

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



**TOPIC:**

**“COMMUNICATIVE STRATEGIES FOR THE DEVELOPMENT OF SPEAKING SKILLS IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA “ALMIRANTE ALFREDO POVEDA BURBANO”, SALINAS, SANTA ELENA, ACADEMIC YEAR 2021-2022.**

**RESEARCH PAPER  
AS A PREREQUISITE TO OBTAIN A:  
BACHELOR’ S DEGREE IN PEDAGOGY OF THE  
NATIONAL AND FOREIGN LANGUAGES**

**AUTHOR:  
SOLORZANO SANTISTEVAN ASLHEY DANESSA**

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### Statement of Authorship

I, **ASHLEY DANESSA SOLORZANO SANTISTEVAN**, with ID number 2400241259, undergraduate student from the Península of Santa Elena State University, Faculty of Sciences of Education and Languages, as a prerequisite to obtain a Bachelor' S Degree In Pedagogy Of The National And Foreign Languages , in my role as author of the research paper “**COMMUNICATIVE STRATEGIES FOR THE DEVELOPMENT OF SPEAKING SKILLS IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA “ALMIRANTE ALFREDO POVEDA BURBANO”, SALINAS, SANTA ELENA, ACADEMIC YEAR 2021-2022**” certify that this research is of my authorship, except for the quotes and reflections used in this research paper.

Sincerely,



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## **Acknowledgment**

I want to express my gratitude to God, for giving me life, being my guide and giving me wisdom and patience to be able to successfully achieve my proposed goals.

To my parents for being my fundamental pillar and for being the ones who have supported me unconditionally.

In the same way, my thanks to the UPSE University, to my professors who, by transmitting their valuable knowledge to me, made me grow day by day as a professional, for their patience, dedication and unconditional support.

Finally, I want to express my gratitude to my thesis director who was my collaborator throughout this process, who with his direction, knowledge, teaching and collaboration allowed the development of this work.

**ASHLEY**

## **Dedication**

I dedicate this present work to God for being the one who has had the mercy to give me life, health and strength to continue my educational process.

To my parents for being the ones who taught me that the best way to progress is by educating myself, thus giving me the necessary motivation to finish my career and to be able to make them feel proud of the person I have become.

Finally, I want to dedicate this thesis to all the people who were supporting me to complete this process as my teachers, tutors and directors.

**ASHLEY**

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**Author: Ashley Danessa Solorzano Santistevan**

**Advisor: Ing. Christian Zuñiga, McS .**

**Abstract**

English is by far the most widely spoken language on the planet, with millions of students acquiring it for a variety of reasons. As a result, pedagogists, English teachers, and others are looking for new resources and instructional approaches to help English language learners achieve high levels of proficiency. Despite the fact that there are numerous techniques for improving this skill, the proposed method is to employ drama as a teaching/learning strategy in English language courses.

Since speaking ability is one of the pillars of English, independent of its extent, it is very essential in the growth of language learning acquisition. The purpose of this study is to enhance the speaking skills in students at level A1 by implementing dramatization. In order to develop this work, a qualitative-quantitative approach was used. Additionally, questionnaires, surveys, and

interviews were applied to the principal, teacher, and twenty-five pupils. The implementation of this research paper has the objective to assist teachers by providing several dialogues that can be used in class to practice speaking; furthermore, this study was designed to show that educators need to use their imagination to design dialogues that may instruct students in improving this necessary ability, which is speaking skill.

**Keywords:** speaking skill, English Language Learning, Communicative strategies, dramatization.

## **Introduction**

Innovation has turned out to be a significant instrument for teachers, educational programs are used for numerous purposes, for instance, the upgrading of the English ability. For many learners speaking is a tough skill to develop, but it is essential for them to practice in order to improve it properly. A good strategy to practice this skill for teenagers is through a pleasant environment where they can have conversations with their classmates and at the same time they may have the opportunity to develop their communicative skills based on real circumstances.

Teaching speaking abilities in an EFL classroom is a difficult task that involves the use of dynamic and engaging activities as well as communicative tactics by teachers in order to accomplish meaningful results.

Speaking skill has become an annoying and boring task for students, nowadays. For this reason, teachers have to innovate strategies in order to introduce students to the world of speaking in an enjoyable way, motivating and encouraging them. The adequate application of this methodological strategy will support students to have a good level of speaking which is needed for improving their level.

The use of drama as a teaching tool is extremely important in the development of daily English classes. Drama and role-playing exercises are excellent teaching methods for involving students in an active learning process. Additionally, these role-play activities assist teachers in creating a good, entertaining classroom environment, as well as motivating pupils to learn the target language.

This research was divided into the following five chapters, which are listed and detailed below:

**Chapter I – The Problem:** this first chapter contains significant information related to the statement of the problem, the critical analysis, the importance of the investigation, general and specific objectives.

**Chapter II – Theoretical Framework:** in this chapter all the relevant theories of authors and investigators have been included. All this information has been read, analysed and written down on this paper in order to present details about the philosophical, psychological and legal basis for this investigation.

**Chapter III – Methodology:** this chapter provides explanation of the methodological strategies that were implemented while this research paper was carried out. It is also included the population, techniques to collect information, etc.

**Chapter IV – The Proposal:** In this chapter, there is the solution for the presented problem. It is included all the activities that were applied to enhance students' speaking skill

**Chapter V – Administrative Framework:** This part of the investigation presents the budget and bibliographical resources.

## Chapter 1

### Title

**“COMMUNICATIVE STRATEGIES FOR THE DEVELOPMENT OF SPEAKING SKILLS IN STUDENTS OF TENTH GRADE AT UNIDAD EDUCATIVA “ALMIRANTE ALFREDO POVEDA BURBANO”, SALINAS, SANTA ELENA, ACADEMIC YEAR 2021-2022”**

### Statement of the Problem

Currently, due to globalization, the acquisition of a second language such as English has become quite important, not only for communication but also to set any kind of connection with people all around the world, whether for cultural knowledge, business or academic purposes.

According to Harmer J. (2001) learning the English language is crucial because it allows people to succeed in the professional or personal aspect and stand out among other individuals, in order to accomplish these goals, it is important to

In an online publication from el Telégrafo (2014) it is stated that Ecuador is one the countries with the lowest level of English; learners do not have the required level of English according to their ages. This, consequently to the traditional standards of education, has had a terrible impact in the acquisition process of this language and it is hard to beat even today; the publication also stipulates that the traditional model of education and the lack of resources still influence on the way how students learn this language.

This is a problematic presented at Unidad Educativa “Almirante Alfredo Poveda Burbano” located in Salinas, Santa Elena province. Unfortunately, students do not have moments for producing what they learnt since lessons are focused on fill in the gap or

matching grammar exercises. Even grammar is relevant as well, this part of the English language must be integrated with the practice of the other skills.

An important alternative to accomplish these aims is the use of dramatization owing to it has activities that are focused on speaking skills where learners can practice their communicative abilities. Therefore, it is established that learners from the educational institution previously mentioned need to receive more orientations in the development of English skills, mainly speaking since this is one of the principal ways of communication with English speakers all over the world.

### **Critical Analysis**

The purpose of this project is to find out a strategy to improve the speaking skill in students of tenth year at Unidad Educativa “Almirante Alfredo Poveda Burbano” who face many problems at the moment of working in a speaking practice in class, this is because of many factors, unfortunately this disadvantage generates a delay in the language development.

The use of drama strategies to improve speaking abilities is quite beneficial in the English teaching process. Students might be motivated to enhance their speaking and communication skills by using interactive strategies. Dynamic classes that motivate kids to learn more each day might capture their attention.

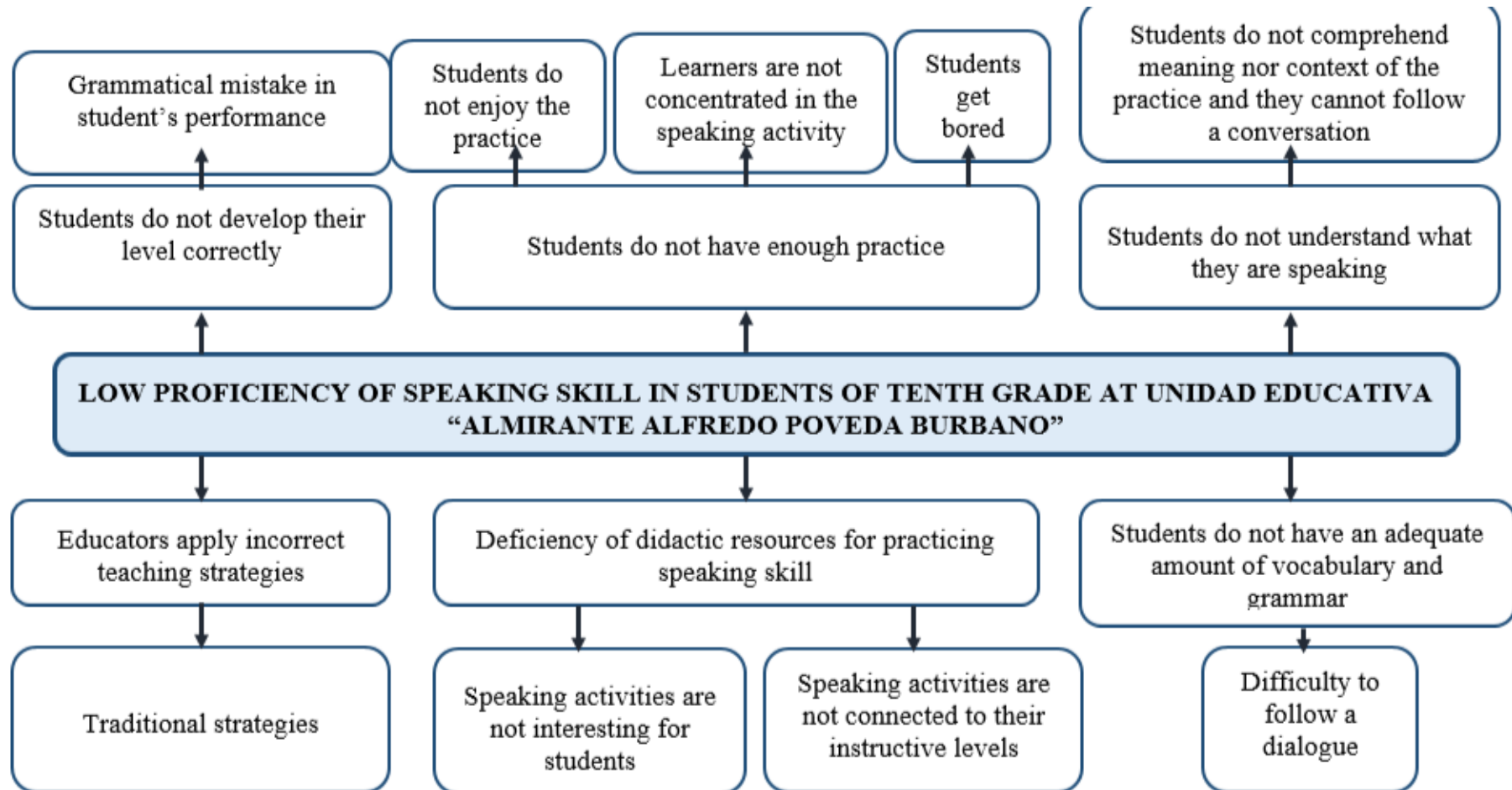
### **Contextualization of the Problem**

Due to globalization and use of new technologies by teenagers can lead to social isolation when they stop carrying out activities with the social groups they belong to and with this, social skills, essential for many areas, can be affected, for these reason teenagers are not used to talk face to face, most of the time they use social media to communicate, and if this happens in their mother tongue at the moment of developing English language it becomes

harder due to many different factors. Students of tenth grade from Unidad Educativa “Almirante Alfredo Poveda Burbano” have challenged several problems in their English language learning. Some factors were showed in the next problem tree:



### ILLUSTRATION N° 1 PROBLEM TREE ANALYSIS



**Author:** Ashley Danessa Solórzano Santistevan

As it was illustrated in the problem tree, there exists several factors for the low proficiency of speaking skill in students, the fact that teacher do not apply correct strategies but only use the traditional ones, influence in the low level of students and the grammatical error when pupils put in practice their speaking skill.

### **Formulation of the Problem**

What is the effect of the implementation of traditional strategies on the English language learning in students of tenth grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena, Academic year 2021-2022”?.?

### **Justification**

Nowadays, the world faces the influence of the acquisition of foreign languages where English is on the top of the rank. Many children, adolescents or even adults must deal with the pressure of learning it as an academic or professional purpose, but the acquisition of this language must be amusing and exciting based on the parameters that each teacher establishes. The innovation of the English language teaching is a task for every instructor; therefore, this paper is centred on the implementation of dramatization as a technique for the improvement of the oral skill. Dramatization is an essential technique in the development and acquisition of linguistic skills as the main mean in the development of the language both orally and written Gutiérrez (2004) as it was established, dramatization allows students to get more confidence at the moment of their oral performance, they have the opportunity to speak deliberately based on different situations taken from real life using their knowledge and bodies, expressing their own feelings at the same time.

