



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA
SCHOOL OF EDUCATION AND LANGUAGES
PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“Self-learning Techniques and Their Influence on the Development
of Speaking Skills in English Language Learners”**

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR'S DEGREE IN PEDAGOGY OF NATIONAL AND
FOREIGN LANGUAGES**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper and title **"Self-Learning Techniques and Their Influence on the Development of Speaking Skills in English Language Learners"** prepared by Boza Aquino Dayana Leandra, an undergraduate student of the Pedagogy of National and Foreign Languages Major at School of Educational Sciences and Languages at Universidad Estatal Peninsula de Santa Elena, I declare that after 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,

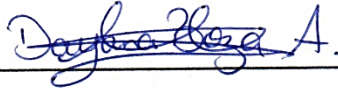
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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY RESPONSIBILITY;
THE INTELLECTUAL PROPERTY BELONGS TO UNIVERSIDAD ESTATAL PENÍNSULA
DE SANTA ELENA.

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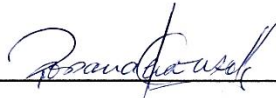
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I would like to take the opportunity to thank God for keeping me healthy during all this time allowing me to carry out this work. Also, to my teachers and tutor who have played an important role in the realization of this, since they have shared their wisdom with me enriching my knowledge. I would also like to thank my parents because without their love and effort I could not have been able to complete this project, which becomes another goal accomplished. Last but not least, I would like to thank my classmates and friends, who have worked as hard as I did, and through their support this research project could be completed.

DEDICATION

I want to dedicate this to my family, who have always been present in every stage of my life giving me their unconditional support.

I want to dedicate this, especially to my mom and dad, the most important people in my life, and who have worked so hard in order to help me achieve my goals.

With love

Dayana Leandra Boza Aquino

ABSTRACT

Learning English is not an easy process as it requires a lot of dedication to develop all the skills. Students need to practice independently, not only in the classroom because in this way they can improve communication skills. To improve the learning process, the use of techniques to develop it is recommended. For that reason, this research project based on the use of self-learning techniques aims to identify the impact of these techniques on the improvement of speaking skills in the students of English Module II. To achieve this objective, previously conducted studies related to the topic will be used and compared with the responses collected from the students; these responses will be based on their experiences and will be obtained through a focus group interview. Therefore, the method applied in this research project is the phenomenological method, which in this case analyzes the students' experiences related to self-learning techniques. As a result, favorable outcomes were obtained, since it is evident how the students have been able to improve their English-speaking skills by implementing self-learning techniques in the learning process.

KEY WORDS: Techniques, self-learning, learning process

RESUMEN

Aprender inglés no es un proceso fácil, esto requiere de mucha dedicación para así desarrollar todas las habilidades en el idioma. Para lograr ese desarrollo de las habilidades comunicativas los estudiantes necesitan practicar de forma independiente, no sólo en el aula de clase. Para mejorar el proceso de aprendizaje se recomienda el uso de técnicas de autoaprendizaje. Por ello, este proyecto de investigación el cual está basado en el uso de técnicas de autoaprendizaje, tiene como objetivo identificar el impacto que tienen estas técnicas en la mejora de las habilidades comunicativas en los alumnos del Módulo II de inglés. Para lograr este objetivo, se utilizaron estudios realizados anteriormente, los cuales están relacionados con el tema y se compararon con las respuestas obtenidas por parte de los sujetos de estudio. Estas respuestas se basarán en las experiencias de los estudiantes y se obtendrán a través de una entrevista de grupo focal. Por lo tanto, el método aplicado en este proyecto de investigación es el fenomenológico. En este caso, este método analiza las experiencias de los alumnos que han aplicado las técnicas de autoaprendizaje. Al final, se obtuvieron resultados favorables, ya que se evidencia cómo los estudiantes han podido mejorar sus habilidades de habla inglesa al implementar técnicas de autoaprendizaje en el proceso de aprendizaje.

PALABRAS CLAVES: Técnicas, autoaprendizaje, proceso de aprendizaje.

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INTRODUCTION

English is a language used worldwide, thanks to globalization the use of this language presented opportunities for many people to travel and communicate with others. Communication with other people is useful in all possible fields, whether it is work, friendship, or education. English learning in the educational field is a great opportunity because it allows one to travel to many countries through scholarships and to share the culture with natives. According to UNESCO (1945), a good option to have a quality education is multilingualism. Education in a multilingual world is helpful because it not only allows educational institutions to improve the mother tongue but also to have the opportunity to teach a new language.

In Ecuador, the curriculum in education includes the teaching of a foreign language such as English, in all educational institutions it is required that one of the subjects taught regularly is English, with the purpose that students understand and learn the different world cultures and their own to then communicate them. Likewise, this inclusion aims to prepare students to be able to function in a globalized world where different languages are used, in this case, a universal language such as English.

Among human beings, communication is something very important, it is required to be able to share ideas, thoughts, and ideologies, but each person has their way of expressing themselves. Within this communication process there are limitations such as language differences, but learning a new language has its advantages. Much has been mentioned about the importance of this and opportunities to give people. In this case, learning English tends to have favorable results, in order to complete this process, it requires many steps in which people will

develop communication skills. Among all these steps there is one of the most important ones is called self-learning.

Self-learning for students who are learning English is very important because inside the process it will be possible to reinforce what was learned in the classroom taught by teachers. But to have a better result it is recommended to use self-learning techniques. These types of techniques are methods and didactic resources that students use independently and autonomously to know which is the best way to learn. This will help in the process of improving the different skills in the English language.

According to a study conducted by Ahmad (2009) in Tulkarm city, which is based on the impact of self-learning strategies on students from the teachers' perspective, it is possible to know a little about how beneficial self-learning is for students. This work had as result that all the communicative skills showed an improvement after having applied the different self-learning strategies. For that reason, this research project aims to identify the impact of using self-learning techniques on the development of speaking skills in English.

The idea of starting this project is the few studies done on self-learning techniques and their impact on Module II students of English belonging to the Universidad Estatal Península de Santa Elena, and also the poor use and importance that students give to these techniques. Throughout this work, it will be possible to find different perspectives of works previously carried out in other countries. And within these studies, the importance of this topic for students learning a new language will be reflected. In addition, the information collected will be compared with the data obtained by the study subjects, which will be helpful to carry out the project.

CHAPTER I

THE PROBLEM

1.1. Research Topic

Strategies and Speaking Skills

1.2. Title

Self-learning Techniques and their Influence on the Development of Speaking Skills in English Language Learners

1.3. Problem Statement

Learning English as a second language is something that requires some effort and practice. There are several reasons why it is difficult to learn a new language; perhaps because many people have difficulty with grammar, pronunciation, and vocabulary or simply because they cannot practice properly. Another important point is the trust they have in each other, they need to be confident and secure to be able to practice without fear of failure. That is why it is important to create goals or objectives in learning a new language. According to Katherine Kostiuk (2012) “setting goals helps you stay focused so you don't get distracted by the many things you may need to learn in the future”. Knowing that it is important to have goals in this process, learners have to take into account that learning a new language is not only about following the curriculum guidelines and teachers' directives, but also about practicing independently.

