there is a "Lista de fuentes" (List of sources) section with a "Bloques" (Blocks) tab selected. It shows a table with columns "Categoría" and "Enlace/nombre de archivo". The table contains one entry: "CAP\_I\_DENISSE.docx". Below this, there are sections for "Fuentes alternativas" (Alternative sources) with one entry "denisse.CHAPTER-II.docx" and "La fuente no se usa" (Source not used).

### Chapter II

The screenshot shows the Urkund web interface for document analysis. The browser address bar displays the URL: <https://secure.orkund.com/view/21142073-121189-916986#q1bKLvayijak3VEqzkeP70zL TE7M505VsjLQM>. The document details are as follows:

Documento	CHAPTER-II.docx (D21450374)
Presentado	2016-08-19 16:23 (-05:00)
Recibido	scaamano.upse@analysis.orkund.com
Mensaje	CAP_II DENISSE_YAGUAL <a href="#">Mostrar el mensaje completo</a>

A summary note states: "1% de esta aprox. 8 páginas de documentos largos se componen de texto presente en 1 fuentes." The interface shows a list of sources on the right, but only one source is visible in the provided image.

### Chapter IV

The screenshot shows the Urkund web interface for document analysis. The browser address bar displays the URL: <https://secure.orkund.com/view/21142593-491032-997534#BcE5DslwFEDBu7h= Qn=3naugFCgC5B0KRF3>. The document details are as follows:

Documento	DEMI-CHAPTER-IV-corregidoformas.docx (D21450393)
Presentado	2016-08-19 16:30 (-05:00)
Recibido	scaamano.upse@analysis.orkund.com
Mensaje	FW: Cap_IV denisseyagual <a href="#">Mostrar el mensaje completo</a>

A summary note states: "7% de esta aprox. 21 páginas de documentos largos se componen de texto presente en 4 fuentes." The interface shows a list of sources on the right, but only one source is visible in the provided image.

## **Appendix N° 15: Certification of thesis advisor**

La Libertad, 24 de Agosto del 2016

### **CERTIFICACIÓN DEL DIRECTOR DE TESIS**

ING. SANDRA ELIZABETH CAAMAÑO LÓPEZ, MSc. TUTORA DEL TRABAJO DE TITULACIÓN DE LA EGRESADA DENISSE CAROLINA YAGUAL VILLEGAS

#### **CERTIFICA**

Que una vez revisados los convenios de la investigación y desarrollo del Borrador del Informe Final del Trabajo de Titulación, éstos guardan relación con lo estipulado en la reglamentación prevista por la Universidad, los mismos que cumplen con los parámetros del método de investigación y su proceso; por lo tanto solicito se dé el trámite legal correspondiente.

