



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

TOPIC:

“METACOGNITIVE STRATEGIES FOR DEVELOPING SPEAKING SKILLS TO NINTH GRADERS AT “ESCUELA DE EDUCACIÓN BÁSICA PAQUISHA”, LA LIBERTAD, SANTA ELENA PROVINCE, 2015–2016”

RESEARCH PAPER

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

AUTHOR:

MÓNICA MARITZA RICARDO VERA

ADVISOR:

ABG. LEONARDO CHÁVEZ GONZABAY, 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:

“METACOGNITIVE STRATEGIES FOR DEVELOPING SPEAKING SKILLS TO NINTH GRADERS AT “ESCUELA DE EDUCACIÓN BÁSICA PAQUISHA”, LA LIBERTAD, SANTA ELENA PROVINCE, 2015–2016”

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AUTORA:

MÓNICA MARITZA RICARDO VERA

TUTOR:

ABG. LEONARDO CHÁVEZ GONZABAY MSc.

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2016

La Libertad, August 31st 2016

ADVISOR' S APPROVAL

In my role as advisor of the research paper under the title “**METACOGNITIVE STRATEGIES FOR DEVELOPING SPEAKING SKILLS TO NINTH GRADERS AT “ESCUELA DE EDUCACIÓN BÁSICA PAQUISHA”, LA LIBERTAD, SANTA ELENA PROVINCE, 2015–2016**”, prepared by **MÓNICA MARITZA RICARDO VERA**, 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

ABG. LEONARDO CHÁVEZ GONZABAY, MSc.

La Libertad, August 31st 2016

STATEMENT OF AUTHORSHIP

I, **MÓNICA MARITZA RICARDO VERA** with ID number 092427377-4 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "**METACOGNITIVE STRATEGIES FOR DEVELOPING SPEAKING SKILLS TO NINTH GRADERS AT "ESCUELA DE EDUCACIÓN BÁSICA PAQUISHA", LA LIBERTAD, SANTA ELENA PROVINCE, 2015 – 2016**", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

MONICA MARITZA RICARDO VERA

ID. 092427377-4

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DEDICATION

I dedicate this work to my family, especially to my dear parents Carlos Ricardo Roca and Cilia Vera Figueroa because they always give me the necessary support, motivation and understanding in every step of my life and during the process of this research paper.

To my brothers and sisters because they encouraged me when it seemed difficult to continue, I am grateful for their motivational words to finish my work.

To my friends, because they gave me their advices for finishing this research and without their support this would have been impossible.

To a special person, my aunt Jenny Vera, who is no longer among us but she is still a source of inspiration for my life and during this work's elaboration.

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Mónica

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“El contenido del presente Trabajo de titulación es de mi responsabilidad, el patrimonio intelectual del mismo pertenece a la Universidad Estatal Península de Santa Elena.”

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Mónica Maritza Ricardo Vera

ID. 0924273774

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ENGLISH LANGUAGE TEACHING CAREER**

TOPIC:

METACOGNITIVE STRATEGIES FOR DEVELOPING SPEAKING SKILLS TO NINTH GRADERS AT “ESCUELA DE EDUCACIÓN BÁSICA PAQUISHA”, LA LIBERTAD, SANTA ELENA PROVINCE, 2015–2016.

Author: Mónica Maritza Ricardo Vera

Advisor: Abg. Leonardo Chávez, MSc.

ABSTRACT

This research paper focuses on the development of English speaking skills to provide to the Educational community of Santa Elena a detailed analysis of metacognitive strategies and their uses in English learning. Speaking is an essential factor in the acquisition of new language, the correct application of this oral skill represents an important requirement for getting good English communication according to the necessities of today’s society. The adequate application of metacognitive strategies as didactic tool allows the development of speaking skills inside the classroom. This work was based on quantitative and qualitative methodology. Also, it included inductive and deductive methods. These methods allowed collecting statistical data and valuable information in order to collect numerical and statistical data for searching conclusions and recommendations about the research. The purpose of this research is to serve as a guide for teachers in decision-making during the teaching learning process of the English language and the development of oral skills through implementation of metacognitive strategies to Ninth Graders from “Escuela De Educación Básica Paquisha”, La Libertad, Santa Elena Province, 2015–2016.

Keywords: Metacognitive strategies, speaking skills, didactic tool, teaching learning process

INTRODUCTION

The Ecuadorian education is an evolutionary process in which the government has projected various objectives in order to have a quality education in which students in high schools will be trained to fulfill functions that today's society demands and according to international standards of education.

The application of metacognitive strategies will allow students to feel motivated during the development of their English speaking skills. Students can realize about their own learning; they will be permitted to have a significant learning. In addition, English teachers can implement these strategies during their teaching process to create a good English environment to perform their classes.

This research paper is organized by chapters and each one covers different aspects of this work.

Chapter I - The Problem: It describes the statement of the problem, contextualization, critical analysis, and formulation of the problem, guideline questions, limitation, research project, significance and objectives of the research (general and specifics). These elements help to determine what and why is important to solve the problem

Chapter II - Theoretical Framework: It contains previous researches according to following thesis statement: philosophical, sociological, educational and legal basis, fundamental categories, hypothesis and variables of the study. All of these support the investigation problem according of similar works done.

Chapter III – Methodology: This chapter contains level or type of the research, population and sample, techniques and instruments, analysis and interpretation of the results about the collection data and finally conclusions and recommendations.

Chapter IV - The proposal: It contains informative data, proposal background, significance, general and specific objectives, design and development of the proposal, charts, tables and graphs according before and after the implementation of the proposal with their respective interpretations.

Chapter V - Administrative Framework: It shows the budget related to the expenses of this proposal. It contains institutional, human, material and financial resources. The timetable details the activities did during the elaboration of the research paper, and also the bibliography that provides a list of information sources used for this research work.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 Title

“METACOGNITIVE STRATEGIES FOR DEVELOPING SPEAKING SKILLS TO NINTH GRADERS AT ESCUELA DE EDUCACIÓN BÁSICA PAQUISHA, LA LIBERTAD, SANTA ELENA PROVINCE, 2015–2016”

1.2 Problem statement

Escuela de Educación Básica “Paquisha” is located in La Esperanza neighborhood, La Libertad; there are students who have many problems related to the English skills, when one of them tries to speak, it results difficult to perform. Some teachers use traditional methodology in the lesson’s process, this situation produces monotonous English classes and these become boring for the students.

In consequence, ninth graders from Escuela de Educación Básica Paquisha feel disappointed because they do not have enough fluency and accuracy to express their ideas during the practice of speaking.

Therefore, students have a low level in English language because they do not practice in real time. For these situations, teachers should implement metacognitive strategies for developing speaking skills to ninth graders in this institution.

At “Paquisha” school, the students do not have a basic level of English abilities and indeed they show several problems with the oral communication and the development of productive skills. For example, when students try to speak English, it results difficult for them because they do not have enough vocabulary. In some cases, learners feel unmotivated because they do not understand anything during the communicative process.

1.2.1 Contextualization

The Ecuadorian Government expects that when students finish high school, they should be able to use the English language. Students have several problems to communicate in short dialogues and conversations during the English classes at public schools. And at Escuela de Educación Básica “Paquisha” which is located in La Esperanza neighborhood, La Libertad, there is no exception. According to the Ministry of Education in Ecuador (Illingworth, 2012) it is necessary to improve the English knowledge as a foreign language because Ecuador is in a process of development at educational area. The English Language Learning Standards which are based on the Common European Framework of References for Languages it notifies that the students are developing a functional level taking into consideration the communicative language components and the language skills as a core part of the program.

The necessity of generating new changes in the Ecuadorian Education related to English language and the development of speaking skills during classes. It is the

reason to apply metacognitive strategies to enhance and to increase student's oral competences.

1.2.2 Critical analysis

Language around the world is the source of communication and it is the way through which people share their ideas and thoughts. English has become a significant language because it has International Standards. Moreover, it is applied in some important areas around the world such as: tourism, medicine, economics and law. Nowadays, there are several factors to learn English Language.

Most of the schools in Ecuador have several problems about the learning of English language, especially in the development of speaking skills. The oral ability is one of the skills that become difficult for students. They cannot express their ideas at the moment of communicate with their teacher and classmates. Teachers have the challenge of increasing the speaking level of students

According to the project "Ecuador Potencia Turística" (MINTUR, 2014) Santa Elena is a very touristic province because each year it arrives a lot of foreign people. That it is a good point for learning English during the escolar instruction because peninsular students can try to communicate with the tourists and at the same time they practice for developing their speaking skills. For this reason, it is very important that students have a functional level of English.

1.3 Problem formulation

What will be the impact if metacognitive strategies are applied to develop speaking skills of the ninth grade students at Escuela de Educación Básica Paquisha, La Libertad, Santa Elena Province, 2015 – 2016?

1.4 Guideline questions

- What are metacognitive strategies?
- What are the benefits about the application of metacognitive strategies in education?
- What are oral skills?
- What is speaking in English language?
- Why is important the development of speaking skills in the English language?
- What are the metacognitive strategies to develop speaking skills?
- Why is important to speak English nowadays?
- What are the advantages of metacognitive strategies to develop speaking skills?
- What are the positive effects of metacognitive strategies in learning English?

- Why is necessary the development of speaking skills of ninth grade students?
- Is it necessary to design appropriate strategies for improving speaking skills of the ninth grader at Escuela de Educacion Basica Paquisha?

1.5 Delimitation of research object

- **FIELD:** Education.
- **AREA:** English.
- **ASPECT:** Metacognitive strategies for developing speaking skills.
- **TITLE:** “METACOGNITIVE STRATEGIES FOR DEVELOPING SPEAKING SKILLS TO NINTH GRADERS AT ESCUELA DE EDUCACIÓN PAQUISHA, LA LIBERTAD, SANTA ELENA PROVINCE, 2015 – 2016”.
- **PROBLEM:** Students of ninth grade at Escuela de Educación Básica “Paquisha” from La Libertad have presented a low English level in their speaking skills.
- **TIME LIMITATION:** The research will be held during the academic year 2015 – 2016.

- **POPULATION LIMITATION:** Ninth graders at Escuela De Educación Básica “Paquisha”.
- **SPACE LIMITATION:** Escuela de Educación Básica “Paquisha”
- **CONTEXT LIMITATION:** This research will be focused on the influence of Metacognitive Strategies to develop speaking skills of ninth graders at Escuela De Educación Básica “Paquisha”.

1.6 Significance of the research

The importance of the use of metacognitive strategies during the learning process of English language extends far beyond the academic and professional setting because it is very important to practice a good communication even in real time. This stage is difficult because students do not practice to develop their productive skills. For this reason, it is necessary that learners practice with their friends and classmates during the classes.

Speaking is one of the most difficult skills to develop for learners (Bueno, Madrid and McLaren, 2006: 321). It is easy to find mistakes in productive skills as a simple or passive talk; such as: structure of sentences, the uses of new words, fluency for expressing ideas and pronunciation in the language. In addition, it requires more than just the ability to catch the ideas and the most important points during the process of communication for understanding the clear information to get a good reception.

Therefore, in some cases it could create serious problems when a person transmits wrong information. The knowledge of common phrases and some new words helps students establishing an English conversation.

1.7 Objectives of the research

1.7.1 General objective

To analyze the use of metacognitive strategies during the English classes in order to develop speaking skills of the ninth graders at “Escuela de Educación Básica Paquisha”, La Libertad, Santa Elena Province, school year 2015 – 2016.

1.7.2 Specific objectives

- To establish oral activities that students develop inside of classroom in order to determine their speaking skills level.
- To determine the strategies applied by teachers in English classes to know the effectiveness of them in the development of speaking.
- To apply appropriate strategies for improving English speaking skills in ninth grade students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Previous Research

The influence of the British Kingdom and the pre-eminence of North American economy and culture have contributed in the increase of English usage. It has spread widely around the world. In Europe, English has advanced as an international language especially after World War II. Many people in the world use it as a second language for the implementation in several areas like at administration, education, government, and as a method of communication between speakers of different languages.

Nowadays, the necessity of establishing relationships with other countries is increasing gradually; well-developed countries provide other countries a possibility to succeed and improve their people's lives. However, it is known that most well-developed nations have different official languages and that represents an obstacle for exchanging ideas. Therefore, it is necessary to determine a common and international language of communication. As a result of that, English has become the international language for communicating with people from various English-speaking countries.

Stuever (2006), in her study, maintains that “metacognitive activities allow students to monitor the way in which they think, which encourages, sustained thinking about science concepts”.

Stuever in her 2006 investigation examines the relationship between the strategies and voluntary participation in subsequent class discussions. Moreover, she determines the relationship between the strategies and students' achievement. The improvement of students shows that the overall percentage of their participation differs significantly by group. Students demonstrate a valuable desire of participating in class.

As a consequence of applying metacognitive strategies, students demonstrate an important improvement in their participation in class. Stuever(2006) observes that students increase their motivation for learning and participating actively every day during ten days. The results were positive, determining that it is possible to incorporate metacognition in traditional classrooms providing with an encouraging way of learning.

The investigator provides qualitative and quantitative interpretation. Stuever in her interpretation indicates that the overall participation of students differs significantly by group through the application of these strategies during six weeks that lasted the study: at the beginning, students did not feel confident at producing the target language orally and at the end, students show an important interest in working on speaking skill using metacognitive strategies.

Quantitatively, students show a percentage of improvement of 85% demonstrating that the application of metacognitive strategies are useful for upgrading students' speaking proficiency.

Likewise, Lam (2010) carried out an investigation about the metacognitive strategy instruction to enhance students' ability to manage English group discussion tasks in an ESL oral classroom in Hong Kong. She collected information by observing the phenomena and interviewing professors and students in order to get a clear idea about the investigated topic. Lam's investigation presents seven metacognitive strategies (problem identification, planning content, planning language, evaluation, asking for help, giving help and positive self-task) to be employed in the classes. These strategies are applied in order to benefit students during their task completion and performance in second language oral communication.

As a result of the application of the strategies previously mentioned, Lam (2010) states that "these strategies enable the speakers to get familiar with the content, ideas and the learning materials. They are non-task-specific as they can be applied to any oral tasks such as one-way, non-interactive oral tasks and two-way, participatory group tasks" (p. 14). Thus, the main objective of Lam's work is focused on helping students to explore a variety of strategies in order to motivate them to work in groups or individually, for example, and the use of metacognitive strategies allow the meaningful development of speaking skills.

2.2 Philosophical Basis

Until the last half of the nineteenth century the study of man's nature was the providence of philosophy. The intellectual descendants of John Locke in England

have developed his empiricist explanation of mind, which emphasizes the origin of ideas from the environment in order to produce sensations.

Marx (1998) maintains that historical changes in society and material life produce changes in “human nature”; this is related with consciousness and behavior of people. Marx also proposes those; tool systems, sign systems, such as, language, writing, number systems, are created by societies over the course of human history and change with the form of society and the level of its cultural development. This means that people for developing themselves in the society, it is important to develop language (oral or written) in order to exchange ideologies.

Vygotsky (1980) believes that the internalization of sign systems brings about behavioral transformations and forms the bridge between early and later forms of individual development. Thus, according to Vygotsky, the mechanism of individual development change is rooted in society and culture. Therefore, the interaction that people and others have is a support for the personal growth of each person. It is known that everybody is social beings and the communication is necessary for the development of the whole society.

Skinner (2014) makes the point that the environment plays an essential role in the behavior of people. Therefore, Skinner (2014) establishes that men act upon the world, and change it, and are changed in turn by the consequences of their actions. Certain processes that human organisms exchange with others alter behavior so that they achieve a safer and more useful interchange with a particular

environment. However, in other words, behavior is effective only through the mediation of other people and the use of language has part of it. Moreover, for this mediation, dynamic and topographical properties are justified and, indeed, demanded.

Robert Gagné, a behaviorist theorist, believes that learning results in behavior changes that are observable and can be measured. Moreover, Gagné (1985) considers that the different types of learning require different instructional strategies based upon specific learning outcomes. In this case, outcomes refer to descriptions of educational goals in terms of what is to be accomplished through the prescribed learning activities. For that reason, it is fundamental that teachers attempt to link the external events of instruction to the outcomes of learning through the demonstration of how these events lead to adequate contribution or improvement of internal learning processes.

2.3 Pedagogical Basis

Some authors have developed diverse theories that support and allow understanding the arduous process of teaching-learning. Some of them have agreed that teaching is a hard process for teachers because they have to look for the best way of introducing students a topic and help them to understand that topic.

2.3.1 Project for Strengthening English in Ecuador

According to the Ecuadorian Ministry of Education, in the Project for Strengthening English as a Foreign Language, the main objective is to become Ecuadorian students proficient in the English language. The functional level in the use of English language is based on the Common European Framework of References for Languages (CEFR). The specific initiatives of the project are aimed to update the national curriculum; the delivery of textbooks aligned to these curriculums, the professional development of English teachers during the active development of their activities, and teaching training in this career.

In the curriculum, speaking is one of the four basic competences that students should master. Furthermore, this skill has an important role in communication. In carrying out speaking, students face some difficulties; the low level of vocabulary or grammar knowledge, the difficult pronunciation of some words, and others. In fact, the problems previously mentioned are the main obstacle for getting students to talk using the target language. Thus, teachers have to select appropriate strategies and techniques that support the English language learning process.

2.3.2 English Language Methodology

The adequate English language methodology is essential for the correct language mastery because it provides students the way of acquiring the aspects of the language. Nunan (1994) makes the point that there is not the ideal method, so that teachers are recommended to combine the various methods that have been

developed, focusing on the performance of its duties, activities and class dynamics, taking into account the context and the needs of students. Teaching languages, it is common finding an ideal method that works for all the problems facing learners in different contexts.

Likewise, Bromley (2002) determines that there is not a specific method for teaching students. She recommends the application and combination of various methods because students have different learning styles, that is why it is relevant to take into account diverse methods that enhance the learning process.

Larsen-Freeman (2000) maintains that methods serve as a foil for reflection that can aid teachers and students in bringing to conscious awareness the thinking that underlies their actions. According to Larsen-Freeman, the application of various methods has in common the views that first, language can best be learnt when it is taught through communication, and second, that language acquisition can be upgraded by working not only on language, but also on the process of learning.

2.3.3 English Speaking

Palmer (2014) states that “the vast majority of our communication is oral” (p. 106). Speaking is the ability that students use for expressing their ideas orally which is represented by the scores of speaking. Harmer (2001) states that: “the ability to speak fluently presupposes not only knowledge of language features, but also the ability to process information and language “on the spot” (p. 269). He also claims that during the process of teaching speaking or producing this English

ability would be essential to apply them in three important sections: new language, practice and communicative activity.

Speaking is considered as a simple application and variation; without the language proficiency and linguistic proper, because in daily life, speaking is much more practical and does not need so many rules or guidelines when producing it.

The ability of speaking is important for career success. Speaking skills can enhance one's personal life, thereby bringing about the well-rounded growth they should all seek. Nunan (1994) expresses that speaking is an essential and executable tool for communicating with others. He also determines that it is successful when students produce a good conversation using the target language with its respective features (vocabulary, grammar, pronunciation, and others). Students' fluency is another fundamental language feature that students must practice in order to establish a comprehensible message.

Harmer (2001) claims that speakers need to structure their discourse in order to be understood. He also makes the point that the oral practice (speaking) has become a significant part in the language learning for students; when this skill is practiced with motivation, it will be developed appropriately. In this way, students can give the real importance of developing oral competences because it is essential to express their ideas and thoughts with fluency, good pronunciation and appropriate vocabulary.

According to the previous explanations, the researchers emphasize that speaking is the oral form to transmit what people see, feel and think in any situation. Speaking is also known as: oral communication, oral practice, productive skill and others. Furthermore, it is a skill in the English language learning process; it has risen to become one of the most important issues that the teachers should take into consideration at the moment of teaching their classes.

Moreover, teacher should give their students the sufficient confidence and motivation during the speaking activities. However, according to Palmer (2011), it is essential that deliver a speech effectively to inform, explain, demonstrate, or persuade, but in order to communicate efficiently, students need to use an introduction, supporting sentences a conclusion with transitions. Students' confidence at the moment of speaking is necessary in order to produce oral ideas with fluency. In addition, teachers should consider speaking as a great challenge to their students to be able to speak the English language especially inside and outside the classroom.

2.3.4 Metacognition

John Flavell is considered the father of metacognition. Flavell (2004) mentions that: metacognition is originally referred to as the knowledge and regulation of one's cognitive activities in learning processes. He uses this term to refer to the knowledge that each person has about their cognitive process, as active surveillance and regulation of this. It recognizes that every human being is

capable of undergoing this self-regulation toward observe their strengths and weaknesses in order to recognize their skills.

“Flavell defines metacognition as one’s knowledge that is concerning one’s own cognitive process and products or anything related to them, for example, learning relevant properties of information or data” (Tarricone, 2011). This means that when people are aware that they are the center and the cause of the cognition activity; this is possible and easier to be carried out this process. The practice, as one of the ways, is conducted metacognitive development in children being immersed in reality, they may be able to solve problems and likewise have a clear position on how and where they want to receive information perceived through various tests and hypotheses.

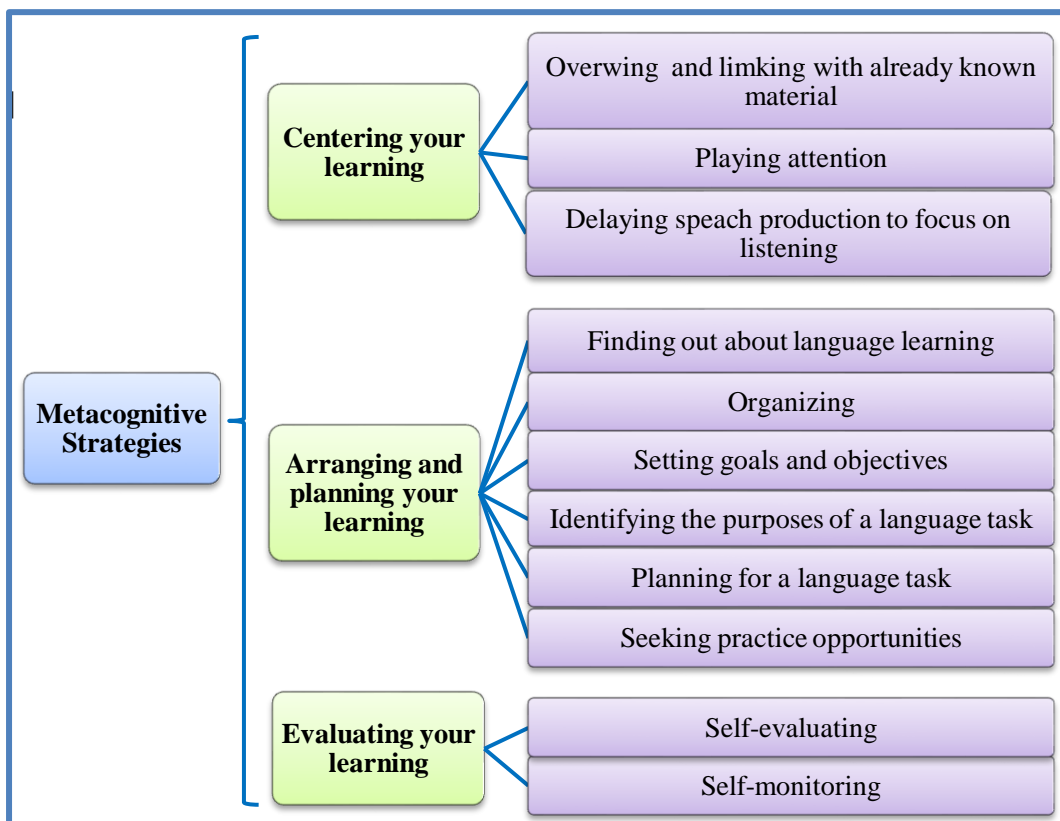
Metacognition is present in humans because each one has their own cognition and they can think in the way they want, thinking and choosing the best ways for learning something or solving problems. Dewey (2003) explains that thinking is a fundamental part in the problem solving or inquiry process which requires reflection upon prior knowledge, understandings and processes. Dewey establishes this metacognitive process, even though he did not use this term, as phases of reflecting thinking.

The application of metacognitive strategies is the beginning of students’ thinking and can lead to a high level of learning and good performance. In addition, during the cognitive process, students can comprehend and control their own learning.

2.3.5 Metacognitive Strategies

Nunan (1994) claims that in language teaching, research into learning strategies and cognitive styles has been a notable area of growth in recent years. Likewise, Schmitt (2007) determines that metacognitive strategies involve a conscious overview of the learning process and making decisions about planning, monitoring, or evaluating the best ways to study. In other words, metacognitive strategies allow both teacher and students to plan, control, and evaluate the teaching and learning process and improve providing students an important role in this process. In general, metacognitive strategies are used for managing the whole learning process and they can be classified into the following way:

Graphic N° 1: Metacognitive Strategies Classification



Author: Rebeca Oxford, Ph.D.

Source: <http://delinguis.dgenp.unam.mx/home/volumenes/volumen-05/articulo-03>

According to the graphic by Rebeca Oxford, Ph.D. above, it shows a representation of the metacognitive strategies classification, but they will be explained in more detail in the next items:

Centering your learning: In this case, students are responsible for over viewing and linking: the previous knowledge with known material. Additionally, students pay attention to their own learning strategies and students focus on the receptive skills (listening and reading) and then on the productive ones (speaking and writing).

Arranging and planning your learning: This metacognitive strategy refers to find out about language learning. Students have to organize their ideas and learning strategies. Furthermore, teachers have the responsibility to establish specific learning goals and objectives for being achieved by students at the end of the activities. In this case, teachers plan for language tasks in order to practice and domain certain knowledge and identify the purposes of working on those language activities. Finally, it is important to mention that students are always seeking for practice opportunities and that is why teachers must plan activities carefully in order to provide students opportunities to produce the target language.

Evaluating your learning: This strategy is centered on: the self-monitoring and the self-evaluation of students. This means that students are their own evaluators (even teachers can be evaluators as well); they have to monitor their language progress being self-critics with themselves.

In addition to the previous classification, metacognitive strategies can be divided into the following way:

Planning: This ability involves selection of appropriate resources, coordinate them with their efforts, organizing them before their application, anticipating the objectives and goals.

Control: It is to observe the result of the strategies implemented, assess their effectiveness, and make an assessment at the time of understanding, keeping, learning or remembering some information.