Practicing by themselves is about learners finding a better way to learn on their own, setting their personal goals to achieve, and finding the right didactic resources to do it better. However, self-learning is not being used by many students because it requires a little more effort

on their side to practice without someone's supervision, but that is the problem; people have seen learning a new language as just another subject in school, high school or university, but not as what it is, a communication tool. Therefore, the absence of these techniques among students causes one of the language skills, such as speaking, to be affected since this ability requires a lot of practice.

Speaking skill is very essential when someone learns English because it is considered as an oral communication and therefore, this language ability must be developed accurately and adequately, and there is no better way to improve it than by practicing it. Speaking problems identified according to Afshar & Asakereh (2016) "could be divided into affective-related problems, socially-related problems, and linguistically-related problems". These types of issues consisting of lack of confidence, poor social relationships, and learning problems in vocabulary or grammar are as a result of low practice and non-use of self-learning techniques.

From the perspective of the students and teachers, it can be perceived that the use of learning techniques is limited, because students do not make an adequate commitment to improving their skills, in this case speaking skills, and they just wait to work under someone's supervision. This is also reflected in the classroom as the participation by the learners tends to be low. For that reason, the purpose of this project is to identify the impact of self-learning techniques on a sample of students from "Ingeniería en Petróleo" 7/1 at Universidad Estatal Península de Santa Elena, 2022-1 academic period.

1.4. Problem questions

1.4.1. General Question

How the use of self-learning techniques can influence the improvement of English-speaking skills in learners from “Ingeniería en Petróleo” 7/1 at Universidad Estatal Península de Santa Elena, 2022-1 academic period?

1.4.2. Specific questions

- What kind of self-learning techniques help to develop speaking skills?
- How effective are self-learning techniques in improving speaking in English?
- How can speaking skills be a strength using self-learning techniques?

1.5. Objectives

1.5.1. General Objective

To identify the impact of self-learning techniques for the improvement of English speaking skills in learners from “Ingeniería en Petróleo” 7/1 at Universidad Estatal Península de Santa Elena, 2022-1 academic period.

1.5.2. Specific objectives

- To analyze the importance of the use of self-learning techniques.
- To examine how often techniques are used to improve speaking skills.
- To study the effectiveness of self-learning techniques.

1.6. Justification

Learning a new language is not always easy, and learners must be aware that there are several methods and stages necessary to achieve adequate development in the new language studied. According to Jacob Ado Ama (2012), “students study English only in the classroom when the teacher is teaching. After the class, they drop their books and wait for the next class. They don’t study pronunciation, and they don’t make an effort to learn new words”. The

students' unwillingness to commit is what causes them to expect teachers to be their supervisors and not just guides in the teaching process.

It is necessary to take into consideration that improving English language skills requires a lot of practice, not only in the classroom. That is why self-learning techniques are a key point in this process. "Self-learning is defined as the process of gathering information, processing it, and retaining it without the assistance of another person". (Teachmint, 2021) Following a few techniques will help to improve skills, without the supervision of someone else is required to use willpower to learn something, to be responsible for each of the acts, and be aware of what is the right thing to do to become better every day.

"Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another." (Lyons, 1968) Taking into consideration what John Lyons said, it can be understood that in order to have good communication you need to speak. Therefore, it can be summarized that speaking skills are one of the most important skills when learning a new language. This skill requires a lot of training and the practice should not only be inside the classroom but also outside of it, this is the point where self-learning techniques come into play.

Because of the low level of concern that most students have when learning a new language and the scarce use of self-learning techniques is why the purpose of the project is to analyze the influence that the use of these techniques has on the students from "Ingeniería en Petróleo" 7/1 at Universidad Estatal Península de Santa Elena, 2022-1 academic period.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Background

Nowadays, self-learning is something fundamental because, with the use of new tools such as the internet, the possibilities of learning something new are never null. Although, it is well known that self-learning is evident in people since they are very young as life experiences and stories allow people to learn from their actions or mistakes. Therefore, self-learning concerning the English language is also a key point; the techniques that are used for this process are even more important because basically with their help people can practice and improve their English language skills.

The use of learning techniques according to Yiğit (2017) has been popular for several years. In this process, learning needs and requests may change among learners. Whereas, Ahmad (2009) mentions that “self-learning can also be considered as personal autonomy, the ability to manage one’s own learning, a teaching and learning environment which encourages learning outside formal institutions.” Comparing both definitions of self-learning it seems that people look for their own way to learn with their independent resources, and that is why this process is so unpredictable because it requires the effort, dedication, and responsibility of the learners to reach the planned objectives. To demonstrate the usefulness of self-learning techniques, the following studies can be taken as a reference.

First, “Developing the Speaking Skills of English as a Foreign Language (EFL) Preparatory Schoolers Using Self-Study Strategies” by Yaoud refers to the usefulness of self-learning techniques in improving English language proficiency. Moreover, it is mentioned this

process can be very helpful if the learning purpose is established in the right way. Teachers in the classroom should be the guides for students to be able to develop their skills. However, students must find their own resources in order to practice each of their previously acquired knowledge. (2020). Self-learning is not an easy process, so it requires that goals are set correctly and students should always be looking for ways to put skills into practice.

Second, “The Impact of Self-Learning Strategy on the Learners’ Achievement in Public Secondary Schools from the English Teachers’ Perspective in Tulkarm Governorate” by Ahmad (2009) stipulates that self-learning is based on a lot of effort and responsibility. Besides, both the teacher and the students have a very important role in this process. Ahmad, in his work also refers to the level of use of self-learning techniques in different skills; First, it is explained that the most benefited skill is reading, the second is the listening part, the oral part, and last but not least, the written part. This study presents important points about self-learning and also gives others an idea of how it works.

Third, the work done by Azizah (2021) entitled “The Correlation between Students’ Speaking Skills and Self-Directed Learning in Virtual English Community” presents a result after their research and analysis that students use self-study through self-management of homework, self-motivation to improve or practice more often, and self-monitoring to be aware of what they are learning and how they are doing it. This work is focused on virtual classes, which is a topic that has been used a lot these days, even so, it has relevant information.

Fourth, “EFL Learners’ Perception of Using Self-Study to Develop Speaking Skill” by Al-Snani (2021) makes reference based on his study that students often work or perform better when they are practicing alone because they do not have any external pressure. Furthermore, by

working independently they are able to identify their own mistakes and their own effective methods to know how to cope positively with shortcomings. This data collected is very useful because it allows knowing from the students' perspective how effective it is for them to be autonomously aware of the difficulties and the techniques used to overcome them.

Last one, “The Effectiveness of Using English Self-video Recording on Students’ Speaking Skill of Recount Text” by Fitriyani et al (2020). This study found that students who practiced independently by recording a video to improve their speaking skills, significantly improved; not only their confidence in speaking English but also improved their pronunciation and understanding of the topic they were speaking about.

2.2. Pedagogical basis

2.2.1. Constructivism Learning Theory

One of the representatives of this theory is Jean Piaget. “Constructivism is a learning theory which affirms that knowledge is best gained through a process of action, reflection and construction” (Piaget, 1936). Piaget's theories are based on pointing out how humans are able to create their own knowledge through their experiences and ideas. With this theory Piaget was trying to explain that the human being is the center of his own learning; people, especially children, learn many things by their own means, since the meaning of growing up is to learn. Likewise, Jerome Bruner (1966) affirms that people construct their own understanding and knowledge of the world through the experience of things and reflection on those experiences.

