PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

TOPIC:

"DISCURSIVE COMPETENCE STRATEGIES TO IMPROVE ENGLISH SPEAKING SKILLS IN 7TH BASIC YEAR STUDENTS AT "ADOLFO JURADO GONZALEZ" SCHOOL, SANTA ELENA - PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022"

RESEARCH PAPER

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES
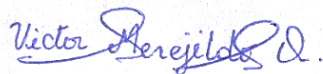
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La Libertad – Ecuador

2021

La Libertad, September 13th, 2021

STATEMENT OF AUTHORSHIP

I, Victor Enrique Merejildo Quimí with ID number: 2400066540, undergraduate student from Universidad Estatal Península de Santa Elena, Faculty of Education and Languages, as a prerequisite to attain a bachelor's degree in English, in my performance as author of the research paper "**Discursive competence strategies to improve English speaking skills in 7th basic year students at "Adolfo Jurado Gonzalez" school, Santa Elena - province of Santa Elena, school year 2021-2022**" I certify that this work is consequence of my authorship, except for the quotes and statements, reflections properly referenced and used in this research paper.

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VICTOR MEREJILDO QUIMÍ.

AUTHOR

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La Libertad, September 13th, 2021

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **Discursive competence strategies to improve English speaking skills in 7th basic year students at "Adolfo Jurado Gonzalez" school, Santa Elena - province of Santa Elena, school year 2021-2022,** prepared by **Victor Enrique Merejildo Quimí,** undergraduate student of the Pedagogía de los Idiomas Nacionales y Extranjeros Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after have oriented, 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,

Gargi Ghose

……………………………..

LCDA. GARGI GHOSE, MSC.

ADVISOR

DEDICATION

I dedicate this research paper to the people closest to me and who have shown me their unconditional support at all times. First of all, I dedicate my work to my dear mother Lucila Quimí, by having been at all times giving me her valuable advice as well as the necessary encouragement to continue my study process. I also thank my siblings Elena, Ruth and Luis along with my aunts and uncles closest, for giving me their words of boost to keep in my studies.

Moreover, I would like to dedicate my work to my closest friends who have helped me to achieve this aim, among them is my best friend Andrés who insisted me on choosing my university career from the beginning and at the same time gave me his unconditional support to be able to accomplish my goal.

Finally, I would also like to thank my nearest friends from the university since they helped me at all times during these years of studies either academic or personal affairs. For that reason, I give them my most sincere gratitude since I counted on them unconditionally.

Victor Merejildo.

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ABSTRACT

The teaching-learning process of the English language copes with different opinions about what are the best procedures to apply in teaching. Such studies drive teachers to adopt some of them in order to achieve the correct learning in the students. The difficulty to find quality teaching strategies is presented day by day in the four skills of the English language. This work is focused on the importance of discursive competence strategies to enhance the speaking skills. Therefore, the study of such strategies ends up in the use of dramatizations through plays that contribute in the correct development of the speaking area. To carry out this research, it was necessary to study the 7th basic year students at Adolfo Jurado Gonzalez school in order to know the real situation of students directed to the speaking skills. Therefore, the aim of this work is to foster the use of the dramatization to plays as a didactic strategy in which students have the opportunity to perform themselves and create an interactional environment that largely contributes in the improvement of the speaking skills.

Key words: Discursive competence strategies, Speaking skills, Dramatizations through plays, Interactional environment.

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INTRODUCTION

The communicative competences are the set of abilities in which the individuals in a society have to consider participation and interaction as a main point in order to achieve the complete development of this kind of abilities in a real context. The development of this competence implies a set of procedures in which people need to accomplish with several requirements such as the relationship and cooperation, so in this way, each person is capable of obtaining proper connections in their communication within and among others.

During the development in abilities of the communicative competences, many students in the learning process are addressed to different teaching approaches so as to get the accurate growth in the competence which is needed to enhance and obtain better results in the communication of a language. In addition, the need of having better procedures make the teaching look for innovative strategies in which learners are able to evolve their communicative competence through the speech.

It is important to mention that for the correct development of speech, one needs be focused on the discourse competence approach as a specific area within the communicative competences in order to know the different strategies that can foster the teaching-learning process of how learners can communicate by using commands and patterns in the speech. Moreover, a deep study in their capacities to connect ideas within a real context where trainees have to not only apply grammatical structures but also coherence and logistics in their speech.

The results of the research give a clear perspective towards interested people in educational context such as teachers and the academic management that looks for innovative pedagogical techniques in the education system. Followed by this, it was structured it into four

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chapters to understand more about the present work, by detailing the data in order to support new investigations when knowing such sleuthing work.

CHAPTER I: It details the important points of the stated problem which is supported by specific data. In addition, this chapter contains other items such as the problem formulation along with the specific questions that are addressed to answer the principal question of the research. Furthermore, the justification, the general objectives, specific objectives, delimitation and hypothesis have been found.

CHAPTER II: In this part, the theoretical background which is completely related to the two corresponding variables of the investigation has been found. Adding to that, the information of the research has been developed through the collection of texts, magazines, articles among others that are focused on education and the different pedagogical strategies in order to structure the theoretical framework in the best way.

CHAPTER III: Within this chapter, the structure of the methodological framework, along with the approach, which focuses on the investigation as well as the techniques and tools in order to collect the needed data. In addition, the selection of the population and the sample to establish the correct function of the research as well as the elaboration of tables to specify the interesting topics to get responses to the hypothesis and answer the set objectives in this work.

CHAPTER IV: In this section, it details the proposal of the research which is structured by the general and specific objectives as well as it is encountered the information of the institution such as the location and its corresponding representation. In addition, there is a description of the proposal along with its proper contextualization. Finally, the activities are presented alongside the resources which are useful to perform the proposal.

CHAPTER I

THE PROBLEM

RESEARCH TOPIC:

Discursive competence strategies to improve English speaking skills in 7th basic year students at "Adolfo Jurado Gonzalez" school, Santa Elena - province of Santa Elena, school year 2021-2022"

1.1 PROBLEM STATEMENT

To develop the teaching-learning process correctly, it is necessary to apply several pedagogical strategies focused on the real needs of students. Villacañas (2013), expresses that around the world, the teaching of the English language has become a point of interest where there are various opinions about the teaching methods and find which are the most appropriate. One of the most important aspects to achieve this process is through the communication in other languages in which people can interact and socialize by obtaining better results in their communicative competence (Ariyani, 2016).

According to Escudero (2020), within the communicative connections in the world, there are some aspects of it which have not been developed correctly inside of educational context in which the learners only acquire the theory about the language and rather they turn out passive students in this teaching-learning process, the practice which is based on receiving too much information of topics without attempting, looking for strategies that improve the speaking skills in students. In addition to that, most of the students do not see a complete necessity to learn a language since they are surrounded by their own mother tongue.

Focusing on Latin America, Cronquist & Fiszbein (2017), assure that the problems in the English language learning are concerning, although having an educational system with policies that foster the proficiency in learners this progress is not reflected at the moment to test the knowledge in students where their skills in the second tongue are poor or inequitable because of the institutions alongside the teachers are not able to implement correct methodologies in order to achieve the true knowledge in the language.

In addition, Latin America reflects that teachers have several problems during their teaching due to the lack of confidence at the moment to communicate since their preparation was not focused on the improvement of the oral competence in the second language, so they tend to handle a traditional teaching inside the classroom in order to maintain their comfort zone. This provokes a big gap in the correct learning-process of English language in students who are acquiring a new language (British Council, 2018, p. 32).