Moreover, this investigative paper will provide with teachers a practical way to upgrade their teaching speaking procedures and students of tenth grade will take advantage of

this since they will practice their oral skill. As a final result, learners at Unidad Educativa “Almirante Alfredo Poveda Burbano” will increase their motivation to participate and become in an active part in classes and at the same time they will have fun and be motivated.

### **Delimitation**

Learning English as foreign language have always been a very thought subject to teach, not only for the lack of good resources but also because most teachers do not apply the correct methodologies and strategies to make students learn. Students of tenth grade according to the survey have a low level of speaking, and they cannot keep a conversation because of the lack of vocabulary and motivation during classes, the main objective of this investigation is to allow students to improve their oral abilities according to international requirements, through dramatizations. This investigation will be implemented at Unidad Educativa “Almirante Alfredo Poveda” during the 2021 – 2022 academic year. The main beneficiaries will be the English teacher and students from tenth grade “D”.

### **Research Objectives**

#### *General Objective*

To improve speaking skill through dramatization strategies in students of tenth grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena, 2021-2022.

#### *Specific Objectives*

- To analyse theoretically communicative strategies that lead the development of the speaking skill in students of tenth grade “D” level A1 at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena, 2021-2022.

- To analyze the level of speaking skill in students of tenth grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena, 2021-2022.
- To determine the most appropriate strategies in order to improve the speaking skill in students of tenth grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena, 2021-2022.

## Chapter II

### Theoretical Framework

#### Background

Ecuador is a quite diverse nation and along the years it has become a highly touristic spot due to its different regions, which makes it very attractive for foreigners. In many provinces most of the monetary income comes from the touristic sector as thousands of tourists come from diverse nations activating the economy of many entrepreneurships. Hence, the necessity of having English as a second language increases gradually; taking this into consideration the Educational Authorities have proposed that public institutions provide lessons that lead students to dominate English achieving the different levels that the Common European Framework has established. The Ministry of Education (2012) has posted on internet some information about the English level in schools, according to the European framework it must follow the rules of academics' fields. In Ecuador the levels of English proficiency have been established in A1, A2 and finally B1.

Santa Elena is one of the Ecuadorian provinces that attracts more tourists annually due to its beaches and wonderful places to visit, it is even considered one of the best places to retire by people from abroad. Therefore, it is fundamental to learn English and like the rest of the country, the acquisition of this language is included in the educational curriculum and its objective is to make Ecuadorian students reach a functional level of English language but due to some factors, such as, the lack of motivation and interest or the lack of significant material in students. Additionally, it was shown that teachers do not have enough, neither, motivational resources to help students to reach the desired goal. González, Caamaño, Cevallos, & Almeida (2018). Unidad Educativa "Almirante Alfredo Poveda Burbano" is a prestigious local institution that has always been concerned about the academic progress of

each one of its students for many years and for this reason it has implemented different projects in the English area, so that students may practice and enhance their productive (speaking and writing) or receptive (listening and reading) skills.

### **Theoretical Framework**

As a consequence of the constant changes in the world, the educational field has adopted the challenge of enhancing the strategies that lead students to the acquisition or learning of new content. Thus, drama has acquired a significant role for different authors since it is demonstrated that its implementation in lesson as a strategy promotes a dynamic way of learning. Urian (2000) in his publication mentions that drama provides students with the opportunities of using skills in decoding meaning, comprehending others' feelings, expanding the lexis, analysing diverse situations presented in real life and building metacognitive knowledge.

Speaking is a cognitive and complex process Cameron (2001) It demands that language users communicate effectively, accurately enunciate phonemes, employ suitable stress and intonation patterns, and speak in a connected manner. Graham-Marr (2004) establishes that fluency, phonetic coherence, strategies, being able to generate phrases, appropriacy (register), knowing elliptical patterns, and the usage of connected things are some of the speaking skills that require classroom time, according to him. Likewise, DuPont (2010) establishes that drama is a more efficient instructional strategy than traditional ways of teaching something

### ***Communicative Strategies***

Communication is the exchange of information among people with the goal of reaching a common understanding. According to Allen (2017) The capacity to effectively

achieve communicative goals or the proficiency with which one interacts in specific communication activities is characterized as communication skill, it means that when people are able to successfully produce or process ideas in a certain context, they are considered to have a communication skill, and it is also used in every aspect of human communication.

### ***Classification of Communicative Strategies***

According to Johns (2018) communicative strategies are classified into three main branches, depending on how the learner intends to express information in the target language:

1. Verbal communication strategies: In this case, two more categories must be considered: written strategies that the student will use while composing an email, or a message, and it can be considering a formal or informal kind of communication. The learner, on the other hand, use oral communication strategies while use any kind of face-to-face communication.

2. Non-verbal communication strategies refers to the visual indicators (body movements, facial gestures, expressions such as; distance among people who are having a face-to-face interaction, which can vary depending on cultural characteristic, and how the learner used tone, intonation and rhythm.

3. Vision communication strategies is a form to communicate thoughts and ideas through graphic organizers, for instance, due to are more efficient and help to in conveying meaning.

### ***Motivational Strategies***

Motivation according to Reid (2007) motivational strategies are essential tools for defining a language's teaching. It is the source of motivation and self-determination for the pupils. Everyone in a competency and diversity of a social circle has a natural drive to progress.

### ***Drama Strategy.***

Drama is a social activity in which individuals participate, according to Chioma, O., & Chukueggu (2012) Drama promotes the use of verbal communication, types of communication, gestures, and intonation, and it also makes reference to the physical expression of thoughts and feelings, according to them, also mention that dramatization activities are also valued strategies that encourage students to actively participate in the learning process, according to them.

### ***Benefits of Drama in the Academic Field***

Alasmari, Nasser & Alshae'el, Amal (2020) point out that throughout the history, drama and theatre have been used effectively in the educational field. Thus, Plato and Aristotle firmly defended drama as a means of education. Through drama, young learners definitely experience creativity and enjoy being artists while unintentionally acquiring essential language skills. These authors also mention that students may reduce their embarrassment and inhibition because errors and revisions become a part of their lessons. According to the book '*A language for life*' drama has the capacity for sensitising the ear for appropriate registers and responses. It encourages linguistic adaptability, often accustoming the children to unfamiliar modes of language Bullock (1975) the use of this technique is going to work as a fundamental pillar in the learning process of the English language, because it will not only help students to get confidence and enjoy but also unconsciously will support learners to enhance their speaking skill in order to learn and memorize new vocabulary.



### ***Implementation of Drama in the English Language Teaching and Learning***

Vernon in her 2020 publication, “*The Benefits of Using Drama to Teach English*”, establishes that imagination and learning are an excellent combination in the English as a Second Language acquisition. The development of the oral skill is a result of the vast opportunities that students have in their lessons. The use of drama enables students to use their English knowledge in real dialogues. Obviously, this kind of activities, like all language activities, must be well prepared for advanced so that the objectives may be achieved.

### ***English Skills***

According to Spenner (1990) A language skill is not a content-based subject with the goal of conveying information and instilling understanding in the human mind. He also established that, language is under the psychomotor domain because it is a skill. It means that the capacity to accomplish something successfully is referred to as a skill. According to Husain (2015) Speaking, reading, listening, and writing are the four sub-skills that make up language. Speaking and writing are known as productive skills since the learner would not only be active but also generates sounds in speaking and words in writing. Listening and reading, in contrast, are referred to as receptive abilities because the pupil is usually passive and receives data through listening or reading.

### ***Development of Speaking Skill in English Language***

The English language is the most widely spoken language in the world, and it aids communication between individuals of many ethnicities. Estanislao (2013) stated, Nowadays English is considered a global language and it is also the official language of the United Nations.

### ***Teaching Learning Process***

According to Cruz, (2019) learning a foreign language is a procedure in progress. Students do not believe it sufficient to get a basic education. A pupil must communicate correctly. English as a foreign language allows people of many ethnicities to communicate. Learning a language, according to this author, is a process that requires commitment.

### ***Speaking Skills***

Speaking, according to Brown (2008) is a collaborative process of producing meaning that entails the creation, reception, and processing of data. The speaking strategies used in a one-on-one program in which pupils practice two skills: listening and speaking. As a result, students take advantage of the opportunity to ask and answer questions, so initiating a conversation. The ability to show new thoughts and comments, as well as the proposal of alternatives to alleviate difficulties and challenges in everyday life, is developed in pupils through the process of communication. Speaking skills are the most crucial approach for pupils to improve their language understanding, according to the author. The art of exchanging viewpoints in a dialogue assists pupils in recognizing the answer that everyone requires in order to enhance their lives.

### ***Pedagogical Basis***

According to Harmer Jeremy (2012) the ability to talk fluently refers not only to a mastery of language aspects, but also to the capacity to handle information and language in context, and that is why speaking is by far the most significant talent in English languages. There are numerous opinions about the position of English around the world and what it is doing and has done. Neeley (2012) mentions that English is the most significant language in the world for financial, commercial, and technological reasons.

The objective of communication is determined by a variety of elements. For example, the speaker must improve all of their skills, both receptive and productive, and so each is significant and linked to learning a language.

### **Hypothesis**

The use of dramatization strategies will improve the speaking skill in students of tenth grade “D” level A1 at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena, academic year 2021-2022.

### ***Systems of Variables***

#### **Dependent Variable.**

- Speaking skills.

#### **Independent Variable.**

- Dramatization as a strategy.

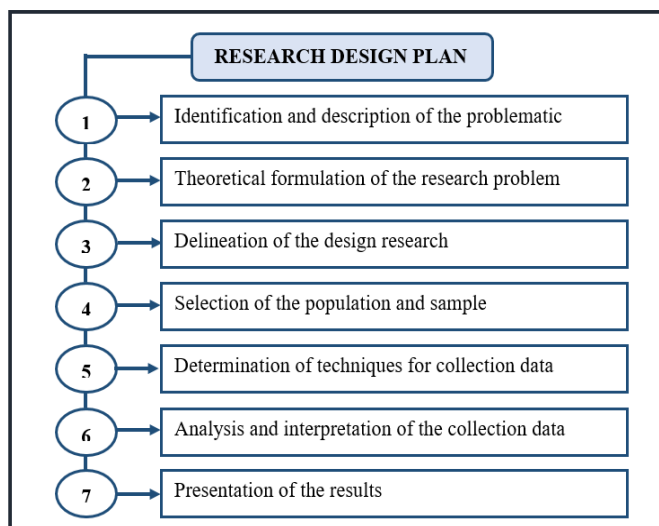
## Chapter III

### Methodology

#### Research Design

The investigation was applied at Unidad Educativa “Almirante Alfredo Poveda Burbano” from Salinas, Santa Elena province, specifically on students of tenth grade. In order to achieve the goals of this research paper it was essential to outline a strategy to ensure the achievement of results.

**Illustration N° 1: Plan of Research Design**



**Author:** Solorzano Santistevan Ashley Danessa

Likewise, the proposal of this research paper was built on the application of the qualitative approach producing results and solutions to the problems in students of tenth grade at Unidad Educativa “Almirante Alfredo Poveda Burbano” located in Salinas from the province of Santa Elena. The results were acquired through the application of observation sessions, interviews to experts, principal and English teacher from the institution before mentioned, and surveys to tenth grade students.

## **Methods**

### ***Qualitative Method***

Qualitative research entails the utilization of obtained data for the purpose of describing, explaining, and interpreting it. Leedy, P. and Ormrod, J. (2001) ,this method was utilized in this research article to gather information from Unidad Educativa " Almirante Alfredo Poveda Burbano" regarding the current competency level of tenth grade pupils in their English language speaking skills. ***Quantative Method***

Creswell, John W., (2003) mentions that Quantitative research entails gathering data so that it can be measured and statistically treated in order to sustain or reject claims. This research used the quantitative method in order to gather information on the implementation of a dramatization strategy for tenth grade students at Unidad Educativa " Almirante Alfredo Poveda Burbano."

## **Population and Sample**

### ***Population***

Neil et al. (2019) ) indicate that population refers to a group of possible participants to whom the investigator need to apply the study, simmilarly Denise F Polit; Bernadette P Hungler ( 1999) refers to the population as a collection or totality of all things, subjects, or persons who fulfill a set of criteria..

### Chart N° 1: Population Description

#### Sample

N°	DESCRIPTION	QUANTITY	PERCENTAGE
1	Principal of Unidad Educativa "Almirante Alfredo Poveda Burbano"	1	5%
2	English teacher of Unidad Educativa "Almirante Alfredo Poveda Burbano"	1	5%
3	Tenth grade students of Unidad Educativa "Almirante Alfredo Poveda Burbano"	25	90%
<b>TOTAL</b>		<b>27</b>	<b>100%</b>

Author: Ashley Danessa Solorzano Santistevan

Source: Secretary Department from Unidad Educativa "Almirante Alfredo Poveda Burbano"

According to Kish (1965) sampling is the process of selecting a subset of people from a population to determine the population characteristics. The major benefits of sampling are that it collects data faster and the cost is low. Due to the population size, formed by twenty five students and one teacher, the investigative work will be based in the obtained information from the total of the involved in the tenth grade "D".

#### *Data Collection*

In order to collect suitable information, the application of different research tools were essential.

#### *Techniques and Instruments for Data Collection*

During this study, the following techniques were used: survey and interview.