2.2.2. Cognitive Learning Theory

According to the Encyclopedia of Creativity (2011), Sarnoff A. Mednick argues that creative ideas may be the result of associative processes in memory. From this viewpoint, ideas

are strung together, one after the other, and the more remote associations tend to be more original. "On the cognitive side, self-directed learning allows individuals to focus effort on useful information they do not yet possess, can expose information that is inaccessible via passive observation, and may enhance the encoding and retention of materials." (Miller, 1965) This theory enables us to know how the human brain works regarding the storage of information. The way of learning based on your own resources allows the retention of information to be even more effective.

2.2.3. Behaviorism Learning Theory

In accordance with Angell (2013) "behavioral theory seeks to explain human behavior by analyzing the antecedents and consequences present in the individual's environment and the learned associations he or she has acquired through previous experience." Based on the different events that take place in the life of a person and things they learn as they grow up is how this theory tries to explain human behavior. Apart from that, Skinner (1974) states that reward is different from reinforcement. Reward is a response that is enlivening in nature and a subjective behavior, while reinforcement is something leading to the increasing probability of a response or the more observable and measurable things.

2.2.4. Self-learning Techniques

Mirror Technique

In the process of learning the English language, the mirror technique is one of the most used since, according to Tarone and Meyers (2018), it serves to comprehensively improve the clarity and pronunciation of the words practiced. This technique consists in the fact that students, to gain more confidence and also improve their pronunciation, stand in front of a mirror and

practice watching their expressions. This is also helpful when students have to prepare a speech so that they can practice their body language and intonation.

Share your knowledge

This technique called “share your knowledge” consists of practicing what has been learned with other people. This is very useful not only for other people who help in the learning process, but also for acquiring more knowledge. The activities that support this technique are conversations with others whether face-to-face, in call, video call or written as this is how the language skills are being practiced. According to Farhan (2016) who mentions that sharing knowledge in a non-native language is a process of exchanging experiences and thoughts that may not deliver the message in the right way, but the practice will have a considerable impact on communication.

Learn every second

When learning a new language, it is always advisable to practice and this technique consists of learning every second possible, which does not mean practicing all the time, but to relate vocabulary in the native language and in the foreign language. According to VOA (2019) thinking in simple words to learn new vocabulary is effective and a clear way to implement the technique of learning every second. It also refers to taking notes for unfamiliar words, thus keeping the brain constantly working to relate them.

Have a clear focus and set your own goals

This type of technique is based on establishing your own goals according to what you are trying to achieve while practicing the English language. This is very subjective because it depends on what the student is doing to enhance their communicative skills. According to this perspective, Sabo (2021) recommends that when establishing this type of goals, it is necessary to decide when, where, and for how long because all the limits will be established. She also

mentions the importance of thinking positively when establishing these goals; if any of them is not achieved within the stipulated time, it is advisable to continue modifying the goals, but always thinking about improvement.

Establish a schedule

When students use this technique, they have to be clear that setting a schedule is useful because it is always necessary to dedicate a few minutes to practicing English in a comprehensive manner. According to Van Vliet (2016) setting a schedule of 30 minutes divided in a strategic way is a good idea to use this technique. These minutes can be used to practice a specific skill, to learn new vocabulary, or to review grammar, depending on what the student is learning.

2.3. Theoretical basis

2.3.1. English as a second language

English is one of the most widely known languages in the world. "You hear it on television spoken by politicians from all over the world. Wherever you travel, you see English signs and advertisements. Whenever you enter a hotel or restaurant in a foreign city, they will understand English" (Crystal, 2003, p.2) Listening to politicians on TV or the Internet, watching headlines or going to restaurants and finding things in English are some of the reasons why English is considered a universal language. As mentioned by David Crystal (2003) in the book *English as a Global Language*, people will want to learn English even if it is not their mother tongue because this language will be present in many aspects throughout human life and even if the person is not sufficiently attracted to English, other reasons to learn it will appear, such as the need to communicate or the opportunity to meet more people.

Among the best-known reasons why English is a language recognized worldwide and used in the same way are the following: First, English is considered the language of business. Most international negotiations are conducted in English. When businessmen have another language as their first language, they tend to look for another language to carry out international deals, and in this case it is English. This same line of business can refer to job opportunities; speaking another language other than the mother tongue is a positive point in the resume and more if that language is English.

Second, there is the opportunity to communicate with many more people. And not only that, but you can also learn about different cultures. According to Ibrahim Alfarhan (2016) “research indicates that the globalization of English has led to the emergence of a new sense of identity where the people proficient in English regard themselves to belong to a certain group.” Nowadays, learning English is considered part of many cultures and this also allows the people who learn the language to feel part of a group and to identify with them, and share their experiences.

In Ecuador, according to Haboud (2009), the Foreign Language Administration was created in 1992 by virtue of an agreement signed between the Ministry of Education and Culture (MEC) and the British Council. This agreement was established for curricular reform in the area of English in Ecuador's public and semi-public schools. The objective of this reform is to create a solid foundation in the use of English to help in the future. Furthermore, it encourages the development of the four skills: listening, speaking, reading and writing through a series of books adapted to the Ecuadorian reality. Since that time, English has been taught as a foreign language in Ecuador's schools and high schools.

2.3.2. Cognitive aspects of learning

The different ways that people have at the learning time is related to the different cognitive aspects, as it explains, this depends on internal and external factors influencing the mental processes of an individual to complement the learning process. The cognitive aspects allow a radical change in learning because it does not require students to memorize information in a temporary way, but to understand the concepts learned in an effective and guaranteed way.

Memory

One of the aspects for handling information in the teaching-learning process is memory. “Memory is the cognitive function that allows us to code, store, and recover information from the past. Memory is a basic process for learning, as it is what allows us to create a sense of identity.” (CogniFit, 2015) This cognitive process is about codifying information to keep it for a period of time in the human brain. According to John Locke, memory is a key point in creating a personal identity. Therefore, by creating this, learners can gradually develop personal knowledge and identify ways to learn independently.

Visual Perception

Visual perception in learning is important because it allows people to see from their own viewpoint how to deal with a situation or how to learn a subject that interests or complicates them. “Perception is a cognitive process that allows people to use their five senses to interact with the world around them and gain a better understanding of their environment.” (Schaal, 2012) This consists of looking at something new and then the brain organizes the new information in order to understand what was seen. In the same way Orloff (2004) mentions that “visual perception is the brain's ability to receive, interpret and act on visual stimuli”. In fact, the brain is in charge of processing information through the visual signals.

2.4. Legal basis

This project is supported by the Organic Law of Intercultural Education. In the fifth section of “*Constitución de la República del Ecuador*, there are three important articles that give legal support to intercultural education. First, Article 27, which refers to guaranteeing participatory, compulsory, intercultural, democratic, inclusive, diverse, quality and warm education. This article also makes mention that education is indispensable for knowledge, rights practice and sovereign country building, and constitutes a strategic axis for national development.

Likewise, Article 28 states that it is the right of every person and community to interact between cultures and to participate in a learning society. In addition, the government will promote intercultural dialogue in its multiple dimensions and learning will take place in both formal and non-formal education. Finally, Article 29 establishes that the state shall guarantee teaching freedom, academic freedom in higher education, and the right of people to learn in their own language and cultural environment.