Referring to the national context, according to Moreira & Bazurto (2017), the development of students' abilities to use the English language for conversational purposes is one of the educational issues that instructors have to face on a daily basis in public high schools in Ecuador. One of its problems is the lack of pedagogical activities related to the improvement of the discursive competence that is needed within the country where students can work on the speaking skill through a cooperative environment in which the oral competence is being used as a continuous communication tool.

According to the journal 'El Universo (2019),' Quito, Guayaquil and Cuenca cities have an average of 50 % in mastery of the language skills, while the rest of cities have lower results due to the different problems in the subject. In addition, the results are involved by the teaching strategies as well as engagement in students due to the complexity of the language. As matter of

fact, they have to face teaching procedures addressed to acquisition of new vocabulary and grammar constantly in an environment where the first language is everywhere, causing the second language which is left aside, the reason why the obtaining of a bunch of theory without a real practice through communication can be a really arduous work (Sardor & Maftuna , 2020).

In addition, in Santa Elena Province, the same issues appear within the educational context. The students have several problems when it is about the learning of a second language, the lack of didactic strategies inside the public institutions due to the educative policies are reflected in the teaching. Although the learning-process in such public institutions attempt to develop the four skills of the L2, while most of them are steered to traditional teaching where the grammar is priority within the classroom.

One of the public institutions within the province is "Adolfo Jurado Gonzalez" school which works in the morning modality to study the basic education. Such institution presents various problems in the second language learning-process due to the different situations that students face while teaching in order to handle the skills of the L2. For that reason, the speaking skill is not developed completely within the institution, and it is necessary to foster this skill through discursive competence strategies focused on the needs of students.

1.2 PROBLEM FORMULATION

How do the discursive competence strategies influence in the enhancement of English speaking skills in 7th basic year students of "Adolfo Jurado Gonzalez" school Santa Elena - province of Santa Elena, school year 2021-2022?

1.3 SPECIFIC QUESTIONS

a)   What are the problems about speaking skills presented in 7th basic year students?

b)   How do the discursive competence strategies enhance the speaking skills in 7th basic year students?

c)   What type of discursive competence strategies can be used to improve the speaking skills in 7th basic year students?

1.4 JUSTIFICATION

The teaching-learning process of the English language is broad. For this reason, this research work is addressed to the speaking skills of a second language, since it looks for the importance of fostering innovative strategies towards 7th basic year students of the institution "Adolfo Jurado Gonzalez," seeking that the learners develop their skills through discursive procedures that increase their knowledge in the area of study.

The pedagogical strategies of discursive competence would help students to achieve better results for them to express clear and coherent ideas without the fear of not having been understood. It should be noted that this approach seeks to reach the real needs of the learners, such pupils know a basic vocabulary by which they support themselves, and that helps them to build verbal forms for their proper communication with others.

In addition to that, this set of studied strategies are pretty useful for both students and teachers because by applying these pedagogical strategies, they improve the result levels of students in the area of speaking skills since the time given for class is not enough to teach as well

as the excessive number of students make it very difficult to practice oral lessons and for that reason, it is the least developed skill compared to the other three, such as reading, writing and listening.

Thus, the purpose of this research work is to foster the use of discursive competence strategies in speaking skills in 7th basic-year students of the educational unit "Adolfo Jurado Gonzalez". The above-mentioned method demonstrates how the usage of this approach improves the speaking skills, and as a result, a better fluency when talking about a certain topic.

1.5 LIMITATION

During this investigation, there were some limitations such as the lack of time to elaborate the present work as well as the direct approach with the individuals in their context in order to know deeply, the different factors that are presented during the investigation. The shortage in the direct contact with students is because of the social distance among learners inside the schools caused by Covid-19. However, the process of exploring the environment is confined, and the collection of data is not sufficient.

By establishing these limitations, the present research has been reinforced by relevant information through literature review by authors focused on the variables of this work in order to foster the basis of the research, paving a way to contribute with valuable knowledge that complements the results of the collected data during this investigation.

1.6 DELIMITATION

The study of this research is addressed to students of a public institution which is named "Adolfo Jurado Gonzalez", during the school year 2020-2021, located in Santa Elena Province, Canton Santa Elena. During this research process, the characteristics of the students' needs were taken into account as how these influence in the speaking skills and in this way, the work was given to a specific group of learners in order to know further about the research questions.

1.7. OBJECTIVES

1.7.1 General Objective

To foster the use of the discursive competence strategies to improve the speaking skills in 7th basic year students at "Adolfo Jurado Gonzalez" school, Santa Elena - Province of Santa Elena, school year 2021-2022.

1.7.2 Specific Objectives

a) To identify the problems of the students to acquire the English-speaking skills in 7th basic year students at "Adolfo Jurado Gonzalez" school.

b) To determine the discursive competence strategy that improve the speaking skills in 7th basic year students.

c) To promote the discursive competence strategies through dramatization plays to improve the speaking skills in 7th basic year students.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 BACKGROUND OF THE STUDY

During the investigation, it was vital to contextualize some sources by other authors in order to support the theoretical bases encompassed in this research.

Discursive competence is not only the creation of complete and coherent texts, but also knowledge of different types of discourse and their construction rules, the ability to interpret them in accordance with the communicative situation and produce these discourses taking into account the extra-linguistic features of the communication situation, the roles of the communication participants and the ways of communication of communicants within a single procession. (Zoyirova, 2018, p. 2)

As the author refers to discursive competence, it is not only writing process with grammatical structure as it was used before but also by mentioning the discursive competence, it is addressing to the study of features in the speaking skills. During this process, through teaching techniques in the speaking, learners are able to evolve their communicative competences which are most likely to be successful.

To get the improvement of communication, it is paramount to establish strategies in the competence of discourse in which the understanding is fostered since the individuals can keep relationships and the interaction among themselves while they are learning (Seong, 2014). As a result, the participants make an attempt to comprehend the speech and are able to acquire the fluency as well as they can condition their knowledge in order to improve their communication.

2.2 DEFINITIONS

2.2.1 Communicative Competence

Salazar (2015), states that this approach refers on how people are able to communicate among themselves and so as to build a community, the communicative competence is the term to talk about the capacity of the individuals to develop their social connections through real interaction, this type of social relationship permits the acquisition of new knowledge that helps to increase the abilities and aptitudes of each individual while starting to use the language system in different contexts within a community.

According to Tarvin (2014), "CC can be defined as the ability to use language, or to communicate, in a culturally appropriate manner in order to make meaning and accomplish social tasks with efficacy and fluency through extended interactions" (p. 6). Different authors convey that communicative competence is the capacity of communication in which the individual needs to be in contact with the rest, in order to develop such abilities completely.

The communicative competence is addressed towards written, oral and gestures abilities, which means that it is a widespread approach of study in order to get better results in the development of different skills in an individual, that is, when it is about learning a language, this competence can focus on the four skills such as reading, listening, speaking and writing that compose as long as each skill is being managed correctly with pedagogical strategies towards communicative competence level (Ahmed & Pawar, 2018).

2.2.3 Discourse Competence

Tuan (2017), refers that the discourse competence is one of the elements of communicative competence. This classification of elements permitted to establish this new area in which it has its own studies about the knowledge of how the speech works, alongside the production of sounds, meanings or spelling in which the study is pragmatic by studying it from the individuals and not only through grammatical structures that follow limited commands of communication (p. 105).