Evaluation: It refers to the regulatory process and understanding outcome and learning.

Monitor: It involves assessing and monitoring the strategy effectiveness used as process modification in relation to the result obtained.

Access: It is necessary to combine knowledge and skills to acquire this knowledge at the right time.

To conclude, metacognitive environments foment awareness of thinking. Metacognitive skills are the abilities to understand, assimilate and elaborate the meaning about the most important ideas in a lesson even if they are of a different nature, assimilating, comparing, analyzing and interpreting the content and relating ideas already students have. This capability is the process part interpreting a message, text or lesson learned; together the development of these skills will improve mental processes when students organize an oral or written lesson.

2.4 Psychological Basis

2.4.1 David Ausubel

One of the main authors that provide a psychological support to the English language instruction and other languages is David Ausubel. Ausubel was an American psychologist who developed some assumptions in order to contribute to the fields of educational psychology, cognitive science, and science education. Ausubel (1968) believes that the comprehension of concepts, principles and ideas are achieved by applying the deductive reasoning. Thus, it is understood that the most significant aspect that influences on learning is what learners already know. So, construction of knowledge begins with the observation and recognition of events or objects through concepts learners have from previous experiences. In other words, people learn by the construction of groups of concepts and also adding to them.

According to Ausubel's theory, learners must relate new knowledge to important concepts they have already acquired in order to learn meaningfully. In the language teaching, instructors must take into account that the teaching process is not an improvisation, it needs to be planned carefully in order to provide students a variety of activities and exercises that promote them to incorporate and associate new information into the pre-existing knowledge structure.

2.4.2 Jean Piaget's Theory of Cognitive Development

Piaget's theory is developed through the observation and application of interviews to children including his own in order to discover and describe the changes of thinking that take place during the childhood period. Piaget develops a theory about how children acquire their mental abilities. Some children are asked to work on certain tasks and then analyzed the way in which they figure the tasks out. Piaget's theory attempts to describe the shifts in thinking from infant's reflexes to a teenager's reasoning abilities.

“Piaget believes that cognition advances in a series of distinct stages, and that how an elementary school student thinks. Moreover, three central concepts to Piaget's theory are schema, assimilation, and accommodation” (Pastorino and Doyle-Portillo, 2012). According to Piaget a schema is any mental idea, concept or thought. In other words, people develop these schemas based on their experiences of the world.

According to Piaget (1977), in the Formal Operational Stage, children approach to their teenage years and they may achieve the final cognitive stage. They can engage in abstract reasoning. Adolescent students, in this case, can imagine and hypothesized what may be. In other words, they start using their ability to establish hypothesis, make assumptions, deductions, and other process that involves the use of critical reasoning.

To finish, the theory of Jean Piaget revolutionizes the comprehension of the manner of how children think. Hence, children's thinking abilities are the main part of this theory which incentivized much valuable research in the cognition area because the linguistic development follows the steps of intellectual development.

2.4.3 Vygotsky's Theory of Thought and Language

Vygotsky (2013) notes that success learning a foreign language is contingent on a certain degree of maturity in the native language. Children can transfer to the new language the system of meanings they already possess in their own. The reverse is also true; a foreign language facilitates mastering the higher forms of the native language. Children learn to see their language as one particular system among many, to view its phenomena under more general categories, and this leads to awareness of their linguistic operations.

In conclusion, the theory of Vygotsky mainly refers to how a person learns a new language (second or foreign language). In the educative context, this theory is important in the way that learning a second/foreign language involves learning different aspects of the language, such as, vocabulary, pronunciation, fluency, and grammar while overlooking the role of language as a cognitive tool used in complex thought processes. Therefore, the purpose of learning a new language is to employ it for communicative purposes. People use the language (oral or

written) to share information, set goals, determine strategies, explore multiple meanings, make inferences, and conclusions.

2.5 Sociological Basis

Changes that society has had alongside these years are a consequence of globalization and the increment of the technology use for almost everything; changes in communication, basis for the interaction among human beings for expressing feelings, ideas, doubts, and others, become language as the essential medium for this process of transformation.

Bygate (1987) suggests that oral interactions can be characterized in terms of routines, which are conventional forms of presenting information which can either center on information or interaction. Similarly, Bygate (1987) mentions that information routines contain diverse types of information structures; they can be expository, such as, narrations, descriptions, comparisons, and others, or evaluative, such as, explanations, predictions, decisions, and others. Interaction routines can be for services like in a job interview or asking for something in a restaurant or social in friendly or colleague's dialogues.

In diverse situations of people's life, the use of language is really necessary; it is the primordial mean of communication, even though it is not the only one, because the language is more than a system of communication; it also involves the person, the culture, customs, people's education, and others. According to Bygate(1987),a further feature of oral interaction is that participants need

frequently to negotiate meaning, and generally manage the interaction in terms of who is to say what, to whom, when and about what. Language is the ability that individuals have in order to transmit and exchange important information, ideas, beliefs, and sensations between them.

2.5.1 The Socio-Cultural Theory by Lev Vygotsky

Vygotsky (1980) considers handicaps as socio-cultural developmental phenomena in which compensation arises from socialization and enculturation. He demonstrates that a disability varies psychologically in different cultural and social environments.

Additionally, in Vygotsky's view, the main objective of special education should be the creation of a "positive differential approach" that can fully develop a handicapped child's higher psychological functions and overall personality. Vygotsky also perceptively observes that language forms do not replace one another but coexist in the human mind; similarly, new forms of understanding do not dislodge the previous ones but complement them.

Vygotsky (1980), in the socio-cultural theory, claims that human learning is a social process and the origination of human intelligence comes from the interaction with the society and its culture. The major theme of Vygotsky's theoretical framework is that social interaction plays an essential role in the development of cognition. One of the innovative contributions made by Vygotsky was his idea that our sense of the world is shaped by symbolic tools acquired in

the course of education and learning. Vygotsky's idea of evaluation in the developmental and socio-cultural context that results in effective remediation is examined through practical creation of ZPD within an assessment situation.

The Zone of Proximal Development is the explorative area for which students are cognitively prepared. However, this also requires support and social interaction in order to be fully developed. In the social context, the ZPD is the knowledge development with the support of the environment, the interaction with society, students with their teacher, then students with their classmates, finally in their working environment. As a result, the acquired knowledge about English language is in different stages by obligation (inside the classroom), curiosity (talk with a person of English-speaking) and necessity (in the work using English language).

To conclude, the Vygotskian approach is emphasized on the importance of socio-cultural forces in shaping the situation of a child's development and learning and points out to the crucial role play by parents, teachers, peers, and the community in defining the types of interaction occurring between children and their environments.

2.5.2 Second Language Acquisition Theory by Stephen Krashen

Stephen Krashen is an American linguist and educational researcher that develop a theory in 1981 where he describes the way in which students learn a second language. Krashen's Second Language Acquisition Theory is divided into five

main hypotheses that explain in more detail the complete theory. These hypotheses are the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis and the affective filter hypothesis.

Krashen (1982) in the Acquisition-Learning Hypothesis claims that the acquisition-learning distinction is perhaps the most fundamental of all the hypotheses to be presented in his theory. It states that learners have two distinct and independent ways of developing competence in a second language. The first form refers to language *acquisition*, a similar procedure in which children acquire their first language. Krashen in the same 1982 publication determines that language acquisition is subconscious process because language acquirers are not conscious of the fact that they are acquiring a new language, but are solely conscious of the fact that they are using the language for communicative purposes.

On the other hand, Krashen (1982) establishes that the other way of developing competence in a second language is by language learning. The term 'learning' refers to the conscious knowledge of a second language, this means that learners need to know the language rules (grammar), being aware of them, and being able to talk about them.

Krashen (2013), in the Monitor Hypothesis, states that "consciously learned language is only available to us as a Monitor, or editor" (p. 2). Krashen also establishes that the ability of producing the language in a fluent way depends specifically on what students have acquired. The grammar knowledge is essential

in this hypothesis because it support the learner to produce the language accurately. For example, when students are talking in another language, sentences come into their minds, and then just before sentences are produced orally students scan them internally, and use their consciously learnt system to check and correct mistakes. However, in normal conversation, performers do not generally have time to think about and apply conscious grammatical rules, and, as we shall see later. Therefore, the Monitor user must know the rules, and aware of accuracy.

2.5.3 The Language Acquisition Device (LAD) by Noam Chomsky

Noam Chomsky determines that the process of learning a language and processing data is not a random phenomenon; human beings are innately imbued with the Language Acquisition Device (LAD) that other mammal's lack. While many animals are capable of communication, only human beings can adequately articulate their needs through vocal representation.

Thus, Chomsky (1969) establishes that cognition is the act of recognizing or of having knowledge. Thus, without cognition, full understanding and realization of mental processes is impossible. Perception is influenced by emotion and cultural background. In this case, every human being has the biological ability to acquire language and the learner must be able to understand both the meaning and the form of the syllables in order to process them internally.

2.6 Legal Basis

The legal basis of this research paper is based in the current Constitution of Ecuador approved in 2008. Additionally, the Reformatoria Organic Law to the Organic Law of Education Intercultural, published in the Official Register Supplement No. 572, on August 25, 2015. Furthermore, Children and Adolescents Code in Education. These in the most articles emphasize the education quality toward Ecuadorians.

2.6.1 Constitution of Ecuador

The Ecuadorian Constitution suggests important articles in Chapter two. Rights of the good way of living. Section Five. Education, refer:

Article 26: In this article is described that Education is a right of Ecuadorian people have throughout their lives and an unavoidable and mandatory duty of the State for its citizens. Furthermore, it is constituted the guarantee of equality and social inclusion and the indispensable condition for the people's good way of living in which people, families and society have the right and responsibility to participate in the educative process.

Article 27: In this article is stipulated that Education is focused on the human being and it guarantees the development of people. Moreover, it mentions that educational authorities have to promote gender equity, justice, solidarity, peace and the development of competencies and capabilities to create and work.

Article 343: This article from the 2008 Constitution establishes that the principal objective of the national education system is to develop the population's individual and collective capabilities and potential, enabling learning and the generation and use of knowledge, techniques, arts and culture. Moreover, this article describes that the national education system shall incorporate an intercultural vision according to the country's geographical, cultural, and linguistic diversity respecting the rights of the communities, peoples and nations of the country.

According to articles based on good living mention above emphasize that all Ecuadorians have the right to a quality education, and this to ensure creativity, continuous development of knowledge as required by today's society that citizens are able to function in any field, after teaching-learning process. The continued advancement of research and experimentation is an essential objective for innovation and scientific training that will enable them to obtain the required information on the flaws in the educational area while strengthening them. Education is an instrument of social transformation which constitutes a fundamental factor to the development of a country.

2.6.2 The Organic Law of Intercultural Education

LOEI emphasizes an important article about Education. Article N°2. Principles.

Literals: b, u, and bb:

Literal b: In this item of LOEI is described that Education is the main instrument for social transformation; education also contributes to build and improve the country economy, life projects and citizen's freedom.

Literal u: This item mentions that academic preparation needs to be continuous since it the guarantee of constructing knowledge and the development of people's abilities through experimentation promotion for educational innovation and scientific formation.

Literal bb: This item emphasize that multilingualism is an important aspect during the teaching and learning process; communes, communities, towns and nationalities have the right to be formed in their own language and official languages in order to promote intercultural relations.

According to the article form LOEI, items listed above mentioned education, with their respective rights and obligations for each of the Ecuadorians citizen when they play their different roles contribute to the development of the nation, because where there is education, there is culture. On the other hand, the language is very essential for effective communication between the different national and international cultures. In general vision this law seeks to improve better lifestyles.

2.6.3 Children and Adolescents Code in Education

Art. 37. - Right to Education. – Whole children and adolescents have the right to obtain a high quality education. This right force for an education system that:

This article describes that Educational authorities through educational projects have to ensure facilities to the admission and stability of children to basic instruction and adolescents through high school. Then, respect the cultures and specificity of each region and place. Finally, ensure children and adolescents have the assistance of teachers, didactic materials, laboratories, facilities and adequate resources creating comfortable environment for learning.

2.7 Fundamental Categories

Skills: An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

Productive Skills: The productive skills are speaking and writing, because learners doing these need to produce language. They are also known as active skills.

Receptive Skill: The receptive skills are listening and reading, because learners do not need to produce language to do these, they receive and understand it. These skills are sometimes known as passive skills.

Speaking Skill: Speaking is described as an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking depends on the context or the situation.

Metacognition: The term metacognition refers to the processes that allow people to reflect on their own cognitive abilities.

Strategy: Strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. Strategy is a high level plan to achieve one or more goals under conditions of uncertainty.

Metacognitive Strategies: Metacognitive strategies refers to methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'

Oral Communication: Oral communication implies communication through mouth. It includes individuals conversing with each other, be it direct or indirect conversation.

Ability: It is the power, talents, special skills or aptitudes, or capacity to do or act physically, mentally, legally, morally, financially, etc. It is the competence in an activity or occupation because of one's skill, training, or other qualification.

Conversation: Conversation is a form of interactive, spontaneous communication between two or more people. The development of conversational skills and etiquette is an important part of socialization.

Vocabulary: A listing, either selective or exhaustive, containing the words and phrases of a language, with meanings or translations into another language. All the words contained in a language.

Pronunciation: The act or result of producing the sounds of speech, including articulation, stress patterns, and intonation, often with reference to some standard of correctness or acceptability in patterns of a syllable, word, phrase, etc.

Fluency: The quality or condition of being fluent, in particular. It is the ability to speak or write a particular foreign language easily and accurately. It is the ability to express oneself easily and articulately.

Language Functions: Language functions refer to the purposes in which people use language to communicate. People often use language for a variety of formal and informal purposes, and specific grammatical structures and vocabulary.

English language: English language - an Indo-European language belonging to the West Germanic branch; the official language of Britain and the United States and most of the commonwealth countries

English language learners: ELL are students who are unable to communicate fluently or learn effectively in English, who often come from non-English-speaking homes and backgrounds, and typically require specialized or modified instruction in both the English language and in their academic courses.

Native language: The language that a person acquires in early childhood because it is spoken in the family and/or it is the language of the region where the child lives. It is also known as a mother tongue, first language, or arterial language.

Foreign language: Any language used in a country other than one's own; a language that is studied mostly for cultural insight.

Sources of definitions:

Business dictionary, dictionary Thesaurus, dictionary References, Wikipedia, Oxford dictionary, the Free dictionary and the Glossary of Education Reform

2.8 Hypothesis

The implementation of Metacognitive Strategies will develop speaking skills of Ninth Graders at Escuela de Educación Básica Paquisha, La Libertad, Santa Elena Province, 2015 – 2016.

2.8.1 Variables

2.8.1.1 Dependent Variables

Speaking skills

2.8.1.2 Independent Variable

Metacognitive Strategies

CHAPTER III

METHODOLOGY

3.1 Research Approach

This research was based on quantitative and qualitative methodology. Also, the researcher used inductive and deductive methods. These methods allowed obtaining specific results about difficulties and shortcomings that students have to communicate during the English classes' process according to metacognitive strategies and speaking skills at ninth graders at Escuela de Educación Básica "Paquisha".

3.1.1 Quantitative Method

The quantitative method used for this research paper for getting a systematic research in order to collect numerical and statistical data about the English learning process and the use of the metacognitive strategies in speaking skills. It was applied through surveys and questionnaire directed to students and parents of ninth grade at "Escuela de Educación Básica Paquisha".

3.1.2 Qualitative Method

The qualitative method applied in this research graduation work in academic areas in order to collect valuable information in audio and video for getting a non-statistical way about the variables of this research metacognitive strategies and

speaking skills. This information was classified in patterns as first basis for organizing and reporting results.

Also, this method allowed getting important material from notes, observations, and interviews to the Principal and the English Teacher at Escuela de Educación Básica “Paquisha”.

3.1.3 Deductive Method

The deductive method was projected from the more general information to the more specific about this research work. This method allowed to: observe, reflect, deduce, and investigate the possible causes involved in order to support the research problem.

The deductive method contributed to this paper for reviewing all the needed information gathered, studied and contrasted between authors and finally simplified for the investigation about Metacognitive strategies.

3.1.4 Inductive Method

This method was projected from the more specific to the more general information. This method constituted a starting point to induce a conclusion in order to confirm the theoretical formulations.

The inductive method was applied through small observations to make assumptions about speaking skills for ninth graders at Escuela de Educación Básica “Paquisha” and the implementation of metacognitive strategies.

3.2 Level or Type of Research

3.2.1 Field Research

It was applied to collect adequate and real information on the site of investigation at “Escuela de Educación Básica Paquisha”. The field research was used in the context to ninth grade students since it was the target population involved in the problem. The field research allowed to: identify and analyze the possible problems and solutions directly.

3.2.2 Applied Research

This type of research explored possible solutions to develop the speaking skills using the implementation of metacognitive strategies for ninth graders at “Escuela de Educación Básica Paquisha”. These strategies helped the students to know their learning development and increase oral skills according communicative competences.

3.2.3 Bibliographic Research

This method allowed to collect and to select scientific-theoretical foundations on the main topics related for this research about theories, concepts and definitions in the theoretical framework section from literature sources such as the internet, books and previous research in order to expand knowledge about metacognitive strategies.

3.3 Population Sample

The population for this research paper was composed of 102 members: The Principal, English teacher, students and parents of ninth grade that take part at Escuela de Educación Básica Paquisha placed in La Libertad, Santa Elena Province.

Chart N° 1: Population

| ITEMS | CATEGORY | POPULATION |
|-------------------------|-----------------|------------|
| 1 | Principal | 1 |
| 2 | English teacher | 1 |
| 3 | Students | 50 |
| 4 | Parents | 50 |
| Total population | | 102 |

Source: Escuela de Educación Básica Paquisha

Author: Monica Ricardo Vera

3.4 Variable Operationalization

3.4.1 Independent Variable: Metacognitive Strategies

Chart N° 2: Independent Variable Operationalization

| CONCEPTUALIZATION | DIMENSIONS | INDICATORS | ITEMS | TECHNIQUES AND INSTRUMENTS |
|---|--|---|---|--|
| Metacognitive strategies refer to methods used to help students understand the way they learn. It means processes designed for students to 'think' about their 'thinking'. Metacognitive strategies consist in various resources for learners to plan, control, evaluate and feedback their learning development. | Metacognitive strategies Learning Process Planification Control Evaluation Feedback | Skills Teaching Methods Learning methods Strategies Tools | <ul style="list-style-type: none"> • What do you understand by metacognitive strategies? • Do you consider that metacognitive strategies contribute to the improvement of students' speaking skills? • Would you be interested in using metacognitive strategies for developing speaking skill of your students? | Interview Questionnaire Survey Smartphone |

Source: Escuela de Educación Básica "Paquisha"

Author: Monica Ricardo Vera

3.4.2 Dependent Variable: Speaking skills

Chart N° 3: Dependent Variable Operationalization

| CONCEPTUALIZATION | DIMENSIONS | INDICATORS | ITEMS | TECHNIQUES AND INSTRUMENTS |
|--|--|--|--|---|
| <p>Speaking is the ability of producing the target language in its oral form. Speakers need to use a variety of words and apply different grammar structures in order to produce a precise and clear oral message.</p> | <p>Teaching methodology and strategies</p> <p>Significate Learning</p> <p>Reproductive ability development (English oral skills)</p> | <p>Methodological Strategies</p> <p>Teaching activities</p> <p>Formative and summative</p> <p>Motivation</p> | <ul style="list-style-type: none"> • Do you consider that ninth grade students from this educational institution are able to communicate in English? • Do you consider that students should develop English language speaking skill? • What strategies should teachers use for developing English language skill in students? • What activities do you apply to develop speaking skills? | <p>Interview</p> <p>Questionnaire</p> <p>Survey</p> <p>Smartphone</p> |

Source: Escuela de Educación Básica Paquisha

Author: Monica Ricardo Vera

3.5 Techniques and Instruments for Data Collection

3.5.1 Techniques

The interview and surveys techniques were used during the process for data collection in order to organize and synchronize the structure of this research work. These techniques permitted to get: statistical and non-statistical information in order to analyze these data for getting good conclusions and recommendations by the end of this chapter.

3.5.1.1 Interview

It was applied to the principal and English teacher at Escuela de Educacion Básica “Paquisha”. Two interviews were used to compare their information about the variables of this research about metacognitive strategies and speaking skills at ninth grade students in English classes.

Interviews contributed to inquire from school authorities about their points of view, opinions, experiences, knowledge and comments regarding research problem in order to obtain reason for future analysis and the useful information about possible problems into English subject.

3.5.1.2 Survey

It was applied to students and parents of ninth grade at Escuela de Educacion Básica Paquisha. This technique collected numerical data through direct questions focused on the study problem.

Furthermore, the survey application permitted to have a direct contact with the study population. It was used to obtain advantages and disadvantages into implementation of metacognitive strategies for developing speaking skills. Also they showed current students status in English classes.

3.5.2 Instruments

The instruments such as: smartphone and questionnaire were used during the process of data collection in order to obtain a relevant analysis and useful qualitative information for this research paper.

3.5.2.1 Smartphone

This instrument was used to obtained evidences about interviews, surveys and questionnaires. These were applied principal, English teacher, students and parents at ninth grade at Escuela de Educacion Básica Paquisha.

Moreover, smartphone was used to capture images and videos of important events regarding mentioned activities above and in the implementation of metacognitive strategies and the development of speaking skills during the English classes.

3.5.2.2 Questionnaire

This research instrument was applied to students and parents from ninth grade at Escuela de Educacion Básica Paquisha. Questionnaires had objective and specific questions that people answered and selected one answer from a particular set of

options. These question and answers permitted to measure the study variables about metacognitive strategies and speaking skills.

The questionnaire objective was to collect quantitative information in order to evaluate them in graphic for getting numeral data; it permitted to get statistical analysis about the stated problem.

3.6 Data Collection Plan

Chart N° 4: Data Collection Plan

| BASIC QUESTIONS | EXPLANATION |
|-------------------------------------|--|
| 1. What for? | To measure the importance of speaking skills in the learning process |
| 2. From which people or objects? | The ninth graders |
| 3. About what aspects? | Metacognitive strategies to develop speaking skills |
| 4. Who? | Researcher: Monica Ricardo Vera |
| 5. To Whom? | Students and English Teacher |
| 6. When? | School year 2015 – 2016 |
| 7. Where is data collected? | At Escuela de Educación Básica Paquisha. La Libertad |
| 8. How many times? | Once a year 2015-2016 |
| 9. How? | Individually and group |
| 8. What data collection techniques? | Interviews and surveys |
| 9. With what? | Using questionnaires and smart phone |

Source: Escuela de Educación Básica Paquisha

Author: Monica Ricardo Vera

3.7 Data Processing Plan

Chart N° 5: Data Processing plan

| CONCLUSION | DATA SEARCH | DATA COLLECTION AND ANALYSIS | APPROACH | PLAN OF SOLUTION |
|--|--|--|---|---|
| <p>Low level of speaking skills and minimal use of metacognitive strategies was determined through surveys, interviews and questionnaires directed to principal, teacher, students and parents, the researcher determined the shortcomings in speaking skills and the purpose of it.</p> | <p>Identifying the most common problems about speaking skills, the researcher inquires on the cause and effect produced on the students.</p> | <p>Once the problem was confirmed through: surveys, interviews and questionnaires. The researcher applied and analyzed the data and allowed to design the proposal to solve the problem.</p> | <p>According with this research paper, the researcher identified the fallacy about strategies using in speaking and influence to develop speaking skills.</p> | <p>The implementation of “metacognitive strategies” will be an important tool for applying methodological strategies to develop student’s speaking competences.</p> |

Source: Escuela de Educación Básica Paquisha

Author: Mónica Ricardo Vera

3.8 Analysis and Interpretation of Results

3.8.1 Interview directed to principal

Question N° 1: How important is learning a new language?

Interpretation: Principal of Escuela de Educación Básica “Paquisha”, Lcda. Magaly Suárez Chumo, Msc. considered that nowadays it is important the learning a new language since it is good that people have knowledge about a new language quite apart from the official language.

Question N° 2: According to your criteria, is English language learning important today?

Interpretation: MSc. Suárez mentioned that English is considered as a global language and therefore it has increased the necessity of learning it and taking into account that English is considered one of the most spoken languages around the world, Ecuadorians should attend courses in order to dominate it.

Question N° 3: Have you ever attended to English language courses?

Interpretation: The principal of Escuela de Educación Básica “Paquisha” answered that she has not attended any English language course; she has just attended English courses during her academic experiences at high school and university.

Question N° 4: How is the teaching process of English language in this educational institution?

Interpretation: Lcda. Suárez considered that English classes in the educational institution she manages are according to students' levels. She mentioned that English teachers are always looking for activities which promote motivation to students.

Question N° 5: Do you consider that ninth grade students from this educational institution are able to communicate in English?

Interpretation: The interviewee claimed that students of ninth grade are to able to produce small dialogues; this has been noticed by the open houses that the English language area have organized in which students prepare English performances for the audience. However, it is known that in some cases students' speeches are memorized, so it is difficult to know if students are able to produce a spontaneous conversation with someone else.

Question N° 6: Do you regularly evaluate the classes of the English teachers from this institution?

Interpretation: Escuela de Educación Básica "Paquisha" Principal answered that she, as the principal, has to evaluate and monitor classes of all teachers. Therefore, she has evaluated English classes of teachers and even though she is not skillful in

English, she has evaluated according to how motivated students are in classes and how they respond to strategies that English teachers apply.

Question N° 6: Do you consider that English teachers still use traditional methods in the process learning a language?

Interpretation: The principal mentioned that there are teachers that still apply traditional methodologies since they were trained using these methodologies. However, she stressed that English teachers from Escuela de Educación Básica “Paquisha” strive to provide students a more dynamic education using the technological tools and other resources that are required today.

Question N° 7: Do you consider that students should develop English language speaking skill?

Interpretation: The interviewee mentioned that English language should be developed as a whole; however, she considered that speaking is one of the most important skills that students have to develop since it is required for communication and in this province (Santa Elena province) there are lots of English-speaking tourists. Therefore, students and citizens from this touristic province have to learn English in order to be able to communicate in English with foreigners.

Question N° 8: What strategies should teachers use for developing English language skill in students?

Interpretation: MSc. Suárez responded that teachers have to choose the adequate strategies for their students. English teachers should use strategies to create meaningful learning, also an experiential knowledge that is the most feasible in a learning process.