Ministerio de Educación in 2012 stipulated educational quality standards in the document "Ecuadorian in-service English Teachers Standards". This document mentions five domains related to the teaching-learning process of the English language. And each of them supports the instruction of the English language in the educational institutions of Ecuador.

2.5. Variables of the study

Self-learning Techniques

First of all, it is necessary to be clear about the meaning of self-learning. “Self-learning is a modern way of learning that helps a person to teach himself skills and knowledge that will

prove relevant to his daily activities” (Bhasin, 2016) Self-learning has always been necessary but it became more renowned in recent years because more than a necessity it became an obligation since this method of learning is required to reinforce all knowledge. On the other hand, Leslie Dickinson (1991) defines self-learning as a mode of learning in which the learner works without the direct control of a teacher. And this can be reflected in different areas of learning, such as in the performance of lessons or tasks.

In this work, self-learning techniques will be the independent variable. Self-learning techniques will allow the students to improve and develop the different skills in the English language (speaking, reading, listening and writing), for that reason it takes the role of an independent variable since it will not depend on another element to work, but it will serve as a factor for other variables.

Speaking Skills

In English language learning there are four important skills that need to be developed. The first skill is listening, this is important to be able to understand what others are saying and also to be able to differentiate pronunciations. The second is the speaking skill, this like the previous one is very important to communicate and both are closely related. The third is reading, reading comprehension is a key point to develop this skill and acquire new vocabulary through reading. The last skill is writing, with this skill people will practice in writing the different grammatical rules or the spelling of words.

In this work, speaking skills is the dependent variable since it will be affected or influenced by the use of the first variable, which is self-learning techniques. “Speaking is the

process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context” (Chaney, 1998) According to Chaney, verbal and nonverbal symbols are used when referring to speaking, taking into consideration that these symbols are the key to expressing an idea. On the other hand, Burns and Joyce (1997) said that speaking is an interactive process of constructing meaning that involves producing and receiving information.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1 Methods

In order to collect the information required for this project it is necessary to use the qualitative approach. In accordance with Yilmaz (2013), qualitative research is “an emergent, inductive, interpretive and naturalistic approach to the study of people, cases, phenomena, social situations and processes in their natural settings in order to reveal in descriptive terms the meanings that people attach to their experiences of the world”. The qualitative method refers to the approach used to obtain key information to carry out this work through some options, such as experiences or different processes the subject under study has had in relation to the topic.

This type of approach in an analytical work does not require the collection of numerical data, but rather non-numerical data such as texts, videos, audios, etc., which can be used as a basis for the analysis. In this way it is possible to get a better understanding of the different ideas or experiences that the target population has, that is why it is necessary to use specific tools such as interviews, oral histories or case studies. The data collection of this work will be based on interviews directed to the population under study. The information obtained should be processed using a technological tool, Nubedepalabras, for subsequent analysis.

3.2. Type of Research

For this work, the phenomenological method will be used. “Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon” (Creswell & Poth, 2016, 77-83). This type of method is based on the study

of human experiences in a respective topic. It is very important and useful because it allows a more direct relationship with the study subjects.

The phenomenological study within a work has several important points that will help to identify the reasons according to the subject being dealt with. One of them is the fact that the person who is investigating has to focus on the experiences that the sample presents, without making assumptions or speculations before listening to the lived experiences. Then, the responses that people have had to a situation should be analyzed through different theories or more cases that support these experiences in order to identify the phenomenon that is being studied.

The phenomenological method plays an important role for the realization of this work. Based on the interviews, the effectiveness of self-learning techniques will be identified among the experiences of some students.

3.3 Data Collection Processing and Resources

Data collection is a key point because you need to know people's experiences in order to make a good analysis. In this work the way to gather data will be through the use of an eight-question interview conducted in a focus group. The focus group will be chosen among some learners from the language center of the "Universidad Estatal Península de Santa Elena" in the academic period 2022-1 with the purpose of acquiring necessary information about the use of self-learning techniques for the improvement of speaking skills in the English language. To conduct the interviews with the students the technological tool used nowadays, such as Zoom, will be used.

3.4. Population and sample

The population used for data collection and subsequent analysis were the students of English Module II of the " Universidad Estatal Península de Santa Elena". The sample used are the learners from "Ingeniería en Petróleo" 7/1 of the academic period 2022-1.

Table 1

Population for data collection

Description	Number of students	Percentage
Students from English module II at the language center, academic period 2022-1	5	100%
Total	5	100%

CHAPTER IV

ANALYSIS OF FINDINGS

4.1 Interpretation of data from the focus group

Focus group interview was conducted with 5 students of the "Ingeniería en Petróleo" major belonging to English module II, so that this process would be more effective, and the data collection would be more efficient, the interview was conducted in Spanish language. Likewise, in order to avoid losing the essence of the data collected interpretation.

Question 1: Do you know what self-learning techniques are?

Figure 1

Word map for question 1



Note. Source: nubedepalabras.es. Author: Dayana Leandra Boza Aquino

According to the answers obtained in this question the most used word is "autoconocimiento" (self-knowledge). The students mentioned that it is necessary to know how people work in order to know which techniques are best for them.

Question 2: Why do you think self-learning techniques are useful for learning a new language?

meet more people. In the same way, answers were obtained in the interview, it can be recognized that people consider it important to learn this language. Another point that is mentioned in this question is the importance of self-learning techniques since they refer to the opportunities to learn and practice that have given them to use different techniques to improve their level of English.

The third question refers to the role of the teacher in this process of using self-learning techniques. At the beginning of this study, it is mentioned that the teacher's role is just like a guide and not the center of study because everything depends on the students' way of learning. The answers obtained basically say the same thing, they refer to the fact that teachers are often unaware of the different ways that people have learned causes little complexity for learners, for that reason they mention that the best way for teachers to help in this process is to answer their doubts.

The fourth question is necessary to know the type of techniques applied by the study sample. The most used technique is audiovisual, students use movies, blogs, and video games to learn or practice English language skills. They explain that by watching or listening to people talking they can expand their vocabulary, and put their knowledge into practice; many of them play video games with native people and have to speak in English in order to understand each other. This is related to a technique mentioned in this work, such as the technique of "sharing your knowledge", which helps to apply what has been learned in the different stages of the learning process.

In the fifth question, the influence of the use of the aforementioned techniques on the improvement of speaking skills is sought. First, students mention that the techniques that have helped them the most to improve their skills are visually based. This is related to the technique

called "Learning every second" because they are looking for a way to make the information learned to stay with them forever and not just for a moment. Although people have different ways of learning, the result of improvement is the same. Students mention that visual themes are very effective in improving their speech and giving some examples of writing down unfamiliar words.

The sixth question is a bit more specific about the preference they have when practicing speaking skills. The preference of most of them is to be able to talk to other people because that way if they have any doubts or are making any mistakes they can be corrected and in the same way they can learn more things. Although, it should be noted that there were those who preferred to practice individually, using the mirror technique. This consists of practicing in front of the mirror, not only to improve the pronunciation of the words but also to generate security when they are speaking because the reason to avoid practicing with other people is fear and the lack of security they have.

In the seventh question, the students consider that it is important to establish a schedule to spend time practicing thoroughly because in that particular case their English language skills will improve. This is consistent with the technique called "schedule learning session" in which a specific time should be set to practice or learn new things related to English language learning. Practicing fully for a few minutes will generate great advances in the person, but they also referred to the fact that people should learn every second they have and are always thinking of words for vocabulary.