According to Latysheva (2018), the discourse competence refers to the communication where linguistics is studied in order to know deeply the basis of a speech as well as the semantic part of a language. The discourse competence determines the coherence and logistics of a speech where the surface structures of a language are studied through the individuals in a real context in order to understand the given knowledge due to the conditions in which the communication is produced.

Abdul Gani (2017), mentions "Discourse Competence refers to the way ideas are linked across sentences in spoken language. To measure the speakers discourse competence, it is suggested to use two main aspects of cohesive and coherent devices for analyzing the conversation" (p. 305). Such words show the accurate point about discourse competence and the straight relation towards the oral expressions in the individuals by studying the development of a language through an analysis from all parts that make up the spoken communication, taking into account the production and recognition of conversational structures.

2.2.4 Teaching Strategies in Discursive Competence

According to Nickols (2016), to present this term, it is significant to know the meaning of strategy which is referred to a set of tactics which are in search of the main goals. The strategies, howsoever, are deemed as a plan or model to obtain a result. The discursive competence strategies are innovative pedagogical ideas which organize and improve the learning process by giving better procedures about how to deal with learners at the moment to instruct and accomplish the teaching aim.

2.2.4.1 Interactional Conversation

Ballantyne (2004), refers that "Communicative interaction potentially allows interplay between actors through language of emotions, ideas, facts, arguments, opinions and plans" (p. 115). There are different strategies to apply in the discursive competence that are related to the speaking skill, such is the case of interactional conversations addressed to dialog roles to improve the discourse, so it is how the students need to interact with others through a discursive guide in order to increase the speaking skill in learners.

As mentioned above, the interaction plays an important role since the students are surrounded by others in order to communicate among themselves, and start the speech production where the learners can feel confident in their environment. It is vital that they feel no pressure when learning a new language and that the interaction is natural in order for the students to acquire their own skills of socialization and confidence.

Moreover, it is important to mention the vocabulary as part of the communicative competence with the learning of any set of words which is primordial to advance in the acquisition of a language. In fact, the use of vocabulary is elemental to increase their knowledge, that is why the lack of implementation of vocabulary hinders the correct progress in the learning (Khan et al., 2018)

Besides that, other ways to increase the vocabulary is through play activities that are directed towards developing speaking skills. Therefore, it is significant the opening of new educational scenarios which the vocabulary can be increased as well as fostering the discourse competence through the improvement of speaking skills.

One of the educational scenarios that looks for the improvement of the speaking skills as well as the acquisition of a new language is drama. This type of pedagogical task is largely a support for the development of discursive competence since it is based on the immersion of the foreign language through learning techniques directed towards the true performance of real events through communication that leads to an improvement in language skills and consequently a positive result in speaking skills (Dundar, 2013).

2.2.4.2 Dramatization Through Plays

First of all, it is essential to know the definition of drama and how important it is in the schools. Dramatizations can be defined as a method of oral activities in which learners can improve their skills and abilities in the expressions of the language as well as the knowledge in other cultures and their diversities that help increasingly in the development of oral competence (Lopez Tavera, 2016).

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Drama provides new perceptions and understanding by exploring ideas, which lets learners improve their concentration, cooperation and self-confidence. In fact, drama as a teaching tool is useful because it strengthens cognitive and physical skills and also the empathy of the students: they are able to understand other points of view and make valuable arguments. (Caín Yuquilema , 2019)

By applying dramatizations through plays in the learners, they are able to increase their creativity to develop the different oral activities that result entertaining for them as well as they can learn the new vocabulary due to they are concentrated in their roles. Besides, they feel confident while interacting through the portrayal of specific characters.

When it is about interpretations or dramas on the stages; it also falls under the category of the interactional part among students. Such support contributes in better relationships among themselves and to get an environment of mutual help. In addition, the activities should be established according to their level in order to accomplish the goals of the subject and the needs of the students.

2.2.4.3 Characteristics of Dramatizations

It is important to mention that to refer to dramas, a guide is essential in order that the learners can practice before some performance. The presentation of roles during the dramas must get good results in learning. For that reason, it must be followed through the following steps:

- To provide the students with the scripts of topics.
- To analyze the vocabulary.
- Pronunciation and intonation.

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- To look for the meanings.

- To copy the lines in order to learn more vocabulary.

- To record themselves to improve the listening.

- Movements according to action dramas, vocabulary and dialogue.

- To make questions related to the performance.

- To make a written reflection.

- To practice among them to feel confident

2.2.5 Speaking Skills in Language Teaching

This is one of the four skills which composes the success of the language learning. It consists of transmitting verbal information to get the true communication among individuals in any real context. According to Rao (2019), the speaking skills are active or productive since students need to produce the L2 once they have practiced receptive skills such as listening and reading, therefore students have to transmit those ideas through a speech. Other authors demonstrate that it is important to take into account the speaking skills as a priority because it is one of the aims of teaching a language.

> As we can see, although the nature of speaking is interactive, this skill has not always been central to second language teaching methodology and it is also important that accuracy and fluency be taken into account as a means of promoting language use. (Alonso, 2014, p. 148)

The statement attempts to communicate the importance of applying better methodologies to achieve the development of the second tongue and these strategies are really focused on the

speaking skills as such, the use of activities where this skill is being immersed looks for the engagement of learners in the foreign language. This skill requires training and patience which is steered by the teacher, the reason why the teaching needs guidelines in order to get the best outcomes in the learning.

2.2.6 Components of the Speaking Skills

2.2.6.1 Pronunciation

By referring to the pronunciation, the production of sounds has been set up as a vital part in the comprehension of a language. That is why, in the learning of English language the students can grasp the ideas and convey opinions in order to be understood for others. In other words, by speaking in the second language, the trainees can be able to transmit clear oral messages since the phonetics plays a paramount role that results essential to communicate effectively.

> Although it can be said that pronunciation is not the most important aspect of FL learning it needs to be acknowledged that without adequate or intelligible pronunciation we would not be able to get our messages across when interacting with others in the FL. (Tlazalo & Basurto, 2014, p. 153)

As the author stated, many individuals can think that the utterances of words are not a requirement, but the reality is that the transmission of a set of words works effectively when it is coordinated with a correct vocalization such as the proper sounds that allow the message to be captured by the stakeholders.

Adding to that, the speech needs good pronunciation to get the comprehension which is the key to communicate correctly by giving ideas while the individual is speaking. This can be

perceived through verbal and nonverbal representations while the communication occurs. When it is about studying a second language, the pronunciation of the learners can be affected due to the lack of practice that corresponds to the area of speaking skills and consequently a lack of understanding of the dialogues within a conversation takes place.

2.2.6.2 Vocabulary

The vocabulary is the base to learn a language effectively, the use of a large amount of words turns out indispensable to understand the grammar as well as the pronunciation. In addition, the success of the accurate vocabulary is due to the communicative activities done to the students in order to connect their ideas, or emotions with new words of specific contexts as well as the knowledge and curiosity about meaning of new vocabulary.

The use of vocabulary is needed in all four skills of the language; each one has several activities that are focused on the learning of set of words. In teaching, the vocabulary should be presented adequately according to the purpose of learning, with no implementation of a specific vocabulary. Students could not be able to improve their competences as well as getting the objectives of a class (Khan et al., 2018).

2.2.6.4 Fluency

It is understood as the capacity of an individual to communicate in a precise way through the fluency. By talking about fluency, the ability of each one has to speak without obstruction has been mentioned while creating their own ideas and using them in a speech. In the educational context, the learning of a second language in speaking skill area, there are aspects such as the

fluency in the speech to notice the progress in learning that is why, the teaching-learning process in grammatical structures are corrected once the learners are done with their speaking session so that there is no interruption in the progress of fluency.