**Survey.** A survey is an instrument for collecting data for research study, it is a method of collecting information about the qualities, actions, or opinions of a large group of people. Pinsonneault, A., & Kraemer, K. L (1993). In order to get and gather information the use of a survey was necessary to obtain important results about the importance of speaking

skill and the need of using a good strategy in order to develop the teaching method in students of tenth grade “D”. To accomplish the goals of the survey, Likert’s scale was used in order to measure the level of agreement or disagreement in students

**Interview.** According to Fox, (2006) The interview is a common data collection approach that involves the researcher and the subject communicating verbally. In survey designs as well as exploratory and descriptive investigations, interviews are frequently used. This technique was directly applied to the principal of Unidad Educativa “Almirante Alfredo Poveda Burbano and the English teacher.

### **Data Analysis.**

According to Shamoo, A.E., Resnik, B.R (2003) the practice of systematically applying statistical and/or logical approaches to explain and demonstrate, condense and recap, and assess data is known as data analysis. Following the implementation of these techniques (surveys and interviews), all of the data was examined, compared, and presented in this research study in the following items.

### ***Interview to the Principal at Unidad Educativa “Almirante Alfredo Poveda Burbano”***

**Chart N° 2: Principal information**

<b>PERSONAL INFORMATION</b>	
<b>Full name:</b>	Sonia Marlene Pelaez Duarte
<b>Degree:</b>	Master en Psicología Familiar
<b>Years of Professional experience</b>	30 years

**Author:** Ashley Danessa Solórzano Santistevan

**Source:** Lcda. Sonia Marlene Pelaez Duarte Msc.

**Question N° 1: In your opinion what do you think about the way English is taught Ecuador?**

The principal of Unidad Educativa “Almirante Alfredo Poveda Burbano”, answered that nowadays English has become quite important, because of the globalization and, unfortunately, learning this new language is not being taken with the responsibility that it should be.

**Question N° 2: Can you describe the English level of the teachers that work in this educational institution?**

The principal of Unidad Educativa “Almirante Alfredo Poveda Burbano”, mentioned that the institution is formed by excellent English teachers, with several years of experience and their level of English goes according to what is asked.

**Question N° 3: What is the level of English proficiency in tenth grade learners?**

Mrs. Pelaez explained that they had to start from the beginning because the majority of students come from various public schools, and public-school students do not study English as a second language.



**Question N° 4: According to your criteria, should speaking skill on students of tenth grade be developed?**

The principal totally agreed with the improvement of students' speaking skill. She believes that speaking is critical for the growth of any language, not just English, and that strengthening speaking skills will enable pupils to interact face to face.

**Question N° 5: What problems do you consider students face for developing their speaking skill?**

The interviewee mentioned that even when she knows her English teachers are good, she has noticed that teenagers are not motivated with the acquisition of this language.

**Question N° 6: What are the strategies that English teachers from this educational institution apply for their English speaking skill lessons?**

The principal said that there are many strategies but during her visits to classes, she has noticed that teachers use brainstorming, ask questions about topics or show pictures and ask students to describe them.

**Question N° 7: What strategies do you think could help to the development of speaking ability?**

The interviewee said that there are many different ways to help students but she would like to use new strategies and not the same one like describing pictures or answer questions.

*Interview to English Teacher of Unidad Educativa “Almirante Alfredo Poveda Burbano”*

**Chart N° 2: English teacher's information**

<b>PERSONAL INFORMATION</b>	
<b>Full name:</b>	Arianna Karina Soriano De La Cruz
<b>Degree:</b>	Licenciada en Inglés – Universidad Estatal Península de Santa Elena
<b>Years of Professional experience</b>	8 Years

**Author:** Ashley Danessa Solórzano Santistevan

**Source:** Lcda. Arianna Karina Soriano De La Cruz

**Question N° 1: What is your point of view about the instruction of the English language in Ecuadorian educational institutions?**

The English teacher responded that Ecuador does not have many specialized English teachers, for this reason, there are different problems in the teaching of this language. Also mentioned that in public institutions the teaching -learning process is so low. Even, in some institutions there are not English classes.

**Question N° 2: Can you describe the English language level of the students you work with?**

The English teacher stated that according to tenth Basic Grade, the students are good, they learn quickly, but they have different problems in the development of the four skills, especially in speaking.

**Question N° 3: What do you think about the development of speaking skill of your students?**

The interviewee considered it is a slowly process, because there are students who come from a public institution and they did not have English classes, as well, there are other pupils who had English classes in a traditional way.

**Question N° 4: What problems do you consider students face for developing their speaking skill?**

The teacher said that one of the problems could be the fear of speaking in front of an audience, the fear of making mistakes and even the fear of pronounce in a wrong way the words.

**Question N° 5: What are the strategies that you apply for your English speaking skill lessons?**

The English teacher responded that she does different activities for developing the speaking skill such as: Introducing vocabulary, giving the pronunciation of the words, showing a reading that includes the vocabulary.

**Question N° 6: How often do you encourage your students practice their speaking skill?**

The English teacher established that in each class students are able to express their ideas.

**Question N° 7: Do you consider that speaking exercises from the English book are according to your students' interests and levels?**

The English teacher mentioned this year, students are not using an English book, because parents did not have enough money to buy all the books due to the pandemic. But as a teacher she works in the best way to fill the lacks in this part.

*Survey Directed to Tenth Grade Students*

**Question N° 1: How important is the English language acquisition for your life?**

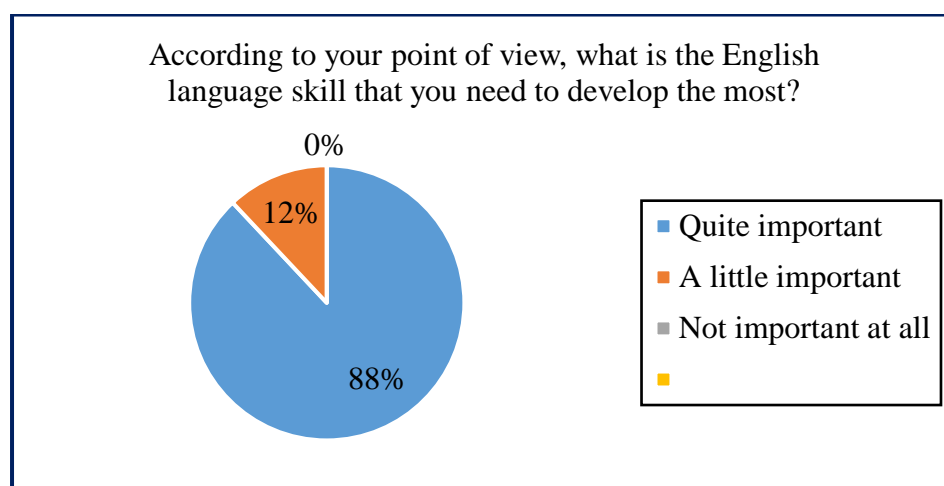
**Chart N° 3: Importance of speaking skill**

ALTERNATIVES	QUANTITY	PERCENTAGE
3 = quite important	22	88%
2= a Little important	3	12%
1 = not important	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students

**Graphic N° 1: Importance of Speaking skill**



**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students

Results from survey shows that 88% of learners consider that English language is quite important for their life and 12% consider it a little important.

**Question N° 2 According to your point of view, what is the English language skill that you need to develop the most?**

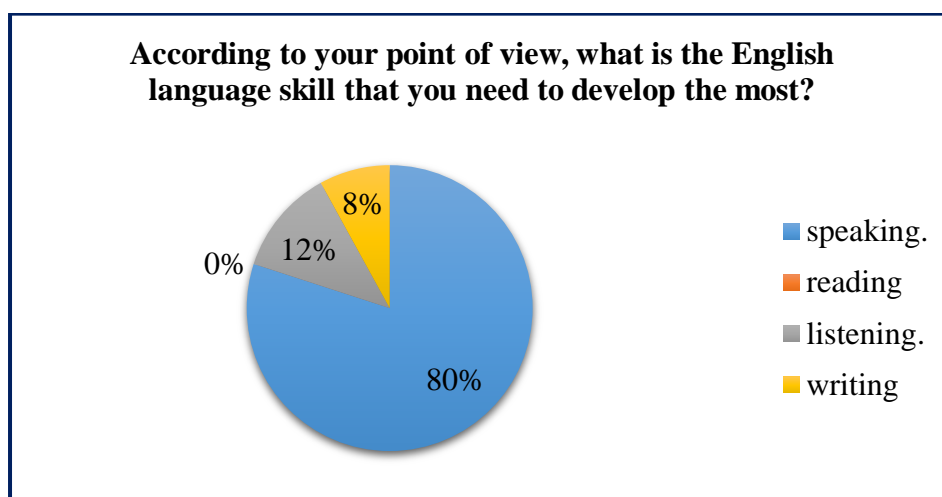
**Chart N° 4: Skills that need to be develop**

ALTERNATIVES	QUANTITY	PERCENTAGE
Listening	3	12%
Reading	0	0%
Speaking	20	80%
Writing	2	8%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students.

**Graphic N° 2: Skills that need to be develop**



**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students

Twenty students (80%) affirm that they need to develop their speaking skill; 12% consider they have to develop their listening skill; 8% show they need to develop writing skill.

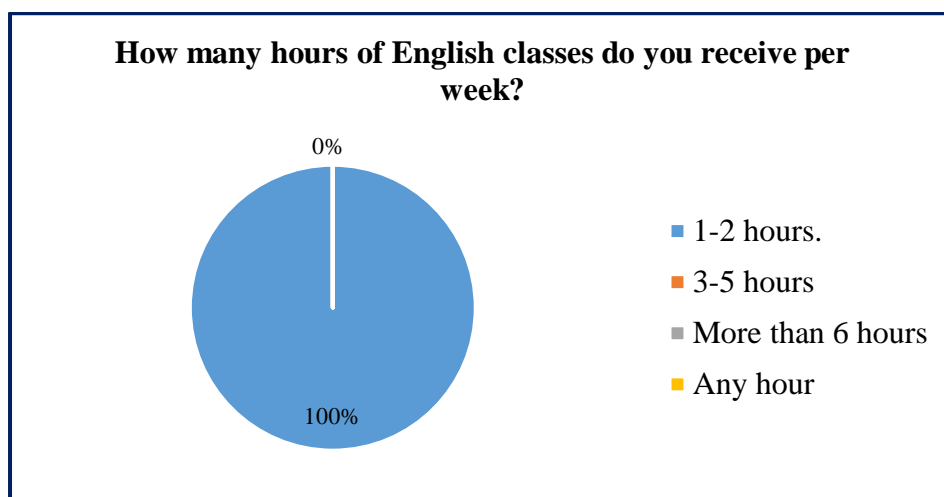
**Question N° 3: How many hours of English classes do you receive per week?**

**Chart N° 5: Frequency of English classes**

ALTERNATIVES	QUANTITY	PERCENTAGE
1-2 hours	25	100%
3-5 hours	0	0%
More than 6 hours	0	0%
Any hour	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students

**Graphic N° 3: Frequency of English classes**

**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students

100% of students mention that they receive classes between one or two hours per week.

**Question N° 4: Among the English hours of classes that you receive weekly, How many hours are you instructed to develop the speaking skill?**

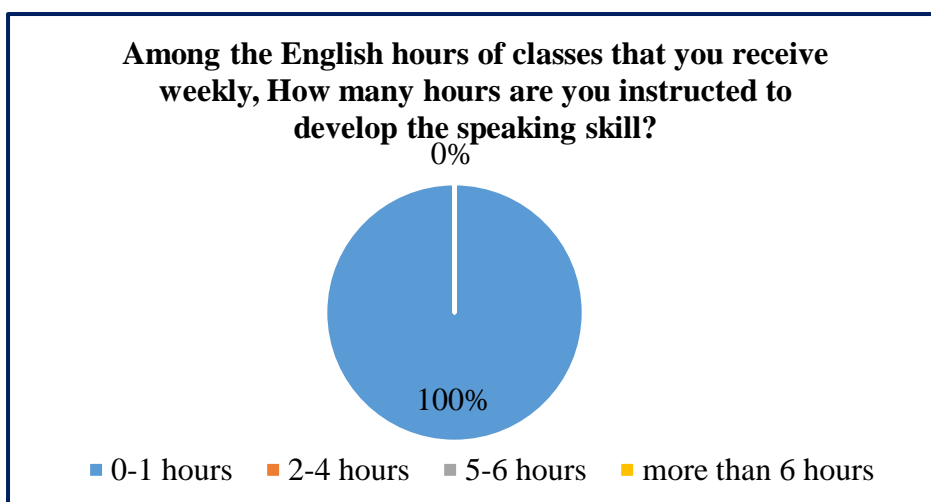
**Chart N° 6: Frequency of speaking practice**

ALTERNATIVES	QUANTITY	PERCENTAGE
0-1 hours	25	100%
2-4 hours	0	0%
5- 6 hours	0	0%
More tan 6 hours	0	100%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students

**Graphic N° 4: Frequency of speaking practice**



**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students

100% of students affirm they receive speaking practice between zero and one hour weekly.