The last question can be interpreted through behavioral theory because depending on the experiences lived by the students, they conclude that learning and practicing a new language brings many opportunities to improve their lifestyle. This is how they understand that practicing

at all times using the "learn every second" technique is very useful because it not only helps them to improve their level of English, but also refers to the good training that is given to the brain.

CHAPTER V

REFLEXIONS OF THE STUDY

This research project is entitled "Self-learning Techniques and their Influence on the Development of Speaking Skills in English Language Learners" which aims to know what are the different self-learning techniques used by some students and what influence they have on the development of speaking skills. To perform a good analysis, several previous studies, techniques, and theories related to the topic have been used, in addition to collecting data from a group of students belonging to the Universidad Estatal Península de Santa Elena.

After the review of theories, techniques, and data that could be found in some previous studies and the comparison with the data collected through the focus group interview, some aspects were disclosed. First, the students of English Module II of "Ingeniería en Petróleo" major do employ self-learning techniques in order to improve not only their speaking skills, but also all communicative skills. Second, the use of learning techniques in the practice of speaking is very favorable for them, since the students make reference that learning by their own methods and using the easiest ways that they find is possible to improve their level of English.

The problem of this research project is the low use of self-learning techniques to improve speaking skills, but after completing the analysis of all the data; it could be noticed that some of the students use these techniques without knowing that they are using them correctly to improve their English level. Arguably, self-learning techniques are very effective and have many advantages. For example, when students are practicing with others it is very beneficial for them, but still practicing independently and alone is also helpful because it improves confidence and

pronunciation. In the same way, trying to learn simple things whenever possible is useful as it expands vocabulary for later use in speaking.

In addition, human beings tend to learn new things day by day and they generally look for different methods, strategies, or techniques to facilitate that learning. The same happens with students who are learning a new language; when they want to learn a new topic independently, they look for and use self-learning techniques to facilitate this process. That is why these kinds of activities based on techniques are important and useful since they are usually the learning process support of a new language. In order to make the techniques efficient in terms of improving speaking, it is necessary to have support activities to acquire more vocabulary because students will learn new words which they can use when they are communicating.

The most challenging part of this research project was the limited amount of information found to use as a reference for data comparison; however, the little information available was very helpful as it reflected in great detail each of the important points about the use of self-learning techniques. But at the end, the experience itself was very rewarding because searching and reading this type of information enriched not only this work but also the knowledge on the topic. In the same way, by conducting the interview and understanding the different points of view of the students, the usefulness of the techniques in the learning process was strongly reinforced.

At the beginning of this project, it was thought that self-learning techniques were not only unknown to people but it was also assumed that they were not used much. However, after all this analysis it was understood that students are indeed using them and they are interested in learning a new language. Based on the brief research where it is concluded that people have

always tried to learn things on their own, but not consciously. Then, by understanding that there are different types of techniques, learning becomes more important, and it makes the practice improve the level of different skills, in this case, the use and practice of self-learning techniques will improve the ability to speak.

Therefore, the self-learning techniques did not have a great change from the perspective that the project had at the beginning since it was always believed in the importance of these techniques. From the first moment, there was the idea of learning independently and always looking for ways to practice would have favorable results, because human being needs to practice many things in life to achieve improvement, and learning a new language is no exception. Being able to speak a foreign language requires a lot of effort, dedication, and enthusiasm for non-native speakers.

To do deeper research on the topic would require more time and a more in-depth study, such as using self-learning techniques in a group of students for a determined period and comparing them with a group that has not used them, because in this way the differences that are found throughout the process can be noted and there will be more evidence to demonstrate or not the importance and relevance of the use of these self-learning techniques.

As a result, after comparing the different studies previously done regarding the use of self-learning techniques and the responses from the interviews, students' speaking skills are indeed considerably improved when they use self-learning techniques. The key process taken into account to reach this conclusion about the impact and importance of these techniques is the lived experiences shared by the students through the interview.

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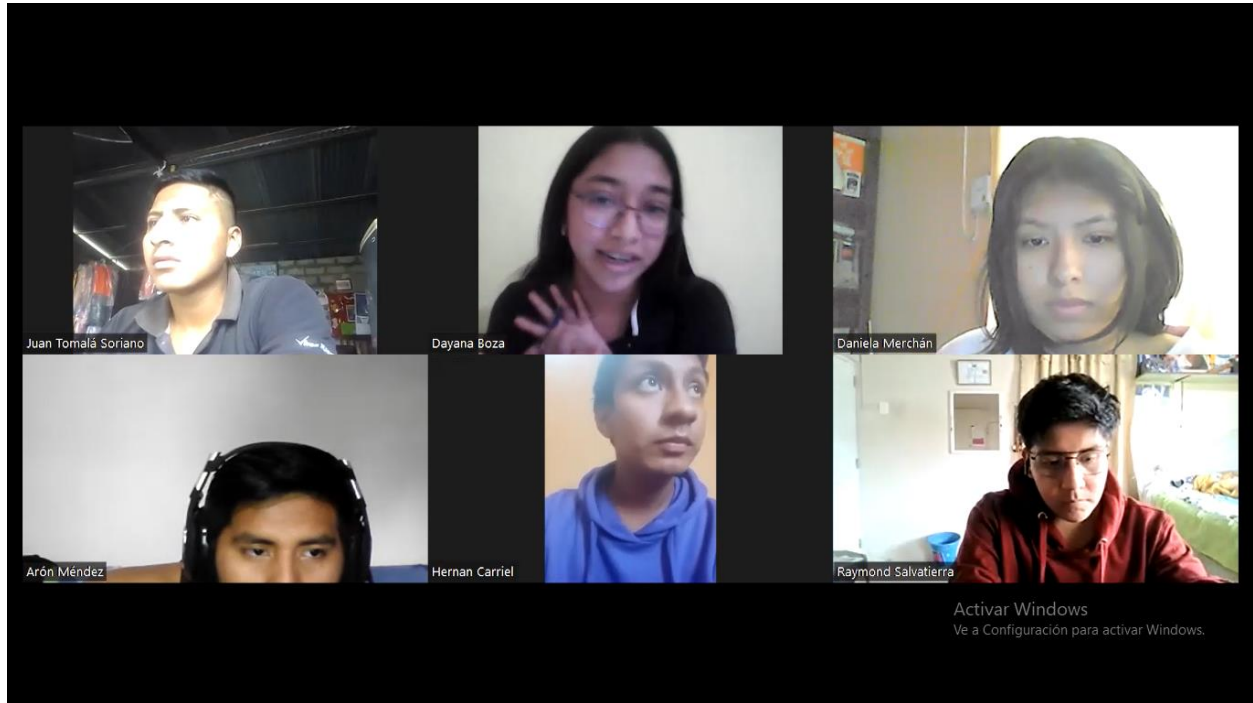
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ANNEXES

Focus group



Interview link:

https://www.canva.com/design/DAFIsXY8UAA/L6zpZ6pf8EahgwOLcJYO9Q/watch?utm_content=DAFIsXY8UAA&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink

Questionnaire for interview

Esta entrevista será realizada con la finalidad de recolectar datos referentes al uso de técnicas de autoaprendizaje. La entrevista será realizada en español para un mejor entendimiento. Ustedes son el objeto de estudio para el proyecto de investigación denominado “Self-learning Techniques and their Influence on the Development of Speaking Skills in English Language Learners” y este

proceso será dirigido en focus group, en el cual todos ustedes podrán expresar sus opiniones de acuerdo con las preguntas.