According to Ho (2018) "The ability of speaking fluency is often used to measure the success of students who learn a foreign language" (p.17). As the statement refers, the fluency is the sample of the learning progress of the English language since the connection of words without obstructions is evidenced in order to be eloquent for the listener, that is why the fluency is taken as the basis to know how much a student has improved in speaking while pursuing a designed course.

2.3. HYPOTHESIS

Discursive competence strategies would be encouraged in the development of the speaking skills for 7th grade students at "Adolfo Jurado Gonzalez" school, if the results of the students' survey would be similar to the results of the teacher's interview.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 RESEARCH DESIGN

Throughout the design of the research, it is possible to define what kind of methods and techniques have been used that seek the correct organization and to be able to categorize data that is essential for the work. In addition, the research design is the methodological structure in the investigation that supports the researcher to connect his/her question research with the implementation of the used tools in the project (Blanche et al., 2006).

3.2 RESEARCH APPROACHING

To effectuate correctly the process of this research work, it was focused on a mixed approach that sought to respond the questions raised from this research. Based on this, during the development of this work, the applied procedures were steered to get the required information for the researcher through answers of the interview done to the teacher will serve as well as the questionnaire for the students' survey.

3.2.1 Quantitative Research

Through the performance of this methodological approach, it was viable to obtain precise data that were taken from an objective perspective in order to show the real facts that occur in teaching such as, the training in the speaking skills of the second language. During this process,

it was possible to collect quantifiable student data which were reliable enough in order to analyze

and to be able to obtain responses to research variables.

3.2.2 Qualitative Research

The other applied approach during this research, it was directed towards the qualitative

method since it was carried out an interview with the teacher as an important part to be able to

know her point of view and thus gathering information according to the variables of the research.

Through this open questions process towards the teacher, it was possible to obtain specific data

that were very useful to be able to carry out the pertinent survey to the students in order to find

answers to the research variables.

3.3 TYPE OF RESEARCH

3.3.1 Exploratory Research

To design the investigation, the exploratory research was chosen in order to have the

research work established with dimensions about what the researcher purposes to do. This kind

of research seeks to explore and investigate the problems that are not cleared in their context. In

addition, it is important to establish in the research since the project works with hypothesis which

is conducted by the questions created by the researcher. Moreover, the research is given through

the primary and secondary research methods in order to get the relevant information of the

students and teacher.

3.3.2 Bibliographic Research

To the elaboration of this work, it was proceeded to the enforcement of a bibliographic research or also called as literature review in which the questions and hypothesis of the research can be answered through the author's theories in bibliographic data whose information has the fundamental bases that support in the performance of this research.

Along the research, the framework was structured throughout documentation such as webpages, scientific magazines, research papers, academic journals, among others whose ending was to find topics related to the discursive communicative competences along with pedagogical strategies in the speaking skills. This search of information resulted crucial to base the objectives as well as supporting the studied hypothesis of this investigation.

3.4 DATA COLLECTION TECHNIQUES

Within the investigation, it is significant to have defined investigation techniques in order to get the precise information of the research work and the corresponding validation through data. First of all, the work area and the relationship with the corresponding techniques should be taken into account, paving the way that this work is supported by the useful tools to meet the problems of students when it is about speaking skills.

3.4.1 Interview

This technique was applied to the only teacher of the English language within the institution "Adolfo Jurado Gonzalez", so the interview seeks to obtain more reliable information

according to the research variables. Therefore, the instrument of this technique was a semi-structured interview guide to be able to obtain the key data for the preparation of a survey to the students involved in the investigation.

3.4.2 Survey

Once having taken into account the interview technique, it was essential to obtain quantifiable data through a questionnaire to learners by trying to identify the problems from an objective perspective. For that reason, an online questionnaire was implemented as the medium to know the true situation of the students in the institution.

3.5. POPULATION AND SAMPLE

3.5.1 Population

To obtain the paramount information, the population was determined through the institution "Adolfo Jurado Gonzalez" located in Parroquia San José de Ancón – Santa Elena. It must be emphasized that the studied population is; the students of 7th basic year and the English teacher properly in order to elaborate this research work.

Table 1

Population of students in 7th basic year

DESCRIPTION	QUANTITY	PERCENTAGE
English teacher of "Adolfo Jurado Gonzalez" school.	1	2,32 %
Students of "Adolfo Jurado Gonzalez" school.	42	98 %

Total	43	100 %

3.5.2. SAMPLE

Due to the taking of the population of only the 7th grade of basic education with the only teacher in charge of the subject, it is taken as one hundred percent for which the formula is not required.

3.6 DATA COLLECTION PLAN

Table 2

Data collection plan

BASIC QUESTIONS	EXPLANATIONS
1. What for?	To improve the speaking skills in the English language.
2. From which people?	Students of 7th basic year and teacher at "Adolfo Jurado Gonzalez" school.
3. About what aspects?	Speaking skills.
4. Who?	Author: Victor Merejildo.
5. When?	2020-2021
6. Where?	At "Adolfo Jurado Gonzalez" school
7. How?	Individually and group
8. What data technique?	Interview and Survey
9. Assessment?	Semi-structured questions and estimation scale

3.7 DATA ANALYSIS

3.7.1 INTERVIEW TO TEACHER OF SEVENTH GRADE

Table 3

Personal information of the teacher

FULL NAME	Msc. Dannia Carrera Villao.
DEGREE	Licenciada en Ciencias de la Educación.

QUESTION N° 1: What do you consider to be the most challenging skill to train?

INTERPRETATION: The teacher mentioned that there are two skills of English language which are a real challenge, she said that the speaking skills along with listening section many times turn out complicated to train since she guides through a curriculum. In addition, she said that tries to teach through the textbooks and many time to practice these skills through conversations in order to improve the listening and speaking skills.

QUESTION N° 2: What kind of didactic materials do you use in speaking classes?

INTERPRETATION: The teacher said that she uses the textbooks as her main didactic resource since she has the structured topics to teach correctly. She also mentioned that she puts videos during her classes in order to encourage her students since the English language teaching needs to be active. Moreover, she stated that she sends links of web pages in order that the students can work during the class.

QUESTION N° 3: What do your students need to improve their speaking skills?

INTERPRETATION: She mentioned that one of most important part to improve the speaking skills is the practice, she said "unfortunately, we do not have enough time to practice and besides I am the only teacher in this institution". As it is seen, teacher emphasized that students need more time to practice and the necessity to have other English teacher to help in the teaching of the second language.

QUESTION N° 4: What kind of strategies do you practice in the speaking skills?

INTERPRETATION: The teacher commented that she practices the speaking skills through questions and answers about the topic, especially when she observes some distracted students. However, she mentioned that she prefers to do group work in order to make a short conversation among students about the topic as well as repetitions.

QUESTION N° 5: What do think about dramatizations through plays?

INTERPRETATION: The teacher stated that she has watched dramatizations in schools, she considers that they are interesting since the students can entertain and have fun of it by interpreting the characters. Moreover, she mentioned that years ago she participated in something similar for other school.

QUESTION N° 6: What do you think about dramatizations through plays to contribute in their learning?

INTERPRETATION: The teacher commented that the dramatizations could turn out beneficial since the students can practice the speaking skills and at the same time to learn more vocabulary and to feel confident among them. However, she mentioned that when doing these types of activities, it should be taken into account that it takes time and the practice of the students must be continued to see results.