---

**Ing. Sandra Elizabeth Caamaño MSc.**

**DOCENTE TUTOR**

### Appendix N° 16: Interview with the principal



Author: Denisse Carolina Yagual Villegas

### Appendix N° 17: Interview with the English teacher



Author: Denisse Carolina Yagual Villegas

### Appendix N° 18: Observation session



Author: Denisse Carolina Yagual Villegas

### Appendix N° 19: Students during the focus group



Author: Denisse Carolina Yagual Villegas

**Appendix N° 20: Students during the diagnostic test**



**Author:** Denisse Carolina Yagual Villegas

**Appendix N° 21: Proposal application**



**Author:** Denisse Carolina Yagual Villegas

### Appendix N° 22: Proposal application



Author: Denisse Carolina Yagual Villegas

### Appendix N° 23: Students during the final oral test



Author: Denisse Carolina Yagual Villegas

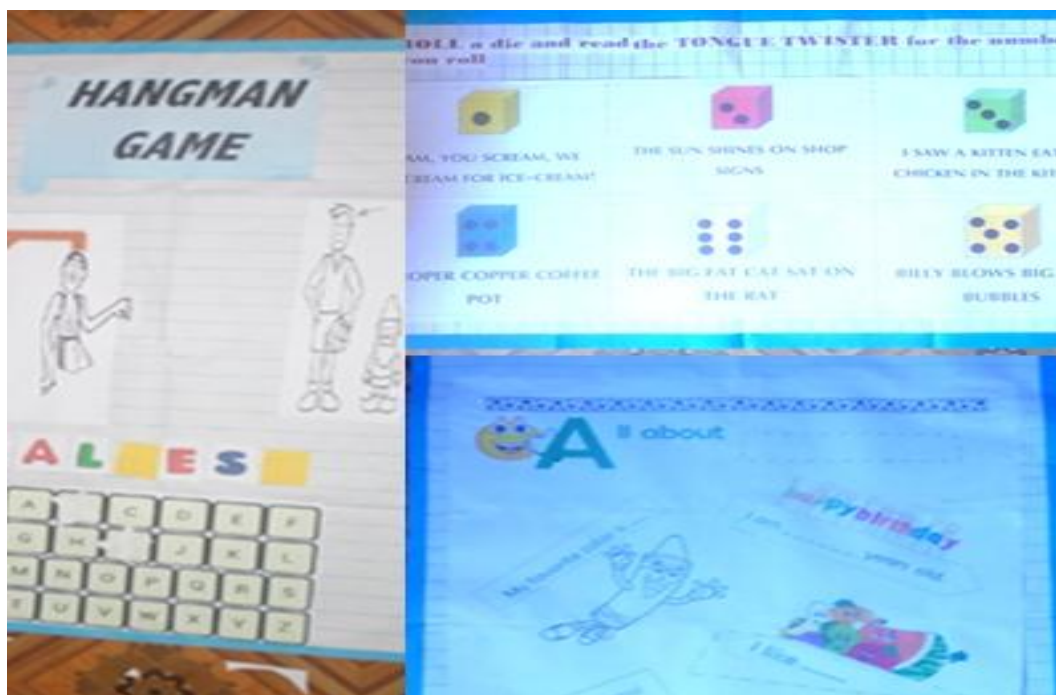


## Appendix N° 24: Elaboration of speaking strategies



Author: Denisse Carolina Yagual Villegas

## Appendix N° 25: Elaboration of speaking games



Author: Denisse Carolina Yagual Villegas

## ACTIVITIES OF THE BOOKLET

### Oral description of your favorite`s hero.

Think in your favorite HEROE, then talk about your hero using adjective of physical description, follow the example.

My super hero is **Spiderman**.

He is very strong.

He always helps people.



My super hero is **guepardo**

He is tall.

He is yellow and black color.



My super hero is **Hulk**.

I like his green color.

I saw his movies.



## ACTIVITIES OF THE BOOKLET

Complete with your information, and then talk with your classmates.



[Dashed rectangular box for writing]



Favorite Animal

Favorite Sport



## ACTIVITIES OF THE BOOKLET

Complete the song with the verbs in simple past tense

### Are you a genius?

This man was a genius.

He \_\_\_\_\_ in Germany

His head was very large

His name begins with "E"

\_\_\_\_\_ he study history? No, he didn't.

He studied science and math

He traveled in Italy

He's famous for his theory

Of relativity.

Did he ask lots of questions?

Yes, he did.

He ask \_\_\_\_\_ lots of questions

When he was a boy

He \_\_\_\_\_ with a compass

It was his favorite toy.

Are you a genius?

Do you know his name?

Of course 1 his name is Einstein

Let's sing the song again.

## ACTIVITIES OF THE BOOKLET

Try to read quickly the following tongue twisters.



SCREAM, YOU SCREAM, WE  
ALL SCREAM FOR ICE-CREAM!



THE SUN SHINES ON SHOP  
SIGNS



A PROPER COPPER COFFEE  
POT



BILLY BLOWS BIG BLUE  
BUBBLES