1. Do you know what self-learning techniques are? ¿Saben ustedes qué son las técnicas de autoaprendizaje?
2. Why do you think self-learning techniques are useful for learning a new language? ¿Por qué creen que las técnicas de autoaprendizaje son útiles para aprender una nueva lengua?
3. How important do you consider the role of the teacher in this process (self-learning)? ¿Qué importancia consideran que tiene el profesor en este proceso (autoaprendizaje)?
4. Have you ever used any self-learning techniques to develop English language skills? What are the self-learning techniques that have helped you to improve your English skills? ¿Has utilizado alguna vez alguna técnica de autoaprendizaje para desarrollar tus conocimientos de inglés? ¿Cuáles son las técnicas de autoaprendizaje que te han ayudado a mejorar tu nivel de inglés?
5. How have these techniques helped you to strengthen your English speaking skills? ¿Cómo les han ayudado a ustedes estas técnicas a reforzar su capacidad de expresión oral en inglés?
6. Are you better at practicing oral speech if you are alone? Give some reasons ¿Prácticas mejor la parte de speaking si estás solo? Da algunas razones
7. How beneficial is it to set your own schedule for practicing the language? ¿En qué medida es beneficioso establecer tu propio horario para practicar el idioma?
8. Why do you believe that practicing foreign languages all the time has favorable results? ¿Por qué creen que practicar idiomas extranjeros todo el tiempo tiene resultados favorables?

Transcription of the focus group interview

Speaker1: [00:00:02] Ok. Buenas tardes, mi nombre es Dayana Boza y vamos a empezar con las preguntas. La primera pregunta que tengo para ustedes es si saben qué son las técnicas de autoaprendizaje.

Speaker2: [00:00:21] Bueno, las técnicas de autoaprendizaje dependen de la persona, ya sea que sea visual, auditivo. En mi preferencia me gusta que sea visual.

Speaker3: [00:00:31] Sé que son formas en las que uno se auto educa para entender en este caso la materia de inglés, para comprenderlo mejor y tener un mejor desarrollo profesional.

Speaker4: [00:00:50] Como las técnicas de aprendizaje son más o menos generales, por ejemplo, el de subrayar, el de leer, de hacer resúmenes, de escuchar audios y cosas así son generales que uno utiliza para su autoconocimiento.

Speaker2: [00:01:13] En este caso son métodos que utiliza el estudiante o la persona para tener un mayor aprendizaje y demostrar lo que ha aprendido con su respectiva técnica, algún método que haya tenido y mostrar un resultado favorable y efectivo. Además de lo que han dicho mis compañeros, son técnicas en donde la persona trata de adquirir más información de lo que haya aprendido en clase y trata de adquirir más información de lo que ha obtenido en su clase.

Speaker1: [00:01:57] Que ya tenemos claro que las técnicas de autoaprendizaje dependen de cada uno de nosotros para poder complementar lo que ya vimos en clase. ¿Entonces, por qué creen ustedes que las técnicas de autoaprendizaje son útiles para aprender una nueva, un nuevo idioma, una nueva lengua, en este caso el inglés? ¿Por qué creen que es importante?

Speaker2: [00:02:19] Yo creo que porque se adapta a nuestra forma de aprender o a nuestra forma de aprender.

Speaker4: [00:02:41] Porque si lo hay y lo identificamos nos facilita aprender el idioma y ya no nos suena complicado, como muchas veces se nos hace complicado en el colegio o en la escuela y se auto identificamos. La técnica ya es más fácil, incluso sería 100% recomendable.

Speaker3: [00:03:05] Bueno, eso también sería porque nos ayudan a mejorar nuestros hábitos de estudio, ya que son técnicas con la cual podemos adquirir mejores conocimientos sobre el tema que estemos tratando.

Speaker2: [00:03:24] En este caso sería importante ya que. esto nos ayudaría a aprender con mayor facilidad por ejemplo el vocabulario, el pronunciar, entonces tiene una parte importante del autoaprendizaje de nosotros mismos, para que todo eso aprendido que se aprende por ejemplo en el colegio o en la universidad, pues en este caso nos ayude bastante a que tengamos un mayor desarrollo con respecto al dominar otro idioma, ya sea inglés o incluso francés o el idioma que queramos aprender. Bueno, para mí son muy importantes esta técnica de autoaprendizaje, ya que pueden ayudar a la persona a aprender un nuevo idioma inglés, en este caso francés o alemán u otro idioma aprender. A mi en lo personal me ha ayudado muchísimo lo que son estas técnicas, ya sea escuchar música en inglés, videojuegos en inglés, o sea libros, etcétera me ayudó muchísimo y por lo cual yo sí puedo entender algo de inglés, pero se puede aprender algo nuevo cada día.

Speaker1: [00:04:41] Muy bien. Entonces el. El. El autoaprendizaje es algo que depende mucho de nosotros. Pero también es algo que. Que el docente puede que tenga parte en esta, eh, en este

proceso. Entonces, qué importancia consideran ustedes que el profesor e el profesor tiene en, en, en este, en este proceso de autoaprendizaje. Consideren importante la ayuda o no del profesor en este proceso.

Speaker2: [00:05:21] En este caso podría ser que sí, ya que a veces surgen ciertas dudas o tenemos ciertas falencias que tal vez no encontramos o tenemos como dudas. Como dije, entonces podríamos preguntarle a alguien personalmente. Entonces él podría resolver en este caso nuestra duda. Por ejemplo, una persona que nos ayude después es también un poquito favorable, ya que podemos hacer alguna pregunta de alguna inquietud que tengamos y corroborar si la información que estamos aprendiendo está bien o está mal. Siempre va a existir esa. Esa duda. ¿Cuándo vamos a aprender algo nuevo? Por lo cual un profesor o alguien que entienda del tema del que estemos interesados siempre va a ser fundamental para tener, para resolver nuestras dudas. Lo que yo tengo que tomar en cuenta es que también el profesor tiene que tener la misma habilidad o nuestra misma visión de aprendices o autoaprendizaje. Por ejemplo, hay profesores que les gusta enseñar por medio de audios o música y es algo así. Pero hay personas que no aprendemos de esa manera, sino que aprendemos otras técnicas. Entonces también dependería de eso.

Speaker4: [00:06:52] La parte que también los profesores en el transcurso de la clase plantean, se podría decir problemas. En el caso de, por ejemplo, les dicen qué consideras en el caso de que, por ejemplo, una persona se enfermará o que una persona esté triste a cosas que preguntan en inglés y a como persona lo hace razonar y trata de buscar vocabulario grammar los verbos y cosas así. Entonces eso hace que el mismo profe, el alumno busque y el profesor se beneficie de que el alumno se auto eduque.

Speaker3: [00:07:37] También me acordaría de que en muchas ocasiones el autoaprendizaje es muy bueno, pero también necesitamos de la mano del profesional que está encargado en el tema para tener un mejor desarrollo y adquirir un mejor conocimiento.