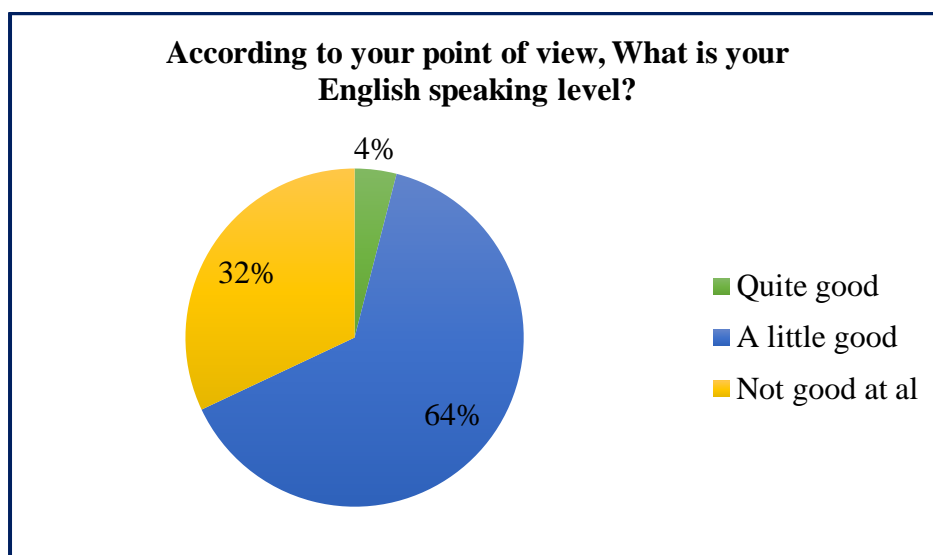
**Question N° 5: According to your point of view, what is your English speaking level?**

**Chart N° 7: Speaking level in students**

ALTERNATIVES	QUANTITY	PERCENTAGE
Quite good	1	4%
A little good	16	64%
Not good at al	8	32%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students

**Graphic N° 5: Speaking level in students**

**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students

64% of learner consider they have an average level of speaking skill and 32% consider they do not have a good level of speaking skill and 4% mention they have a good level of English.

**Question N° 6: Do you feel comfortable talking in public?**

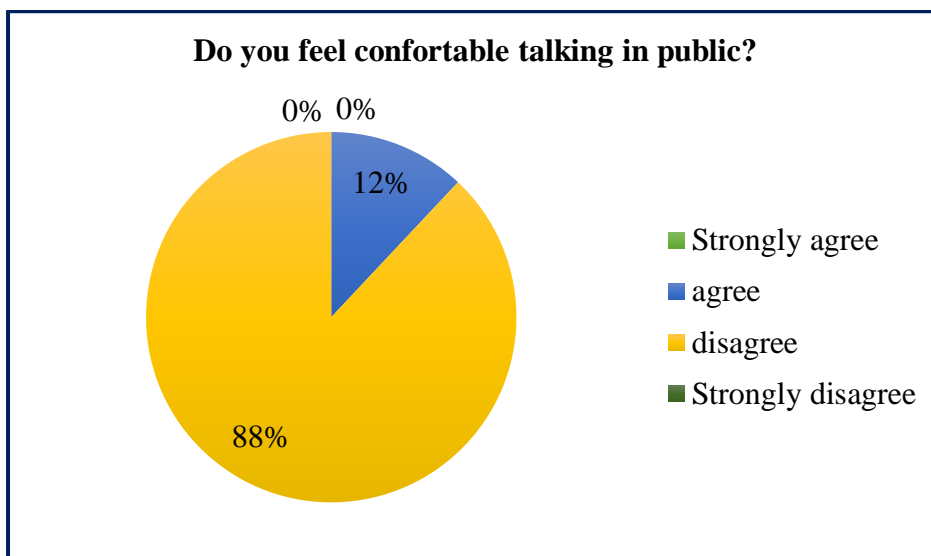
**Chart N° 8: Students Comfort**

ALTERNATIVES	QUANTITY	PERCENTAGE
Strongly agree	0	0%
Agree	3	12%
Disagree	22	88%
Strongly disagree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students



**Graphic N° 6: Students Comfort**

**Author:** Ashley Danessa Solórzano Santistevan

**Source:** Survey applied to tenth grade students

According to the survey only 12% of students feel comfortable speaking in public, and 88% mentioned they do not feel comfortable.

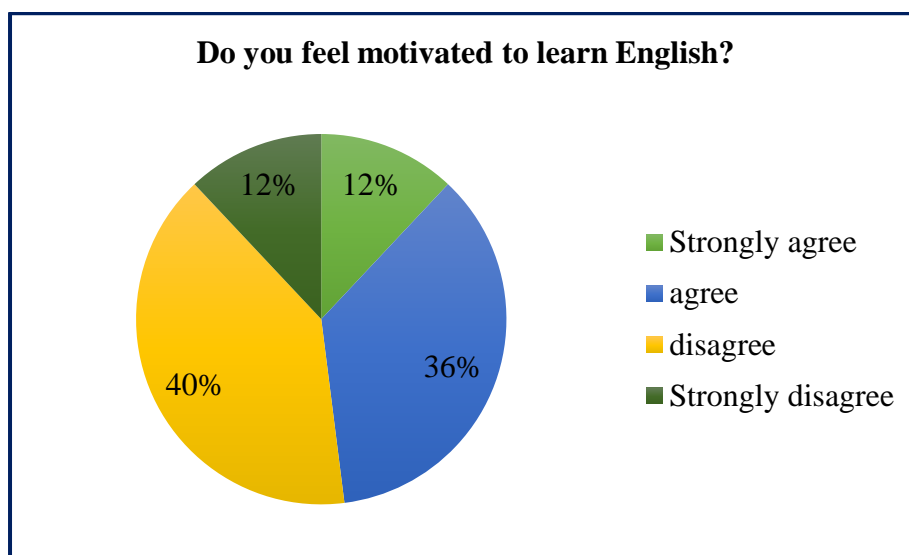
### Question N° 7: Do you feel motivated to learn English?

**Chart N° 9: Motivation to learn English**

ALTERNATIVES	QUANTITY	PERCENTAGE
Strongly agree	3	12%
Agree	9	36%
Disagree	10	40%
Strongly disagree	3	12%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Author:** Ashley Danessa Solórzano Santistevan

**Source:** Survey applied to tenth grade students

**Graphic N° 7: Motivation to learn English**

**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students

40% of students show the lack of motivation at the moment learning English and only 12% of learners agreed about feeling motivated during classes.

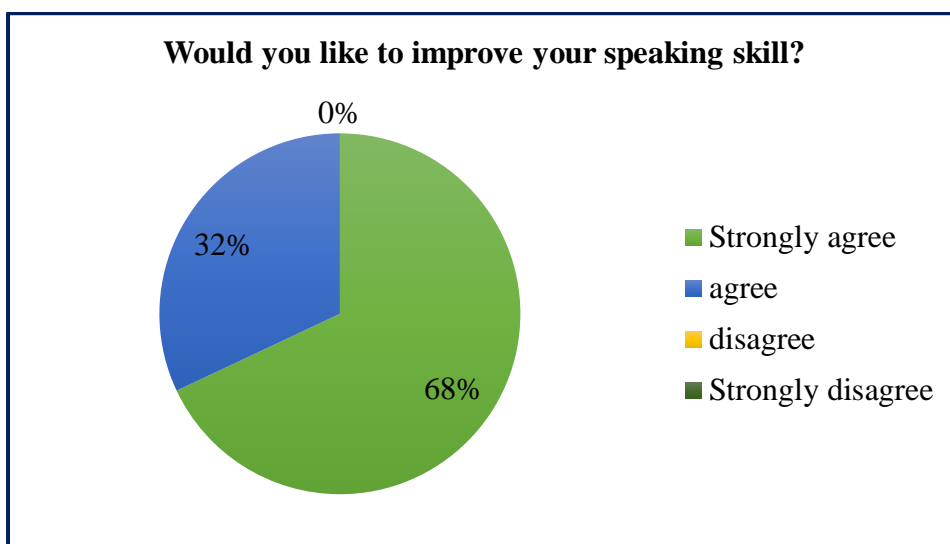
**Question N° 8: Would you like to improve your speaking skill?**

**Chart N° 10: English improvement**

ALTERNATIVES	QUANTITY	PERCENTAGE
Strongly agree	17	68%
Agree	8	32%
Disagree	0	0%
Strongly disagree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students

**Graphic N° 8: English improvement**

**Author:** Ashley Danessa Solórzano Santistevan

**Source:** Survey applied to tenth grade students

68% of students are strongly agree to improve English skills while 8 learners (32%) are partially agree.

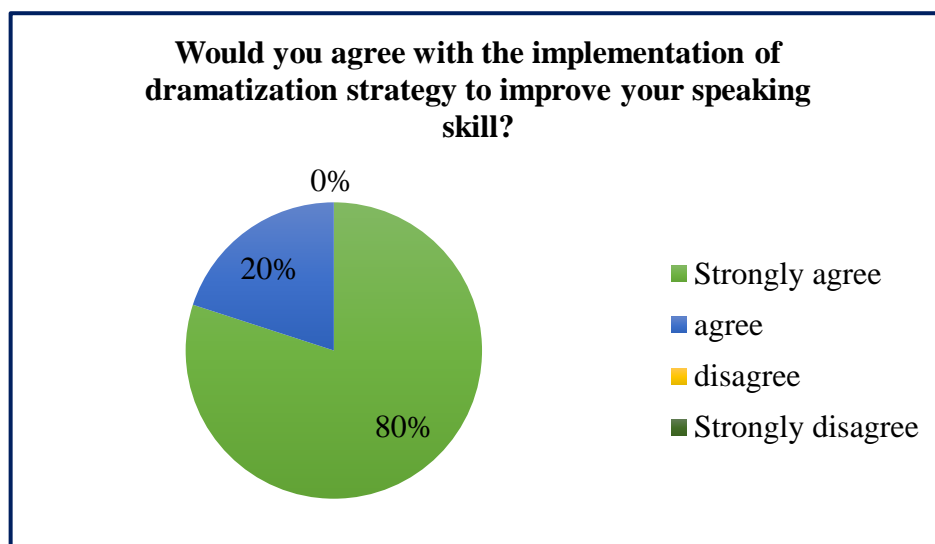
**Question N° 9: Would you agree with the implementation of dramatization strategy to improve your speaking skill?**

**Chart N° 11: Implementation of dramatization**

ALTERNATIVES	QUANTITY	PERCENTAGE
Strongly agree	20	80%
Agree	5	20%
Disagree	0	0%
Strongly disagree	0	0%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Author:** Ashley Danessa Solorzano Santistevan

**Source:** Survey applied to tenth grade students

**Graphic N° 9: Implementation of dramatization**

**Author:** Ashley Danessa Solórzano Santistevan

**Source:** Survey applied to tenth grade students

Results from survey show that 100% of students are totally and partially agree with the implementation of dramatization.

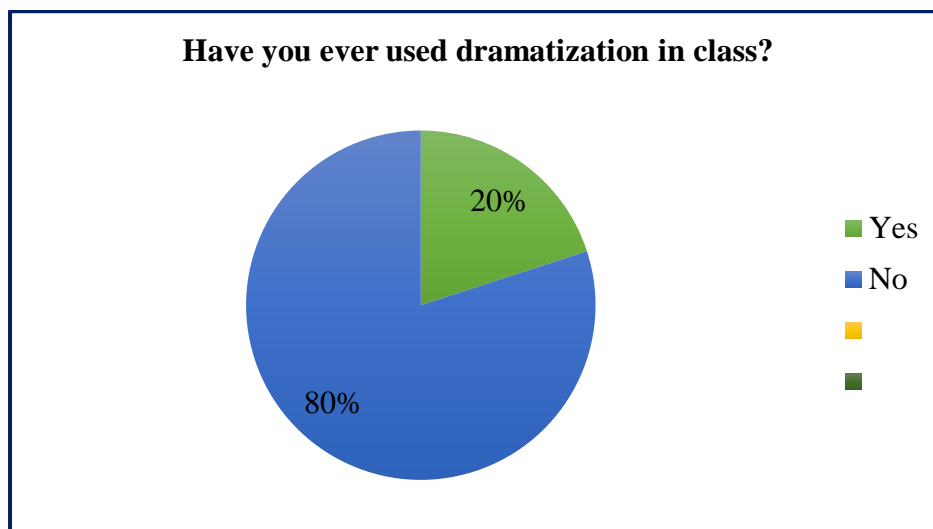
**Question N° 10: Have you ever used dramatization in class?**

**Chart N° 12: Dramatization practice**

ALTERNATIVES	QUANTITY	PERCENTAGE
Yes	5	20%
No	20	80%
<b>Total</b>	<b>25</b>	<b>100%</b>

**Author:** Ashley Danessa Solórzano Santistevan

**Source:** Survey applied to tenth grade students

**Graphic N° 10: Dramatization practice**

**Author:** Ashley Danessa Solórzano Santistevan

**Source:** Survey applied to tenth grade students

According to the results 20 students (80%) have never used dramatization in class while 5 of them (20%) admit the use of this strategy in class

### **Results and Discussion**

The principal of Unidad Educativa “Almirante Alfredo Poveda Burbano” Lcda. Sonia Peláez Duarte MSc. provided beneficial information about the instruction of speaking skill in the educational institution she manages, she concluded that pupils must learn English and develop these skills.