3.7.2 SURVEY TO STUDENTS

Question 1: What is the most challenging part of your English class?

Table 4

Students' challenges in language skills

Options	Answers	Percentage
To speak	26	62%
To write	9	21%
To read	10	24%
To listen	14	33%
All of them	3	7%

Note: With the survey to the students, it is clear that 62% of students consider that speaking in English is the most challenging skill to master, while 33% of them emphasize that listening skills are the second ones challenging to handle. The writing skills have 21% and reading skills have 24%, as well as the option "all of them" only have 7% which is acceptable.

Question 2: What kind of activities does your teacher do to practice the speaking skills?

Table 5

Teacher's activities to practice the speaking skills

Options	Answers	Percentage
Drilling exercise	39	93%
Conversations	7	17%
Role play	1	2%
Games	0	0%
Questions and answers	3	7%

Note: According to the data, students agree with the most used activity in the teaching is the drilling exercises with 93%. In addition, 17% of students stated that the conversations are used during the class. Besides only 2% of learners assured to have participated in role plays, while the option to Games, any student chose it. Finally, 7% of students chose question and answers as other activity to practice the speaking skills.

Question 3: What is your emotion when you speak in English?

Table 6

Students' encouragement to speak in English

Options	Answers	Percentage
Excited	9	21%
Happy	11	26%
Neutral	3	7%

Nervous	19	45%
Anxious	0	0%

Note: Through the results, 21% of students feel excited when speaking in English. In addition to that, 26% assure that they feel happy with the practice, while 7% of them are neutral. On the other hand, almost half of respondents agree that they get nervous by obtaining 45% of them. Finally, 0% of them do not feel anxious when they speak in the second language.

Question 4: Does your teacher do group activities so that all of you can speak in English?

Table 7

Group activities in students of 7th grade basic year.

Options	Answers	Percentage
Almost always	9	21%
Usually	5	12%
Occasionally	8	19%
Rarely	11	26%
Almost never	9	21%

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Note: In this question, the students vary in their answers, 21% of them assure that their teacher almost always do groups activities to practice the English language as well as the option usually is followed by 12% and the option occasionally has 19%. Nevertheless, there are 26% of students that state the educator rarely does this kind of activity. In fact, the other 21% of them

state that teacher almost never does group activities, so the results of question are not totally clear.

Question 5: Has your institution ever performed school dramas?

Table 8

Performance to dramatizations within the institution

Options	Answers	Percentage
Almost always	10	24%
Usually	7	17%
Occasionally	8	19%
Rarely	6	14%
Almost never	11	26%

Note: In this question, only 24% of students chose the option almost always, while 17% of learners chose usually as well as 19% emphasized that occasionally their institution has performed any dramatization. On the other hand, 14% of them stated that rarely the institution performs this kind of activities as well as 26% selected almost never, leaving as a result that the institution needs to take more into account this kind of activity.

Question 6: Would you be interested in acting for plays in your English classes?

Table 9

Students' interest in dramatizations

Options	Answers	Percentage
Very frequently	10	24%
Frequently	13	31%
Occasionally	8	19%
Rarely	5	12%
Very Rarely	3	7%
Never	3	7%

Note: According to the results, 31% of them feel frequently attraction for plays, while 24% feel very frequently interested. Besides that, 19% of learners state that they occasionally feel interested. On the other hand, 12% of them mention that they rarely feel interested for dramatizations. Moreover, 7% of them assured they were very rarely as well as the other 7% select never as an outright denial. As a result, most of students feel a real interest in dramatizations.

Question 7: Do you consider that you could practice more English through plays?

Table 10

Practice through dramatizations

Options	Answers	Percentage
Strongly agree	15	36%
Agree	16	38%
Neutral	5	12%
Disagree	3	7%
Strongly disagree	3	7%

Note: According to the data, 36% of students strongly agree as well as the other 38% agree with the idea that dramatizations could be an excellent option to practice the English language. On the other hand, 12% remained neutral to this question. In addition, the option disagree has 7% and strongly disagree 7% as well. As a final result, it is evident that most of the students think that it is a good way to practice more the English language.

3.8. RESULTS AND DISCUSSIONS

Through the interview carried out with the teacher in charge and the survey applied to the students of the 7th year of basic education at "Adolfo Jurado Gonzalez" school, it was possible to know that the topic of this research whose direction is towards the strategies of discursive competence faces the need to get new pedagogical strategies to improve speaking skills in the English language.

According to the results obtained, the teacher indicates that one of the challenges in language teaching is the improvement or refinement of speaking skills due to the lack of practice in the classroom. Besides, it was evidenced through her answers in the interview, the need in the use of different pedagogical strategies to strengthen the learning of the foreign language through dramatization activities.

Moreover, through the surveys, the students emphasize that discursive strategies activities are a new alternative towards the development of speaking skills, thus responding to the possibility of implementing discursive strategies activities as a support in the teaching of the second language.

CHAPTER IV

THE PROPOSAL

4.1 NAME OF PROPOSAL

DRAMATIZATION THROUGH PLAYS IN DISCURSIVE COMPETENCE TO IMPROVE ENGLISH SPEAKING SKILLS IN THE 7TH BASIC YEAR STUDENTS AT "ADOLFO JURADO GONZALEZ" SCHOOL. SANTA ELENA - PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022.

4.2 DESCRIPTION OF THE PROPOSAL
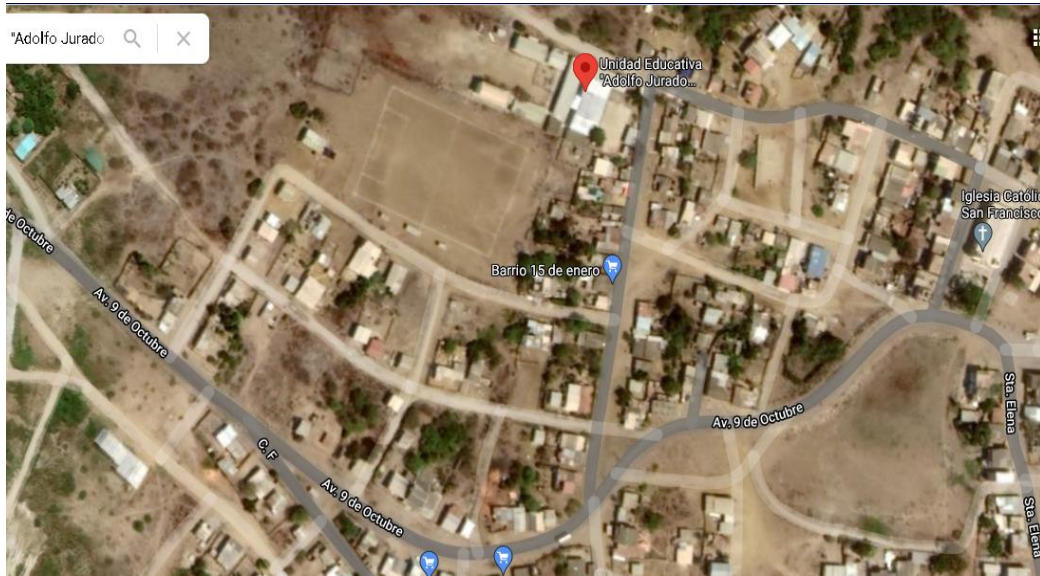
4.2.1 Information

School: For pandemic reasons, the institution works on online modality. The school is called "Adolfo Jurado Gonzalez" located in Parroquia San José de Ancón belonging to Canton Santa Elena, Santa Elena Province.