Question N° 9: What do you understand by metacognitive strategies?

Interpretation: The interviewee answered that metacognitive strategies are applied in the learning process in order to motivate their students and at the same time develop a long-term learning of students.

Question N° 10: Does your school provide enough resources to teachers for the development of their classes?

Interpretation: The principal concluded the interview saying that, unfortunately, “Escuela de Educación Básica Paquisha” does not have a laboratory or projectors and therefore, teachers have to use their own resources for the development of their classes.

3.8.2 Interview directed to English Teacher

Question N° 1: Do your students understand when you use the target language in classroom?

Interpretation: English teacher from Escuela de Educación Básica “Paquisha”, Lcda. María Lourdes Reyes Bermeo responded that students have a very low level of English language due to different reasons. She mentioned that she just uses the target language in certain moments.

Question N° 2: Do students participate actively during the English class development?

Interpretation: Lcda. Reyes answered that students participate when they have to present an exposition. Although they have problems in their pronunciation, she is always encouraging to produce the language as much as they can.

Question N° 3: According to the Common European Framework of Reference for Languages (CEFR), what is the speaking skill level of your students?

Interpretation: The interviewee mentioned that students' speaking skill level is not the required one by the Common European Framework of Reference for Languages. She also claimed that students have a very low level of oral

communication and they need to improve more since they can only communicate in very basic dialogues.

Question N° 4: What activities do you apply to develop speaking skills?

Interpretation: English teacher responded that she encourages students listen and repeat some words, phrases, sentences and conversations. She also uses songs and then students are asked to sing the song alone.

Question N° 5: What are the most common problems that students have at the moment of producing the oral language?

Interpretation: English teacher considered that the main problem of students is that they do not feel comfortable talking in English since their classmates make fun of them during their participations. Furthermore, there are several students that do not remember and use vocabulary or grammatical structures in order to produce a correct oral message.

Question N° 6: Do you use any strategy to strength students' knowledge in English subject?

Interpretation: Lcda. María Reyes responded that she uses didactic tools, such as, flashcards, pictures, gestures and speakers in her classes.

Question N° 7: Do you consider that metacognitive strategies contribute to the improvement of students' speaking skills?

Interpretation: The interviewed English teacher mentioned that the application of strategies always contributes to improve the teaching and learning process. The implementation of these strategies needs to be planned in order to achieve the goals. Furthermore, Lcda María Reyes teacher said that she uses the necessary strategies and tools in the classroom for helping students learn and understand her explanation.

Question N° 8: Would you be interested in using metacognitive strategies for developing speaking skill of your students?

Interpretation: English teacher mentioned that she is interested in using metacognitive strategies for developing the speaking skill of her students.

3.8.3 Questionnaire directed to students

Question N° 1: Do you understand the English teacher explanation?

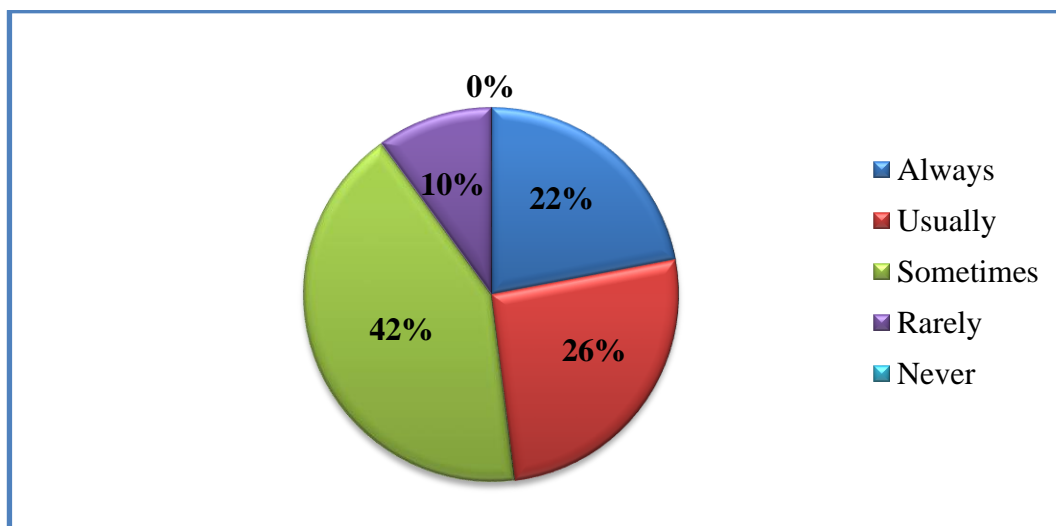
Chart N° 6: English teacher explanation

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Always | 11 | 22% |
| Usually | 13 | 26% |
| Sometimes | 21 | 42% |
| Rarely | 5 | 10% |
| Never | 0 | 0% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Mónica Ricardo Vera

Graphic N° 2: Understanding the English teacher explanation



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the data; nearly half of students understand the teacher’s explanation during the English classes. It can be because teacher use the same methodology to explain each lesson. Nowadays, teacher should plan the classes using innovate methods and strategies to give good lessons. It is when students fully understand the classes explained, this would mean a victory for teacher because she/he achieves her/his stated objective for lessons.

Question N° 2: How does your teacher explain the lesson?

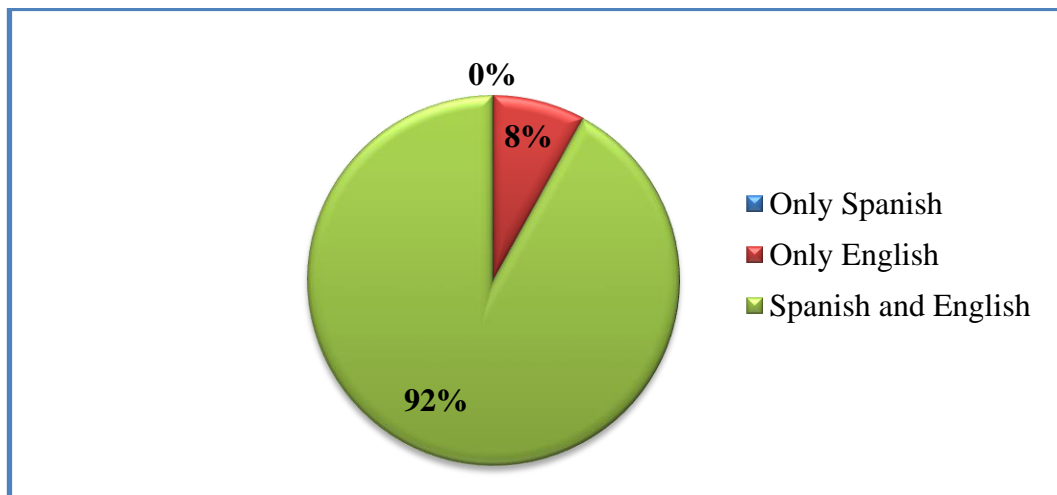
Chart N° 7: English language used by the teacher

| OPTIONS | FREQUENCY | PERCENTAGE |
|---------------------|-----------|-------------|
| Only Spanish | 0 | 0% |
| Only English | 4 | 8% |
| Spanish and English | 46 | 92% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 3: English language used by the teacher



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the data, nearly all students emphasized that English teacher explains the classes half Spanish and half English during the lessons. Few students said that teacher explains the classes only English. English classes should be only English for what teacher creates an environment according to learn a new language. Students create in their mind the importance to speak in English inside the classroom. Also students are not in an environment of confident and motivation to express their ideas in English even if they make mistakes during their participation.

Question N° 3: What English skill would you like to practice more?

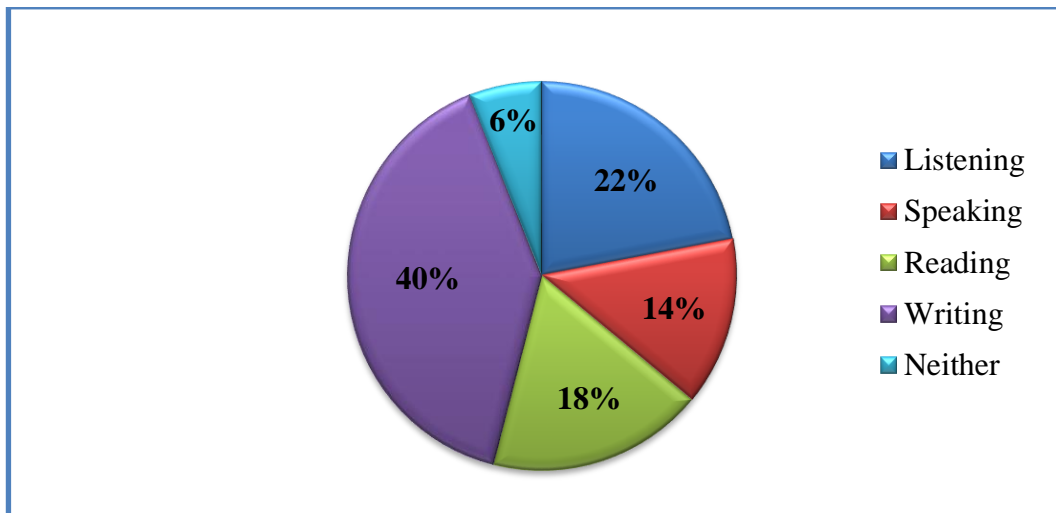
Chart N° 8: English language skills students want to practice more

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Listening | 11 | 22% |
| Speaking | 7 | 14% |
| Reading | 9 | 18% |
| Writing | 20 | 40% |
| Neither | 3 | 6% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 4: English language skills students want to practice more



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: Many students selected writing well above other English skills. Speaking that is a variable of this research was one of the last options for students. According to the data can infer that students of ninth grade do not like speak in English during the classes. It may be by factors such as shame or fear of failure, lack of vocabulary, motivation, teacher methodologies, atmosphere and other. In learning a new language is necessary to develop speaking in order to communicate.

Question N° 4: How often do you participate in the English classes?

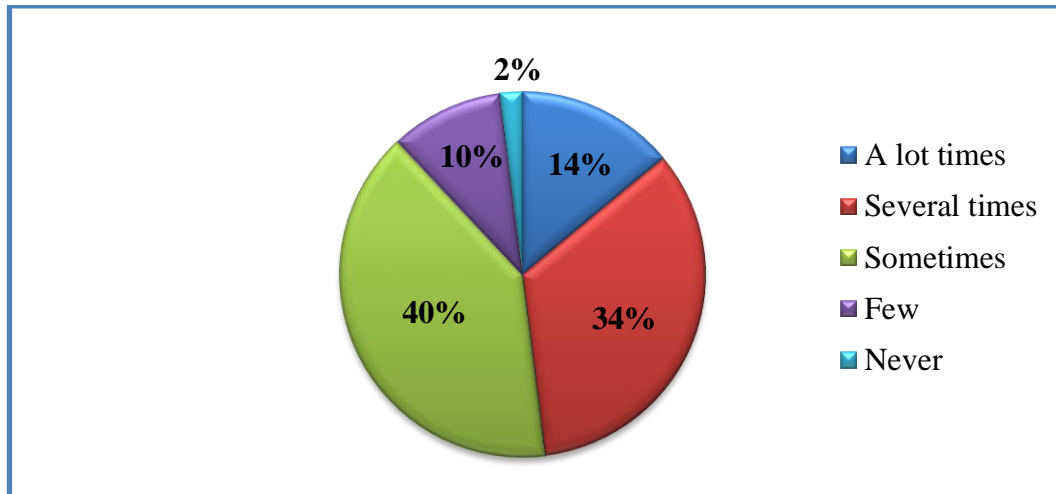
Chart N° 9: Frequency of students' participation in the English classes

| OPTIONS | FREQUENCY | PERCENTAGE |
|---------------|-----------|-------------|
| A lot times | 7 | 14% |
| Several times | 17 | 34% |
| Sometimes | 20 | 40% |
| Few | 5 | 10% |
| Never | 1 | 2% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica "Paquisha"

Elaboration: Monica Ricardo Vera

Graphic N° 5: Frequency of students' participation in the English classes



Source: Escuela de Educación Básica "Paquisha"

Elaboration: Monica Ricardo Vera

Analysis: According to the data, some students participate during the English classes. In other words, students at ninth grade do not participate actively during the activities done in classes. This situation demands that teacher must be more creative and dynamic so he/she can get his/her students feel motivated and strive to improve their English and overcome their shyness front of their classmates.

Question N° 5: How often does your English teacher practice the speaking skills in classes?

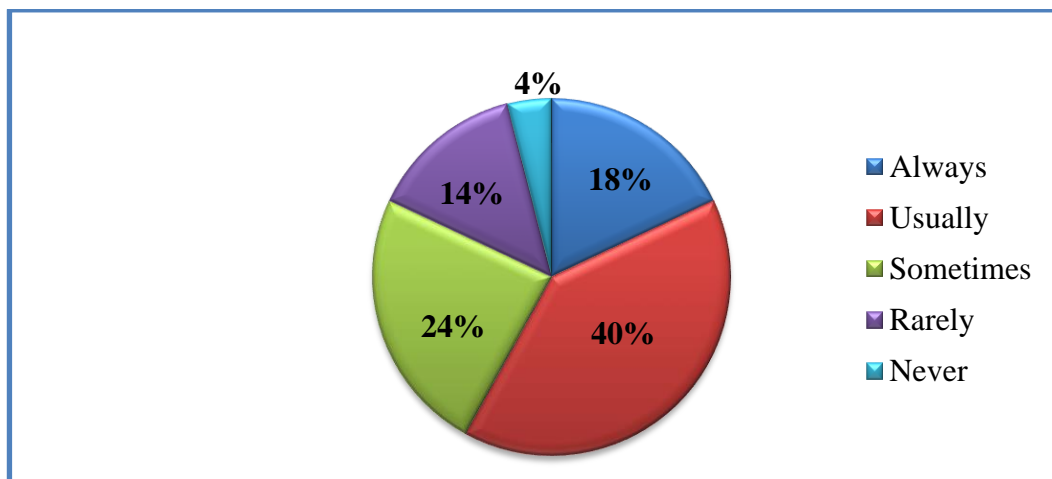
Chart N° 10: Practice of speaking skills in classes

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Always | 9 | 18% |
| Usually | 20 | 40% |
| Sometimes | 12 | 24% |
| Rarely | 7 | 14% |
| Never | 2 | 4% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 6: Practice of speaking skill in classes



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: Based to the data in a 40% usually and 24% sometimes; students emphasize that during the classes English teacher done speaking activities. English teachers are aware to create appropriate situations for students practice the new knowledge. However, it is not enough teacher work while students do not feel interested to improve or overcome their shortcomings responsibly. Inside the classroom, teacher and students is like teamwork in order to enhance speaking, this skill result in some cases difficult to develop for students.

Question N° 6: What activities does your English teacher do to develop speaking skills?

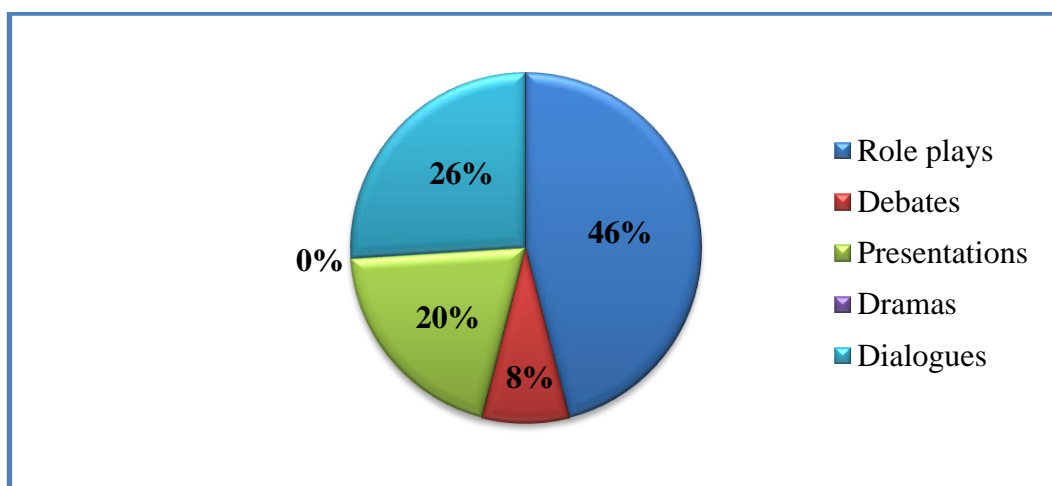
Chart N° 11: Activities for developing speaking skills

| OPTIONS | FREQUENCY | PERCENTAGE |
|---------------|-----------|-------------|
| Role plays | 23 | 46% |
| Debates | 4 | 8% |
| Presentations | 10 | 20% |
| Dramas | 0 | 0% |
| Dialogues | 13 | 26% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 7: Activities for developing speaking skills



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the data, nearly half of students said that teacher use role plays to develop speaking skills. Some students emphasize about dialogues and no many mentioned presentations. Few students selected debates like a good activity to improve speaking, because students express their ideas about any topic in class. No one chose drama. All techniques used for developing oral skills are valid. Therefore, it should consider variety of activities and English classes do not become monotonous for the speaking development.

Question N° 7: Do you plan your oral presentations in advance?

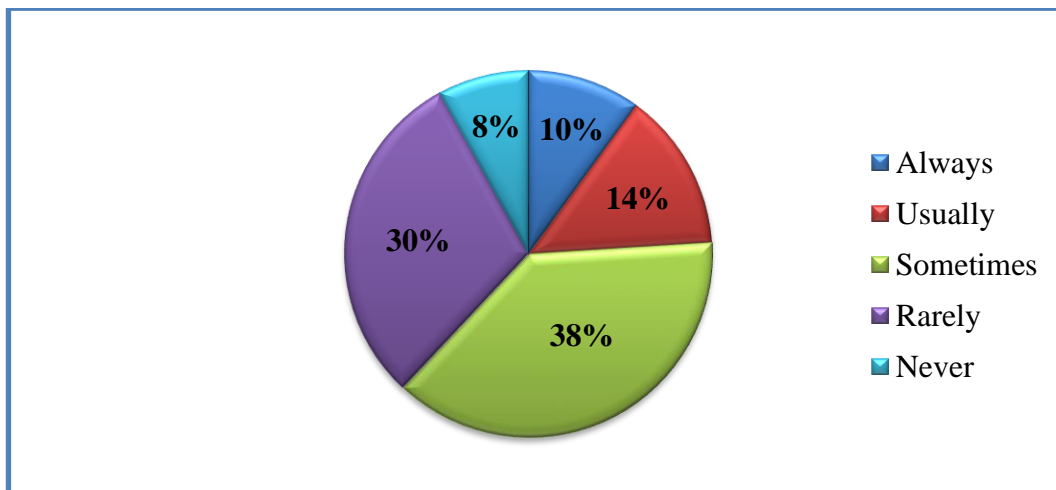
Chart N° 12: Students plan in advance their oral presentations

| OPTIONS | FREQUENCY | PERCENTAGE |
|-----------|-----------|------------|
| Always | 5 | 10% |
| Usually | 7 | 14% |
| Sometimes | 19 | 36% |
| Rarely | 15 | 30% |
| Never | 4 | 8% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 8: Students plan in advance their oral presentations



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the data; usually in a 42% and sometimes in a 36%, students said that they plan their oral presentation in advance. Based on the results obtained can infer that students sometimes prepare properly a lesson taken. No many students prefer to improvise; it could produce mistakes and have a bad presentation. Usually students rely on the classmates’ knowledge, which may involve regrettable consequences. If this is not corrected on time, students do not have significant knowledge.

Question N° 8: Do you prefer to speak slow but correctly?

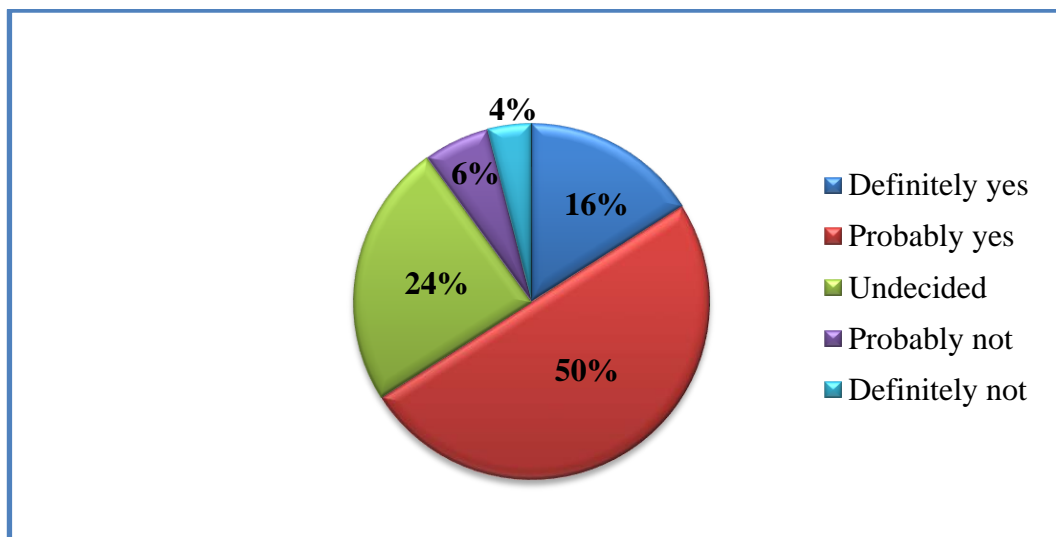
Chart N° 13: Students prefer speaking skill slow but correctly

| OPTIONS | FREQUENCY | PERCENTAGE |
|----------------|-----------|-------------|
| Definitely yes | 8 | 16% |
| Probably yes | 25 | 50% |
| Undecided | 12 | 24% |
| Probably not | 3 | 6% |
| Definitely not | 2 | 4% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 9 : Students prefer speaking skill slow but correctly



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the results in survey applied; half of students said that they prefer to coordinate ideas in their mind after they express in correct way. Not many students are aware of what they know in order to take full advantages. A few students do not have or do not know the appropriate strategies to develop communicative competences. This situation can cause delays in learning process and consequently in the development of language.

Question N° 9: Do you try to make an imaginative, original and fun dialogue?

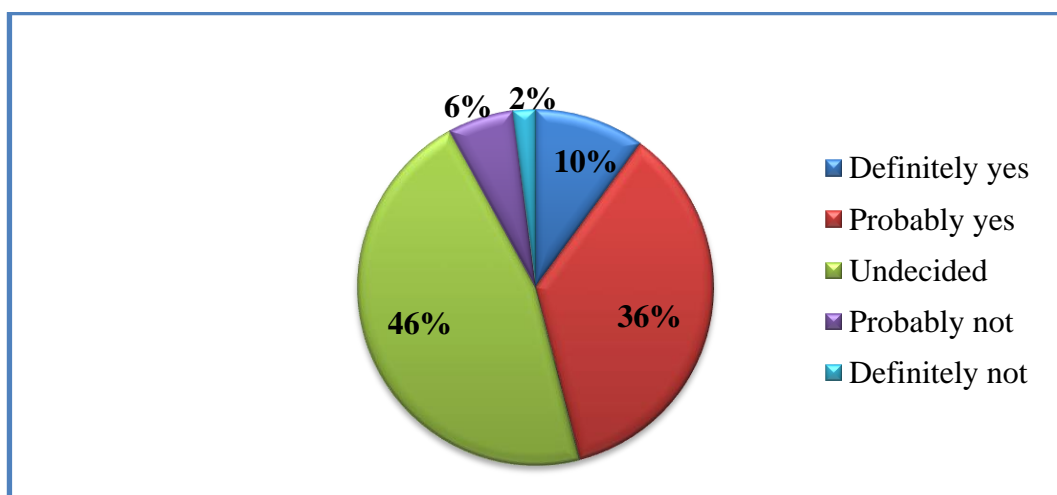
Chart N° 14: Oral language production

| OPTIONS | FREQUENCY | PERCENTAGE |
|----------------|-----------|-------------|
| Definitely yes | 5 | 10% |
| Probably yes | 18 | 36% |
| Undecided | 23 | 46% |
| Probably not | 3 | 6% |
| Definitely not | 1 | 2% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 10 : Oral language production



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the data; nearly half of students feel insecure about create a good English dialogue. Some students said they probably can create and establish a dialogue between classmates. Not many students mentioned the options definitely yes, because they feel capable to make an imaginative, original and fun dialogue related to previous questions. Related to data collection can inferred that students have problems in vocabulary, grammar and motivation during speaking activities.

Question N° 10: After your oral activities, yourself correct your mistakes?

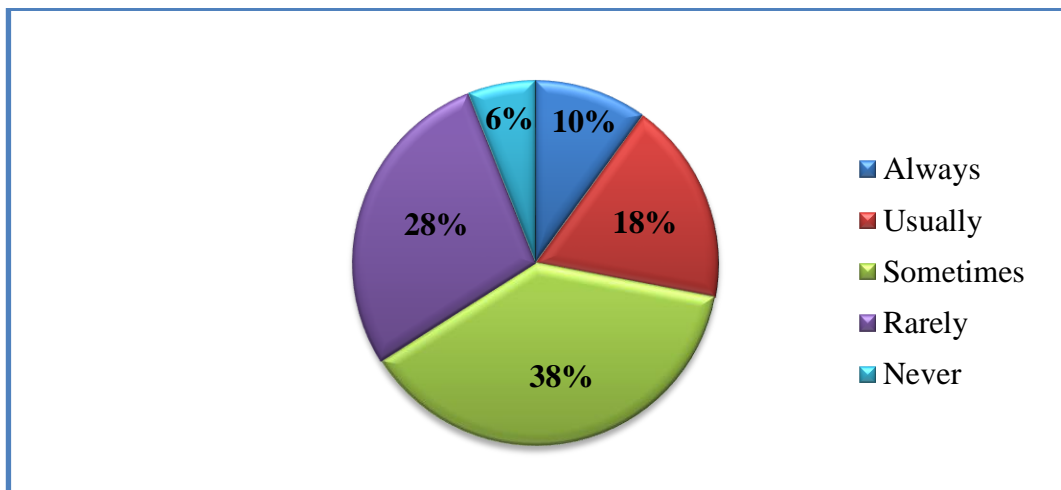
Chart N° 15: Oral performance feedback

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Always | 5 | 10% |
| Usually | 9 | 18% |
| Sometimes | 19 | 38% |
| Rarely | 14 | 28% |
| Never | 3 | 6% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 11: Oral performance feedback



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the data collection in the survey can be deduced; a lot of students sometimes take the time to evaluate and feedback about their knowledge after a successful or not oral lesson. Some students can also show that most students rarely take lessons with responsibility to improve their performance. Few they do not take the time to review vocabulary, grammar of the unit.