The interview with the English teacher was significant since it revealed that, in her opinion, speaking is a necessary ability for learning new information.

The survey directed to tenth grade students showed important results; most students considered that speaking skill is quite important at the moment of developing a new language, additionally, it was determined that most tenth grade students have speaking skill problems and the practice they have in class is not enough.

## Chapter IV

### The Proposal

#### Title of the proposal

Dramatization through the use of a booklet for the development of speaking skill in students of tenth grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena, academic year 2021-2022”.

#### Description of the Proposal

This proposal project, which involved the implementation of a booklet with scripts for the speaking skill improvement of tenth grade students, was applied at Unidad Educativa “Almirante Alfredo Poveda Burbano” placed in the province of Santa Elena.

#### Illustration N° 2: Unidad Educativa “Almirante Alfredo Poveda Burbano”



**Author:** Solórzano Santistevan Ashley Danessa

**Source:** Unidad Educativa “Almirante Alfredo Poveda Burbano ”

#### *Beneficiaries*

The direct and indirect beneficiaries of this proposal were the students of tenth grade, English teacher and principal at Unidad Educativa “Almirante Alfredo Poveda Burbano”

#### *Location*

Salinas, Santa Elena Province

### Illustration N° 3: Location of Unidad Educativa “Almirante Alfredo Poveda Burbano”



**Source:** <https://www.google.com/maps/@2.2440297,80.9325754,3a,75y,241.45h,89.13t/data=!3m6!1e1!3m4!1sf7ibVINcAL8OaBMwLTivHg!2e0!7i133!2!8i6656!5m1!1e4>

#### *Proposal Background*

Although there are several debates among educators about best practices in speaking instruction, there is a universal agreement on the goal of giving students the tools they need to become good at speaking; that is why, educators at every grade level must ensure that students have limitless opportunities to get familiarized with the language (vocabulary, phrases, structures, etc.) so that they may be able to improve their oral skill. Likewise, it is agreed that teachers must design lessons that stimulate and encourage learners to be an active part of the classes.

The development of the speaking skill is achieved through the use of different activities in order to follow the process of learning a new language. Authentic performance activities have been created in order to engage learners to the lessons with dialogues about common situations from elementary to an advance level; in these tasks, students also have the chance to practice their reading, develop correct intonation, memorize lines, and, additionally, they will practice grammar, vocabulary, fluency and learn to connect ideas. Dramatization, as a strategy in the development of the English language learning, allows students to express feelings, thoughts and ideas, applying means of communication based in

the use of the body and voice, developing the communicative abilities according to the needs of students

### ***Justification***

This study is significant in the realm of education and innovation for a variety of reasons. English speaking practice is important at all stages of education since it is linked to other skills, and its proper growth promotes communication practice. First of all, by boosting students' fluency, intonation, and accuracy, as well as expanding their vocabulary and building their confidence, this strategy will raise their English level and develop their skills. This will not only benefit students, but it will also teachers.

On the other hand, Globalization have had a direct impact on the speaking ability, because of the use of social media and internet people does not need to talk face to face to someone instead of it use the technology for these reason students need to practice speaking, due to they do not even know how to set a real conversation.

### ***Objectives***

#### **General Objective.**

To improve speaking skill through the implementation of dramatization strategies in students of tenth grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena, academic year 2021-2022.

#### **Specific Objective.**

- To analyze the level of speaking skill in students of tenth grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena, academic year 2021-2022.



- To theoretically demonstrate the strategies that lead the development of the speaking skill in students of tenth grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena, academic year 2021-2022.
- To implement a booklet to strength oral skills in students of tenth grade at Unidad Educativa “Almirante Alfredo Poveda Burbano”, Salinas, Santa Elena, academic year 2021-2022.

### **Design and Development of the Proposal**

The purpose of this proposal is the creation and implementation of a booklet in order to provide a general idea of the benefits that dramatization has in the acquisition of a new language.

*Implementation of a Booklet*



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

**ENGLISH LANGUAGE TEACHING CAREER**

**TOPIC OF THE PROPOSAL:**

**“COMMUNICTIVE STRATEGIES FOR THE DEVELOPMENT  
OF THE SPEAKING SKILLS IN STUDENTS OF TENTH  
GRADE AT UNIDAD EDUCATIVA “ALMIRANTE ALFREDO  
POVEDA BURBANO” SALINAS, SANTA ELENA, ACADEMIC  
YEAR 2021-2021**

**AUTHOR:**

**ASHLEY DANESSA SOLORZANO SANTISTEVAN**

**SAINAS – SANTA ELENA PROVINCE**

**2021-2022**

## Introduction to the Booklet

Nowadays, due to the globalized world, learning a new language have become extremely essential in order to connect people around the world.

Ecuador is a multicultural country and this wealth set up a solid base to face the challenges in today's world. English is well known as the "universal language", and for this reason is important to set up goals in order to face new challenges and create new opportunities

Speaking is one of the main means at the moment of learning a new language, although there are other supporting resources, dramatization is the most economic, easiest and motivating strategy to learn

This booklet has the purpose to offer new material in order to help educators to improve speaking skill in their students through the development of realistic and interesting dialogues that are according to the field that students are learning, It necessary to emphasized that due to the pandemic, education has become virtual, for this reason the booklet was converted to power point material, so, the teacher will be the one who share the material to students through this application , the booklet will be shown in class without the need for the student to print the resource since they are not authorized to do it.




This booklet will be of great importance for teachers, not only because students will learn more vocabulary and grammar in an easy way but also it will develop their speaking skill.

*Topics of the Activities*

N°	TOPIC	LEVEL
1	Meeting new people	Elementary (A1)
2	At the bus station	Elementary (A1)
3	Which one do you prefer...?	Elementary (A1)
4	At the restaurant	Elementary (A1)
5	At school	Elementary (A1)
6	In the future: what do you want to be when you grow up?	Elementary (A1)
7	At the shopping mall	Elementary (A1)
8	Tokyo 2020	Elementary (A1)
9	My favorite sport	Elementary (A1)
10	My favorite destination	Elementary (A1)

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*Activities of the Booklet*

	<h2>ACTIVITY N° 1 “MEETING NEW PEOPLE”</h2>		
<b>OBJETIVE</b>	<p>At the end of the lesson, students will be able to perform a short dramatization about meeting new people in order to enhance pronunciation and oral fluency</p>		
<b>Course:</b> Tenth Grade	<b>Time:</b> 30 minutes	<b>Level:</b> Elementary A1	
<b>Strategy:</b> Dramatization	<b>Resources:</b> Infographic with the instructions and script to follow		
<b>INSTRUCTIONS</b>		<b>INSTRUCTIONS IN THE BOOKLET</b>	
<ul style="list-style-type: none"> <li>❖ Teacher presents the dialogue in a piece of paper, asks students to look at the picture and predict the context of this conversation and get them familiarized with the topic.</li> <li>❖ Teacher reads the dialogue twice modeling the correct pronunciation, rhythm and intonation, using an appropriate body language, also changing the voice to refer to each different character.</li> <li>❖ Students are organized to work in pairs and assigned a role for this conversation.</li> <li>❖ Ask learners to drill the dialogue in pairs, if they find unknown words, they will look for the meaning in their dictionaries or ask to the teacher.</li> <li>❖ Finally, ask students to perform the dialogue in front of the class</li> <li>❖ Provide pronunciation feedback is it is needed</li> </ul>		<p style="text-align: center;"><b>Illustration N° 4: Instructions of Activity 1</b></p> 	

## DIALOGUE:

### Illustration N° 5: Meeting New People Dialogue



**ACTIVITY 1**  
**MEETING NEW PEOPLE**

**Dialogue:**

**Student A:** Hello, I'm \_\_\_\_\_, the new student in this school, what's your name?

**Student B:** Hey! My name is \_\_\_\_\_. Nice to meet you.

**Student A:** Nice to meet you, too.

**Student B:** Where are you from?

**Student A:** I am from \_\_\_\_\_ but my dad started a new work here in Ecuador.

**Students B:** Wow! that's amazing! Have you visited any touristic spot of Ecuador?


**Student A:** Yes, I went to Baños de Ambato, what a beautiful place!

**Students B :** Yeah! It's beautiful! Oh! the time is over, we should join to our math class.

**Student A :** You're right ...

**Author:** Solórzano Santistevan Ashley Danessa

	<h2>ACTIVITY N° 2 “AT THE BUS STATION”</h2>	
<b>OBJETIVE</b>	At the end of the lesson, students will be able to perform a short dramatization about a particular situation at the bus station in order to enhance pronunciation and oral fluency	
<b>Course:</b> Tenth Grade	<b>Time:</b> 30 minutes	<b>Level:</b> Elementary A1
<b>Strategy:</b> Dramatization	<b>Resources:</b> Infographic with the instructions and script to follow	
<b>INSTRUCTIONS</b>	<b>INSTRUCTIONS IN THE BOOKLET</b>	
<ul style="list-style-type: none"> <li>❖ Teacher presents the dialogue in a piece of paper, asks students to look at the picture and predict the context of this conversation and get them familiarized with the topic.</li> <li>❖ Teacher reads the dialogue twice modeling the correct pronunciation, rhythm and intonation, using an appropriate body language, also changing the voice to refer to each different character.</li> <li>❖ Students are organized to work in pairs and assigned a role for this conversation.</li> <li>❖ Ask learners to drill the dialogue in pairs, if they find unknown words, they will look for the meaning in their dictionaries or ask to the teacher.</li> <li>❖ Finally, ask students to perform the dialogue in front of the class</li> <li>❖ Provide pronunciation feedback is it is needed</li> </ul>	<p style="text-align: center;"><b>Illustration N° 6: Instructions of Activity 2</b></p>  <p style="text-align: center;"><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>❖ Work with a partner and read the dialogue below</li> <li>❖ Read the dialogue together and practice the pronunciation and intonation</li> <li>❖ Complete the spaces with your information</li> <li>❖ Perform the dialogue to the class</li> </ul>	

**DIALOGUE:****Illustration N° 7: At the Bus Dialogue**


**Activity 2**  
**AT THE BUS Station**

**Dialogue:**

**Student A:** Hi, excuse me . Does this bus go to \_\_\_\_\_?

**Student B:** Hello! mmm... No, I don't think so.

**Student A :** Do you know which bus take me over there?

**Student B :** Sure, you have to take line 11, that bus goes straight to your destination.

**Student A :** O.K. thanks for helping me .




**Student B :** Don't worry! Look, your bus is coming!

**Student A :** Thanks again! bye!

**Student B :** Have a nice day.

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	<b>ACTIVITY N° 3 “DO YOU PREFER ...?”</b>	
<b>OBJETIVE</b>	At the end of the lesson, students will be able to perform a short dramatization about meeting new people in order to enhance pronunciation and oral fluency	
<b>Course:</b> Tenth Grade	<b>Time:</b> 30 minutes	<b>Level:</b> Elementary A1
<b>Strategy:</b> Dramatization	<b>Resources:</b> Infographic with the instructions and script to follow	
<b>INSTRUCTIONS</b>	<b>INSTRUCTIONS IN THE BOOKLET</b>	
<ul style="list-style-type: none"> <li>❖ Teacher presents the dialogue in a piece of paper, asks students to look at the picture and predict the context of this conversation and get them familiarized with the topic.</li> <li>❖ Teacher reads the dialogue twice modeling the correct pronunciation, rhythm and intonation, using an appropriate body language, also changing the voice to refer to each different character.</li> <li>❖ Students are organized to work in pairs and assigned a role for this conversation.</li> <li>❖ Ask learners to drill the dialogue in pairs, if they find unknown words, they will look for the meaning in their dictionaries or ask to the teacher.</li> <li>❖ Finally, ask students to perform the dialogue in front of the class</li> <li>❖ Provide pronunciation feedback is it is needed</li> </ul>	<p style="text-align: center;"><b>Illustration N° 8: Instructions of Activity 3</b></p> 	

## DIALOGUE:

Illustration N° 9: 'Which one do you prefer?' Dialogue



**ACTIVITY 3**

**Which one do you prefer ...?**

**Dialogue:**

**Student A:** Here we go. Choose the \_\_\_\_\_ you like the most.

**Student B:** I am not sure about what to buy nor the color.

**Student A :** Which color do you like the most?

**Student B :** I don't know. Maybe \_\_\_\_\_.




**Student A :** O.K. That's a good color... See, there you have the section for you!

**Student B :** What a beautiful \_\_\_\_\_!

**Student A :** Yes! It's cute! You have more options here. Which one do you prefer

**Student B :** Definitely, that one!

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	<b>ACTIVITY N° 4 “AT THE RESTAURANT”</b>	
<b>OBJETIVE</b>	At the end of the lesson, students will be able to perform a short dramatization about a particular situation at a restaurant in order to enhance pronunciation and oral fluency	
<b>Course:</b> Tenth Grade	<b>Time:</b> 30 minutes	<b>Level:</b> Elementary A1
<b>Strategy:</b> Dramatization	<b>Resources:</b> Infographic with the instructions and script to follow	
<b>INSTRUCTIONS</b>	<b>INSTRUCTIONS IN THE BOOKLET</b>	
<ul style="list-style-type: none"> <li>❖ Teacher presents the dialogue in a piece of paper, asks students to look at the picture and predict the context of this conversation and get them familiarized with the topic.</li> <li>❖ Teacher reads the dialogue twice modeling the correct pronunciation, rhythm and intonation, using an appropriate body language, also changing the voice to refer to each different character.</li> <li>❖ Students are organized to work in pairs and assigned a role for this conversation.</li> <li>❖ Ask learners to drill the dialogue in pairs, if they find unknown words, they will look for the meaning in their dictionaries or ask to the teacher.</li> <li>❖ Finally, ask students to perform the dialogue in front of the class</li> <li>❖ Provide pronunciation feedback is it is needed</li> </ul>	<p style="text-align: center;"><b>Illustration N° 10: Instructions of Activity 4</b></p> <div style="text-align: center;">  </div>	