4.2.1.1 Location

Santa Elena, Parroquía San José de Ancón – Prosperidad.

Location of the school

4.2.2 Proposal Background

To carry out the performance of this research work, it was essential to be focused on educational strategies in oral expression. For that reason, the theatrical dramatizations are addressed as a main point to improve the English speaking skills in the learners. To accomplish the proposal and its study, it was necessary to get the institution "Adolfo Jurado Gonzalez" as the core school to establish the study in learners of the 7th basic year.

With this analysis of the proposal, it is proving how the discursive competence strategies through the theatrical dramatizations can enhance the speaking skills in these learners since they are immersed with plays that contain an expressive language of the real English as well as the practice of it which turns out profitable for trainees. In addition, these types of oral activities

support the students to feel more reliable and comfortable. As a result, they have more

interaction among themselves by communicating in the second language.

4.3 OBJECTIVES

4.3.1 General Objective

To purpose the use of dramatizations through plays in discursive competence to improve the speaking skills in 7th basic year students at "Adolfo Jurado Gonzalez" school, Santa Elena - Province of Santa Elena, school year 2021-2022.

4.3.2 Specific Objectives

1. To research the most attractive parts of the dramatization through plays in order to obtain the expected results in the speaking skills.

2. To design activities of dramatization through plays to develop the speaking skills in students of 7th basic year.

3. To present dramatization activities as a guide to help English teachers to foster the discursive competence through speaking skills.

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4.4 DESIGN OF THE PROPOSAL

4.4.1 Activities

Short Practice Scenes

Dramatization scenes for young students

Scripts

Author: Victor Merejildo

LESSON PLAN 1

CLASS PLANNING				
TEACHER'S NAME: Victor Merejildo Quimí		**AREA:** English language	**COURSE:** 7th basic year	**PARALLEL:** "A"

TIME: three times a week (40 minutes)	**UNIT 1:** Adjectives	**DATE:**	**LEARNING OUTCOMES:** Students will be able to discuss personal experiences with their classmates about school dramas.

GENERAL OBJECTIVE: To use the adjectives through a script by applying it in school dramas to improve the oral speech.	**SPECIFIC OBJECTIVES:** To apply new vocabulary about adjectives and the meaning. To increase set of sentences related to school drama.

TOPIC: THE STORK AND THE RESPECT

Developing skills	Methodology	Strategies	Resources	Evaluation
To perform roles for each student in order to achieve cooperative learning To engage the students in group activities	**Communicative approach** - Participation - Cooperative learning - Group work - Social interaction	**Activities** Introduce the general topic Warm-ups Brainstorming sessions Distribution of scripts Work in groups Reading and learning of the scripts Reinforcement of the new vocabulary	- Textbook - Scripts - Dictionary - Blackboard - Markers - Notebooks	Evaluation sheet

Feedback: Teacher asks about the characters, he mentions the use of adjectives, and the students are asked to learn the vocabulary for the next class.

Author: Victor Merejildo Quimí.

THE STORK AND THE RESPECT

Adjectives

- **Vocabulary:**

> Tired - Smart - Thin - Impolite - Gaunt - Unfriendly

Number of characters: 4

- Stork
- Seagull (Susan)
- Seagull (Lissette)
- Turtle

Act 1 / Setting: the pier

Introduction: The stork observes a pier and she decides to take some rest before continuing her pathway.

Stork: Puff, I'm so tired

The stork gets down the pier

Susan: Good morning dear stork!

Turtle: Hi dude

Stork: Morning friends

Susan: oh man, you look thin

Turtle: mmm, you need a rest

Stork: Yes, I flew a lot

Suddenly another seagull appeared

Lissette: Hi, smart ones!

Susan: Oh no, you again!

Stork asks curiously seagull 1

Stork: why that?

Seagull 1 mentioned in the stork's ears

Susan: He's impolite

Lissette: Stork! you're gaunt

Turtle: Hey! more respect!

Stork: you're an unfriendly guy

Susan: Yeah, don't be rude

Turtle: Let's get out of here

Lissette: What!

Stork says to seagull 1

Stork: can you accompany?

Susan: Of course, I'd like it.

They both leave from the pier flying

EVALUATION

Underline the correct answer:

1) How is the stork?

- Tired
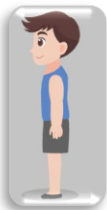- Gaunt
- Unfriendly

2) Who is impolite?

- Stork
- Lissette
- Turtle

3) Who accompanied the stork?

- Susan
- Turtle
- Lissette

Vocabulary

Match the words with the pictures

Thin

Gaunt

Impolite

Smart

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LESSON PLAN 2

CLASS PLANNING

TEACHER'S NAME: Victor Merejildo Quimí	AREA: English language	COURSE: 7th basic year	PARALLEL: "A"

TIME: three times a week (40 minutes)	UNIT 1: Action Verbs	DATE:	LEARNING OUTCOMES: Students will be able to implement the new vocabulary about action verbs in their discuss topics.

GENERAL OBJECTIVE:	SPECIFIC OBJECTIVES:
To use the action verbs through the implementation of school dramas to improve the oral speech.	To apply new vocabulary about action verbs and the meaning. To increase the participation of students through the school drama.

TOPIC: THE WOLF AND THE PIGS

Developing skills	Methodology	Strategies	Resources	Evaluation
To perform roles for each student in order to achieve cooperative learning To engage the students in group activities	**Communicative approach** - Participation - Cooperative learning - Social interaction	**Activities** Entertaining warm-ups Reflection of school dramas Work in groups Write new vocabulary on board Explanations of topic	- Textbook - Scripts - Dictionary - Blackboard - Markers - Notebooks	Evaluation sheet

Feedback: Teacher asks for students examples with action verbs, he also provides explanation in complex grammatical forms in order to reinforce the topic.

SCRIPT 2

Author: Victor Merejildo Quimí.

THE WOLF AND THE PIGS

Action verbs

- **Vocabulary:**

Help - Happen - Chase - Want - eat - run - face

Number of characters: 5

- Wolf
- Pig Charles
- Pig Robert
- Mommy pig Susy
- Helper Maggie

Act 1 / Setting: the grocery

Introduction: Two brother pigs come from the forest running away from the claws of a wolf

Charles: Mom! help us!

Susy: What happen!

Robert: A wolf chases us!

Charles: It's a monster!

Helper peeks out from the door

Helper: Nobody here

Both brother: What! it's impossible

Susy: Are you sure?

Suddenly the wolf appears

Helper: Oh no!

Susy: What do you want!

The wolf with dark voice, it responds

Wolf: I want to eat pigs

The rest of them started to scream

Charles: It's better to run

Robert: No! let's face it

Helper takes a rope while Robert takes the flour / Robert throws the flour on its face

Robert: take it!

Helper: You couldn't eat us

Susy: It doesn't have escape

Helper: call the police

Wolf: No please!

Wolf: I promise no coming here

Susy: You promise?

Wolf: Yes

Among them talk in circle

All of them: Ok, you're free

EVALUATION

- **Find the action verbs in the following alphabet soup**

Script 2

Action verbs

N	X	H	T	G	P	C
U	G	E	M	A	H	M
R	W	L	R	A	E	Y
B	X	P	S	A	W	P
N	L	E	T	N	A	W
B	N	O	F	A	C	E
F	G	C	O	O	W	V

Chase	Help
Eat	Run
Face	Want

- **Questions and answers:**

Where do the little pig brothers arrive?