3.8.4 Questionnaire directed to Parents

Question N° 1: What is your level education?

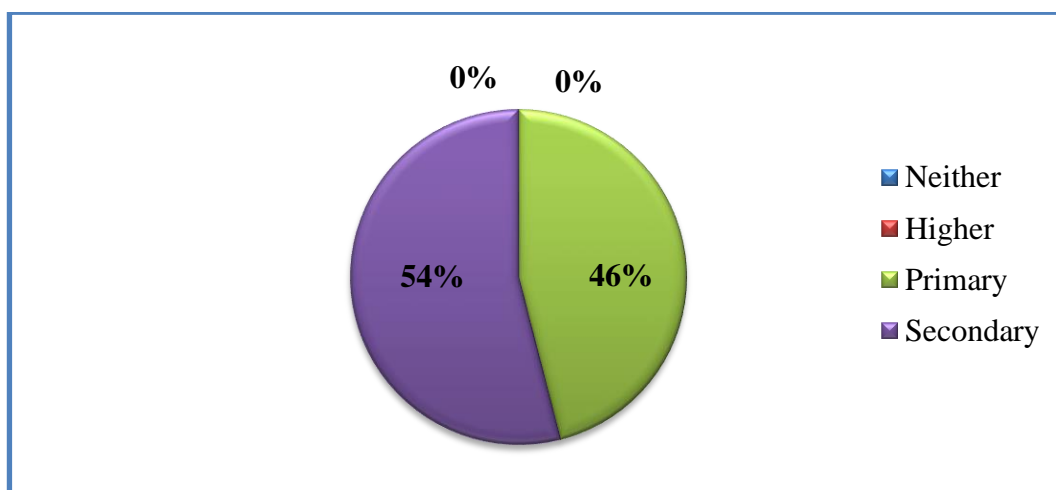
Chart N° 16: Education levels of parents

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Higher | 0 | 0% |
| Secondary | 27 | 54% |
| Primary | 23 | 46% |
| Neither | 0 | 0% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 12 : Education levels of parents



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the collection data more than half of parents have secondary education. Several parents in a 46% studied primary school. No one of them has higher education. It can be a reason for their children have problems in their subjects. Also this situation could infer that students of ninth grade from Escuela de Educacion Básica Paquisha they do not feel motivate about their studies and in some cases parents cannot help their children done their assignments.

Question N° 2: In your opinion, what is the most important subject at school?

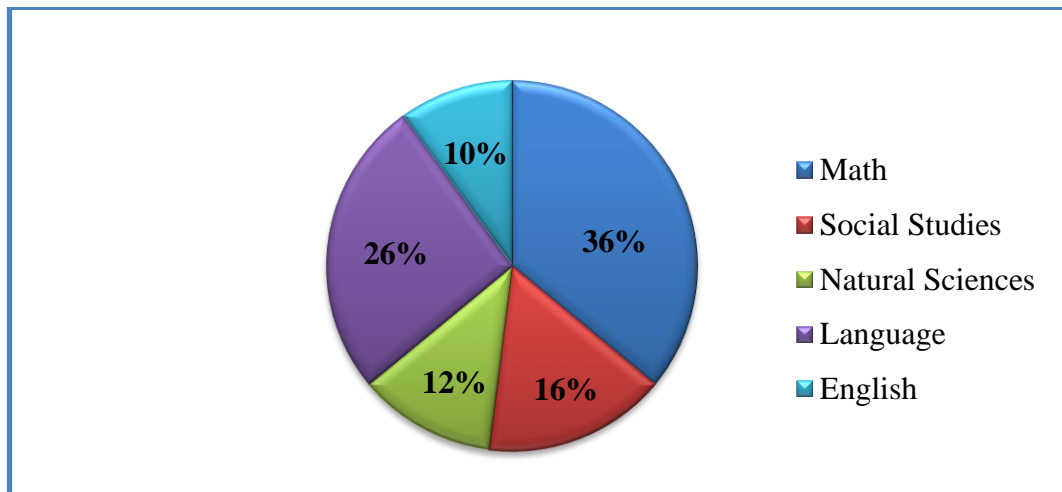
Chart N° 17: The most important subject

| OPTIONS | FREQUENCY | PERCENTAGE |
|------------------|-----------|-------------|
| Math | 18 | 36% |
| Social Studies | 8 | 16% |
| Natural Sciences | 6 | 12% |
| Language | 13 | 26% |
| English | 5 | 10% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 13: The most important subject



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the data, many parents of ninth grade emphasize that Math and Language are one of the most important subjects at school. Some of them mentioned Social Studies and Natural Sciences in a low percent. Few parents consider English is not a relevant subject for their children. Parents do not aware about demands of modern society and the benefits to learn a new language.

Question N° 3: What is your opinion about the learning process of English language?

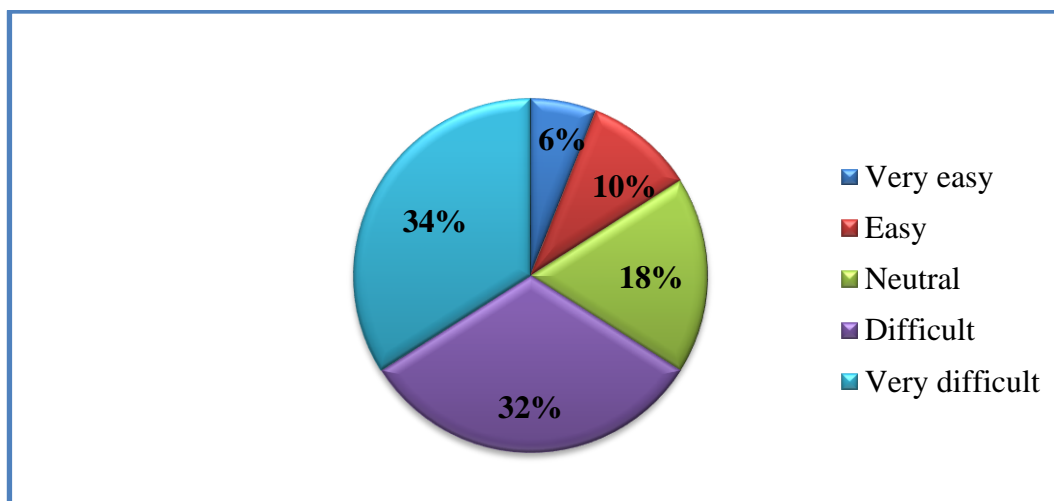
Chart N° 18: Parent’s opinion about the learning process of English language

| OPTIONS | FREQUENCY | PERCENTAGE |
|----------------|-----------|-------------|
| Very easy | 3 | 6% |
| Easy | 5 | 10% |
| Neutral | 9 | 18% |
| Difficult | 16 | 32% |
| Very difficult | 17 | 34% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 14: Parent’s opinion about the learning process of English language



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the data based in the questionnaire; several parents of ninth grade said the learning process of English is difficult. Few of them mentioned that English is an easy subject. Parents consider English is a difficult language to learn. It could infer they do not encourage their children to learn new language. Students can get basic knowledge in each class in their learning process during high school.

Question N° 4: Do you consider that your children are truly learning English in classes?

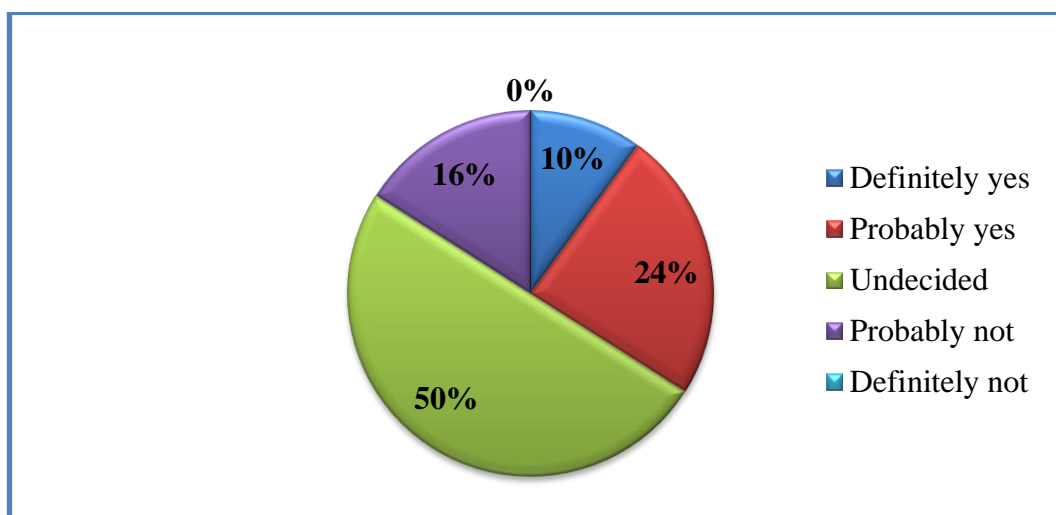
Chart N° 19: Students are truly learning English in classes

| OPTIONS | FREQUENCY | PERCENTAGE |
|----------------|-----------|-------------|
| Definitely yes | 5 | 10% |
| Probably yes | 12 | 24% |
| Undecided | 25 | 50% |
| Probably not | 8 | 16% |
| Definitely not | 0 | 0% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 15: Students are truly learning English in classes



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the data; half of the parents of ninth grade emphasize they feel undecided about their children are truly learning English in each lesson. A low percentage of them mentioned that students are learning in classes. Related result, the parents showed little attention about their children’s learning process during English classes. The educational process is a shared responsibility among teachers, students and parents to make this process successful.

Question N° 5: What is your children's score in the English subject?

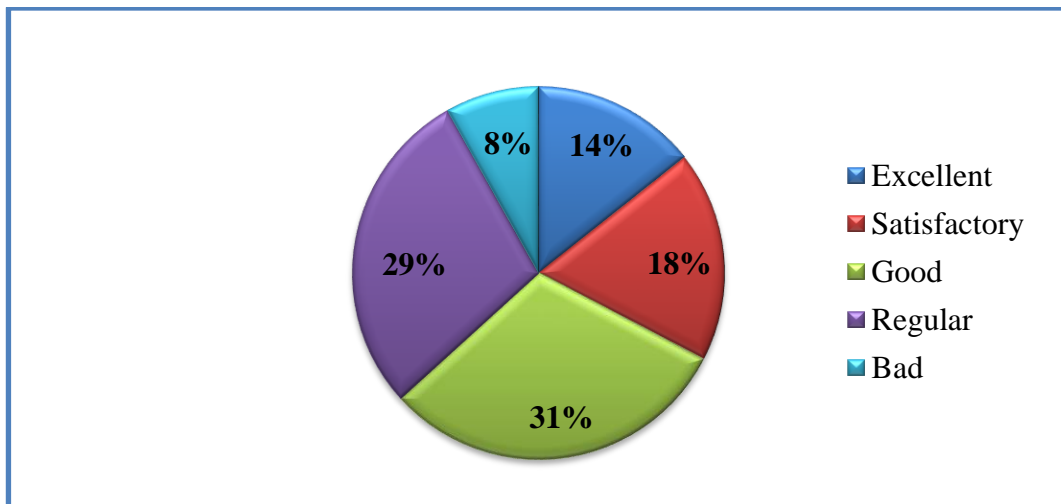
Chart N° 20: Students' scores in the English subject

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------|-----------|-------------|
| Excellent | 7 | 14% |
| Satisfactory | 9 | 18% |
| Good | 15 | 31% |
| Regular | 14 | 29% |
| Bad | 4 | 8% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica "Paquisha"

Elaboration: Monica Ricardo Vera

Graphic N° 16: Students' scores in the English subject



Source: Escuela de Educación Básica "Paquisha"

Elaboration: Monica Ricardo Vera

Analysis: According to the data; parents of ninth grade mention their opinion about their children's scores in English subject. A 31% of parents mentioned their children have good scores in English subject. Only 14% of students have excellent scores. In 29% students have regular score. Through these results can infer that students have serious problems in English learning process. It can be about some aspects such as: the same methodology used by English teacher during the classes, lack of interest of students in each lesson, and lack of resources.

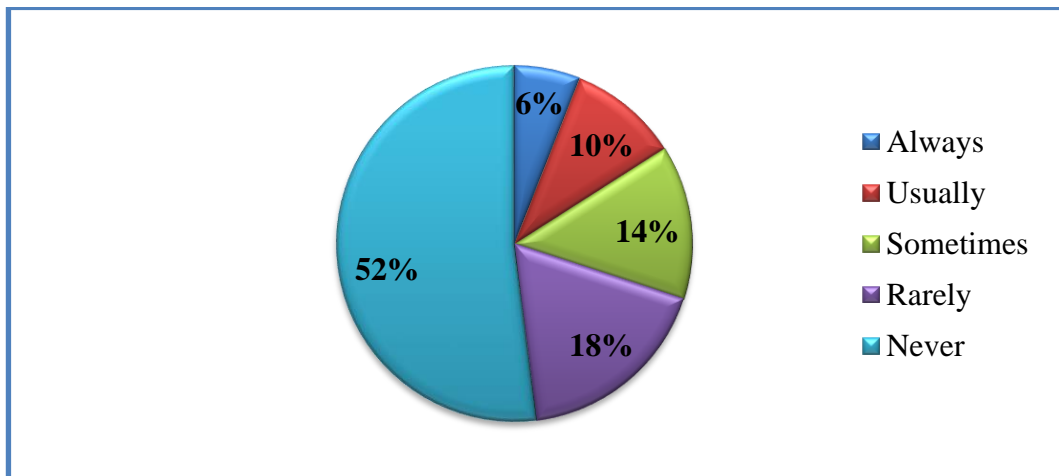
Question N° 6: How often does you help your children whit their English homework?

Chart N° 21: Frequency of parents helps their children in English homework

| OPTIONS | FREQUENCY | PERCENTAGE |
|-----------|-----------|------------|
| Always | 3 | 6% |
| Usually | 5 | 12% |
| Sometimes | 7 | 16% |
| Rarely | 9 | 20% |
| Never | 26 | 46% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”
Elaboration: Monica Ricardo Vera

Graphic N° 17: Frequency of parents helps their children with their English homework



Source: Escuela de Educación Básica “Paquisha”
Elaboration: Monica Ricardo Vera

Analysis: According to the data; parents of ninth grade said their opinions about English homework of their children. The most relevance percentage is the option never in a 52%. It can infer that parents do not help their children in their English homework; only 6% of them always help students. These results are very worrying about the irresponsibility of the parents toward education and learning process of their children. Teenagers sometimes need the parents’ support to feel emotional, physiological and physical good.

Question N° 7: Do you think that your children’s English teacher give dynamic and interactive classes?

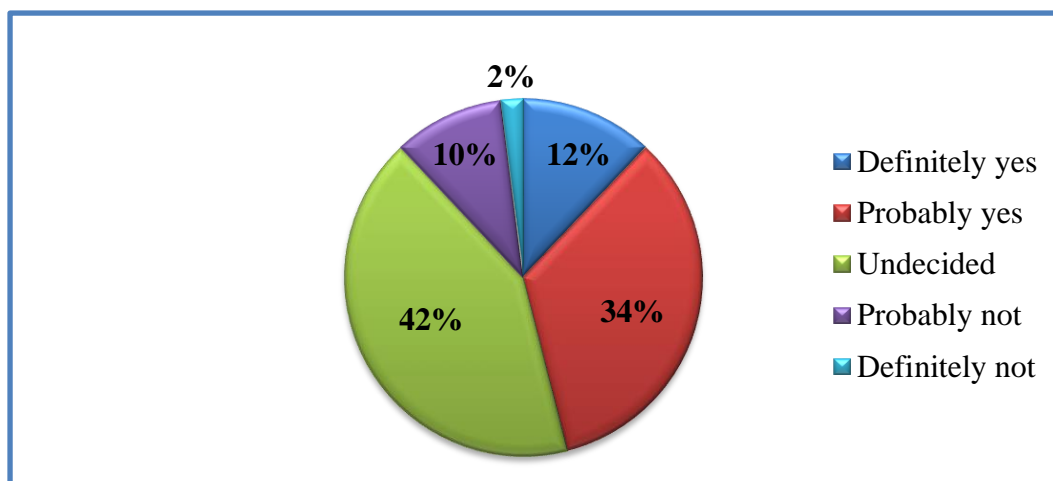
Chart N° 22: English classes are dynamic and interactive

| OPTIONS | FREQUENCY | PERCENTAGE |
|----------------|-----------|-------------|
| Definitely yes | 6 | 12% |
| Probably yes | 13 | 34% |
| Undecided | 25 | 42% |
| Probably not | 5 | 10% |
| Definitely not | 1 | 2% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 18: English classes are dynamic and interactive



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the data; half of the parents of ninth grade mentioned they feel undecided about English lessons. A few of them feel sure about English classes are dynamic and interactive. Parents do not have clear idea about how are English their children receive daily. It evidences the lack communication between teacher, parents and students. Also, the students’ representatives have little concern about their kids learning process.

Question N° 8: What is the common difficulty with your children at the English classes?

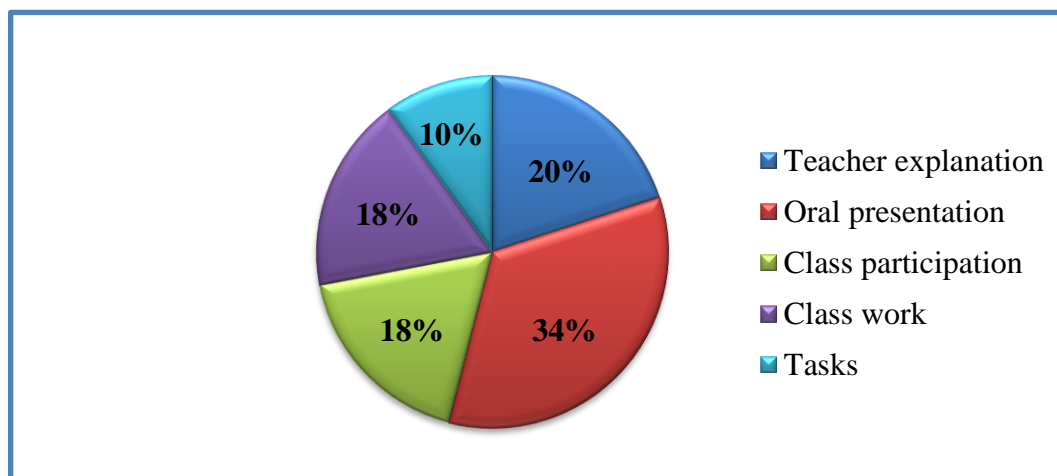
Chart N° 23: Usual problems of students at the English subject

| OPTIONS | FREQUENCY | PERCENTAGE |
|---------------------|-----------|------------|
| Teacher explanation | 10 | 20% |
| Oral presentation | 17 | 34% |
| Class participation | 9 | 18% |
| Class work | 9 | 18% |
| Tasks | 5 | 10% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 19: Usual problems at the English subject



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the data based; parents of ninth grade said their opinion about the most common difficulty with their children at the English subject. It can note the following order: 34% oral presentation, 20% teacher explanation, 18% class participation/classwork and 10% task. It can infer oral presentation is difficult to develop for their children. Also, students do not prepare their English presentations and they do not feel enthusiastic to participate in classes. In addition to students can feel shame to express their ideas in front of their classmates.

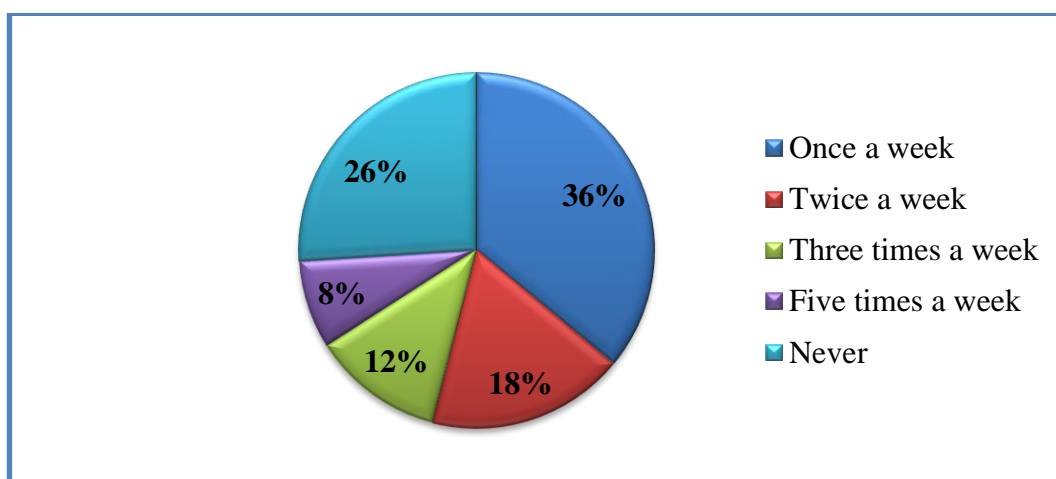
Question N° 9: How many times do your children practice English activities at home during their free time?

Chart N° 24: Students practice English in their free time at home

| OPTIONS | FREQUENCY | PERCENTAGE |
|--------------------|-----------|-------------|
| Once a week | 18 | 24% |
| Twice a week | 9 | 42% |
| Three times a week | 6 | 28% |
| Five times a week | 4 | 4% |
| Never | 13 | 2% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica "Paquisha"
Elaboration: Monica Ricardo Vera

Graphic N° 20: Students practice English in their free time at home



Source: Escuela de Educación Básica "Paquisha"
Elaboration: Monica Ricardo Vera

Analysis: According to the data; many parents of ninth grade said their children practice English once a week in their house during their free time. Also, parents in a 26% emphasized their children never practice English. It can infer that students of ninth grade do not practice autonomous work. Students do not show interest to develop their English skills. This situation causes delay in the students' learning process.

Question N° 10: Do you feel satisfied about the educational quality in the English subject?

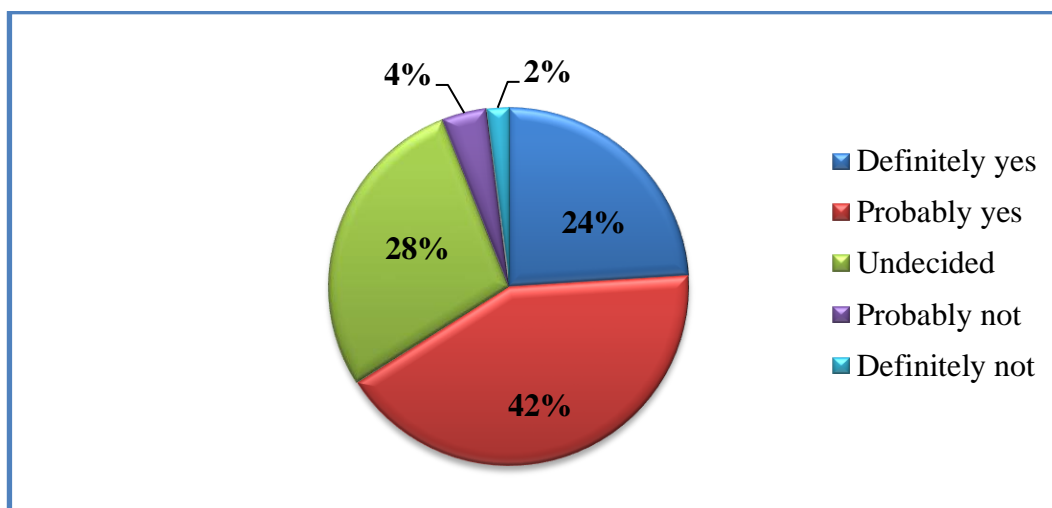
Chart N° 25: The educational quality in English subject

| OPTIONS | FREQUENCY | PERCENTAGE |
|----------------|-----------|-------------|
| Definitely yes | 12 | 24% |
| Probably yes | 21 | 42% |
| Undecided | 14 | 28% |
| Probably not | 2 | 4% |
| Definitely not | 1 | 2% |
| TOTAL | 50 | 100% |

Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Graphic N° 21: The educational quality in English subject



Source: Escuela de Educación Básica “Paquisha”

Elaboration: Monica Ricardo Vera

Analysis: According to the data; a 42%. A lot of parents feel probably satisfied about the educational quality at Escuela de Educacion Básica Paquisha in the English subject. Some of them do not fell satisfied with English quality. In concordance with the result parents have dubious responses about this question; it can be: teachers’ methodologies, lack of didactic resources/ equipment or adequate space to develop English classes.

3.9 Analysis and Interpretation of Results

According to the interviews and questionnaires, done with the Principal, English teacher, students and parents of ninth grade from Escuela de Educación Básica Paquisha. This process helps to collect relevant information to support this research paper.

In question 1, in the interview directed to the English teacher, she uses the same methodologies in her classes. This situation produces few students' interest to develop oral expression in English area. Also, teacher mentions that she only bases her teachings according to the guidelines of the English book; she does not apply curricular adaptations for teaching English subject inside the classroom.

According to the question 10 in the teacher interview, English teacher does not have clear information about the uses and benefits of metacognitive strategies in English area. Teacher should give greater attention to the implementation of metacognitive strategies to get successful classwork in order to strengthen the students' oral expressions in English area.

On the other hand, the result of questions 7, 8, 9 and 10 in the students' survey it was demonstrated that students of ninth grade do not apply metacognitive strategies and they do not use the appropriate time to prepare in their oral lessons. Many students prefer to improvise or rely on their classmates' knowledge. Also, students do not take time to evaluate them or make a feedback about their knowledge after an oral lesson. After they continue the next lessons uncorrected

errors made previously. These situations cause deficiencies their language learning process.

Also, most students do not know the correct use of metacognitive strategies, because they do not plan, control, evaluate and feedback before and after their oral presentations. Students using metacognitive strategies will gain knowledge of a conscious way. The uses of metacognitive strategies allow to students realize what learn and how learn during English learning process.