**DIALOGUE:**

**Illustration N° 11: At the Restaurant Dialogue**

**ACTIVITY 4**

**“AT THE RESTAURANT”**

**DIALOGUE:**



**Waiter:** Good morning, would you like to start by drinking something?

**Customer 1:** Yes please, I'd like some orange juice.

**Customer 2:** I'd like a coke please.

**Waiter:** O.K. just give me one moment.

**Customer 2:** Good!

**Waiter:** Here you have what you ordered... Do you need anything else?

**Customer 2:** Yes, I also want \_\_\_\_\_ please.

**Waiter:** All right! would you like some French fries too?

**Customer 2:** hmm.. yes please.




**Waiter:** And what about you sir?

**Customer 1:** I want \_\_\_\_\_ and French fries, too.

**Waiter:** O.K. All what you ordered is coming right up!


**Customer 1 - 2:** Thank you so much.

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	<h2>ACTIVITY N° 5 “AT SCHOOL”</h2>		
<b>OBJETIVE</b>	At the end of the lesson, students will be able to perform a short dramatization about a particular situation at school in order to enhance pronunciation and oral fluency		
<b>Course:</b> Tenth Grade	<b>Time:</b> 30 minutes	<b>Level:</b> Elementary A1	
<b>Strategy:</b> Dramatization	<b>Resources:</b> Infographic with the instructions and script to follow		
<b>INSTRUCTIONS</b>		<b>INSTRUCTIONS IN THE BOOKLET</b>	
<ul style="list-style-type: none"> <li>❖ Teacher presents the dialogue in a piece of paper, asks students to look at the picture and predict the context of this conversation and get them familiarized with the topic.</li> <li>❖ Teacher reads the dialogue twice modeling the correct pronunciation, rhythm and intonation, using an appropriate body language, also changing the voice to refer to each different character.</li> <li>❖ Students are organized to work in pairs and assigned a role for this conversation.</li> <li>❖ Ask learners to drill the dialogue in pairs, if they find unknown words, they will look for the meaning in their dictionaries or ask to the teacher.</li> <li>❖ Finally, ask students to perform the dialogue in front of the class</li> <li>❖ Provide pronunciation feedback is it is needed</li> </ul>		<p style="text-align: center;"><b>Illustration N° 12: Instructions of Activity 5</b></p> 	

**DIALOGUE:**

**Illustration N° 13: At School Dialogue**



The illustration features a colorful background with a school building and two children in school uniforms. The text is presented in a stylized, rounded font within a yellow and purple banner. The dialogue is written in a simple, clear font with bold labels for each speaker.

**Activity 5**  
**“At school”**

**dialogue:**

**Student A:** Hi \_\_\_\_\_, you look so worried, what happened?

**Student B:** I am afraid I will fail the \_\_\_\_\_ test tomorrow.

**Student A:** Too bad, haven't you revised your notes or the information from the textbook?

**Student B:** Of course! but there are some exercises that I don't get

**Student A:** If you want I can help you. Yesterday, my brother gave me an extra instruction and everything was clear for me.




**Student B:** Really?... Yes, please! I need that help, I can't fail! Would your brother mind helping me in the afternoon?

**Student A:** Sure! No problem, I'll call him after the \_\_\_\_\_ class is over.

**Student B:** Great! You are awesome.

**Student A:** My pleasure, see you!!

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	<b>ACTIVITY N° 6 “IN THE FUTURE: WHAT DO YOU WANT TO BE WHEN YOU GROW UP?”</b>	
<b>OBJETIVE</b>	At the end of the lesson, students will be able to perform a short dramatization about future plans and objectives in order to enhance pronunciation and oral fluency	
<b>Course:</b> Tenth Grade	<b>Time:</b> 30 minutes	<b>Level:</b> Elementary A1
<b>Strategy:</b> Dramatization	<b>Resources:</b> Infographic with the instructions and script to follow	
<b>INSTRUCTIONS</b>	<b>INSTRUCTIONS IN THE BOOKLET</b>	
<ul style="list-style-type: none"> <li>❖ Teacher presents the dialogue in a piece of paper, asks students to look at the picture and predict the context of this conversation and get them familiarized with the topic.</li> <li>❖ Teacher reads the dialogue twice modeling the correct pronunciation, rhythm and intonation, using an appropriate body language, also changing the voice to refer to each different character.</li> <li>❖ Students are organized to work in pairs and assigned a role for this conversation.</li> <li>❖ Ask learners to drill the dialogue in pairs, if they find unknown words, they will look for the meaning in their dictionaries or ask to the teacher.</li> <li>❖ Finally, ask students to perform the dialogue in front of the class</li> <li>❖ Provide pronunciation feedback is it is needed</li> </ul>	<p style="text-align: center;"><b>Illustration N° 14: Instructions of Activity 6</b></p> 	

## DIALOGUE:

## Illustration N° 15: 'What do you want to be when you grow up?' Dialogue

**Activity 6**

**“What do you want to be when you grow up?”**



**Dialogue:**

**Teacher:** So, guys today we are going to talk about our future expectations. Let's see, \_\_\_\_\_, what do you want to be when you grow up?

**Student 1:** I want to be a/an \_\_\_\_\_.

**Teacher:** Amazing! Could you tell us why?

**Student 1:** Because \_\_\_\_\_.

**Teacher:** Wow! I believe you are going to be an incredible \_\_\_\_\_!

**Student 1:** Thank you teacher.

**Student 2:** When I grow up, I'm going to be a/an \_\_\_\_\_, because \_\_\_\_\_.

**Teacher:** Really? And I am pretty sure you will do it, just believe in yourself my dear.

**Student 3:** May I talk?




**Teacher:** Of course you may.

**Student 3:** Well, I am going to study at \_\_\_\_\_ to become a/an \_\_\_\_\_. I love this occupation.

**Teacher:** All your dreams may come true if you fight for them. Let's follow with this topic tomorrow...

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	<b>ACTIVITY N° 7 “AT THE SHOPPING MALL”</b>	
<b>OBJETIVE</b>	At the end of the lesson, students will be able to perform a short dramatization about a particular situation at the shopping mall in order to enhance pronunciation and oral fluency	
<b>Course:</b> Tenth Grade	<b>Time:</b> 30 minutes	<b>Level:</b> Elementary A1
<b>Strategy:</b> Dramatization	<b>Resources:</b> Infographic with the instructions and script to follow	
<b>INSTRUCTIONS</b>	<b>INSTRUCTIONS IN THE BOOKLET</b>	
<ul style="list-style-type: none"> <li>❖ Teacher presents the dialogue in a piece of paper, asks students to look at the picture and predict the context of this conversation and get them familiarized with the topic.</li> <li>❖ Teacher reads the dialogue twice modeling the correct pronunciation, rhythm and intonation, using an appropriate body language, also changing the voice to refer to each different character.</li> <li>❖ Students are organized to work in pairs and assigned a role for this conversation.</li> <li>❖ Ask learners to drill the dialogue in pairs, if they find unknown words, they will look for the meaning in their dictionaries or ask to the teacher.</li> <li>❖ Finally, ask students to perform the dialogue in front of the class</li> <li>❖ Provide pronunciation feedback is it is needed</li> </ul>	<p style="text-align: center;"><b>Illustration N° 16: Instructions of Activity 7</b></p>  <ul style="list-style-type: none"> <li>❖ Work with two partners and read the dialogue below</li> <li>❖ Read the dialogue together and practice the pronunciation and intonation</li> <li>❖ Complete the spaces with your information (clothes)</li> <li>❖ Perform the dialogue to the class</li> </ul>	

## DIALOGUE:

## Illustration N° 17: At the Shopping Mall Dialogue

# Activity 7

## “At the shopping mall”



### Dialogue:



**Sales person:** Good morning, how are you?

**Customer:** I am good thanks.

**Sales person:** Awesome! What can I do for you?

**Customer:** I am looking for some Christmas presents for my family.

**Sales person:** O.K. Do you have something in mind? ... Maybe trousers? \_\_\_\_\_? \_\_\_\_\_?

**Customer:** Sure! And shoes, too.

**Sales person:** O.K. Come with me please... - how about this \_\_\_\_\_?

**Customer:** I like it a lot, but the color is too dark, do you have the same one but in another color?

**Sales person:** Hmm.. I'm afraid this is the only color we have in stock.

**Customer:** Too bad... and what about those \_\_\_\_\_?

**Sales person:** Good likes. Look at them!

**Customer:** They are beautiful! Do you have size 9?

**Sales person:** Yes, we do. They are \$99.

**Customer:** Perfect! I'll take them.

**Sales person:** Cash or credit card?

**Customer:** Cash... Here you have.




**Sales person:** Thanks, this is your package.

**Customer:** Thank you

**Sales person:** You're welcome! Have a nice day!

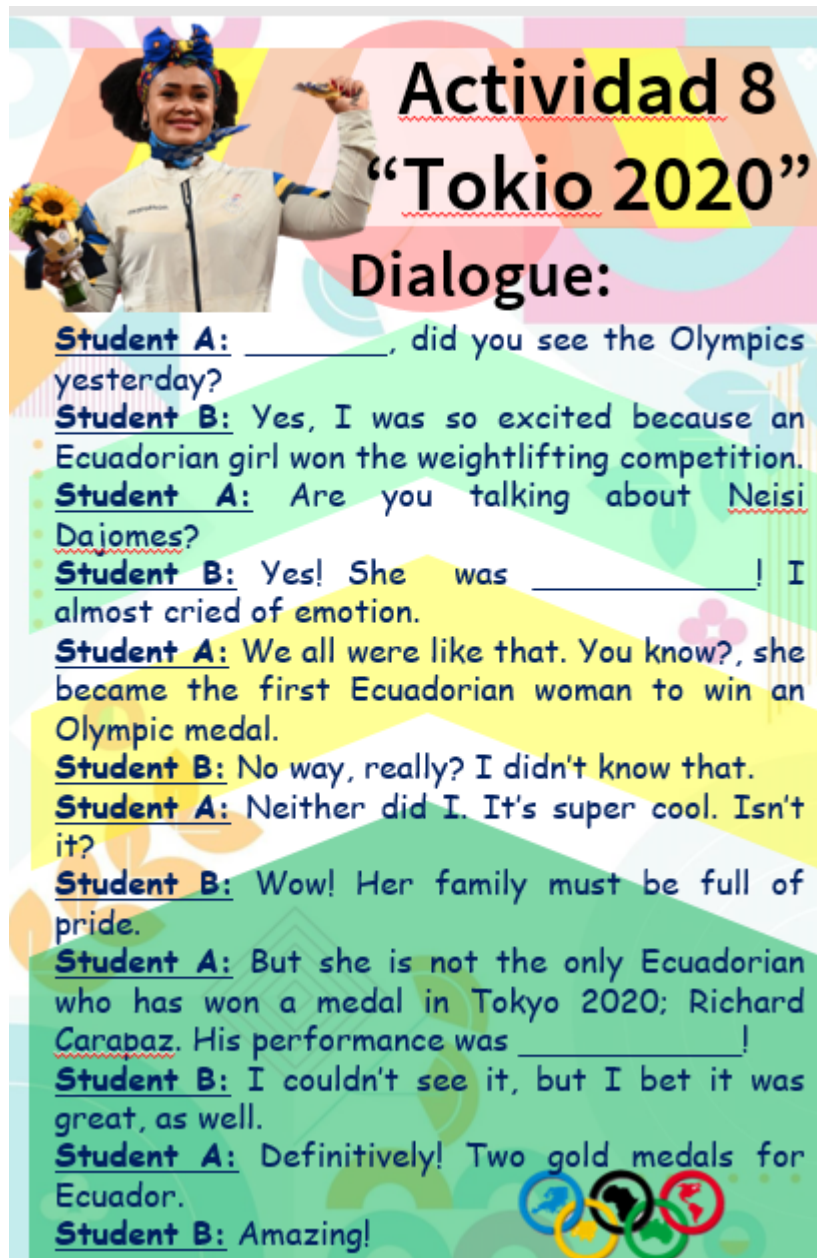


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	<b>ACTIVITY N° 8 “TOKYO 2020”</b>		
<b>OBJETIVE</b>		At the end of the lesson, students will be able to perform a short dramatization about the recent Olympic games – Tokyo 2020 in order to enhance pronunciation and oral fluency	
<b>Course:</b> Tenth Grade		<b>Time:</b> 30 minutes	<b>Level:</b> Elementary A1
<b>Strategy:</b> Dramatization		<b>Resources:</b> Infographic with the instructions and script to follow	
<b>INSTRUCTIONS</b>		<b>INSTRUCTIONS IN THE BOOKLET</b>	
<ul style="list-style-type: none"> <li>❖ Teacher presents the dialogue in a piece of paper, asks students to look at the picture and predict the context of this conversation and get them familiarized with the topic.</li> <li>❖ Teacher reads the dialogue twice modeling the correct pronunciation, rhythm and intonation, using an appropriate body language, also changing the voice to refer to each different character.</li> <li>❖ Students are organized to work in pairs and assigned a role for this conversation.</li> <li>❖ Ask learners to drill the dialogue in pairs, if they find unknown words, they will look for the meaning in their dictionaries or ask to the teacher.</li> <li>❖ Finally, ask students to perform the dialogue in front of the class</li> <li>❖ Provide pronunciation feedback is it is needed</li> </ul>		<p style="text-align: center;"><b>Illustration N° 18: Instructions of Activity 8</b></p> 	