_____

what does the wolf want to do?

_____

Who ties the wolf?

_____

LESSON PLAN 3

CLASS PLANNING		

TEACHER'S NAME: Victor Merejildo Quimí	AREA: English language	COURSE: 7th basic year	PARALLEL: "A"

TIME: three times a week (40 minutes)	UNIT 2: Feelings	DATE:	LEARNING OUTCOMES: Students will be able to recognize the true expressiveness through the set of feelings and emotions learned during class

GENERAL OBJECTIVE: To implement the vocabulary about feelings through a school drama in order to improve their oral expressions	SPECIFIC OBJECTIVES: To engage the students to show their emotions and feelings through school drama To improve the speaking skills through shared emotions and feelings in the drama school.

TOPIC: GOOD FRIENDS

Developing skills	Methodology	Strategies	Resources	Evaluation
To encourage learners to speak in each group To socialize among learners	**Communicative approach** - Participation - Cooperative learning **Project based learning** - Autonomy - Aligned learning	**Activities** Explanation of feelings Demonstration of feeling with emotions through scripts The learning of new vocabulary by interacting and acting Reinforce the topic	- Textbook - Scripts - Dictionary - Blackboard - Markers - Notebooks	Evaluation sheet

Feedback: Teacher provides a piece of paper with some words of the topic and the learners have to act with some emotion. Then teacher reinforce the vocabulary in the script.

SCRIPT 3

Author: Victor Merejildo Quimí.

GOOD FRIENDS

Feelings and emotions

Puppet characters: 5

- Lion
- Deer
- Giraffe
- hippopotamus
- Eagle

Vocabulary

- Excited
- Sad
- Upset
- Angry
- Scared
- Surprised

Setting: The Savannah

Introduction: Lion is a self–centered animal, he believes that everybody should venerate for its condition.

Lion: I'm the king

Hippo: wow, I'm not impressed

Giraffe: Lol, it's sad

Lion: What?

Giraffe: I'm not scared.

The eagle appears from the sky

Eagle: Hi, lion. Why are you angry?

Lion: Hippo says I'm not scared!

Eagle: Easy, hunt something

The eagle points out the victim, a zebra

Deer: No please!

Lion: Are you terrified?

Deer: Yes, you're a killer!

Eagle: You're right, he's a monster

The zebra can see in the distance and goes to help

Giraffe: hippo, help!

Hippo: What happen?

Giraffe: zebra is in troubles

Giraffe: I'm worried for him!

They run and get to the scene

Giraffe: Stop Lion!

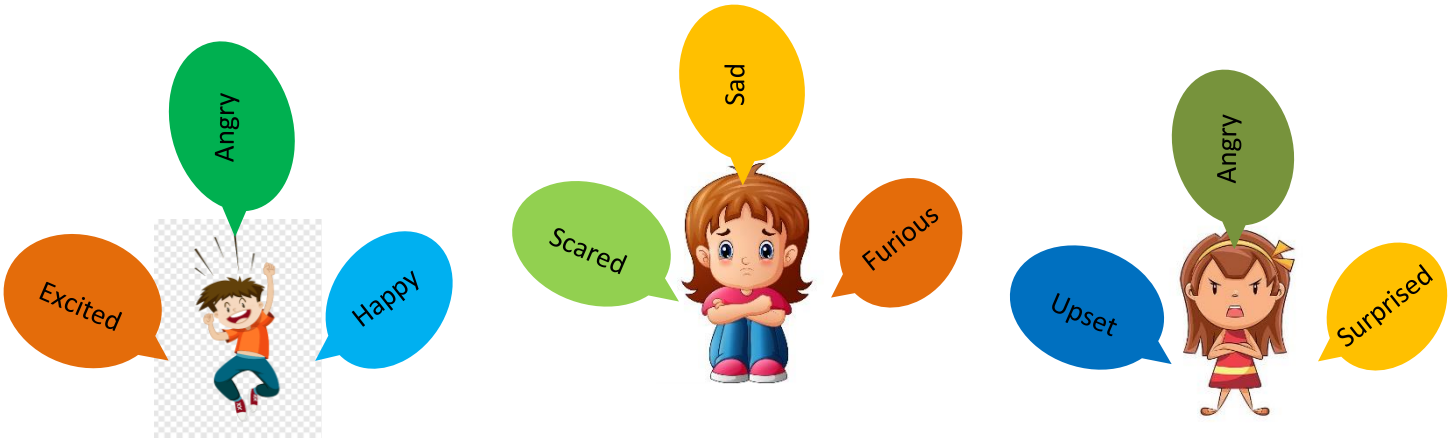**Hippo:** you should be embarrassed

Lion: but I want to play

Zebra: with me

Giraffe: No Lion, the life is important.

EVALUATION

- **Cross out the correct word**

Angry
Excited
Happy

Sad
Scared
Furious

Angry
Upset
Surprised

- **Write the correct feelings according to the picture**

Terrified

Worried

Tired

Astonished

Embarrassed

Upset

- **Answer the question:**

1) Is giraffe angry with lion? Why?

_____

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LESSON PLAN 4

CLASS PLANNING

TEACHER'S NAME: Victor Merejildo Quimí	**AREA:** English language	**COURSE:** 7th basic year	**PARALLEL:** "A"

TIME: three times a week (40 minutes)	**UNIT 2:** Nationalities	**DATE:**	**LEARNING OUTCOMES:** Students will be able to distinguish the different nationalities of the countries.

GENERAL OBJECTIVE: To describe the common nationalities through the interpretation of a school drama.	**SPECIFIC OBJECTIVES:** To use the vocabulary of nationalities through a dramatization drama To provide an interactive activity through a school drama in order to have an integrate learning.

TOPIC: THE FOREIGNERS

Developing speaking skills	Methodology	Strategies	Resources	Evaluation
To drill the vocabulary in order to listen and to know the correct pronunciation	**Communicative approach** - Active learning - The own drive to communicate **Project based learning** - Integrate learning	**Activities** Warm-up Explanation of nationalities and uses The practice of speaking Pronunciation and repetition Reinforce the topic	- Textbook - Scripts - Dictionary - Blackboard - Markers - Sheets	Evaluation sheet

Feedback: Teacher gives some pieces of advice to students in order to know how to pronounce the words. In addition, he does CCQs in order to know if students understand the topic.

SCRIPT 4

Author: Victor Merejildo Quimí.

THE FOREIGNERS

Nationalities with puppets

Number of characters: 5   **Vocabulary**

- James
- Henry
- Domenica
- Camilo
- Paulette

- Romanian
- Russian
- Canadian
- French
- Japanese

Setting: The college

Introduction: James arrives with Henry and Domenica to France. They are students and they start to know the new college.

James: hey look!

Henry: wow!

Domenica: I'm nervous

James: Let's get in

Students get inside the college

Camilo: Hi, are you newcomers?

Henry: Yes, we're foreigners

Paulette: Nationality?

The puppet guys respond

James: I'm Japanese

Domenica: I'm Canadian

Henry: I'm Russian

Camilo: Nice to meet you guys

Paulette: Me too

Henry asks Paulette and Camilo

Henry: and you?

Paulette: I'm Russian and Camilo is French

James: Great! It's amazing

Henry: Why?

James: 'cause we have different nationalities

Everybody laughs

Domenic: I have a Chinese friend

The rest of them: Is it really

Domenic: Yes, Lol

Camilo: we're going to be friends

James: Of course.