According to questionnaire for parents of ninth grade in question 2, they showed minor importance that they give to English in relation to the other subjects and lack of knowledge about the importance of learning English today. Parents also should contribute in their children's learning process. Parents' responsibility is share inside and outside the classroom.

About question 6, in the questionnaire for parents, they do not meet with certain requirements and responsibilities that they should meet; such as: helping with their children's homework, and the motivation about English practices in their home. The education is shared responsibilities: institution, parents and students to be a successful process.

A general view about the result of the collection data, it is necessary the implementation of new tools and methodologies to enhance the skills, abilities and skills in the hours' English classes. Metacognitive strategies permit students find solutions in their failings and achieve better results in the Speaking area. These

strategies are useful tools for enhancing the students' knowledge and potentiate the capabilities during English oral activities. It helps students for developing oral expression of ninth grade students at Escuela de Educación Básica "Paquisha".

3.10 Conclusions and Recommendations

3.10.1 Conclusions

- The collection data showed some problems in English subject and its communicative competences. The implementation of metacognitive strategies during English classes can develop speaking skills of ninth grade students at Escuela de Educacion Básica Paquisha.
- It was evidence lack of practice in English classes to develop speaking skills. Teacher only uses exercises of English book in the teaching learning process. Students of ninth grade do the same activities to develop their oral abilities.
- Students do not apply strategies during English learning process. Students feel demotivated to express their ideas in English class activities or when they need to prepare oral presentation. Students do not know the correct uses of metacognitive strategies and advantages in order to develop speaking skills.
- Speaking skills of ninth grade have some problems to improve it. This productive skill result difficult to develop for students, because they do not use the appropriate strategies in their learning process.

3.10.2 Recommendations

- It is recommendable to implement the uses of metacognitive strategies during the English classes to develop speaking skills of ninth grade students at Escuela de Educación Básica “Paquisha”.
- It is recommendable that the English teacher applies new class activities and homework in order to students practice speaking skill inside and outside the classroom. Teacher should adapt the exercises of English book for trying to students practice oral abilities
- Metacognitive strategies will help students to realize their own learning process. It is advisable the application of these strategies in order to students improve their speaking skills. Students demonstrate confidence to participate actively in English classes
- It is necessary to design the appropriate strategies in order to strengthen speaking skills in students of ninth grade at Escuela de Educación Básica “Paquisha” by the implementation of metacognitive strategies in the development of English classes.

CHAPTER IV

THE PROPOSAL

4.1 Informative Data

Title of proposal

“IMPLEMENTATION OF METACOGNITIVE STRATEGIES IN A DIDACTIC GUIDE FOR DEVELOPING SPEAKING SKILLS OF NINTH GRADERS AT ESCUELA DE EDUCACIÓN BÁSICA PAQUISHA, LA LIBERTAD, SANTA ELENA PROVINCE, 2015 – 2016”.

Institution

Escuela de Educación Básica Paquisha

Beneficiaries

Students of ninth grade at Escuela de Educacion Básica Paquisha

Location

La Libertad, Santa Elena Province

Estimated time for execution

Two Months

Responsibles

Author: Monica Ricardo Vera

Advisor: Abg. Leonardo Chávez Gonzabay, MSc.

4.2 Proposal Background

Nowadays, English is considered one as of most spoken languages around the world. Therefore, it is necessary to have basic knowledge of English. Also speaking a second language brings many benefits in personal, cultural and labor field. Learning a new language involves the use of the four general skills: listening, speaking, reading and writing. Speaking is also known as a productive skill.

Nunan (1994) mentioned it is difficult that teachers find an ideal method that works for all the problems in a classroom. Teachers should change traditional methodologies for the English classes become dynamics and interactive taking into account the context and the needs of students. For this reason, it is advisable to combine the various methods and techniques that help students to focus on the performance in class activities in order to develop speaking skills and its language components grammar, semantics, vocabulary and pronunciation.

In ninth grade students at Escuela de Educacion Básica Paquisha there is a limited knowledge about the use metacognitive strategies and benefits in order to improve oral communication. Students do not apply these strategies in the correct way to prepare their oral lessons. These situations produce negative results in English subject and consequently affect the development of speaking skills.

According to data collection, speaking skills is one of the most difficult to develop for students, because they preferred to write before to speak in English and

showed that students have low level in their oral ability. It must be emphasized that learning a new language is meaningless if it is not produced orally.

Metacognitive strategies are necessary tools to monitor, assess and facilitate the learning process. Also, students using these strategies can obtain meaningful knowledge, because students will learn consciously and evaluate their progress. After conducting the research, it is necessary to apply a proposal about the implementation of metacognitive strategies for ninth grade students in order to help them for developing speaking skills at Escuela de Educacion Básica Paquisha.

4.3 Significance

Although learning English can be challenging, people that learn a foreign language have many opportunities to find good jobs in different area. According to Mintour (En & Global, 2010) Ecuador has influence in the touristic sector each year, even though in Coastal Zone. At the present the globalization has an important point in the society also it requires competitive people. When Ecuadorian students finish the basic instruction; they should have a good level of English in order to communicate with foreign people.

This proposal has a relevant importance in the education field, because it focuses on the significant development of students so they are aware of their own learning. At the same time, learning will be more efficient, effective and durable.

It is necessary to apply metacognitive strategies for the students of ninth grade at Escuela de Educacion Básica Paquisha.

The main objective of this proposal is to design an educational tool to obtain good results when students speak English. Also, it provides the educational community a detailed analysis of metacognitive strategies and how these can develop the speaking area. This research helps to guide teacher and students in decision-making in learning process of oral skills in order to getting a good communication in their real life.

4.4 Objectives

4.4.1 General objective

To implement a didactic guide applying metacognitive strategies in order to develop speaking skills on ninth grade students at Escuela de Educación Básica Paquisha, Santa Elena Province, 2015 – 2016.

4.4.2 Specific objectives

- To determine the English level of the ninth grade students according to their oral abilities.
- To design appropriate oral activities applying metacognitive strategies in English classes.

- To use metacognitive strategies in exercises for students of ninth grade at Escuela de Educación Básica Paquisha.
- To evaluate the speaking level of ninth graders from Escuela de Educación Básica Paquisha.

4.5 Design and development of the proposal

The use of Metacognitive Strategies is an important support in the development of speaking skills of the ninth grade students from the Escuela de Educación Básica Paquisha, Santa Elena Province, 2015 – 2016, this proposal will help students to develop oral communication.

The use of a didactic guide will be based on metacognitive strategies set up previously by the instructor. These strategies allow students to develop speaking skills in different aims according to context of ninth grade.

4.5.1 What is a didactic guide?

A Didactic Guide is a valuable tool for complementing and making the basic text more dynamic. It is done using creative didactic strategies that simulate the presence of the tutor and generate a dialogue in order to offer students different possibilities to improve their understanding and the self-study process. (Aguilar Feijoo, 2004)

4.5.2 Importance of a didactic guide

A didactical guide is an instrument with technical guidance for the students, which includes all necessary information for the proper and profitable students' performance in academic activities of independent learning. The didactical guide supports students to decide what, how, when and with help of what to study the contents of a course to improve the use of available time and maximize learning and application.

It is the methodology that helps students to study the material, including the approach of specific or particular objectives as well as the development of all learning components incorporated for this studio unit.

4.5.3 Features of a didactic guide

- Providing information about the content and its relation to the curriculum for which the guide was elaborated.
- Exposing the orientation according to the methodologies and approaches of the courses.
- Defining the specific objectives and activities to guide the programming of studies and communicate to the students how this has to be achieved in order to assess them.

- Providing instructions on how to process skills, experiences and abilities of the students.

4.5.4 Advantages of metacognitive strategies

Some additional benefits from the use of metacognitive strategies are:

1. These lead our attention to get key information.
2. These stimulate coding, linking to the new information that was already in memory.
3. These help for building mindsets that organize and explain the information being processed.
4. These help linking information from different areas or disciplines.
5. These allow us to know the actions and situations that facilitate the learning so that we can repeat those actions or create optimal conditions and situations to learn under our style.

4.5.5 Metacognitive Strategies to develop speaking skills

Meta-cognitive strategies are used as information processing theory. These strategies consist in: involve planning for learning, thinking about learning process, monitoring of one's production or comprehension, and evaluating

learning. The strategies that are applied for the students, these are based on the research findings in meta-cognitive strategies. (Articles & Darwanto, 2014)

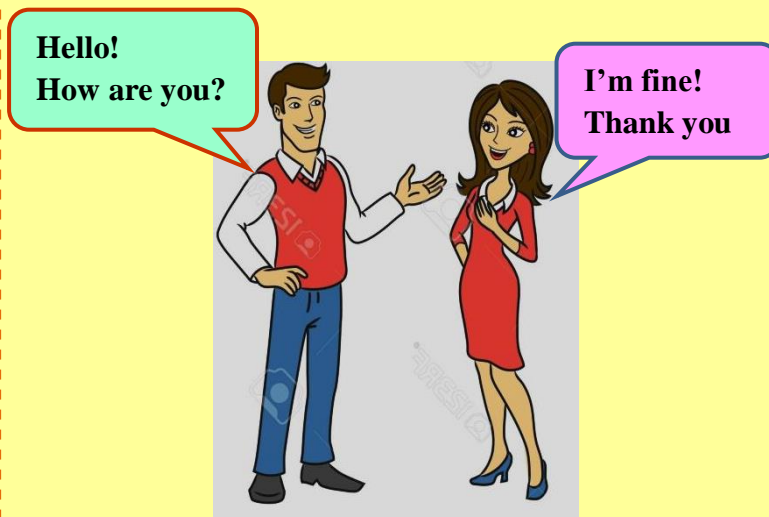
- **Directed attention strategies:** Students focus on the materials used by the teacher.
- **Selective attention strategies:** Students prepare their speech in advance in relation to pronunciation, intonation, and its expression.
- **Self-management strategies:** It helps students to measure their ability and practice some activities which develop their speaking skills.
- **Self-monitoring strategies:** It allows students to know the pronunciation, grammar, vocabulary, and accuracy that are important components in order to develop speaking skills.
- **Self-evaluation strategies:** It permits students to evaluate their speaking skills through conversations among them to make a consensus about their progress skills.

4.8 Action plan

DIDACTIC GUIDE

*Metacognitive Strategies
to develop*

SPEAKING SKILLS



Author: *Mónica Ricardo Vera*

Santa Elena – Ecuador

2016

4.9 Content

| METACOGNITIVE STRATEGIES | SKILLS TO DEVELOP | ACTIVITIES | RESOURCES |
|---------------------------------|------------------------------|---|------------------------------|
| Self-monitoring | Vocabulary and Pronunciation | Oral presentation about parts of the house | Picture, cards |
| Self-evaluating | Vocabulary and Grammar | Oral formulation of sentences in present continuous | Flashcards |
| Direct Attention | Vocabulary and Grammar | Oral description of pictures | Poster |
| Self-monitoring | Grammar and Pronunciation | Talking about last weekend | book, poster, pictures |
| Self-management | Vocabulary and Pronunciation | Completing a questionnaire | Worksheets, questionnaire |
| Direct Attention | Vocabulary and Grammar | Game: “Add up the questions” | Cards |
| Selective Attention | Grammar and Fluency | Oral description of important fact of famous people’s lives | Pictures |
| Self-evaluating | Grammar and Fluency | Oral formulation of wh-questions and answers | Poster |
| Self-management | Fluency and Vocabulary | Game: “What did you do yesterday?” | Students’ book and pictures |
| Selective Attention | Vocabulary and Pronunciation | Oral description of occupations | Students’ book and pictures. |

4.9.1 Metacognitive Strategy: Self-monitoring

Metacognitive Strategies: SELF-MONITORING

Objective: To allow a correct pronunciation and vocabulary

Learning outcome: To use the parts of a house vocabulary by working in pairs in order to describe their dream house.

PROCEDURE:

1. Label each room and parts of a house.

a. Bathroom

b. Dining room

d. Stairs

c. Garage

e. Kitchen

f. Living room

g. Upstairs

h. Bedroom

i. Downstairs



2. Complete sentences about the vocabulary: parts of the houses

1. We cook in the *kitchen*.
2. We watch TV and relax in the _____.
3. On weekends we eat in the _____.
4. The place in the yard that has plants is called the _____.
5. We keep our cars in the _____.
6. Upstairs, there are four _____ one for Mom and Dad, one for my sister, one for me, and one for guests.
7. Every morning, I take a shower in the _____.
8. All of the rooms in Karl's house are on one floor. There aren't any_____.
9. There are two bathrooms upstairs and one bathroom _____.

3. Work in pairs about their dream house. Presentation.



For example: My dream house is two floors. Downstairs is a beautiful kitchen, a modern dining room and an elegant living room. Upstairs are three comfortable bedrooms.....

EVALUATION:

4. Students evaluate their progress

NOW.....


I CAN:



- Identify parts of a house ()
- Pronounce new words ()
- Use the vocabulary about parts of a house ()
- Describe of my dream house ()

Source from Ministry of Ecuadorian Education: Ninth Grade English book
http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf
Adapted by Monica Ricardo Vera

4.9.2 Metacognitive Strategy: Self-Evaluating

| Metacognitive Strategies: SELF-EVALUATING | | | | | | | | | | | | | | | | | | |
|---|--|---|---|----------------------|-----------------------|-----------------------|----------------------|-----------------------|-----------------------|--------------------|---------------------|---------------------|--------------------|-----------------------|-----------------------|----------------------|-----------------------|-----------------------|
| Objective: To evaluate speaking skills through short descriptions | | | | | | | | | | | | | | | | | | |
| Learning outcome: To make sentences using flashcards in order to use the present continuous tense | | | | | | | | | | | | | | | | | | |
| <p>PROCEDURE:</p> <ol style="list-style-type: none"> 1. Use and spelling rules of present continuous. <div style="border: 2px solid orange; border-radius: 20px; padding: 20px; margin: 10px 0;">  <p style="text-align: right; font-size: 2em; margin-right: 20px;">Use</p> <p style="text-align: center;">We use the present continuous for:</p> <ul style="list-style-type: none"> ◆ actions happening now, at the moment of speaking. • The use of words such as: <i>at the moment, now, right now, today, etc.</i> <p style="text-align: right;">Eg: I am studying English now.</p> </div> <p style="text-align: center; color: #A52A2A; font-weight: bold; margin: 10px 0;">PRESENT CONTINUOUS OF SPELLING RULERS</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="background-color: #D9E1F2;">most verbs add ing</th> <th style="background-color: #D9F2D9;">verbs end in <i>e</i> drop the <u>e</u></th> <th style="background-color: #D9D9F2;">verbs end vowel + cons + vowel double last letter</th> </tr> </thead> <tbody> <tr> <td>play + ing = playing</td> <td>write + ing = writing</td> <td>swim + ing = swimming</td> </tr> <tr> <td>jump + ing = jumping</td> <td>dance + ing = dancing</td> <td>shop + ing = shopping</td> </tr> <tr> <td>cry + ing = crying</td> <td>ride + ing = riding</td> <td>run + ing = running</td> </tr> <tr> <td>eat + ing = eating</td> <td>drive + ing = driving</td> <td>plan + ing = planning</td> </tr> <tr> <td>look + ing = looking</td> <td>smile + ing = smiling</td> <td>stop + ing = stopping</td> </tr> </tbody> </table> | most verbs add ing | verbs end in <i>e</i> drop the <u>e</u> | verbs end vowel + cons + vowel double last letter | play + ing = playing | write + ing = writing | swim + ing = swimming | jump + ing = jumping | dance + ing = dancing | shop + ing = shopping | cry + ing = crying | ride + ing = riding | run + ing = running | eat + ing = eating | drive + ing = driving | plan + ing = planning | look + ing = looking | smile + ing = smiling | stop + ing = stopping |
| most verbs add ing | verbs end in <i>e</i> drop the <u>e</u> | verbs end vowel + cons + vowel double last letter | | | | | | | | | | | | | | | | |
| play + ing = playing | write + ing = writing | swim + ing = swimming | | | | | | | | | | | | | | | | |
| jump + ing = jumping | dance + ing = dancing | shop + ing = shopping | | | | | | | | | | | | | | | | |
| cry + ing = crying | ride + ing = riding | run + ing = running | | | | | | | | | | | | | | | | |
| eat + ing = eating | drive + ing = driving | plan + ing = planning | | | | | | | | | | | | | | | | |
| look + ing = looking | smile + ing = smiling | stop + ing = stopping | | | | | | | | | | | | | | | | |

2. Grammar: Present continuous of verb to Be



GRAMMAR FOCUS

The present continuous:
be (am/is/are) + verb -ing

| Affirmative statements | | Negative statements | |
|------------------------|--------------------|---------------------|-------------------|
| I'm | } studying. | I'm not | } playing. |
| You're | | You're not | |
| He's | | He's not | |
| She's | | She's not | |
| You're | } studying. | You're not | } playing. |
| We're | | We're not | |
| They're | | They're not | |

Spelling of -ing verbs

| | |
|------------------|--------------|
| listen—listening | play—playing |
| smile—smiling | sit—sitting |

3. Make positive and negative sentences with present continuous using the flashcards

What are they doing?



He is jumping



They are dancing



It is singing



They are drinking



He is sleeping



He is running



He is eating



She is reading



He is painting

4. Ask students for participation about the sentences

For example:

| AFFIRMATIVE | NEGATIVE |
|---|---|
| <i>He is jumping/ He's jumping</i> | <i>He's not painting/ He isn't painting</i> |
| <i>They are dancing/ They are dancing</i> | <i>They're not drinking/ They aren't drinking</i> |
| <i>It is singing/ It is singing</i> | <i>It's not sleeping/ It isn't sleeping</i> |
| <i>She is reading/ She is reading</i> | <i>She's not eating/ She isn't eating</i> |
| <i>He is running/ He is running</i> | <i>He's not dancing/ He isn't dancing</i> |

EVALUATION:

5. Students evaluate their progress


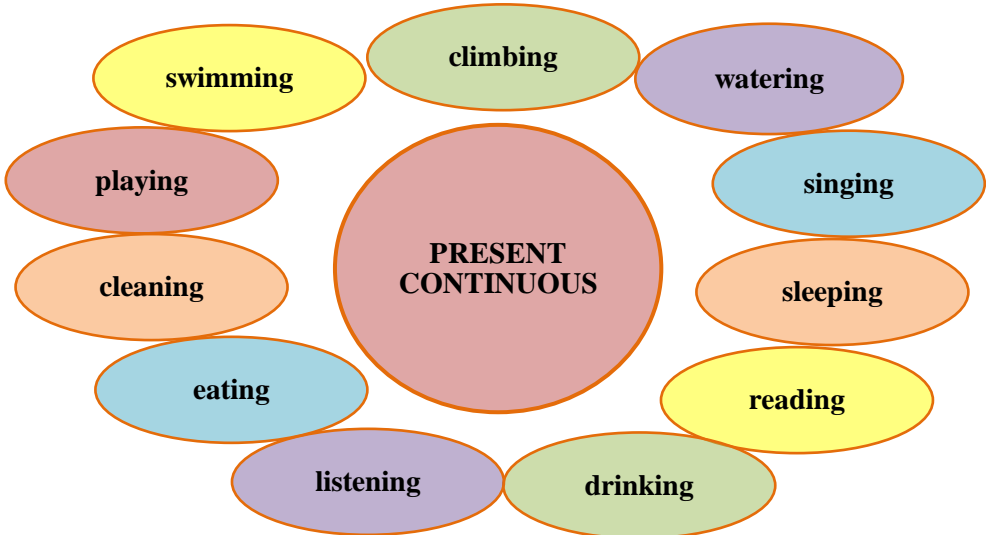
NOW.....

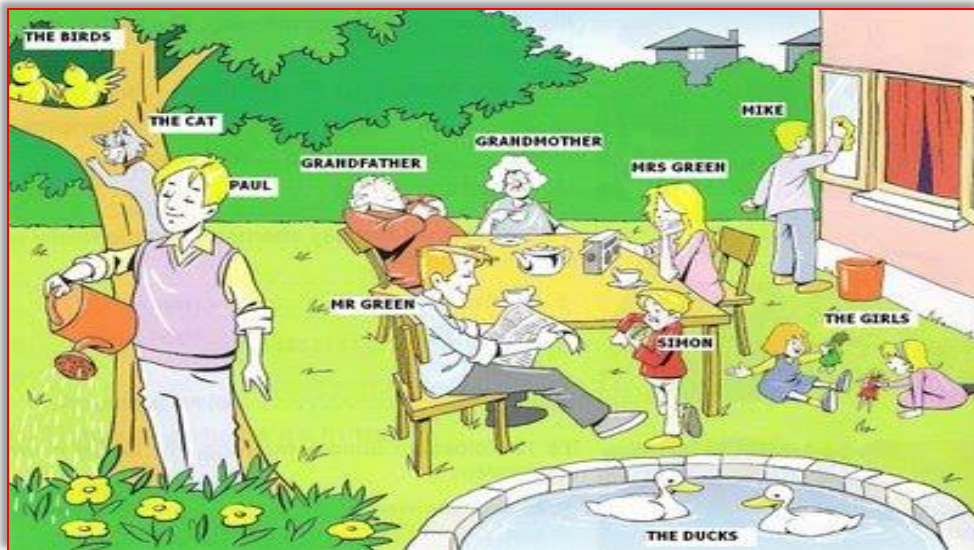
I CAN:

- Use the spelling rulers about “ing” ()
- Make short description using present continuous tense ()
- Make sentences in present continuous ()
- Use the present continuous tense ()

Source from Ministry of Ecuadorian Education: Ninth Grade English book
http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf
Adapted by Monica Ricardo Vera

4.9.3 Metacognitive Strategy: Direct Attention

| | | | |
|---|--|--|--|
| Metacognitive Strategies: DIRECT ATTENTION | | | |
| Objective: To describe a picture in order to develop speaking skills | | | |
| Learning outcome: To make present continuous questions by focusing on grammar in order to get affirmative and negative answers | | | |
| <p>PROCEDURE:</p> <p>1. Grammar: present continuous of verb to Be</p> <div style="border: 1px solid blue; padding: 10px; margin: 10px 0;">  <h2 style="text-align: center; margin: 0;">GRAMMAR FOCUS</h2> <p style="text-align: center; margin: 5px 0;">The present continuous tense: <i>be (am/is/are) + verb -ing</i></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Yes/No questions</p> <p>Am I } Are you } studying? Is he } Is she }</p> <p>Are you } Are we } studying? Are they }</p> <p>Information questions</p> <p>What are you doing? What's she/he doing? What are they doing?</p> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Affirmative answers</p> <p>Yes, you are. Yes, I am. Yes, he is. Yes, she is.</p> <p>Yes, we are. Yes, we/you are. Yes, they are.</p> <p>Short answers</p> <p>Studying. Watching TV. Doing homework.</p> </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> <p>Negative answers</p> <p>No, you're not. / No, you aren't. No, I'm not. No, he's not. / No, he isn't. No, she's not. / No, she isn't.</p> <p>No, we're not. / No, we aren't. No, we're/you're not. / No, we/you aren't. No, they're not. / No, they aren't.</p> <p>Long answers</p> <p>I'm studying. She's/He's watching TV. They're doing homework.</p> </td> </tr> </table> </div> <p>2. Practice the grammar. Use the present continuous verbs to describe the picture</p> <div style="text-align: center; margin-top: 20px;">  </div> | <p>Yes/No questions</p> <p>Am I } Are you } studying? Is he } Is she }</p> <p>Are you } Are we } studying? Are they }</p> <p>Information questions</p> <p>What are you doing? What's she/he doing? What are they doing?</p> | <p>Affirmative answers</p> <p>Yes, you are. Yes, I am. Yes, he is. Yes, she is.</p> <p>Yes, we are. Yes, we/you are. Yes, they are.</p> <p>Short answers</p> <p>Studying. Watching TV. Doing homework.</p> | <p>Negative answers</p> <p>No, you're not. / No, you aren't. No, I'm not. No, he's not. / No, he isn't. No, she's not. / No, she isn't.</p> <p>No, we're not. / No, we aren't. No, we're/you're not. / No, we/you aren't. No, they're not. / No, they aren't.</p> <p>Long answers</p> <p>I'm studying. She's/He's watching TV. They're doing homework.</p> |
| <p>Yes/No questions</p> <p>Am I } Are you } studying? Is he } Is she }</p> <p>Are you } Are we } studying? Are they }</p> <p>Information questions</p> <p>What are you doing? What's she/he doing? What are they doing?</p> | <p>Affirmative answers</p> <p>Yes, you are. Yes, I am. Yes, he is. Yes, she is.</p> <p>Yes, we are. Yes, we/you are. Yes, they are.</p> <p>Short answers</p> <p>Studying. Watching TV. Doing homework.</p> | <p>Negative answers</p> <p>No, you're not. / No, you aren't. No, I'm not. No, he's not. / No, he isn't. No, she's not. / No, she isn't.</p> <p>No, we're not. / No, we aren't. No, we're/you're not. / No, we/you aren't. No, they're not. / No, they aren't.</p> <p>Long answers</p> <p>I'm studying. She's/He's watching TV. They're doing homework.</p> | |



5. Ask students to participate and use the vocabulary shown in the picture

For Example:

YES /NO QUESTIONS

- Are the birds singing?
Yes, they are
- Is Mr. Green sleeping?
No, he isn't

INFORMATION QUESTIONS

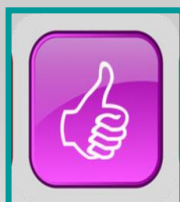
- What is Paul doing?
Paul is watering the flowers
- What are the girls doing?
The girls are playing with their toys

EVALUATION:

6. Students evaluate their progress

NOW.....