**DIALOGUE:**

**Illustration N° 19: Tokyo 2020 Dialogue**



**Actividad 8**  
**“Tokio 2020”**  
**Dialogue:**

**Student A:** \_\_\_\_\_, did you see the Olympics yesterday?

**Student B:** Yes, I was so excited because an Ecuadorian girl won the weightlifting competition.

**Student A:** Are you talking about Neisi Dajomes?

**Student B:** Yes! She was \_\_\_\_\_! I almost cried of emotion.

**Student A:** We all were like that. You know?, she became the first Ecuadorian woman to win an Olympic medal.

**Student B:** No way, really? I didn't know that.

**Student A:** Neither did I. It's super cool. Isn't it?


**Student B:** Wow! Her family must be full of pride.

**Student A:** But she is not the only Ecuadorian who has won a medal in Tokyo 2020; Richard Carabaz. His performance was \_\_\_\_\_!




**Student B:** I couldn't see it, but I bet it was great, as well.

**Student A:** Definitely! Two gold medals for Ecuador.

**Student B:** Amazing!

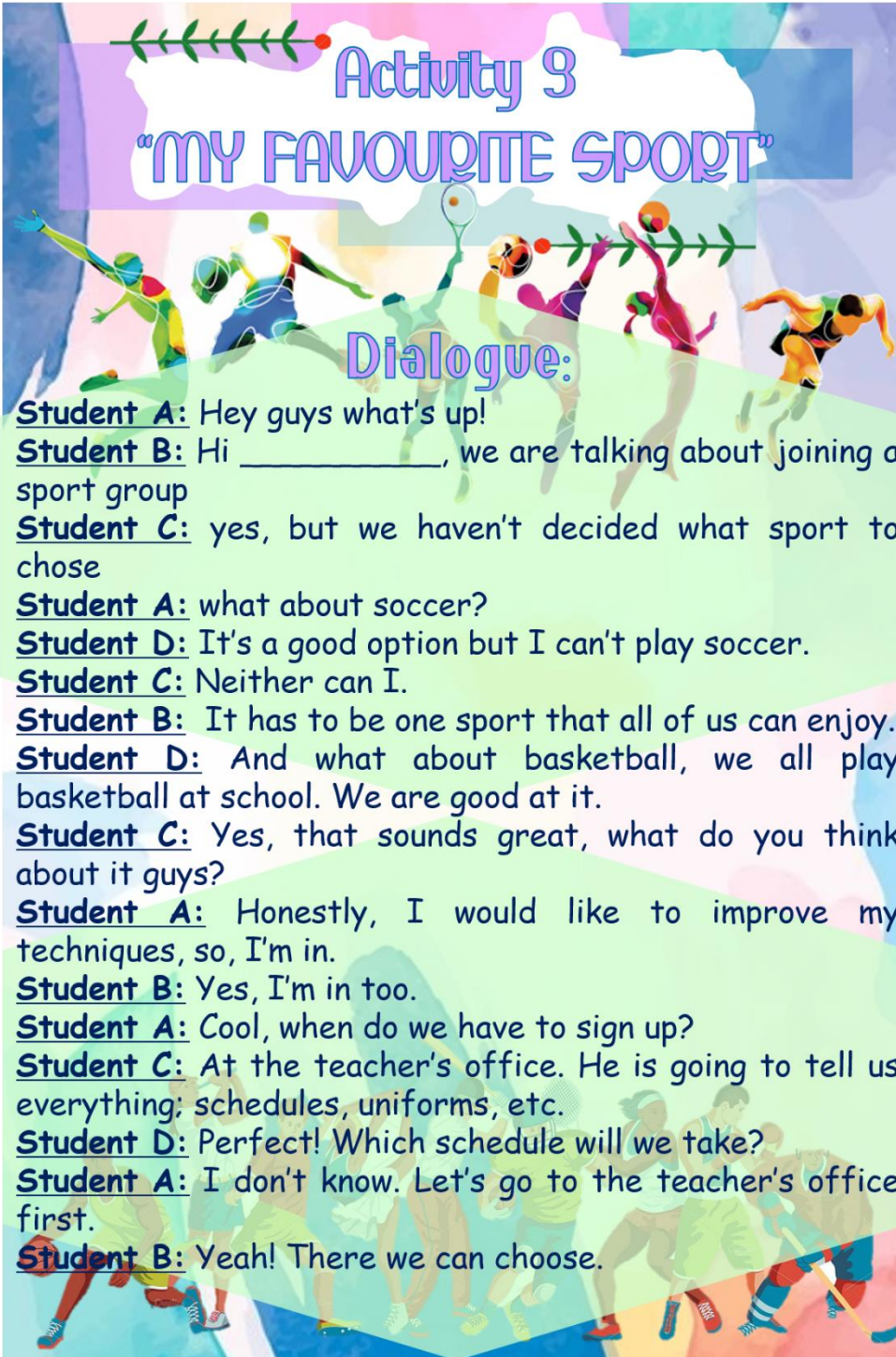


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	<b>ACTIVITY N° 9 “MY FAVOURITE SPORT”</b>	
<b>OBJETIVE</b>	At the end of the lesson, students will be able to perform a short dramatization about favourite sports in order to enhance pronunciation and oral fluency	
<b>Course:</b> Tenth Grade	<b>Time:</b> 30 minutes	<b>Level:</b> Elementary A1
<b>Strategy:</b> Dramatization	<b>Resources:</b> Infographic with the instructions and script to follow	
<b>INSTRUCTIONS</b>	<b>INSTRUCTIONS IN THE BOOKLET</b>	
<ul style="list-style-type: none"> <li>❖ Teacher presents the dialogue in a piece of paper, asks students to look at the picture and predict the context of this conversation and get them familiarized with the topic.</li> <li>❖ Teacher reads the dialogue twice modeling the correct pronunciation, rhythm and intonation, using an appropriate body language, also changing the voice to refer to each different character.</li> <li>❖ Students are organized to work in pairs and assigned a role for this conversation.</li> <li>❖ Ask learners to drill the dialogue in pairs, if they find unknown words, they will look for the meaning in their dictionaries or ask to the teacher.</li> <li>❖ Finally, ask students to perform the dialogue in front of the class</li> <li>❖ Provide pronunciation feedback is it is needed</li> </ul>	<p style="text-align: center;"><b>Illustration N° 20: Instructions of Activity 9</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>❖ Work with two partners and read the dialogue below</li> <li>❖ Read the dialogue together and practice the pronunciation and intonation           <ul style="list-style-type: none"> <li>❖ Complete the spaces with your information (names, adjectives to describe emotions, etc.)</li> </ul> </li> <li>❖ Perform the dialogue to the class</li> </ul>	

**DIALOGUE:**

**Illustration N° 21: My Favourite Sport Dialogue**



**Activity 9**  
**"MY FAVOURITE SPORT"**

**Dialogue:**

**Student A:** Hey guys what's up!

**Student B:** Hi \_\_\_\_\_, we are talking about joining a sport group

**Student C:** yes, but we haven't decided what sport to chose

**Student A:** what about soccer?

**Student D:** It's a good option but I can't play soccer.

**Student C:** Neither can I.

**Student B:** It has to be one sport that all of us can enjoy.

**Student D:** And what about basketball, we all play basketball at school. We are good at it.

**Student C:** Yes, that sounds great, what do you think about it guys?

**Student A:** Honestly, I would like to improve my techniques, so, I'm in.

**Student B:** Yes, I'm in too.

**Student A:** Cool, when do we have to sign up?




**Student C:** At the teacher's office. He is going to tell us everything; schedules, uniforms, etc.

**Student D:** Perfect! Which schedule will we take?

**Student A:** I don't know. Let's go to the teacher's office first.

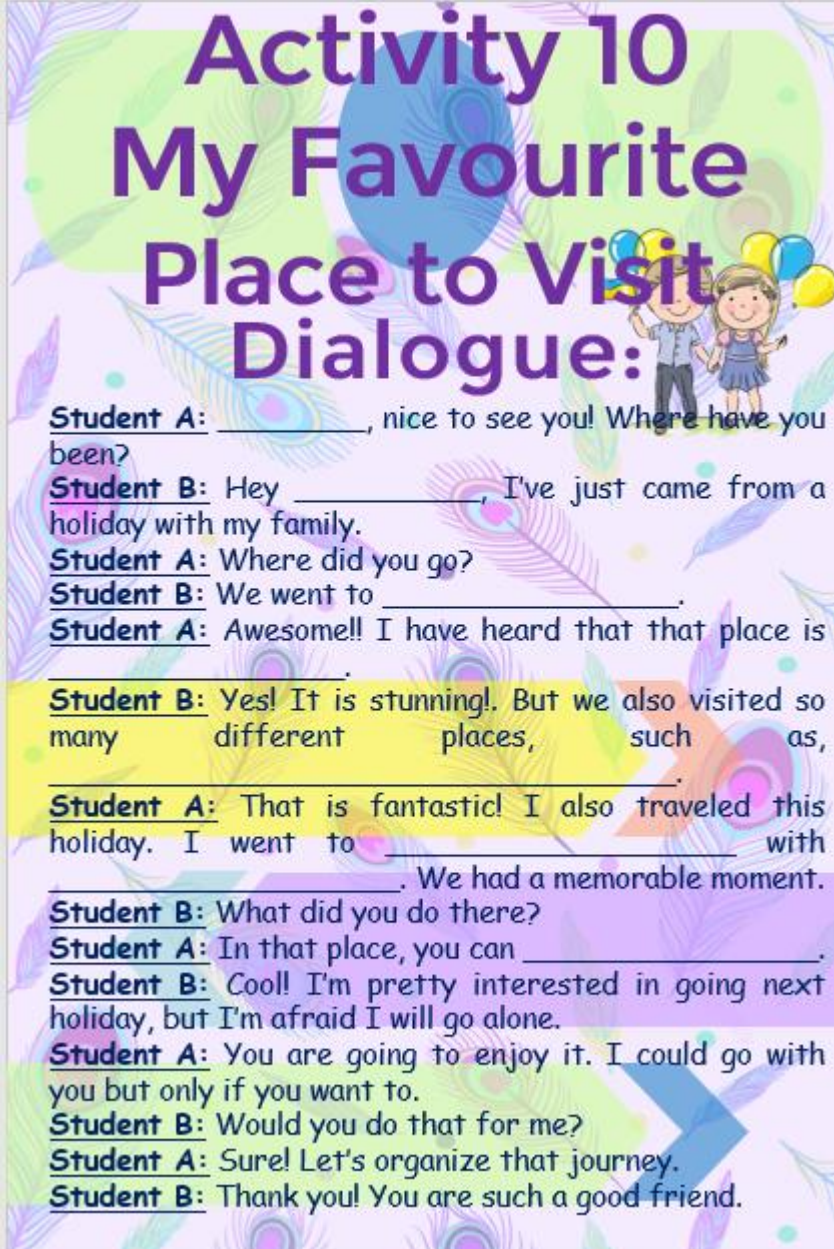
**Student B:** Yeah! There we can choose.