Speaker1: [00:07:56] Muy bien, entonces. La siguiente pregunta es si alguna vez has utilizado o no alguna técnica de autoaprendizaje. ¿Y si la respuesta es sí, podrían decir cuál es la técnica de autoaprendizaje que han utilizado para poder mejorar su nivel de inglés?

Speaker2: [00:08:26] Yo, por ejemplo, la técnica de aprendizaje fue por medio de los videojuegos. Yo juego videojuegos desde muy pequeño y como estamos en Sudamérica, en los servidores siempre nos toca jugar con personas que solo hablan inglés. Entonces es complicado entenderlos. Entonces de pequeños se me hizo auto educarme para poder mejorar mi nivel de juego y para entender a las otras personas. Bueno, yo como lo dije anteriormente, he aprendido más inglés por lo que son de la música. Siempre me da curiosidad también saber que lo que dice también trata de inglés y por eso he tratado de traducir lo que dice para entender cuál es el significado en español también, como dijo mi compañero, pero también es videojuegos, por lo que todavía sigo jugando. Y claro, me he encontrado con personas de diferentes países que hablan el idioma, el inglés más comúnmente y más o menos le puede entender lo que dicen. Y eso sería todo también, como he aprendido mayormente lo que es inglés, ya que curso, por desgracia no he tenido la oportunidad de ir a un curso de inglés, pero yo sinceramente no, no necesito de ello, ya que puedo entender lo que es el inglés por mis técnicas de autoaprendizaje que he llegado a conseguir por mi propio ser.

Speaker4: [00:10:12] En lo personal a mí me han ayudado lo que son los blogs. Por lo general en YouTube suelen salir blogs de personas que muestran su rutina y cosas así. Entonces a mí siempre me ha llamado la atención alguna palabra que no conozco, alguna frase, entonces por lo general cogía, anotaba y buscaba. Entonces ella iba formando las oraciones y los verbos. Entonces cada vez que había me salían las palabras que era más fácil reconocerlas. ¿También canciones o entrevistas? Entrevistas es mejor porque uno mismo trata de auto buscar, o sea la misma entrevista. Uno busca en su mente y trata de razonar. Y muchas veces no la respuesta. Entonces es más fácil guardar la información aparte de resaltar, buscar información, cosas así.

Speaker2: [00:11:09] Bueno, en mi caso mis técnicas de autoaprendizaje han sido en este caso, si alguna palabra no entiendo, anotar y luego buscarla. También escucho música en inglés. Eso también me ha ayudado bastante, incluso alguna canción en inglés que la traducía o la trataba de cantar, por decirlo así. Entonces me ayudaba también con un poco la pronunciación. Esa era otra. O también veía películas también, o veo películas a veces. En este caso en el idioma del inglés, hoy sea en otro idioma, pero siempre las pongo obviamente con subtítulos para ir sabiendo lo que van diciendo y tratar de practicar también el mismo nivel de inglés.

Speaker3: [00:11:51] En lo personal también a mí me ha ayudado la técnica de lo que es visualizar videos en inglés tanto en YouTube como se menciona en películas. También en realizar lo que son ejercicios, formar oraciones, practicar el inglés, básicamente.

Speaker1: [00:12:11] De mencionar algunas técnicas de general de cómo han utilizado el. Y las técnicas para. Para mejorar el inglés en general. Pero cuáles son las específicas que les han ayudado a mejorar y comunicarse inglés para poder hablar inglés.

Speaker2: [00:12:39] En mi caso es la técnica auditiva. Mi caso también sería la técnica auditiva y también la técnica visual también como imágenes o vídeos también, que serán lo mismo, ¿no? Bueno, yo creería que la mejor forma de aprender inglés u otro idioma sería la auditiva y la visual, ya que a medida que vas escuchando, con el tiempo se te van quedando las palabras en la mente. Entonces como que llevas sabiendo lo que va, te van diciendo en otro idioma y lo vas comprendiendo. Y entonces ya una vez guardada esa información en la mente, es como que ya se te hace familiar y ya cuando te dicen por ejemplo otra persona te quiere hablar en inglés, o ya como que así ciertas palabras, las relaciones y entiendes en este caso más o menos lo que te quieran decir y ya es como que es algo bueno lo que es lo auditivo y lo visual.

Speaker4: [00:13:58] Y para mí lo mismo también, porque realmente lo auditivo hace que uno lo haga tratar de hablar, entonces lo repites y lo repites y lo repites, entonces ya no va con eso pronunciando lo mismo. Entonces como que uno va ocupando o escuchando con suma nitidez la pronunciación, entonces eso hace que uno comience a practicar. ¿Practicar? Eso es súper importante. Y en cuanto a lo visual también porque a veces uno cuando ve una palabra es totalmente diferente al español, pero si lo vamos viendo constantemente, constantemente, ya directamente lo escribimos ya sin pensar.

Speaker3: [00:14:44] Pero de igual manera considero que el aspecto visual es muy importante, ya que a veces uno como observar una imagen, se hace referencia a lo que está queriendo transmitir esa cierta información, además de la del auditivo, porque a veces escuchamos audio, nos ayuda a mejorar nuestra pronunciación y mejorar nuestro idioma. En este caso vamos a estudiar el inglés.

Speaker1: [00:15:11] Porque una de las técnicas de auto aprendizaje podría ser el practicar solo el poder hablar o el poder estar en tu cuerpo y estar hablando constantemente practicando como decía Daniela las palabras que escuchado entonces en el practicas mejor el speaking ¿Si estás solo o estás acompañado, ¿cuáles son las razones para escoger alguna de estas opciones?

Speaker3: [00:15:50] Para mí, para mi consideración, sería mejor practicarlo con otras personas, ya que, si tienes algún margen de error, la otra persona tiende a tratar de corregirte y ayudarte a mejorar tu aspecto, tanto en pronunciación como en entendimiento.

Speaker2: [00:16:10] Yo lo sé hacer con otras personas, ya que también me ayudan a mejorar el speaking y también fácil entendimiento. Para mí en lo personal yo practico el speaking solo ya que bueno más o menos mi familia casi no habla mucho lo que es el idioma del inglés y yo lo práctico de esta manera. Una razón ya sería como yo tengo mi música favorita, la mayoría son en inglés y cada día las escucho y eso se vuelve un bucle y se va quedando en la mente esa esas repeticiones, esas palabras y como su pronunciación para que ya se te vaya quedando en la cabeza. ¿Cómo es que puedes hablar todo el idioma inglés?

Speaker4: [00:17:17] Sí, a mí también. En lo personal, me gusta practicar sola. Porque en cada uno no, pero, por ejemplo, a mí no me gusta hablar así con alguien porque me aturdo o me quedo en blanco, sino más bien personal y buscando, buscando vídeos y repitiendo o buscando traducción o en los. En los paneles donde salen oraciones en inglés y salen como el audio e incluso hasta las dos opciones de el speaking, el del inglés normal, el estadounidense y el

británico. Entonces son dos audios que me gusta escuchar mucho y tratar de unificarlos para que no se me haga uno difícil más que otro.

Speaker2: [00:18:24] Bueno, yo en este caso lo practico solo, como no tengo con quien hablarlo, en este caso me tocaría hacerlo yo mismo. Práctico y con lo que son las músicas. Como dije yo mismo, trato de aprender las letras de las canciones, entonces ahí como que voy practicando, pero si hay en tal caso una persona con la que pueda en este caso socializar o hablarlo y practicarlo, pues estaría bueno también igual.