I CAN:



- Use the present continuous in verbs ()
- Make “yes/no questions and its answers” in the present continuous ()
- Make “wh questions and its answers” in the present continuous ()
- Describe a picture using the present continuous ()

Source from Ministry of Ecuadorian Education: Ninth Grade English book
http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf
Adapted by Monica Ricardo Vera

4.9.4 Metacognitive Strategy: Self-Monitoring

| | | | | |
|---|---|--|---|--|
| Metacognitive Strategies: SELF-MONITORING | | | | |
| Objective: To use the pronunciation, grammar and accuracy in sentences | | | | |
| Learning outcome: To apply past time expressions by using grammar structures in order to talk about last weekend of students | | | | |
| <p>PROCEDURE:</p> <ol style="list-style-type: none"> Use of past time expressions <div style="text-align: center; margin: 10px 0;"> </div> <ol style="list-style-type: none"> Grammar: The simple past of regular verbs <div style="margin-top: 20px;"> <div style="border: 1px solid black; padding: 10px; background-color: #e6f2ff;"> <div style="display: flex; align-items: center;"> <h3 style="margin: 0;">GRAMMAR FOCUS</h3> </div> <p style="text-align: center; margin: 5px 0;">The simple past of regular verbs</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Affirmative statements</p> <p>I talked to him yesterday. She smiled at him. He stopped by a few minutes ago. We cried because they moved away.</p> </td> <td style="width: 50%; vertical-align: top; padding: 5px;"> <p>Negative statements</p> <p>I didn't talk to him. He didn't smile back. He didn't stop for long. They didn't cry at all.</p> </td> </tr> <tr> <td colspan="2" style="padding: 5px;"> <p>Contractions</p> <p><i>didn't = did not</i></p> </td> </tr> </table> </div> </div> | <p>Affirmative statements</p> <p>I talked to him yesterday. She smiled at him. He stopped by a few minutes ago. We cried because they moved away.</p> | <p>Negative statements</p> <p>I didn't talk to him. He didn't smile back. He didn't stop for long. They didn't cry at all.</p> | <p>Contractions</p> <p><i>didn't = did not</i></p> | |
| <p>Affirmative statements</p> <p>I talked to him yesterday. She smiled at him. He stopped by a few minutes ago. We cried because they moved away.</p> | <p>Negative statements</p> <p>I didn't talk to him. He didn't smile back. He didn't stop for long. They didn't cry at all.</p> | | | |
| <p>Contractions</p> <p><i>didn't = did not</i></p> | | | | |

3. Spelling of the regular simple past verbs

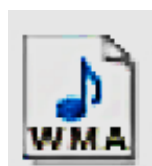
| silent <u>e</u> | vowel + y | consonant + y | consonant + vowel + consonant |
|--|--|--|---|
| live: lived d die: died d improve: improved d dance: danced d invite: invited d | play: play ed destroy: destroy ed stay: stay ed enjoy: enjoy ed pray: pray ed | marry: marr ied study: studi ed copy: copi ed cry: cri ed fry: fri ed | stop: stop ped shop: shop ped plan: plan ned clap: clap ped slip: slip ped |
| other forms | | | |
| visit: visit ed | listen: listen ed | watch: watch ed | fix: fix ed |
| cook: cook ed | call: call ed | miss: miss ed | wash: wash ed |

4. Students make sentences about the grammar

For example:

- a. *I visited to my friend yesterday*
- b. *You cried for the movie a few minutes ago*
- c. *Catty didn't dance at school last weekend*
- d. *Luis improved his English three days ago*
- e. *They didn't study for their Math exam last night*
- f. *We washed the clothes a week ago*

5. Teacher explains the pronunciation of **-d** and **-ed** verbs endings. Teacher plays the audio. Students listen and repeat.



Pista 52 WMA.

| /t/ | /d/ | /əd/ |
|---------|---------|-----------|
| stopped | enjoyed | suggested |
| asked | played | wanted |
| talked | tried | decided |

6. Talk about their last weekend using the simple past regular verbs.

For Example:

I cooked the dinner. I watched my favorite program I visited to my sister.



*I washed my clothes..... Finally, I studied or my exam
for Monday.*

EVALUATION:

7. Students evaluate their progress

NOW.....

I CAN:



- Use the past time expressions ()
- Spell of regular simple past verbs ()
- Pronounce *-d* and *-ed* in the past tense verbs endings ()
- Make sentences with past tense ()
- Talk about my last weekend ()

Source from Ministry of Ecuadorian Education: Ninth Grade English book
http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf
Adapted by Monica Ricardo Vera

4.9.5 Metacognitive Strategy: Self-Management

Metacognitive Strategies: SELF-MANAGEMENT

Objective: To practice in order to measure their own level speaking ability.


Learning outcome: To identify the simple past tense of regular verbs using a question set of a questionnaire in order to obtain classmates' personal information.

PROCEDURE:

1. Grammar: Yes/No question and Short Answers in Simple Past Tense

2. Practice the grammar. Students work in pairs. Complete the questionnaire for yourself. Put a check (✓) next to the ones you did and an X next to the ones you didn't do.

3. Ask students for participation about their work in class.



GRAMMAR FOCUS

The simple past of regular verbs

| | |
|--|--|
| <p>Yes/No questions</p> <p>Did you talk to Brian yesterday?</p> <p>Did he stop by a few minutes ago?</p> <p>Did you cry last night?</p> | <p>Short answers</p> <p>Yes, I did. / No, I didn't.</p> <p>Yes, he did. / No, he didn't.</p> <p>Yes, we did. / No, we didn't.</p> |
|--|--|

WHAT KIND OF PERSON ARE YOU?

1. HOW HELPFUL ARE YOU?

Yesterday, did you...

| | | | |
|--------------------------------------|--------------------------|--------------------------|---|
| | Me | You | |
| • help clean the house? | <input type="checkbox"/> | <input type="checkbox"/> |  |
| • wash the dishes after eating? | <input type="checkbox"/> | <input type="checkbox"/> | |
| • clean your room? | <input type="checkbox"/> | <input type="checkbox"/> | |
| • organize your things in your room? | <input type="checkbox"/> | <input type="checkbox"/> | |

2. HOW STUDIOUS ARE YOU?

Last night, did you...

| | | | |
|---|--------------------------|--------------------------|---|
| | Me | You | |
| • finish your homework? | <input type="checkbox"/> | <input type="checkbox"/> |  |
| • study for your test? | <input type="checkbox"/> | <input type="checkbox"/> | |
| • prepare your things for the next day? | <input type="checkbox"/> | <input type="checkbox"/> | |

3. HOW SOCIABLE ARE YOU?

Last weekend, did you...

| | | | |
|--------------------------------------|--------------------------|--------------------------|---|
| | Me | You | |
| • watch a movie with your friends? | <input type="checkbox"/> | <input type="checkbox"/> |  |
| • invite friends over to your house? | <input type="checkbox"/> | <input type="checkbox"/> | |
| • call your friends? | <input type="checkbox"/> | <input type="checkbox"/> | |
| • stop by a friend's house? | <input type="checkbox"/> | <input type="checkbox"/> | |

4. HOW HEALTHY ARE YOU?

Last weekend, did you...



| | | | |
|-------------------------------|--------------------------|--------------------------|---|
| | Me | You | |
| • do exercises? | <input type="checkbox"/> | <input type="checkbox"/> |  |
| • walk a lot? | <input type="checkbox"/> | <input type="checkbox"/> | |
| • play any sports? | <input type="checkbox"/> | <input type="checkbox"/> | |
| • avoid sweets and junk food? | <input type="checkbox"/> | <input type="checkbox"/> | |

EVALUATION:

4. Students evaluate their progress

NOW.....

I CAN:



- Make yes/no question in simple past tense ()
- Answer in short way in simple past tense ()
- Exchange personal information between my classmates ()

Source from Ministry of Ecuadorian Education: Ninth Grade English book
http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf
Adapted by Monica Ricardo Vera

4.9.6 Metacognitive Strategy: Direct Attention

| Metacognitive Strategies: DIRECT ATTENTION | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--|---------------|--------------|--|----------|--|------------------------------------|------------|-----------------------------------|----------------------------------|--------------------|---|-------------------------|-------------------------------------|--|----------------------------|--|--|-------------------------------------|------------|--|
| Objective: To focus on material in order to exchange information | | | | | | | | | | | | | | | | | | | | | | |
| Learning outcome: To identify the simple past tense and wh – questions using a game and cards in order to obtain short and long answers. | | | | | | | | | | | | | | | | | | | | | | |
| PROCEDURE: | <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <p>1. Grammar in Simple Past Tense: Wh-questions and short and long answers</p> </div> <div style="flex: 2; border: 1px solid black; padding: 5px;"> <div style="display: flex; align-items: center; background-color: #0056b3; color: white; padding: 5px;"> <h3 style="margin: 0;">GRAMMAR FOCUS</h3> </div> <p style="text-align: center; margin: 5px 0;">The simple past of regular verbs</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr> <th style="width: 33%;">Information questions</th> <th style="width: 33%;">Short answers</th> <th style="width: 33%;">Long answers</th> </tr> </thead> <tbody> <tr> <td>Who did your sister call this morning?</td> <td>Me.</td> <td>My sister called me this morning.</td> </tr> <tr> <td>When did you talk to Brian?</td> <td>Yesterday.</td> <td>I talked to him yesterday.</td> </tr> <tr> <td>What time did he stop by?</td> <td>A few minutes ago.</td> <td>He stopped by a few minutes ago.</td> </tr> <tr> <td>Why did you cry?</td> <td>Because my mom yelled at me.</td> <td>I cried because my mom yelled at me.</td> </tr> <tr> <td colspan="3">With Who as subject</td> </tr> <tr> <td>Who called you this morning?</td> <td>My sister.</td> <td>My sister called me this morning.</td> </tr> </tbody> </table> </div> </div> | Information questions | Short answers | Long answers | Who did your sister call this morning? | Me. | My sister called me this morning. | When did you talk to Brian? | Yesterday. | I talked to him yesterday. | What time did he stop by? | A few minutes ago. | He stopped by a few minutes ago. | Why did you cry? | Because my mom yelled at me. | I cried because my mom yelled at me. | With Who as subject | | | Who called you this morning? | My sister. | My sister called me this morning. |
| Information questions | Short answers | Long answers | | | | | | | | | | | | | | | | | | | | |
| Who did your sister call this morning? | Me. | My sister called me this morning. | | | | | | | | | | | | | | | | | | | | |
| When did you talk to Brian? | Yesterday. | I talked to him yesterday. | | | | | | | | | | | | | | | | | | | | |
| What time did he stop by? | A few minutes ago. | He stopped by a few minutes ago. | | | | | | | | | | | | | | | | | | | | |
| Why did you cry? | Because my mom yelled at me. | I cried because my mom yelled at me. | | | | | | | | | | | | | | | | | | | | |
| With Who as subject | | | | | | | | | | | | | | | | | | | | | | |
| Who called you this morning? | My sister. | My sister called me this morning. | | | | | | | | | | | | | | | | | | | | |
| 2. Practice the grammar. Work in small groups. Teacher gives the instructions for game: “Add up questions” | | | | | | | | | | | | | | | | | | | | | | |
| <h3 style="color: #0070c0; font-style: italic;">“Add up questions”</h3> | | | | | | | | | | | | | | | | | | | | | | |
| <p>Materials: A die a die, or write the numbers 1–6 on pieces of paper and fold them up Each number is represented by questions</p> <table style="width: 100%; text-align: center; font-size: small;"> <tr> <td>1 = Who</td> <td>3 = Where</td> <td>5 = Did</td> </tr> <tr> <td>2 = What</td> <td>4 = When</td> <td>6 = Lose a turn</td> </tr> </table> | | 1 = Who | 3 = Where | 5 = Did | 2 = What | 4 = When | 6 = Lose a turn | | | | | | | | | | | | | | | |
| 1 = Who | 3 = Where | 5 = Did | | | | | | | | | | | | | | | | | | | | |
| 2 = What | 4 = When | 6 = Lose a turn | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | |
| <p>Steps:</p> <ol style="list-style-type: none"> Put your markers on square a. Player A reads the sentence aloud. (Sherri studied Spanish on the stairs last Saturday.) Player A then rolls the die or picks a folded piece of paper. If the player gets a number from 1–5, he or she asks a question using the question word in that box. (For example, Player A gets a 1: Who studied Spanish on the stairs last Saturday?) | | | | | | | | | | | | | | | | | | | | | | |

2. If Player A asks the question correctly, he or she moves to the next square. Then it's Player B's turn to read the sentence in square a and roll the die.
3. If a player rolls a 6, or doesn't ask the question correctly, he or she cannot move to the next square.
4. The first player to complete square f wins




EVALUATION:

3. Students evaluate their progress

NOW.....

I CAN:



- Make information questions with simple past tense ()
- Answer in short way with simple past tense ()
- Answer in long way with simple past tense ()

Source from Ministry of Ecuadorian Education: Ninth Grade English book
http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf
Adapted by Monica Ricardo Vera

4.9.7 Metacognitive Strategy: Selective Attention


Metacognitive Strategies: SELECTIVE ATTENTION

Objective: To improve the oral expressions through grammar and fluency

Learning outcome: To describe important fact of famous people's lives orally using pictures in order to recognize the simple past tense of verb to BE (was – were)

PROCEDURE:

1. Grammar: Simple Past of BE (was / were)



GRAMMAR FOCUS
The simple past of *be* (was, were)

| Affirmative statements | Negative statements |
|---------------------------|-----------------------------------|
| I was happy. | I wasn't sad at all. |
| You were happy. | You weren't sad at all. |
| He } was happy. | He } wasn't sad at all. |
| She } was happy. | She } wasn't sad at all. |
| You } were happy. | You } weren't sad at all. |
| We } were happy. | We } weren't sad at all. |
| They } were happy. | They } weren't sad at all. |

Contractions
wasn't = was not weren't = were not

2. Identify each person's names. Make sentences about famous people in the past.



PAUL WALKER
FAST & FURIOUS



EDITH BERMEO
"SHARON"



ROBERTO GOMEZ
"CHESPIRITO"



MOTHER TERESA OF CALCUTA



MUSICAL GROUP REBELDE



CHRISTIAN BENITEZ "EL CHUCHO"

SENTENCES:

- | | |
|--|---|
| 1. Paul Walker wasn't a famous scientific. | 4. Mother Teresa was a solitary person. |
| 2. Edith Bermeo was an Ecuadorian singer. | 5. Rebelde was a group of latin pop music |
| 3. Roberto Gomez wasn't a Japanese actor. | 6. Christian Benitez was a soccer player. |

3. Students talk about important fact of famous people live.



For example: Christian Benitez was born in Quito, Ecuador on May 1st, 1986. He was an Ecuadorian soccer player. His nickname was "El Chucho Benitez"

EVALUATION:

4. Students evaluate their progress

NOW.....

I CAN:

- Use verb to be in simple past *was -were* ()
- Make affirmative e and negative sentences with be in simple past ()
- Use the contraction *wasn't - weren't* in negative statement ()
- Talk about famous people's live ()

Source from Ministry of Ecuadorian Education: Ninth Grade English book http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf
Adapted by Monica Ricardo Vera

4.9.8 Metacognitive Strategy: Self-Evaluating

| Metacognitive Strategies: SELF – EVALUATING | | | | | | | | | |
|--|---|---|---|--|---|---|---|---|--|
| Objective: To evaluate their own progress related to grammar and fluency | | | | | | | | | |
| Learning outcome: To ask and give information using a poster in order to identify wh-questions and short /long answers in simple past tense. | | | | | | | | | |
| PROCEDURE: | | | | | | | | | |
| 1. Grammar: The simple past of BE | | | | | | | | | |
| <div style="border: 1px solid black; padding: 10px;"> <div style="display: flex; align-items: center;"> <div style="background-color: #0056b3; color: white; padding: 5px 10px; border-radius: 5px; font-weight: bold; font-size: 1.2em;">GRAMMAR FOCUS</div> </div> <p style="text-align: center; margin-top: 10px;">The simple past of be (was/were)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; vertical-align: top; padding: 5px;"> Yes/No questions Was I sad Were you sad Was he/she sad Were we sad Were you sad Were they sad </td> <td style="width: 33%; vertical-align: middle; text-align: center; padding: 5px;">} to see him go?</td> <td style="width: 33%; vertical-align: top; padding: 5px;"> Affirmative answers Yes, you were. Yes, I was. Yes, he/she was. Yes, we/you were. Yes, we were. Yes, they were. </td> <td style="width: 33%; vertical-align: top; padding: 5px;"> Negative answers No, you weren't. No, I wasn't. No, he/she wasn't. No, we/you weren't. No, we weren't. No, they weren't. </td> </tr> <tr> <td style="vertical-align: top; padding: 5px;"> Information questions Who was at the door? Where were you last week? Why were they absent? What time was your appointment? </td> <td style="vertical-align: top; padding: 5px;"> Short answers Brian. On vacation. Because they were sick. At 10:00. </td> <td style="vertical-align: top; padding: 5px;"> Long answers Brian was at the door. I was on vacation. They were absent because they were sick. My appointment was at 10:00. </td> <td></td> </tr> </table> </div> | | Yes/No questions Was I sad Were you sad Was he/she sad Were we sad Were you sad Were they sad | } to see him go? | Affirmative answers Yes, you were. Yes, I was. Yes, he/she was. Yes, we/you were. Yes, we were. Yes, they were. | Negative answers No, you weren't. No, I wasn't. No, he/she wasn't. No, we/you weren't. No, we weren't. No, they weren't. | Information questions Who was at the door? Where were you last week? Why were they absent? What time was your appointment? | Short answers Brian. On vacation. Because they were sick. At 10:00. | Long answers Brian was at the door. I was on vacation. They were absent because they were sick. My appointment was at 10:00. | |
| Yes/No questions Was I sad Were you sad Was he/she sad Were we sad Were you sad Were they sad | } to see him go? | Affirmative answers Yes, you were. Yes, I was. Yes, he/she was. Yes, we/you were. Yes, we were. Yes, they were. | Negative answers No, you weren't. No, I wasn't. No, he/she wasn't. No, we/you weren't. No, we weren't. No, they weren't. | | | | | | |
| Information questions Who was at the door? Where were you last week? Why were they absent? What time was your appointment? | Short answers Brian. On vacation. Because they were sick. At 10:00. | Long answers Brian was at the door. I was on vacation. They were absent because they were sick. My appointment was at 10:00. | | | | | | | |
| 2. Practice Grammar. Make Yes/No and Wh questions with the simple past of be using the pictures | | | | | | | | | |
| <div style="border: 1px solid black; padding: 10px;"> <table style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%; text-align: center; padding: 5px;">Who?</th> <th style="width: 25%; text-align: center; padding: 5px;">What?</th> <th style="width: 25%; text-align: center; padding: 5px;">Where?</th> <th style="width: 25%; text-align: center; padding: 5px;">When?</th> </tr> <tr> <td style="text-align: center; padding: 5px;"> Deville pirate sheriff wizard Shakespeare fireman </td> <td style="text-align: center; padding: 5px;"> riding a horse honking a horn camera robot tree orange racing bikes </td> <td style="text-align: center; padding: 5px;"> at the fair earth Arizona Arctic market on the road farm </td> <td style="text-align: center; padding: 5px;"> 5:00 PM Halloween breakfast recess Yesterday TODAY TOMORROW </td> </tr> </table> </div> | | Who? | What? | Where? | When? | Deville pirate sheriff wizard Shakespeare fireman | riding a horse honking a horn camera robot tree orange racing bikes | at the fair earth Arizona Arctic market on the road farm | 5:00 PM Halloween breakfast recess Yesterday TODAY TOMORROW |
| Who? | What? | Where? | When? | | | | | | |
| Deville pirate sheriff wizard Shakespeare fireman | riding a horse honking a horn camera robot tree orange racing bikes | at the fair earth Arizona Arctic market on the road farm | 5:00 PM Halloween breakfast recess Yesterday TODAY TOMORROW | | | | | | |

3. Ask students for participation. Oral formulation of wh – questions and answers

For example:



| | |
|-----------------------------------|-----------------------------------|
| <i>Who was at the hospital?</i> | <i>A nurse</i> |
| <i>Where were you last month?</i> | <i>In a farm outside the city</i> |
| <i>Why was he absent?</i> | <i>He was in another country</i> |
| <i>What time was the party?</i> | <i>It was yesterday</i> |

EVALUATION:

4. Students evaluate their progress

NOW.....

I CAN:



- Use the simple past of verb to be in questions ()
- Give short: affirmative or negative answers ()
- Formulate orally *wh* questions ()
- Give short or long answers ()

Source from Ministry of Ecuadorian Education: Ninth Grade English book
http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf
Adapted by Monica Ricardo Vera

4.9.9 Metacognitive Strategy: Self-Management

Metacognitive Strategies: SELF-MANAGEMENT

Objective: To improve the fluency and vocabulary in order to measure their oral ability

Learning outcome: To ask and give information through the application of a game and pictures in order to identify simple past tense of some verbs

PROCEDURE:

1. Grammar: The Simple Past of Irregular Verbs

GRAMMAR FOCUS

The simple past of irregular verbs

| | | |
|---|--|---|
| Affirmative statements Brian went to Miami two months ago. Brian spent the summer there. | Negative statements He didn't go to New York. He didn't spend the winter there. | |
| Yes/No questions Did Brian go to Miami? Did Brian spend the summer there? | Affirmative answers Yes, he did. Yes, he did. | Negative answers No, he didn't. No, he didn't. |
| Information questions When did Brian go to Miami? Who went to Miami? | Short answers Two months ago. Brian. | Long answers He went to Miami two months ago. Brian went to Miami. |
| Some irregular verbs come → came have → had go → went take → took do → did get → got spend → spent tell → told | | |

2. Look at the pictures

| | | | | |
|--------------------|----------------|-------------------|-----------------|------------------|
| | | | | |
| cleaned | cooked dinner | did homework | drew a picture | ate dessert |
| | | | | |
| went shopping | came to school | listened to music | made a snowman | played the piano |
| | | | | |
| played video games | read a book | took a test | used a computer | watched TV |

3. Work in pairs, one student asks his/her classmate: What did you do yesterday? And show a picture.
4. Students report the actions of the picture orally using Simple Past Tense

For example: What did you do yesterday?





I went to shopping I played the piano I cleaned my house I come to school

EVALUATION:

5. Students evaluate their progress

NOW.....

I CAN:

- Ask and give information ()
- Identify the simple past tense of regular or irregular verbs ()
- Make short descriptions about pictures ()
- Talk about my last activities ()

Source from Ministry of Ecuadorian Education: Ninth Grade English book
http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf
Adapted by Monica Ricardo Vera

4.9.10 Metacognitive Strategy: Selective Attention

Metacognitive Strategies: SELECTIVE ATTENTION

Objective: To improve the oral ability through vocabulary and pronunciation

Learning outcome: To recognize vocabulary about occupations using pictures in order to describe favorite occupations orally.

PROCEDURE:

1. Occupations. Label each picture



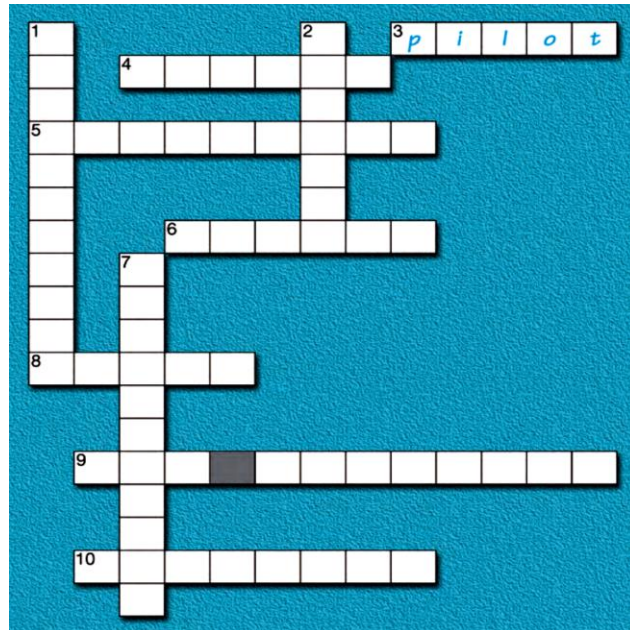
2. Complete the crossword puzzle. Read the clues.

Down

1. Connects and repairs electrical equipment
2. Cleans and treats people's teeth
7. Cuts and styles hair

Across

- 3. Operates aircraft
- 4. Drives cars and trucks
- 5. Makes things out of wood
- 6. Treats sick people
- 8. Assists doctors
- 9. Creates websites (2 words)
- 10. Fixes cars



- 3. Students talk about some occupations.


For example: Electrician is a dangerous occupation because he works with electricity and high watts all time.....

EVALUATION

- 4. Students evaluate their progress

NOW.....

I CAN:



- Recognize the vocabulary about occupations ()
- Pronounce new words ()
- Complete a crossword according the clues ()
- Describe my favorite occupation orally ()



Source from Ministry of Ecuadorian Education: Ninth Grade English book
http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf
Adapted by Monica Ricardo Vera

4.10 Rubrics for Evaluating Students' Oral Performances

Chart N° 26: Rubrics for Evaluating Students' Oral Performances

| | NEEDS IMPROVEMENT | SUFFICIENTLY ACHIEVED | NOTABLY ACHIEVED | SCORE |
|----------------------|--|---|--|--------------|
| Vocabulary | Uses only basic vocabulary and expressions | Uses limited vocabulary and expressions | Uses a variety of vocabulary and expressions, but makes some errors in word choice | 3 |
| Grammar | Uses basic structures, make frequent errors | Uses variety of structures with frequent errors, or uses basic structures with only occasional errors | Uses a variety of grammar structures, but makes some errors | 3 |
| Pronunciation | Frequent problems with pronunciation and intonation | Pronunciation and intonation errors sometimes makes difficult to understand the students | Pronunciation and intonation are usually clear/accurate with a few problems areas | 2 |
| Fluency | Hesitates to often when speaking, with often interest with communication | Speaks with some hesitation, which often interferes with communication | Speaks with some hesitations, but it does not usually interfere with communication | 2 |

Author: Mónica Ricardo Vera

4.11 Results

4.11.1 Results of the diagnostic test

Students of ninth grade at Escuela de Educacion Básica Paquisha did a diagnostic test in order to measure speaking skills level. The result showed a regular score in general form.