EVALUATION

- **Put the nationalities into the countries**

| France | Italy | Brazil |

| Japan | USA |

_____   _____

- **Write the correct nationality according to the picture**

They're Australian

He's German

She's Canadian

You're Ecuadorian

They're Russian

LESSON PLAN 5

CLASS PLANNING

TEACHER'S NAME: Victor Merejildo Quimí	**AREA:** English language	**COURSE:** 7th basic year	**PARALLEL:** "A"

TIME: three times a week (40 minutes)	**UNIT 3:** Occupations	**DATE:**	**LEARNING OUTCOMES:** Students will be able to discuss the new vocabulary and apply it in their personal experience.

GENERAL OBJECTIVE: To recognize the different occupations in English through a school drama in order to improve the oral speech.	**SPECIFIC OBJECTIVES:** To perform occupations through an oral narration to improve speaking skills. To increase the cooperative learning through a school drama related to the topic.

TOPIC: MY DREAMS

Developing speaking skills	Methodology	Strategies	Resources	Evaluation
To connect with others to keep a dialogue To handle the confidence in order to find the comfort to speak.	**Communicative approach** - Engagement - Work in groups - Socialization - Cooperative learning	**Activities** Warm-up activities Explanations of topic Work in groups Performance preparations Search of meaning of the vocabulary	- Textbook - Scripts - Dictionary - Blackboard - Markers - Notebooks	Evaluation sheet

Feedback: Teacher asks for students examples with occupations, he also provides explanation in complex grammatical forms in order to reinforce the topic.

SCRIPT 5

Author: Victor Merejildo Quimí.

MY DREAMS

The occupations

Number of characters: 8

Vocabulary

- **Teacher**   - **Diego**
- **Gina**   - **Fernanda**
- **Giselle**   - **Michael**
- **Peter**   - **Rachel**

- **Banker**   - **Nurse**
- **Driver**   - **Farmer**
- **Lawyer**   - **cook**
- **Actor**   - **teacher**
- **Doctor**   - **waiter**

Setting: Camping area

Introduction: Teacher asks some students about their dreams in order to know their aspirations in the future

Teacher: Okay, I want to know what would you like to be!

Teacher: Well, let's start with Gina

Gina: I'd like to be a banker

Fernanda surprise asks Gina

Fernanda: A banker? Why?

Gina: Because they have much money

Teacher: And you Michael?

Michael: I prefer to be a lawyer

Giselle: Interesting!

Rachel: Do you like the laws?

Michael: Of course!

Diego Diego gets in the middle of everyone and say:

Diego: Come on! doctors are the best

Peter: Do you want to be?

Diego: Yes, the best ever!

Michael: What about nurse?

Rachel: Me! I want to be a nurse

Teacher asks about the other occupations

Teacher: what about the drivers, farmers, cook or waiters?

Teacher: you know it

Fernanda: My dad is a waiter

Gina: My aunt is a farmer

Peter: well, all is good

Teacher mention the following

Teacher: All the jobs are valuable as the doctors as the farmers and you have to clear that.

Diego: Alright teacher, thanks

The rest of children: thanks mister.

EVALUATION

- **Select the best option**

1) What does want to be Michael?

| Lawyer | Farmer | Banker |

2) Who says doctors are the best?

| Giselle | Peter | Diego |

2) Fernanda's father is?

| Driver | Cook | Waiter |

- **Put the correct number in the picture.**

5. They are teachers

6. She is a driver

3. He is an actor

2. You are farmers

1. She is a lawyer

4. She is a nurse

CONCLUSIONS

- The strategies applied by the teacher in the speaking skills are repetitive. Therefore, such methodologies do not accomplish with the improvement of speaking in the students of 7th basic year at "Adolfo Jurado Gonzalez" school.

- Dramatization through plays is part of the discursive competence strategies that support to the development of the speaking skills in 7th basic year students.

- The activities of dramatizations help the teacher and students to promote this kind of teaching and therefore the development of the speaking skills.

RECOMMENDATIONS

- It is recommendable that the teachers apply new strategies in order to help in the improvement of the speaking skills in the students of 7th basic year at "Adolfo Jurado Gonzalez" school.

- It is recommendable to apply the dramatization through plays as a discursive strategy in order to improve the speaking skills in 7th basic year students.

- The English teacher should apply dramatizations activities in order to get better results in the oral practice of the second language.

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ANNEXES

QUESTIONS FOR TEACHER

1) What do you consider to be the most challenging skill to train?

_____

_____

2) What kind of didactic materials do you use in speaking classes?

_____

_____

3) What do your students need to improve their speaking skills?

_____

_____

4) What kind of strategies do you practice in the speaking skills?

_____

_____

5) What do think about dramatizations through plays?

_____

_____

6) What do you think about dramatizations through plays to contribute in their learning?

_____

_____

QUESTIONNAIRE FOR STUDENTS

1) What is the most challenging part of your English class?
To speak
To write
To read
To listen
All of them

2) What kind of activities does your teacher do to practice the speaking skills?

Drilling exercises
Conversations
Role play
Games
Question and answers

3) What is your emotion when you speak in English?

Excited
Happy
Neutral
Nervous
Anxious

4) Does your teacher do group activities so that all of you can speak in English?

Almost always
Usually
Occasionally
Rarely
Almost never

5) Would you be interested in acting in plays in your English classes?

Definitively
Probably
Possibly
Probably not
Definitively not

6) Has your institution ever performed through plays?

Almost always
Usually
Occasionally
Rarely
Almost never

7) Do you consider that you could practice more English through plays?

Strongly agree
Agree
Neutral
Disagree
Strongly disagree

SCHOOL'S PERMISSION

**Facultad de
Ciencias de la Educación e Idiomas**
Pedagogía de los Idiomas Nacionales y Extranjeros

UPSE

La Libertad, 09 de Septiembre de 2021
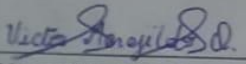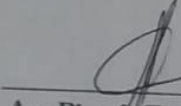
SOLICITO: Permiso para realizar Trabajo de Investigación

MSc. Ana Ricardo Tigrero
DIRECTORA DE LA ESCUELA DE EDUCACIÓN BÁSICA ADOLFO JURADO GONZALEZ

Yo, **Victor Enrique Merejildo Quimí** con Cédula de Identidad 2400066540 quien cursa la carrera PEDAGOGÍA DE LOS IDIOMA NACIONALES Y EXTRANJEROS en la Universidad estatal Península de Santa Elena. Ante Ud. Respetuosamente me presento y expongo:

Estando cursando la carrera antes mencionada solicito a Ud. Permiso para realizar una encuesta para un trabajo de Investigación, el mismo que tiene como nombre DISCURSIVE COMPETENCE STRATEGIES TO IMPROVE ENGLISH SPEAKING *SKILLS IN 7TH BASIC YEAR STUDENTS IN SANTA ELENA - PROVINCE OF SANTA ELENA, 2021-2022.*" dirigida hacia su Institución "ESCUELA DE EDUCACIÓN BÁSICA ADOLFO JURADO GONZALEZ" y de esa manera poder optar al título Licenciado en Pedagogía del Idioma Inglés.

Con saludos cordiales y a tiempo de agradecerle su atención a esta solicitud, aprovecho la oportunidad para reiterarle mi más alta consideración y estima.

Victor Merejildo Quimí.
Estudiante

Ana Ricardo Tigrero, MSc
Directora

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PLAGIARISM REPORT

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