Speaker1: [00:18:58] Otra de las técnicas o de las medidas que podemos tener para emplear el autoaprendizaje es estableciendo un PRO en un horario en el que nosotros nos sentamos bien para poder practicar o para poder revisar cosas que necesitamos. ¿Entonces, en qué medida creen ustedes que es beneficioso hacer y establecer ese tipo de horario?

Speaker2: [00:19:36] Yo no entendí lo que traté de decir.

Speaker1: [00:19:39] Cuándo quieres practicar. Por lo general dice En ese tiempo quiero hacerlo en este. En esos diez minutos. El practicar o todo ese día fue el practicar ese tipo de establecimiento de horas para poder practicar. ¿Cuán beneficioso es establecer tus propios horarios cuando tú te sientas seguro, cuando de verdad quieras practicar algo?

Speaker3: [00:20:05] Para mí sería muy beneficioso, ya que, por ejemplo, si nosotros en nuestro diario vivir le dedicamos un máximo de una hora al día para practicar el inglés, estamos auto educándonos y vamos a aprender a mejorar tanto la pronunciación y. Y si no, además no, no derrochamos el tiempo en cosas que no tienen sentido y que no nos ayudan a auto educarse.

Speaker2: [00:20:41] Yo prefiero entregarlos en la noche porque así estoy más libre tanto de la universidad o el trabajo de noche. Sería un horario indicado.

Speaker4: [00:20:57] Pero por lo general en la noche. Recuerdo que cuando estaba en el módulo dos, después que terminaba las clases y había notado todas las palabras que no entendía, buscaba entonces uno que buscaba y también trataba de entender y repasar lo que habíamos puesto en casa. Entonces se me hizo rutinario y ya no se me acumuló tanto en el examen ya lo sentía como que ya tendría que pasar porque ya había establecido un horario. Después de las clases.

Speaker2: [00:21:40] Es beneficioso establecer un horario para practicar el idioma. En este caso ya todos estamos ocupados con nuestro horario específico. Serían los módulos de inglés para lo que debe aprender el idioma, aunque también puede ser rato libre que puedas aprender tu mismo idioma, no solo establecerte esta hora no voy a estudiar o no, o sea, en cualquier hora tú puedes aprender el idioma, pero que sea de verdad, que estudies verdad que te apasiona estudiar un nuevo idioma.

Speaker1: [00:22:34] Hay que. Entonces el después. Otra idea que es muy general para la práctica del idioma, es tratar de siempre buscar, como ustedes han dicho, las palabras que no entienden, las ideas que siempre tienen dudas. Entonces la idea siempre es como quiero saber el vocabulario de tal cosa. Yo lo busco y lo practico y sé cómo se dice tal palabra en inglés. ¿Entonces, por qué creen que, o sea, de qué es importante practicar, practicar el idioma todo el tiempo o estar tratando de encontrar nuevas palabras en su tiempo libre? ¿Por qué creen que es

importante? Porque creen que tiene buenos resultados el estar buscando palabras cuando hay palabras nuevas o vocabulario nuevo en inglés.

Speaker3: [00:23:33] Porque nos ayuda a comprender el idioma que estamos estudiando. Además, sabemos que en el nivel profesional existe un alto nivel de aprendizaje de los idiomas extranjeros y en nuestro caso son de la carrera de ingeniería en petróleo y nuestra carrera demanda el idioma inglés. Entonces sería fundamental aprender esto mediante estas técnicas de aprendizaje.

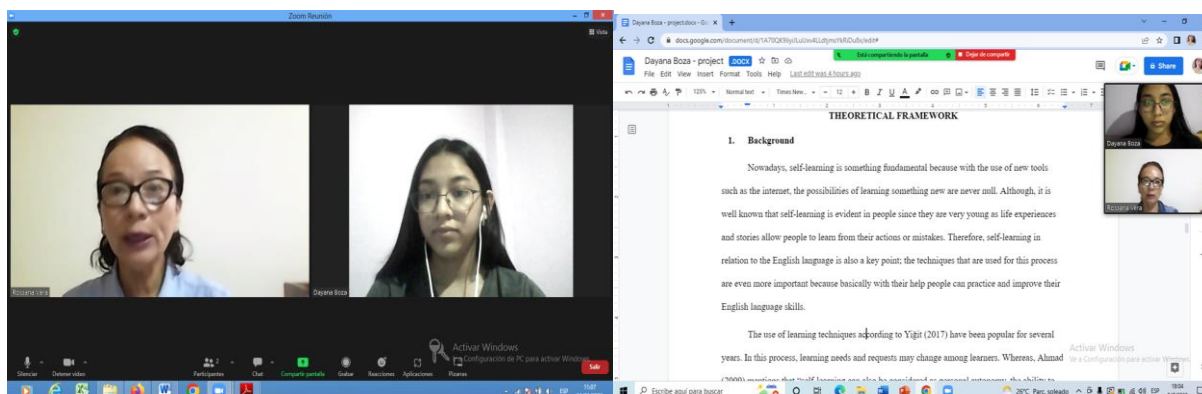
Speaker4: [00:24:05] También es importante porque he escuchado que ayuda aprender idiomas, ayuda a entrenar nuestro cerebro y que disminuye enfermedades como el Alzheimer y todo ese tipo de cosas. Entonces sí es beneficioso porque nos entrenan, aparte de que aumenta nuestra confianza, porque ya no es ya. Por ejemplo, ya podemos comunicarnos con alguien más y ya no es de sentirnos tímidos o abrumados, sino ya fuera abriendo hacia una persona o un grupo de personas. Eso también nos ayuda encontrar amigos, vivir nuevas experiencias. En el caso de que uno pueda viajar a otro, otro país y con aprender o aprender lo básico, podemos disfrutar de ese lugar e incluso del espacio.

Speaker2: [00:25:19] Yo creo que también por las oportunidades que se te puede ofrecer, ya que sea ingeniería en petróleo o cualquier otra carrera, pues digamos que todas habilidades dentro de la materia son excelentes, pero no tienes una facilidad de idioma de poder hablar inglés, que, por lo general, por lo que entiendo, es la lengua general la que se habla en todos los países. Entonces, o de fácil comunicación. Entonces estarías desaprovechando algún trabajo o algún empleo que te podrían estar ofreciendo de por medio internacional. Ya sea en la el área

donde más te sobresalen por no saber hablar inglés. Porque en este caso. Sí, como ya han dicho mis compañeros, hablar un nuevo idioma te abre nuevos caminos, ya sea para un trabajo, conocer a nuevas personas te abre muchas oportunidades de las cuales no nos pueden desaprovechar en la vida. Resultado favorable que te pueda ayudar a salir de cualquier circunstancia, de cualquier problema que estés pasando. Y en ese.

Speaker1: [00:26:54] Así que entonces eso es todo. Muchas gracias por tu colaboración.

Tutoring meetings



La Libertad. Agosto 8 de 2022

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En calidad de tutora del Trabajo de Integración Curricular denominado "Self-Learning Techniques and Their Influence on the Development of Speaking Skills in English Language Learners, elaborado por la estudiante Dayana Leandra Boza Aquino, de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 0% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

Rossana Vera Cruzatti

Docente



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