Chart N° 27: Diagnostic Test Results

| N° | NAMES | Vocabulary | Grammar | Pronunciation | Fluency | TOTAL |
|----|----------------------------------|------------|---------|---------------|---------|-------|
| 1 | Ango Collaguazo Emely Nathalia | 1 | 1 | 1 | 0 | 3 |
| 2 | Borbor De La O Katherine Nicole | 2 | 1 | 1 | 1 | 5 |
| 3 | Cacao Orrala Jenniffer Estefanía | 1 | 1 | 1 | 0 | 3 |
| 4 | Catuto Salinas Winston Edison | 1 | 1 | 1 | 0 | 3 |
| 5 | Chancay Chancay Juana Aidee | 1 | 1 | 1 | 0 | 3 |
| 6 | Choez Vera Rosa Michelle | 1 | 1 | 1 | 1 | 4 |
| 7 | Clavijo Diaz Gloria Nadelyn | 1 | 1 | 1 | 1 | 4 |
| 8 | Gabino Quimi Rebeca Stephania | 1 | 1 | 1 | 1 | 4 |
| 9 | Gonzalez Quiñones Arleth Solange | 1 | 1 | 1 | 0 | 3 |
| 10 | Gonzalez Salinas Yulexy Raquel | 1 | 1 | 1 | 1 | 4 |
| 11 | Guabile Carreño Fernanda Anais | 1 | 1 | 1 | 1 | 4 |
| 12 | Liriano Tomalá José Luis | 1 | 1 | 1 | 1 | 4 |
| 13 | Macias Pincay Félix Elian | 2 | 2 | 1 | 1 | 6 |
| 14 | Malavé Ramírez Isaac David | 1 | 1 | 1 | 0 | 3 |
| 15 | Mejillones Zambrano Josue Andres | 1 | 1 | 1 | 0 | 3 |

| N° | NAMES | Vocabulary | Grammar | Pronunciation | Fluency | TOTAL |
|----|-------------------------------|------------|---------|---------------|---------|-------|
| 16 | Pozo Bravo Nezaireth Isaac | 1 | 1 | 1 | 0 | 3 |
| 17 | Pozo Catuto José David | 1 | 1 | 1 | 0 | 3 |
| 18 | Pozo Catuto José Gregorio | 1 | 1 | 1 | 0 | 3 |
| 19 | Pozo Lino Javier Alejandro | 1 | 1 | 1 | 1 | 4 |
| 20 | Pozo Pozo Kevin Enrique | 1 | 1 | 1 | 1 | 4 |
| 21 | Quiñonez Cabeza Maite Leovana | 2 | 1 | 1 | 1 | 5 |
| 22 | Solano Tumbaco Leonela Saray | 1 | 1 | 1 | 0 | 3 |
| 23 | Tigrero Limones Daniel Issac | 1 | 1 | 1 | 0 | 3 |
| 24 | ToabandaTipanJeisson Kevin | 1 | 1 | 1 | 0 | 3 |
| 25 | Tomalá Quinde Julio Jaime | 1 | 1 | 1 | 0 | 3 |
| 26 | TomaláTomalá Shirley Diana | 1 | 1 | 1 | 0 | 3 |
| 27 | Tumbaco Salinas Erick Jacob | 1 | 1 | 1 | 0 | 3 |
| 28 | Vera Villamar Anthony Stalyn | 1 | 1 | 1 | 0 | 3 |
| 29 | Yagual Lino Josue Joel | 1 | 1 | 1 | 0 | 3 |
| 30 | Yugcha Guano Elías Moises | 1 | 0 | 1 | 0 | 2 |

Source: Students of ninth grade at Escuela de Educacion Basica Paquisha

Author: Monica Ricardo Vera

4.11.2 Final Test Results

Students of ninth grade at Escuela de Educación Básica Paquisha do a final speaking test in order to assess speaking skills level again. The result showed in general form a good score in each student.

Chart N° 28: Final Test Results

| N° | NAMES | Vocabulary | Grammar | Pronunciation | Fluency | TOTAL |
|----|----------------------------------|------------|---------|---------------|---------|-------|
| 1 | Ango Collaguazo Emely Nathalia | 3 | 2 | 2 | 2 | 9 |
| 2 | Borbor De La O Katherine Nicole | 3 | 3 | 2 | 1 | 9 |
| 3 | Cacao Orrala Jenniffer Estefanía | 3 | 2 | 1 | 1 | 7 |
| 4 | Catuto Salinas Winston Edison | 2 | 2 | 2 | 1 | 7 |
| 5 | Chancay Chancay Juana Aidee | 2 | 2 | 1 | 1 | 6 |
| 6 | Choez Vera Rosa Michelle | 3 | 3 | 2 | 2 | 10 |
| 7 | Clavijo Diaz Gloria Nadelyn | 3 | 2 | 2 | 1 | 8 |
| 8 | Gabino Quimi Rebeca Stephania | 3 | 3 | 2 | 1 | 9 |
| 9 | Gonzalez Quiñones Arleth Solange | 2 | 2 | 2 | 1 | 7 |
| 10 | Gonzalez Salinas Yulexy Raquel | 3 | 2 | 2 | 1 | 8 |
| 11 | Guabile Carreño Fernanda Anais | 3 | 3 | 2 | 2 | 10 |
| 12 | LirianoTomalá José Luis | 3 | 3 | 2 | 1 | 9 |
| 13 | MaciasPincay Félix Elian | 3 | 3 | 2 | 2 | 10 |
| 14 | Malavé Ramírez Isaac David | 3 | 2 | 2 | 1 | 8 |
| 15 | Mejillones Zambrano JosueAndres | 2 | 2 | 2 | 1 | 7 |
| 16 | Pozo Bravo Nezaireth Isaac | 2 | 2 | 2 | 1 | 7 |

| N° | NAMES | Vocabulary | Grammar | Pronunciation | Fluency | TOTAL |
|----|-------------------------------|------------|---------|---------------|---------|-------|
| 17 | Pozo Catuto José David | 2 | 3 | 2 | 1 | 8 |
| 18 | Pozo Catuto José Gregorio | 2 | 2 | 2 | 1 | 7 |
| 19 | Pozo Lino Javier Alejandro | 3 | 3 | 2 | 1 | 9 |
| 20 | Pozo Pozo Kevin Enrique | 3 | 2 | 2 | 2 | 9 |
| 21 | Quiñonez Cabeza Maite Leovana | 3 | 3 | 2 | 2 | 10 |
| 22 | Solano Tumbaco Leonela Saray | 2 | 3 | 2 | 1 | 8 |
| 23 | Tigrero Limones Daniel Issac | 2 | 2 | 2 | 1 | 7 |
| 24 | ToabandaTipanJeisson Kevin | 3 | 2 | 1 | 1 | 7 |
| 25 | Tomalá Quinde Julio Jaime | 3 | 3 | 2 | 2 | 10 |
| 26 | TomaláTomalá Shirley Diana | 2 | 2 | 2 | 2 | 8 |
| 27 | Tumbaco Salinas Erick Jacob | 2 | 2 | 1 | 1 | 6 |
| 28 | Vera Villamar Anthony Stalyn | 3 | 2 | 1 | 1 | 7 |
| 29 | Yagual Lino Josue Joel | 3 | 2 | 2 | 2 | 9 |
| 30 | Yugcha Guano Elías Moises | 2 | 2 | 1 | 1 | 6 |

Source: Students of ninth grade at Escuela de Educacion Basica Paquisha

Author: Monica Ricardo Vera

4.11.3 Students' Improvement

Students of ninth grade at Escuela de Educación Básica Paquisha did a final speaking test in order to assess the level of speaking skills again. The result showed in a considerable improvement percentage in each student.

Chart N° 29: Students' Improvement

| N° | NAMES | DIAGNOSTIC TEST | FINAL TEST | IMPROVEMENT PERCENTAGE |
|----|----------------------------------|-----------------|------------|------------------------|
| 1 | Ango Collaguazo Emely Nathalia | 3 | 9 | 67% |
| 2 | Borbor De La O Katherine Nicole | 5 | 9 | 44% |
| 3 | Cacao Orrala Jenniffer Estefanía | 3 | 7 | 57% |
| 4 | Catuto Salinas Winston Edison | 3 | 7 | 57% |
| 5 | Chancay Chancay Juana Aidee | 3 | 6 | 50% |
| 6 | Choez Vera Rosa Michelle | 4 | 10 | 60% |
| 7 | Clavijo Diaz Gloria Nadelyn | 4 | 8 | 50% |
| 8 | Gabino Quimi Rebeca Stephania | 4 | 9 | 56% |
| 9 | Gonzalez Quiñones Arleth Solange | 3 | 7 | 57% |
| 10 | Gonzalez Salinas Yulexy Raquel | 4 | 8 | 50% |
| 11 | Guabile Carreño Fernanda Anais | 4 | 10 | 60% |
| 12 | LirianoTomalá José Luis | 4 | 9 | 56% |
| 13 | MaciasPincay Félix Elían | 6 | 10 | 40% |
| 14 | Malavé Ramírez Isaac David | 3 | 8 | 63% |
| 15 | Mejillones Zambrano Josué Andrés | 3 | 7 | 57% |

| N° | NAMES | DIAGNOSTIC TEST | FINAL TEST | IMPROVEMENT PERCENTAGE |
|----|-------------------------------|-----------------|------------|------------------------|
| 16 | Pozo Bravo Nezaireth Isaac | 3 | 7 | 57% |
| 17 | Pozo Catuto José David | 3 | 8 | 69% |
| 18 | Pozo Catuto José Gregorio | 3 | 7 | 64% |
| 19 | Pozo Lino Javier Alejandro | 4 | 9 | 56% |
| 20 | Pozo Pozo Kevin Enrique | 4 | 9 | 56% |
| 21 | Quiñonez Cabeza Maite Leovana | 5 | 10 | 50% |
| 22 | Solano Tumbaco Leonela Saray | 3 | 8 | 63% |
| 23 | Tigrero Limones Daniel Issac | 3 | 7 | 57% |
| 24 | ToabandaTipanJeisson Kevin | 3 | 7 | 57% |
| 25 | Tomalá Quinde Julio Jaime | 3 | 10 | 70% |
| 26 | TomaláTomalá Shirley Diana | 3 | 8 | 63% |
| 27 | Tumbaco Salinas Erick Jacob | 3 | 6 | 50% |
| 28 | Vera Villamar Anthony Stalyn | 3 | 7 | 57% |
| 29 | Yagual Lino Josue Joel | 3 | 9 | 67% |
| 30 | Yugcha Guano Elías Moises | 2 | 6 | 67% |

Source: Students of ninth grade at Escuela de Educacion Básica Paquisha

Author: Monica Ricardo Vera

4.11.4 Global score per speaking skills evaluated

Chart N° 30: Global score per speaking skills evaluated

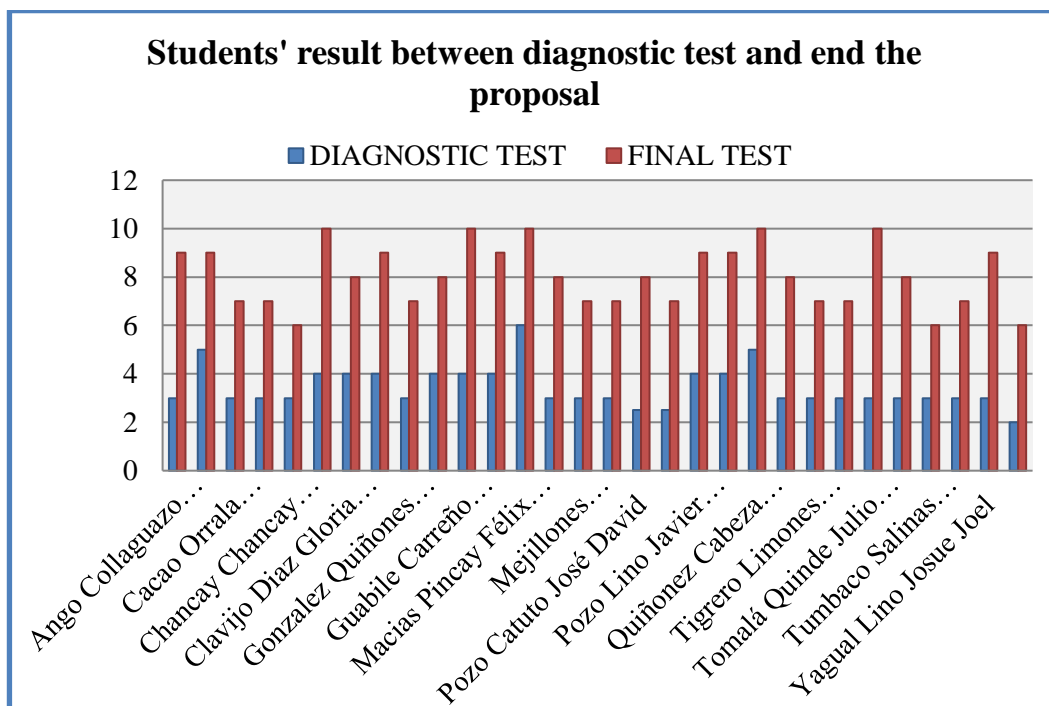
| SPEAKING SKILLS | GLOBAL SCORE FIRST TEST | GLOBAL SCORE FINAL TEST |
|-------------------------------|-------------------------|-------------------------|
| VOCABULARY | 1 | 3 |
| GRAMMAR | 1 | 2 |
| PRONUNCIATION | 1 | 2 |
| FLUENCY | 0 | 1 |
| TOTAL | 3 | 8 |
| IMPROVEMENT PERCENTAGE | 57% | |

Source: Students of ninth grade at Escuela de Educacion Básica Paquisha

Author: Monica Ricardo Vera

4.11.5 Analysis of students' results

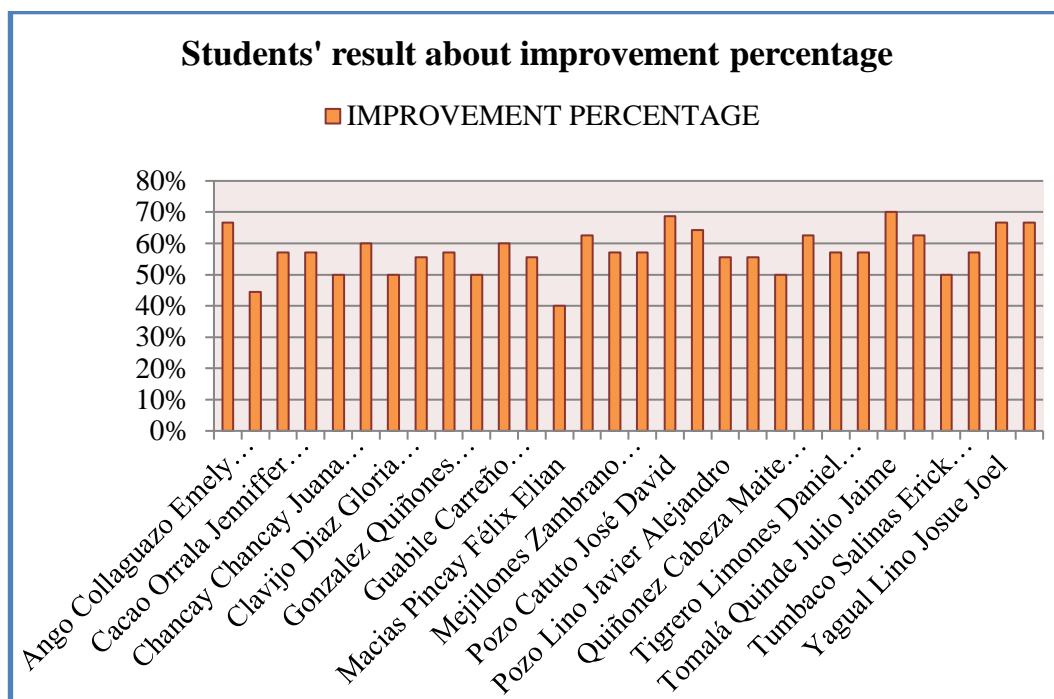
Graphic N° 22: Students' Results



Source: Students of ninth grade at Escuela de Educacion BasicaPaquisha

Author: Monica Ricardo Vera

Graphic N° 23: Improvement Percentage



Source: Students of ninth grade at Escuela de Educacion Básica Paquisha
Author: Monica Ricardo Vera

Analysis and Interpretation: It is evident the development of speaking skills on students of ninth grade from Escuela de Educacion Básica Paquisha. The results showed that learners' level was increased in 57% after the application of this proposal. According to the graph of comparison score from the diagnostic test to the final test taken, each student got a considerable improvement in their oral abilities scores. The metacognitive activities were applied in the didactic guide had successful process.

4.12 Strategies of improvement

Chart N° 31: Global score per speaking skills evaluated

| BEFORE THE PROPOSAL | AFTER THE PROPOSAL |
|--|--|
| <ul style="list-style-type: none">English classes were traditional | <ul style="list-style-type: none">English classes are interactive between teacher and students |
| <ul style="list-style-type: none">The participation in classes of students was minimal | <ul style="list-style-type: none">The participation in classes of students increase considerably |
| <ul style="list-style-type: none">Students felt demotivated to speak in English | <ul style="list-style-type: none">Students feel motivated to speak in English |
| <ul style="list-style-type: none">Students had a low level in speaking skills | <ul style="list-style-type: none">Students have a better level in speaking skills |
| <ul style="list-style-type: none">Diagnostic test has a regular score | <ul style="list-style-type: none">Final test has a satisfactory score |

Source: Students of ninth grade at Escuela de Educacion Básica Paquisha

Author: Mónica Ricardo Vera

4.13 Conclusions and recommendations

4.13.1 Conclusions

- According to the gathered data after the proposal there was an excellent result because of the implementation of a didactic guide with metacognitive strategies, they helped to develop the speaking skills during English classes for ninth grade students from Escuela de Educacion Básica Paquisha.
- Through this research, it determined the English level of oral abilities was increased in a general way by 57% in the ninth grade students.
- The design of appropriate oral activities in a didactic guide increased the speaking level of ninth grade students. It determines that the application of metacognitive strategies was a good tool to apply during English classes. Also, it helped to develop students' oral skills.
- The use of metacognitive strategies in English classes' activities such as: oral presentations, description of pictures and others through exercises arouse the interest of English classes in students of ninth grade from Escuela de Educación Básica Paquisha.
- It allowed evaluating the speaking level of ninth grade students. Students increased their speaking level and its language components, such as: vocabulary (knowledge of new words), grammar (application of sentences

structure), pronunciation (intonation/ stress of expressed), and fluency (speaking quickly).

4.13.2 Recommendations

- The implementation of a didactic guide using metacognitive strategies should be used by the teacher to create a good environment in order to make students feel confidence and enthusiasm to develop their speaking skills during their English learning process.
- Teachers should integrate metacognitive strategies in each lesson in order to encourage the students' participation. It allows the students increasing their English level and developing their speaking skills. Students can acquire a good interaction and communication in the English classes.
- Teachers should design or adapt appropriate oral activities in the English book. Educators can create more opportunities in students for practicing their speaking skills in real time. Also, students feel motivated to develop their English oral abilities.
- English teachers from Escuela de Educacion Básica Paquisha should use metacognitive strategies in speaking exercises. Teacher should change her methodologies in order to catch the students' attention during speaking activities.

- The didactic guide has good activities to evaluate students' speaking level. The mixture of metacognitive strategies and workshops designed in this didactic tool allows the development of vocabulary, grammar structures, best pronunciation and fluency to express.
- According to the results, after the application of this proposal, the use of metacognitive strategies has become a considerable aspect in the English area and the development of speaking skills on the ninth grade students by 57% at Escuela de Educación Básica Paquisha.
- It is recommended the use of metacognitive strategies in other areas such as: Language, Math, Social Studies, and Natural Science. These strategies allow to the students to be aware about their own learning.

CHAPTER V
ADMINISTRATIVE FRAMEWORK

5.1 Resources

5.1.1 Institutional

Escuela de Educación Básica Paquisha, La Libertad, Santa Elena, 2015 – 2016

5.1.2 Human

Principal, English teacher, students and parents of ninth grade

5.1.3 Material

Chart N° 32: Material Resources

| QUANTITY | DESCRIPTION | UNIT COST | TOTAL COST |
|-----------------|--------------------|------------------|-------------------|
| 6 | Cardboard | \$ 1,50 | \$ 9,00 |
| 4 | Sheet | \$ 0,50 | \$ 2,00 |
| 60 | Prints | \$ 0,10 | \$ 6,00 |
| 4 | Ink | \$ 5,00 | \$ 20,00 |
| 100 | Copies | \$ 0,05 | \$ 5,00 |
| 1 | Flash drive | \$ 15,00 | \$ 15,00 |
| 8 | Markets | \$ 0,50 | \$ 4,00 |
| 4 | Pens | \$ 0,75 | \$ 3,00 |
| TOTAL | | | \$ 64,00 |

Author: Monica Ricardo Vera

5.1.4 Technology

Chart N° 33: Technology

| QUANTITY | DESCRIPTION | UNIT COSTS | TOTAL COST |
|--------------|-----------------------|------------|------------------|
| 6 | Internet | \$ 28,00 | \$ 168,00 |
| 1 | Cellphone | \$ 225,00 | \$ 225,00 |
| 6 | Communication (Calls) | \$ 3,00 | \$ 18,00 |
| 1 | Camera | \$ 200,00 | \$ 200,00 |
| TOTAL | | | \$ 611,00 |

Author: Monica Ricardo Vera

5.1.5 Financial

Chart N° 34: Additional Resources

| QUANTITY | DESCRIPTION | UNIT COSTS | TOTAL COST |
|--------------|------------------------|------------|------------------|
| 6 | Transportation | \$ 30,00 | \$ 180,00 |
| 6 | Lunch and snacks | \$ 10,00 | \$ 60,00 |
| 6 | Unanticipated expenses | \$ 15,00 | \$ 90,00 |
| TOTAL | | | \$ 330,00 |

Author: Monica Ricardo Vera

5.1.6 Total Budget

Chart N° 35: Total Budget

| ITEMS | TOTAL |
|---------------|--------------------|
| Institutional | \$ 0,00 |
| Human | \$ 0,00 |
| Materials | \$ 64,00 |
| Technology | \$ 611,00 |
| Economic | \$ 330,00 |
| TOTAL | \$ 1.005,00 |

Author: Monica Ricardo Vera

5.2 Timetable

Chart N° 36: Timetable

| ACTIVITY | 2015 | | | | | | | | | | | | | | | | 2016 | | | | | | | | | | | | | | | | 17 | | | | | | | | | | | | | | | |
|--------------------------------------|------|---|---|---|-----|---|---|---|-----|---|---|---|-----|---|---|---|------|---|---|---|-------|---|---|---|-----|---|---|---------|---|---|---|-----|----|---|-----|---|---|-----|---|---|----|---|---|---|----|--|--|--|
| | JUNE | | | | AUG | | | | OCT | | | | JAN | | | | MAR | | | | APRIL | | | | MAY | | | JUN/JUL | | | | AUG | | | OCT | | | NOV | | | DE | | | | JA | | | |
| | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | | |
| Socialization with the Advisor | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elaboration Chapter I | | ■ | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Review of Chapter I | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elaboration Chapter II | | | | | | ■ | ■ | ■ | ■ | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Review of Chapter II | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Field research at “Escuela Paquisha” | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Survey and Interviews application | | | | | | | | | | | ■ | ■ | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elaboration Chapter III | | | | | | | | | | | | | | ■ | ■ | ■ | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Review of Chapter III | | | | | | | | | | | | | | | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elaboration Chapter IV | | | | | | | | | | | | | | | | | | ■ | ■ | ■ | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Application of the Proposal | | | | | | | | | | | | | | | | | | | ■ | ■ | ■ | ■ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Elaboration Chapter V | | | | | | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | | |
| Elaboration of Preliminary Pages | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | | | | | | | | | | | | | | | | | |
| Review of Thesis Draft | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | ■ | ■ | ■ | | | | | | | | | | | | | | | |
| Delivery of Final Work | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thesis Pre-defense | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Thesis Defense- Graduation Day | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Author: Monica Ricardo Vera

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Pictures

Picture N° 1: Interview with the Principal



Author: Mónica Ricardo Vera

Picture N° 2: Interview with the English Teacher



Author: Mónica Ricardo Vera

Picture N° 3: Researcher during the survey



Author: Mónica Ricardo Vera

Picture N° 4: Researcher giving instructions for the survey



Author: Mónica Ricardo Vera

Picture N° 5: Students talking about of their dream house



Author: Mónica Ricardo Vera

Picture N° 6: Students working on the proposal



Author: Mónica Ricardo Vera

Picture N° 7: Students using the present continuous



Author: Mónica Ricardo Vera

Picture N° 8: Students using the simple past verbs



Author: Mónica Ricardo Vera

Picture N° 9: Students doing questionnaire activity



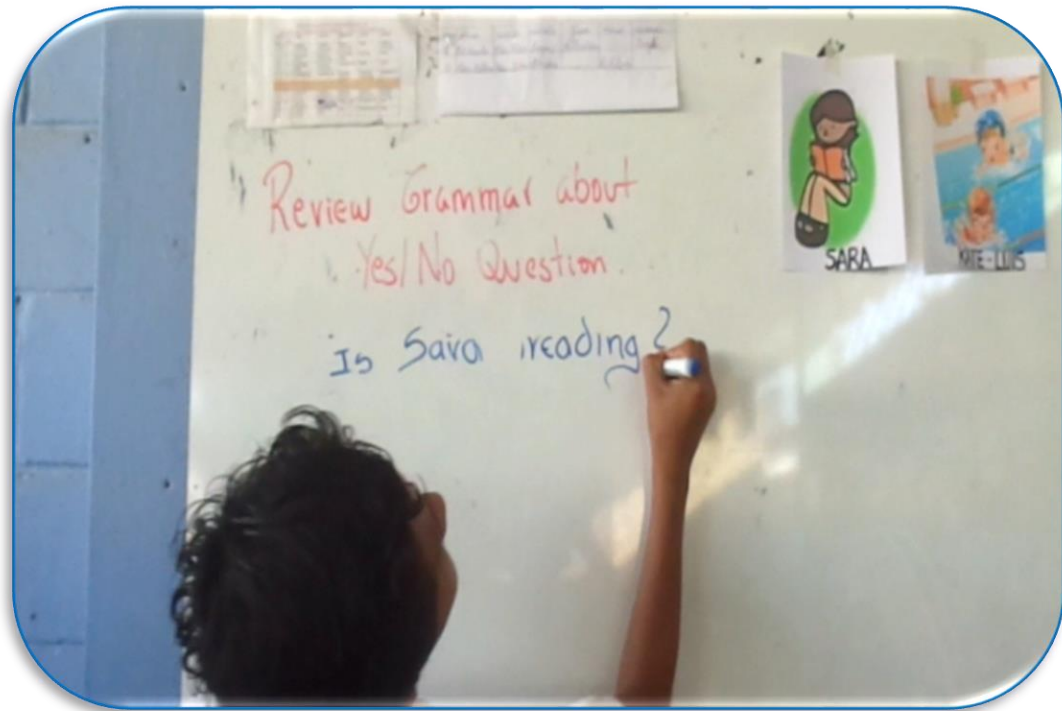
Author: Mónica Ricardo Vera

Picture N° 10: Students talking about the famous people's life



Author: Mónica Ricardo Vera

Picture N° 11: Students writing questions



Author: Mónica Ricardo Vera

Picture N° 12: Students doing oral formulation of wh-question and answers



Author: Mónica Ricardo Vera

Picture N° 13: Students doing activity: What did you do yesterday?