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	<b>ACTIVITY N° 10 “MY FAVOURITE DESTINATION”</b>		
<b>OBJETIVE</b>	At the end of the lesson, students will be able to perform a short dramatization about favourite destinations in order to enhance pronunciation and oral fluency		
<b>Course:</b> Tenth Grade	<b>Time:</b> 30 minutes	<b>Level:</b> Elementary A1	
<b>Strategy:</b> Dramatization	<b>Resources:</b> Infographic with the instructions and script to follow		
<b>INSTRUCTIONS</b>	<b>INSTRUCTIONS IN THE BOOKLET</b>		
<ul style="list-style-type: none"> <li>❖ Teacher presents the dialogue in a piece of paper, asks students to look at the picture and predict the context of this conversation and get them familiarized with the topic.</li> <li>❖ Teacher reads the dialogue twice modeling the correct pronunciation, rhythm and intonation, using an appropriate body language, also changing the voice to refer to each different character.</li> <li>❖ Students are organized to work in pairs and assigned a role for this conversation.</li> <li>❖ Ask learners to drill the dialogue in pairs, if they find unknown words, they will look for the meaning in their dictionaries or ask to the teacher.</li> <li>❖ Finally, ask students to perform the dialogue in front of the class</li> <li>❖ Provide pronunciation feedback is it is needed</li> </ul>	<p><b>Illustration N° 22: Instructions of Activity 10</b></p> 		

**DIALOGUE:**

**Illustration N° 23: My Favorite Destination Dialogue**



**Activity 10**  
**My Favourite**  
**Place to Visit**  
**Dialogue:**

**Student A:** \_\_\_\_\_, nice to see you! Where have you been?

**Student B:** Hey \_\_\_\_\_, I've just come from a holiday with my family.

**Student A:** Where did you go?

**Student B:** We went to \_\_\_\_\_.

**Student A:** Awesome!! I have heard that that place is \_\_\_\_\_.

**Student B:** Yes! It is stunning!. But we also visited so many different places, such as, \_\_\_\_\_.

**Student A:** That is fantastic! I also traveled this holiday. I went to \_\_\_\_\_ with \_\_\_\_\_.

**Student B:** What did you do there?

**Student A:** In that place, you can \_\_\_\_\_.

**Student B:** Cool! I'm pretty interested in going next holiday, but I'm afraid I will go alone.

**Student A:** You are going to enjoy it. I could go with you but only if you want to.

**Student B:** Would you do that for me?

**Student A:** Sure! Let's organize that journey.

**Student B:** Thank you! You are such a good friend.

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## **Conclusions and Recommendations**

### *Conclusions*

Students have a wide variety of strategies to improve their speaking skill, teachers should encourage and teach learners how to express themselves according to the existent strategies. Based on this investigation there are several strategies that can help students to improve oral skills such as, describing pictures, cards, brainstorming or the subject proposed in this research which is dramatization strategy that involves students in real world activities.

The survey and interview have shown some results revealing that many students do not reach Level A1, and it could be because of the number of hours per week they study English at school. The 88% of students has problems with speaking skill and does not have confidence with talking in public. The interview indicates that the teacher is not applying the right strategies or she is not using strategies in a correct form. In accordance to the interviewees, during english practices the least used strategy is dramatization even when based on the investigation , it promotes the use of verbal communication and according to proven researchs this strategy is effective in the educational field.

According to the survey students do not feel comfortable talking in public, for this reason, the drammatization represents a feasible way to practice the oral skill in a real context, the creation of dialogues, body language, pronunciation emphasize the use of correct strategies to help learners. The use of drama could help students to improve their motivation, confidence, interest and level of speaking at the same time with the purpose of having significative learning.

### ***Recommendations***

In order to improve speaking skill, it is necessary to apply the correct strategies and according to the bibliographical reference, this research presents three main strategies that can be used with students such as verbal communication where they can express their thought written or oral form; nonverbal communication using their body in order to express themselves and finally with vision communication strategy learners can share their ideas through organizers, graphic and so on.

According to the survey, students do not have enough practice in class and for this reason the learners do not feel motivated and do not have a good level of speaking, it is recommended that the students received more hours of English instruction and the teachers assist to seminars and courses in order to learn more about new strategies and methodologies to improve oral skill using motivational strategies such as dramatization which will encourage, motivate and help students to improve speaking skill and get a level A1 in English in the short term.

In order to improve speaking skill in students it is recommended the use of drama because through this practice students will develop their pronunciation; a good strategy could be the use of dramatization because it will enhance their vocabulary and they will be motivated to speak in public due to the confidence they will win.

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## Appendixes

### Appendix N° 1: Students' survey

	<p><b>PENÍNSULA OF SANTA ELENA STATE UNIVERSITY</b></p> <p><b>FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES</b></p> <p><b>PEDAGOGY OF THE NATIONAL AND FOREIGN LANGAUGES CAREER</b></p>	
<p><b>Objective:</b> To collect information from tenth grade students at “Unidad Educativa Almirante Alfredo Poveda Burbano” about the importance of developing the speaking skills of the English language.</p>		
<p><b>Instructions:</b> Read carefully each question with its alternatives. Then, choose one alternative in order to provide an answer (X).</p>		

#### Question N° 1: How important is the English language acquisition for your life??

N°	ALTERNATIVES	RESPONSES
1.1	Quite important	
1.2	Little important	
1.3	Not important	

#### Question N° 2: According to your point of view, what is the English language skill that you need to develop the most?

N°	ALTERNATIVES	RESPONSES
2.1	Listening	
2.2	Reading	
2.3	Speaking	
2.4	Writing	

#### Question N° 3: How many hours of English classes do you receive per week?

N°	ALTERNATIVES	RESPONSES
3.1	1-2 hours	
3.2	3- 5 hours	
3.3	More than six hours	
3.4	Any hours	

**Question N° 4: Among the English hours of classes that you receive weekly, How many hours are you instructed to develop the speaking skill?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
4.1	0-1hours	
4.2	2-4 hours	
4.3	5-6 hours	
4.4	More than 6 hours	

**Question N° 5: According to your point of view, What is your English speaking level?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
5.1	Quite good	
5.2	A little good	
5.3	No good at all	

**Question N° 6: Do you feel comfortable talking in English?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
6.1	Strongly agree	
6.2	agree	
6.3	disagree	
6.4	Strongly disagree	

**Question N° 7: Do you feel motivated to learn English?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
7.1	Strongly agree	
7.2	agree	
7.3	disagree	
7.4	Strongly disagree	

**Question N° 8: would you like to improve your speaking skill?**

<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
8.1	Strongly agree	
8.2	agree	
8.3	disagree	
8.4	Strongly disagree	

**Question N° 9: Would you agree with the implementation of dramatization strategy to improve your speaking skill?**



<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
9.1	Strongly agree	
9.2	agree	
9.3	disagree	
9.4	Strongly disagree	

**Question N° 10: Have you ever used dramatization in class?**



<b>N°</b>	<b>ALTERNATIVES</b>	<b>RESPONSES</b>
9.1	True	
9.2	False	



### Appendix N° 2: Interview to English teacher

	<b>PENÍNSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES PEDAGOGY OF THE NATIONAL AND FOREIGN LANGAUGES CAREER</b>	
<p><b>Objective:</b> To collect important information from English teachers at “Unidad Educativa Almirante Alfredo Poveda Burbano” about the importance of developing the speaking skill of English language.</p>		
<b>QUESTION</b>		
<p>Question N° 1: What do you think about the way English is taught in Ecuador?</p>		
<p>Question N° 2: What is the level of English language of your students?</p>		
<p>Question N° 3: What do you think about the development of speaking skill of your students</p>		
<p>Question N° 4: What problems do you consider students face for developing their speaking skill?</p>		
<p>Question N° 5: What are the strategies that you apply for your English speaking skill lessons?</p>		
<p>Question N° 6: How often do you encourage your students practice their speaking skill?</p>		
<p>Question N° 7: Do you consider that speaking exercises from the English book are according to your students’ interests and levels?</p>		

### Appendix N° 3: Interview to the principal

	<b>PENÍNSULA OF SANTA ELENA STATE UNIVERSITY FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES ENGLISH LANGUAGE TEACHING CAREER</b>	
<p><b>Objective:</b> To collect information from the principal at teachers at “Unidad Educativa Almirante Alfredo Poveda Burbano” about the importance of developing the reading comprehension skill of English language.</p>		
<b>QUESTION</b>		
<p>Question N° 1: According to your criteria, what do you think about the teaching English language in educational institutions from Ecuador?</p>		
<p>Question N° 2: What is the level of English language of students of tenth grade from your educational institution?</p>		
<p>Question N° 3: what is the level of English proficiency in tenth grade learners?</p>		
<p>Question N° 4: What problems do you consider students face for developing their speaking skill?</p>		
<p>Question N° 5: What are the strategies that English teachers from this educational institution apply for their English-speaking skill lessons?</p>		
<p>Question N° 7: What strategies do you think could help to the development of speaking ability?</p>		

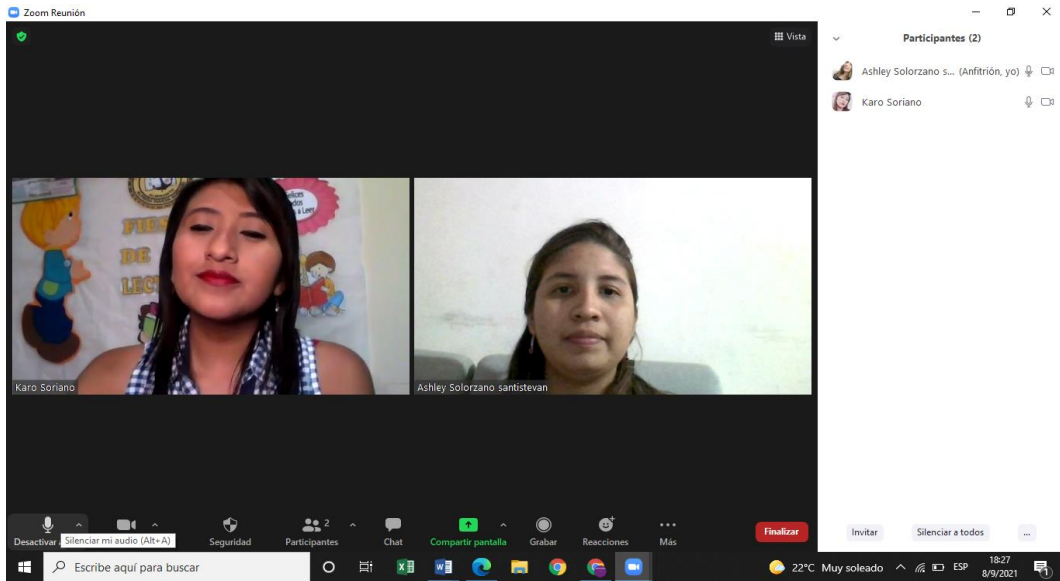
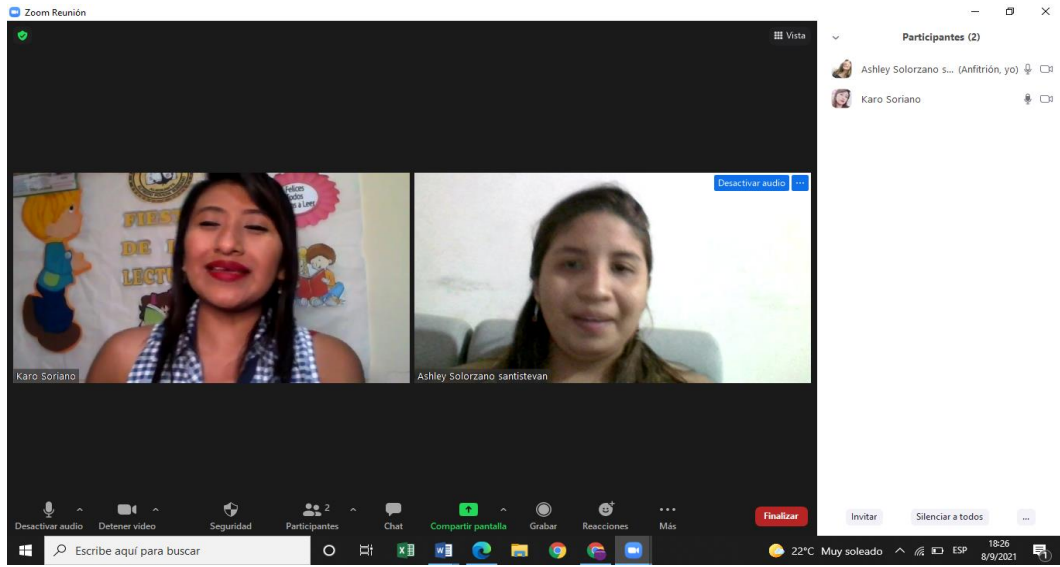
### Appendix N°6: Students of tenth grade



### Appendix N°7: interview with the Principal



### Appendix N°8: interview with the teacher



## Appendix N° 9: Request of implementation project



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

UPSE

**Oficio No. 141-PINE-TT-2021**

La Libertad, 30 de agosto de 2021

Licenciada  
MSc. Sonia Peláez Duarte  
**DIRECTORA DE LA UNIDAD EDUCATIVA ALMIRANTE ALFREDO POVEDA BURBANO**  
En su despacho.-

De mi consideración.-

Por medio del presente, pongo a su conocimiento que la estudiante de octavo semestre Ashley Danessa Solórzano Santistevan, se encuentra en desarrollo de su anteproyecto de tesis, cuyo tema está relacionado al método de la enseñanza mediante estrategias comunicativas para el desarrollo de habilidades del habla a estudiantes de décimo grado de educación básica.

Ante lo expuesto, solicito su autorización para que la mencionada estudiante pueda acceder a la recolección de datos relevantes mediante encuestas a estudiantes y docentes, en la Unidad Educativa que usted representa; información que le será útil para el desarrollo de su anteproyecto de tesis previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.

El horario para la recolección de datos podrá definirse conforme lo disponga la institución.

Particular que solicito para los fines pertinentes.

Atentamente,



ROSA TATIANA  
GARCIA



Ing., Tatiana García Villao, MSc.  
**Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros**

c/c Archivo/

*Somos lo que el mundo necesita*