Author: Mónica Ricardo Vera

Appendix

Appendix N° 1: Interview Directed to Principal



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE
ENGLISH CAREER

Read the questions carefully in order to answer this interview. Your answers will be so important for research: **Metacognitive Strategies for developing speaking skills to ninth graders at Escuela de Educación Básica Paquisha, La Libertad, Santa Elena Province, 2015 – 2016.**

Question N° 1: How important is learning a new language?

Question N° 2: According to your criteria, is English language learning important today?

Question N° 3: Have you ever attended English language courses?

Question N° 4: How is the teaching process of English language in this educational institution?

Question N° 5: Do you consider that ninth grade students from this educational institution are able to communicate in English?

Question N° 6: Do you regularly evaluate classes of English teachers from this institution?

Question N° 6: Do you consider that English teachers still use traditional methods in the process learning a language?

Question N° 7: Do you consider that students should develop English language speaking skill?

Question N° 8: What strategies should teachers use for developing English language skill in students?

Question N° 9: What do you understand by metacognitive strategies?

Question N° 10: Does your school provide enough resources to teachers for the development of their classes?

Appendix N° 2: Interview Directed to English Teacher



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE
ENGLISH CAREER

Read the questions carefully in order to answer this questionnaire. Your answers will be so important for research: **Metacognitive Strategies for developing speaking skills to ninth graders at Escuela de Educación Básica Paquisha, La Libertad, Santa Elena Province, 2015 – 2016.**

Question N° 1: Do your students understand when you use the target language in classroom?

Question N° 2: Do students participate actively during the English class development?

Question N° 3: According to the Common European Framework of Reference for Languages (CEFR), what is the speaking skill level of your students?

Question N° 4: What activities do you apply to develop speaking skills?

Question N° 5: What are the most common problems that students have at the moment of producing the oral language?

Question N° 5: What are the most common problems that students have at the moment of producing the oral language?

Question N° 6: Do you use any strategy to strength students' knowledge in English subject?

Question N° 7: Do you consider that metacognitive strategies contribute to the improvement of students' speaking skills?

Question N° 8: Would you be interested in using metacognitive strategies for developing speaking skill of your students?

Appendix N° 3: Survey Directed to Students



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE
ENGLISH CAREER

Read the questions carefully in order to answer this questionnaire. Your answers will be so important for research: **Metacognitive Strategies for developing speaking skills to ninth graders at Escuela de Educación Básica “Paquisha”, La Libertad, Santa Elena Province, 2015 – 2016.**

Mark only one with an (✓) which you consider correct.

Question N° 1: Do you understand the English teacher explanation?

- () Always
- () Usually
- () Sometimes
- () Rarely
- () Never

Question N° 2: How does your teacher explain the lesson?

- () Only Spanish
- () Only English
- () Spanish and English

Question N° 3: What English skills would you like to practice more?

- () Listening
- () Speaking
- () Reading
- () Writing
- () Neither

Question N° 4: How often do you participate in English classes?

- A lot
- Several times
- Sometimes
- Few
- Never

Question N° 5: How often does your English teacher practice the speaking in classes?

- Always
- Usually
- Sometimes
- Rarely
- Never

Question N° 6: What activities does your English teacher do to develop speaking skills?

- Role plays
- Debate
- Presentations
- Drama
- Dialogues

Question N° 7: Do you plan your oral presentation in advance?

- Always
- Usually
- Sometimes
- Rarely
- Never

Question N° 8: Do you prefer to speak slow but correctly?

- Definitely yes
- Probably yes
- Undecided
- Probably not
- Definitely not

Question N° 9: Do you try to make an imaginative, original and fun dialogue?

- Definitely yes
- Probably yes
- Undecided
- Probably not
- Definitely not

Question N° 10: After your oral activities yourself correct your mistake?

- Always
- Usually
- Sometimes
- Rarely
- Never

Appendix N° 4: Survey Directed to Parents



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
FACULTY OF SCIENCES OF THE EDUCATION AND LANGUAGE
ENGLISH CAREER

Read the questions carefully in order to answer this questionnaire. Your answers will be so important for research: **Metacognitive Strategies for developing speaking skills to ninth graders at Escuela de Educación Básica Paquisha, La Libertad, Santa Elena Province, 2015 – 2016.**

Mark only one with an (✓) which you consider correctly.

Question N° 1: What is your level education?

- () Advanced
- () Higher
- () Secondary
- () Primary
- () Neither

Question N° 2: In your opinion, what is the most important subject at school?

- () Math
- () Social Studies
- () Natural Sciences
- () Language
- () English

Question N° 3: What is your opinion about the learning process of English language?

- () Very easy
- () Easy
- () Neutral

- Difficult
- Very difficult

Question N° 4: Do you consider that your children are truly learning English in classes?

- Definitely yes
- Probably yes
- Undecided
- Probably not
- Definitely not

Question N° 5: What is your children's scores in English subject?

- Excellent
- Good
- Satisfactory
- Regular
- Bad

Question N° 6: How often does you help your children with their English homework?

- Always
- Usually
- Sometimes
- Rarely
- Never

Question N° 7: Do you think that your children's English teacher gives dynamic and interactive classes?

- Definitely yes

- Probably yes
- Undecided
- Probably not
- Definitely not

Question N° 8: What is the common difficulty with your children at the English classes?

- Teacher explanation
- Oral presentation
- Participation in class
- Class Work
- Tasks

Question N° 9: How many times do your children practice English activities at home during their free time?

- Once a week
- Twice a week
- Three time a week
- Five time a week
- Never

Question N° 10: Do you feel satisfied about the educational quality in the English subject?

- Definitely yes
- Probably yes
- Undecided
- Definitely not
- Probably not



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Appendix N° 5: Lesson Plan # 1 “Parts of a house”

| Group: 9 th EGB | | Date: | Time Class: 40 minutes | No. of Students: 30 |
|--|--|---|--|---|
| Recent Topic Work: | | Recent Language work: | | Current Topic: What’s Brian doing? |
| AIMS: To use the vocabulary: rooms and parts of a house | | | | |
| OBJECTIVE: To use the vocabulary parts of a house by working in pairs in order to describe their dream house. | | | | |
| ASSESSMENT: To make a presentation about your dream house | | | | |
| MATERIALS: Teacher’s book, student’s book, speaker, flash memory. | | | | |
| ANTICIPATED PROBLEMS: Students need to feel more confidence to express their ideas | | | | |
| TIMING | TEACHER ACTIVITIES | STUDENT ACTIVITIES | SUCCESS INDICATOR | |
| Warn up 5 minutes | Teacher elicits information about parts of the house | Students say some rooms and parts of the house they know | Students will improve their vocabulary about Rooms and parts of a house. | |
| Introduction to class 10 minutes | Teacher asks questions about houses and each parts | Students answer according the different parts of their house. | | |
| Class Activities 65 minutes | Teacher brings a poster about the topic | Students look at the picture. | | |
| | Teacher plays the audio and works the students’ pronunciation. | Students listen and repeat each word of new vocabulary. | | |
| | Teacher labels one part of the house as example. | Students use the cards. Put in parts of the house | | |
| | Teacher read aloud the sentences | Students complete with the parts of the house | | |
| | Teacher talks about her dream house. | Students prepare their presentation. | | |
| Additional Activities: Do workbook | | | | |
| Homework / Further work: Find the mistake in their presentation | | | | |
| Observation: Nothing | | | | |

Monica Ricardo Vera
English Teacher

MSc. Magaly Suárez Chumo
Principal



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Appendix N° 6: Lesson Plan # 2 “Sentences in Present Continuous”

| Group: 9 th EGB | | Date: | Time Class: 40 minutes | No. of Students: 30 |
|--|--|---|--|-------------------------------|
| Recent Topic Work: | | Recent Language work: | Current Topic: What’s Brian doing? | |
| AIMS: To use flashcards for saying sentences in present continuous | | | | |
| OBJECTIVE: To make sentences by using flashcards in order to use the present continuous tense | | | | |
| ASSESSMENT: To ask students’ participation for saying their sentences | | | | |
| MATERIALS: Teacher’s book, student’s book, speaker, flashcards | | | | |
| ANTICIPATED PROBLEMS: Students need to feel confidence to express their ideas | | | | |
| TIMING | TEACHER ACTIVITIES | STUDENT ACTIVITIES | SUCCESS INDICATOR | |
| Warn up 5 minutes | Teacher writes the topic and asks question. | Students predict about the topic. | Students will make affirmative and negative statements in present continuous tense | |
| Introduction 10 minutes | Teacher explains: use of present continuous | Students express their ideas. | | |
| Class Activities 65 minutes | Teacher asks questions about actions in three flashcards | Students label each flashcards with the verbs | | |
| | Teacher explains the present continuous grammar in affirmative and negative statements | Students make affirmative and negative sentences using flashcards | | |
| | Teacher explains the spelling of <i>ing</i> verbs in present continuous | Students say more examples in according to the rules | | |
| | Teacher paste more flashcards on the board | Students make sentences. | | |
| Additional Activities: Do workbook | | | | |
| Homework / Further work: Make more sentences in affirmative and negative statement | | | | |
| Observation: Nothing | | | | |

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English Teacher

MSc. Magaly Suárez Chumo
Principal



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Appendix N° 7: Lesson Plan # 3 “Questions and answers in present continuous tense”

| Group: 9 th EGB | | Date: | Time Class: 40 minutes | No. of Students: 30 |
|---|--|---|--|-------------------------------|
| Recent Topic Work: | | Recent Language work: | Current Topic: What’s Brian doing? | |
| AIMS: To use the present continuous in questions and answers | | | | |
| OBJECTIVES: To make present continuous questions for getting affirmative and negative answers. | | | | |
| ASSESSMENT: To ask students’ participation for saying their questions and answers | | | | |
| MATERIALS: Teacher’s book, student’s book, speaker, large picture | | | | |
| ANTICIPATED PROBLEMS: Students need to feel more confidence to express their ideas | | | | |
| TIMING | TEACHER ACTIVITIES | STUDENT ACTIVITIES | SUCCESS INDICATOR | |
| Warn up 5 minutes | Teacher pastes several pictures on the board asks question related them. | Students look at the picture and then express their opinions about them. | Students will make questions: yes/no and information questions | |
| Introduction to class 10 minutes | Teacher hands out several cards and gives students the direction about this activity. | Students put in order the card to form the statement in each picture | Students will use: affirmative/negative and long/short answers | |
| Class Activities 65 minutes | Teacher explains the questions and answers in present continuous tense. Teacher brings a large picture and says the direction about this. | Students make questions and answers related the flashcards Students practice the grammar: a) questions: yes/no - information b) answers: affirmative/negative – long/short | | |
| Additional Activities: Do activity in students’ book | | | | |
| Homework / Further work: To make questions and answers in present continuous tense | | | | |
| Observation: Nothing | | | | |

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English Teacher

MSc. Magaly Suárez Chumo
Principal



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Appendix N° 8: Lesson Plan # 4 “Regular verbs in simple past tense”

| Group: 9 th EGB | | Date: | Time Class: 40 minutes | No. of Students: 30 |
|---|--|---|--|-------------------------------|
| Recent Topic Work: | | Recent Language work: | Current Topic: What’s Brian doing? | |
| AIMS: To identify the past time expression | | | | |
| OBJECTIVES: To apply past time expression by using grammar structures in order to talk about students’ last weekend. | | | | |
| ASSESSMENT: To use the grammar structure in simple past tense of regular verbs | | | | |
| MATERIALS: Teacher’s book, student’s book, speaker, flash memory, laptop, video. | | | | |
| ANTICIPATED PROBLEMS: Students need to feel more confidence to express their ideas | | | | |
| TIMING | TEACHER ACTIVITIES | STUDENT ACTIVITIES | SUCCESS INDICATOR | |
| Warn up 5 minutes | Teacher play the video about songs in past time | Students pay attention to video. | Students will practice the grammar and pronunciation of regular verbs in simple past tense | |
| Introduction 10 minutes | Teacher explains the use of past time expressions | Students say more expressions they know | | |
| Class Activities 65 minutes | Teacher explains the simple past of regular verbs and use the contractions Teacher explains the pronunciation of <i>-d</i> and <i>-ed</i> verbs endings. Teacher says her example about her last weekend | Students make sentences of the grammar structures in affirmative and negative statements. Students listen and repeat as teacher pausing the audio Students talk about their last weekend as teacher example | | |
| Additional Activities: Do workbook | | | | |
| Homework / Further work: Find the mistake in their presentation | | | | |
| Observation: Nothing | | | | |

Monica Ricardo Vera
English Teacher

MSc. Magaly Suárez Chumo
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Appendix N° 9: Lesson Plan # 5 “Questions – answers in simple past tense”

| Group: 9 th EGB | Date: | Time Class: 40 minutes | No. of Students: 30 |
|--|--|---|---|
| Recent Topic Work: | Recent Language work: | Current Topic: What’s Brian doing? | |
| AIMS: To use the simple past tense of regular verbs | | | |
| OBJECTIVES: To identify the simple past tense of regular verbs using a question set of a questionnaire in order to obtain classmates’ personal information. | | | |
| ASSESSMENT: To use the grammar structure of past tense in questions and answer | | | |
| MATERIALS: Teacher’s book, student’s book, speaker, flash memory. | | | |
| ANTICIPATED PROBLEMS: Students need to feel more confidence to express their ideas | | | |
| TIMING | TEACHER ACTIVITIES | STUDENT ACTIVITIES | SUCCESS INDICATOR |
| Warn up 5 minutes | Teacher asks volunteer for doing a silent sketch | Students predict the action using past time | Students will use the simple past of regular verbs in question and answers. |
| Introduction 10 minutes | Teacher asks question about the students’ act | Students answers according the sketch | |
| Class Activities 65 minutes | Teacher explains yes/no questions and short answers in past time | Students make question and answer in simple past of regular verbs | Students will get classmates’ personal information through questionnaire |
| | Teacher give the instructions about the questionnaire activity | Students work in pairs. Use the questionnaire. Practice the grammar learnt. | |
| | Teacher asks students for participation in class | Students report the result of his/her classmate | |
| Additional Activities: Do workbook | | | |
| Homework / Further work: Find the mistake in their work in group | | | |
| Observation: Nothing | | | |

Monica Ricardo Vera
English Teacher

MSc. Magaly Suárez Chumo
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Appendix N° 10: Lesson Plan # 6 “Wh question in simple past tense”

| Group: 9 th EGB | | Date: | Time Class: 40 minutes | No. of Students: 30 |
|--|---|--|---|-------------------------------|
| Recent Topic Work: | | Recent Language work: | Current Topic: What’s Brian doing? | |
| AIMS: To practice the grammar of simple past of regular verbs | | | | |
| OBJECTIVES: To identify the simple past tense and wh– questions using a game and cards in order to obtain short and long answers. | | | | |
| ASSESSMENT: To use wh – questions and long and short answers of regular verbs | | | | |
| MATERIALS: Teacher’s book, student’s book, speaker, flash memory. | | | | |
| ANTICIPATED PROBLEMS: Students need to feel more confidence to express their ideas | | | | |
| TIMING | TEACHER ACTIVITIES | STUDENT ACTIVITIES | SUCCESS INDICATOR | |
| Warn up 5 minutes | Teacher asks several questions about students did yesterday | Students answer about the activities did yesterday | Students will use wh questions to obtain short and long answers | |
| Introduction to class 10 minutes | Teacher writes the wh words: <i>Who, When, What and Why</i> | Students say the meaning and use of each one | | |
| Class Activities 65 minutes | Teacher gives the instructions to form the small group Teacher walk around to monitor the activity | Students work in small group Students start to play the game “Add up questions” Students make questions | | |
| Additional Activities: Do workbook | | | | |
| Homework / Further work: Find the mistake in their presentation | | | | |
| Observation: Nothing | | | | |

Monica Ricardo Vera
English Teacher

MSc. Magaly Suárez Chumo
Principal



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Appendix N° 11: Lesson Plan # 7 “The simple past tense of verb to be”

| Group: 9 th EGB | | Date: | Time Class: 40 minutes | No. of Students: 50 |
|---|---|---|--|-------------------------------|
| Recent Topic Work: | | Recent Language work: | Current Topic: What’s Brian doing? | |
| AIMS: To talk about the famous people live | | | | |
| OBJECTIVES: To describe important fact of famous people’s lives orally using pictures in order to recognize the simple past tense of verb to BE (was – were) | | | | |
| ASSESSMENT: To use the past tense of verb to Be (was – were) | | | | |
| MATERIALS: Teacher’s book, student’s book, speaker, flash memory. | | | | |
| ANTICIPATED PROBLEMS: Students need to feel more confidence to express their ideas | | | | |
| TIMING | TEACHER ACTIVITIES | STUDENT ACTIVITIES | SUCCESS INDICATOR | |
| Warn up 5 minutes | Teacher asks questions about names of famous people in the past | Students say several names of famous people that they know | Students will apply the simple past of verb to be (was – were) | |
| Introduction to class 10 minutes | Teacher shows some pictures of famous people | Students identify the names of famous people and express their ideas | | |
| Class Activities 65 minutes | Teacher makes sentences for students make others Teacher selects a picture to talk about his/her important facts | Students make sentences per famous person Students talk about important fact of famous people live | | |
| Additional Activities: Do workbook | | | | |
| Homework / Further work: Find the mistake in their presentation | | | | |
| Observation: Nothing | | | | |

Monica Ricardo Vera
English Teacher

MSc. Magaly Suárez Chumo
Principal



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Appendix N° 12: Lesson Plan # 8 “Wh question using the simple past of be”

| Group: 9 th EGB | | Date: | Time Class: 40 minutes | No. of Students: 30 |
|---|---|--|--|-------------------------------|
| Recent Topic Work: | | Recent Language work: | Current Topic: What’s Brian doing? | |
| AIMS: To identify wh-questions and short/long answers in the simple past tense | | | | |
| OBJECTIVES: To ask and give information using a poster in order to identify wh-questions and short /long answers in simple past tense. | | | | |
| ASSESSMENT: | | | | |
| MATERIALS: Teacher’s book, student’s book, speaker, flash memory. | | | | |
| ANTICIPATED PROBLEMS: Students need to feel more confidence to express their ideas | | | | |
| TIMING | TEACHER ACTIVITIES | STUDENT ACTIVITIES | SUCCESS INDICATOR | |
| Warn up 5 minutes | Teacher mentions names of famous people | Students express their ideas about important fact of them | Students will make oral formulation of wh– questions and answers | |
| Introduction to class 10 minutes | Teacher explains the grammar of yes/no questions and information questions using the simple past of verb to be | Students pay attention. Students use the grammar learned and interact with their classmates their activities did yesterday | | |
| Class Activities 65 minutes | Teacher shows a representative poster with Who, What, Where and When Teacher asks students for participation | Students make questions and answer about the poster Students participate according the picture on the poster | | |
| Additional Activities: Do workbook | | | | |
| Homework / Further work: Find the mistake in their presentation | | | | |
| Observation: Nothing | | | | |

Monica Ricardo Vera
English Teacher

MSc. Magaly Suárez Chumo
Principal



**ESCUELA DE EDUCACIÓN BÁSICA “PAQUISHA”
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Appendix N° 13: Lesson Plan # 9 “Irregular verbs in simple past tense”

| Group: 9 th EGB | Date: | Time Class: 40 minutes | No. of Students: 30 |
|---|--|--|--|
| Recent Topic Work: | Recent Language work: | Current Topic: What’s Brian doing? | |
| AIMS: To report orally their activity did yesterday | | | |
| OBJECTIVES: To ask and give information in order to identify simple past tense of irregular verbs. | | | |
| ASSESSMENT: To evaluate the grammar and fluency | | | |
| MATERIALS: Teacher’s book, student’s book, speaker, flash memory. | | | |
| ANTICIPATED PROBLEMS: Students need to feel more confidence to express their ideas | | | |
| TIMING | TEACHER ACTIVITIES | STUDENT ACTIVITIES | SUCCESS INDICATOR |
| Warn up 5 minutes | Teacher does mimic about some actions verbs | Students guess the actions that teacher do | Students will use the simple past tense of irregular verbs in affirmative/negative statements and questions. |
| Introduction to class 10 minutes | Teacher asks question about: What activity student did yesterday | Students answer about activities they did yesterday | |
| Class Activities 65 minutes | Teacher explains the grammar structures of irregular verbs | Students participate with examples about their last activities | |
| | Teacher brings several pictures | Students look at the pictures | |
| | Teacher explains the game: What did you do yesterday? | Students work in pairs. Play the game: Use the pictures | |
| | Teacher asks volunteer to report their work | Students report orally about the classmates’ activities done | |
| Additional Activities: Do workbook | | | |
| Homework / Further work: Find the mistake in their presentation | | | |
| Observation: Nothing | | | |

Monica Ricardo Vera
English Teacher

MSc. Magaly Suárez Chumo
Principal



**ESCUELA DE EDUCACIÓN BÁSICA “PAQUISHA”
NINTH BASIC YEAR
SCHOOL YEAR 2015 – 2016**



Appendix N° 14: Lesson Plan # 10 “Vocabulary of occupation”

| Group: 9 th EGB | Date: | Time Class: 40 minutes | No. of Students: 30 |
|---|--|---|--|
| Recent Topic Work: | Recent Language work: | Current Topic: What’s Brian doing? | |
| AIMS: Vocabulary of occupations | | | |
| OBJECTIVES: To recognize vocabulary about occupations using pictures in order to describe favorite occupations orally. | | | |
| ASSESSMENT: Vocabulary of occupations | | | |
| MATERIALS: Teacher’s book, student’s book, speaker, flash memory. | | | |
| ANTICIPATED PROBLEMS: Students need to feel more confidence to express their ideas | | | |
| TIMING | TEACHER ACTIVITIES | STUDENT ACTIVITIES | SUCCESS INDICATOR |
| Warn up 5 minutes | Teacher makes a graphic of occupations | Students fills the graphs with occupations they know | Students will describe favorite occupations orally |
| Introduction to class 10 minutes | Teacher shows some pictures related to today’s topic | Students write the names of occupations | |
| Class Activities 65 minutes | Teacher explains the exercises Teacher chooses a picture and talk about it as example | Students complete the crossword puzzle Students select an occupations’ picture and talk about it | |
| Additional Activities: Do workbook | | | |
| Homework / Further work: Find the mistake in their presentation | | | |
| Observation: Nothing | | | |

Monica Ricardo Vera
English Teacher

MSc. Magaly Suárez Chumo
Principal

Appendix N° 15: Acceptance Letter of the Proposal Implementation



**ESCUELA DE EDUCACIÓN BÁSICA
"PAQUISHA"**
ACUERDO N° 11 DEL 7 DE OCTUBRE DE 1987
LA LIBERTAD – ECUADOR
Teléfono: 2787101 Correo: escvespaquisha@hotmail.com



La Libertad, 1 de Septiembre del 2016

Master.

Glenda Pinoargote Parra.

Directora de La Carrera de Licenciatura en Inglés

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

En su despacho.

De mis consideraciones:

En referencia al oficio emitido por la Dirección Distrital 24D02 La Libertad – Salinas Educación, en él se autoriza a la Srta. **Mónica Maritza Ricardo Vera C.I. 0924273774**, efectúe su trabajo de investigación previo a la obtención del título de Licenciado en Inglés, en la Escuela Educación Básica "PAQUISHA". En calidad de Directora de esta institución, doy la debida autorización a la egresada antes mencionada para que desarrolle la respectiva investigación en nuestra institución educativa por el tiempo que estime conveniente.

Particular que comunico a usted para los fines pertinentes.

Atentamente

Lcdá. Magaly Suarez Chumo Msc.

Directora EEB "PAQUISHA"



Appendix N° 16: Certification of the Proposal Implementation



**ESCUELA DE EDUCACIÓN BÁSICA
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La Libertad, 1 de Septiembre del 2016

Master.

Glenda Pinoargote Parra.

Directora de la Carrera Licenciatura en Inglés

UNIVERSIDAD ESTATAL PENISULA DE SANTA ELENA

En su despacho.

Yo, Lcda. Magaly Marilyn Suarez Chumo en calidad de directora de la Escuela de Educación Básica Paquisha, me permito certificar que la Srta. **Mónica Maritza Ricardo Vera C.I. 0924273774**, realizó en nuestra institución su trabajo de investigación previo a la obtención del título de Licenciado en Inglés con el tema: **"METACOGNITIVE STRATEGIES FOR DEVELOPING SPEAKING SKILLS TO NINTH GRADERS AT ESCUELA DE EDUCACIÓN BÁSICA PAQUISHA, LA LIBERTAD, SANTA ELENA PROVINCE, 2015 – 2016."**

Es todo lo que puedo informar en honor a la verdad y autorizo a la egresada antes mencionada, dar al presente documento el uso que estime conveniente.

Atentamente,

Lcda. Magaly Suarez Chumo Msc.
DIRECTORA EEB "PAQUISHA"



Appendix N° 17: Urkund Certificate



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

La Libertad, 31 de Agosto de 2016

CERTIFICADO ANTIPLAGIO

006-TUTOR VIVV (Verónica Isabel Vera Vera)-2016

En calidad de tutor del trabajo de titulación denominado **METACOGNITIVE STRATEGIES FOR DEVELOPING SPEAKING SKILLS TO NINTH GRADERS AT " ESCUELA DE EDUCACION BASICA PAQUISHA", LA LIBERTAD, SANTA ELENA PROVINCE, 2015 - 2016**, elaborado por la estudiante : **RICARDO VERA MONICA MARITZA**, egresada de la Carrera de **LICENCIATURA EN INGLES** , 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 INGLES** , 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 4% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

A handwritten signature in black ink, appearing to be 'Vera Vera Verónica', is written over a horizontal line.

Vera Vera Verónica, MSc
C.I.:091971225-7
DOCENTE TUTOR



UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

REPORTE URKUND

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