

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



**“THE TENSIONS IN ENGLISH LANGUAGE LEARNING (ELL)
THAT INFLUENCE IN THE DEVELOPMENT OF THE
SPEAKING SKILL IN 1° BACHILLERATO STUDENTS AT
UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA. LA
LIBERTAD. PROVINCE OF SANTA ELENA. SCHOOL YEAR
2021-2022.”**

RESEARCH PAPER

As a prerequisite to obtain a:

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

AUTHOR: Maria Nathali Ochoa Suarez

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La Libertad, September 13th, 2021

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title **“THE TENSIONS IN ENGLISH LANGUAGE LEARNING (ELL) THAT INFLUENCE IN THE DEVELOPMENT OF THE SPEAKING SKILL IN 1° BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA. LA LIBERTAD. PROVINCE OF SANTA ELENA. SCHOOL YEAR 2021-2022.”** prepared by Maria Nathali Ochoa Suarez, undergraduate student of the Pedagogy of National and Foreign Languages Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, 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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MSC. ELENA NIOLA SANTAMARIN

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STATEMENT OF AUTHORSHIP

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Maria Nathali Ochoa Suarez

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Sincerely,

Nathali

DEDICATION

I would like to dedicate this work to my family, my parents, who gave me all their support day by day to finish this work when I didn't believe that I could do it.

To the love of my life, Robert, who was always pushing me and motivating me to not give up at this point, because he has always believed in me and in my work.

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Nathali



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ABSTRACT

The present document is an investigation which objective was to analyze the tensions in English Language Learning (ELL) that influence in the development of the speaking skill in 1° Bachillerato students at Unidad Educativa Peninsula de Santa Elena. As part of the methodology of the present research project, it was applied the quantitative method, in its exploratory and descriptive level, in which was applied a survey in order to collect enough data for the development of this project. In order to respond to this problem, the present work propose a methodological guide that will develop speaking skills by reducing the tensions like Academic Stress, Lack of Confidence and Limited Opportunities to practice, in the performance of speaking skills activities.

Key words: Second Language Acquisition; Tensions in learning, Speaking skills, strategies

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INTRODUCTION

The English Language is undoubtedly considered as the Lingua Franca and it is used as the principle mean of communication of non-native speakers. It is not new that Ecuador has problems to improve the English level. Many teachers have been working and developing new teaching strategies that can be useful to apply in the classroom. But, concerning the development of the speaking skills, it is not easy to find the best way to develop this skill.

Most of the teachers have been focused only on developing teaching strategies that requires that the students work on tasks or repeat what is already said. However, a new study has arisen, and it propose the idea of focusing more on student's perceptions and feelings about their learning in order to discover what factors are affecting the normal learning process of the students.

In order to provide an overall explanation about what this research paper is based on, the content is divided in four different chapters: Chapter I will be explaining the problem and the contextual situation that this institution is facing with this problematic, as well as the justification and the general and specific objectives of this investigation. In the Chapter II, it was possible to include the most important theoretical basis and background related to the purpose of this research. In the Chapter III, there is the methodology applied for this research, which include the data collection method and the analysis and results of the Survey applied to the students of First Bachillerato. In the last Chapter, Chapter IV, it will be developing the design of the proposal to this problematic, the objectives and interactive activities to develop speaking skills by reducing tensions in learning.

CHAPTER I

THE PROBLEM

1.1. Problem Statement

According to EF English Proficiency Index (2020), Latin America countries have a low average in all age groups tested. Argentina is the only Latin American country ranked in the “high” proficiency band, and no country in Latin America is in the “very high” proficiency band. Ecuador is the country placed in the position # 93 of 100 countries, named as the country with the lowest level of English among Latin America and one of the lowest of the world.

The Common European Framework of Reference for Languages (CEFR), establish four basic language skills in the English Language which are: listening, speaking, reading, and writing (Cambridge Assessment English, 2021, para.2).

Ecuador is considered as one of the most demanding touristic countries of the region, which means that a great amount of tourists from all over the world visit its beautiful attractions every year. According to the Ministry of Tourism (2019) Ecuador registered the entry of 1.381.726 people from different countries, including the United States, Spain, Germany, Canada and France with a higher number of visitants. (p.2)

The Ministry of Education (2014) through Ministerial Agreement No. 052-14 establishes in its Article 1 that from the 2016-2017 school year, the teaching of the English language will be compulsory from the 2nd grade of Basic General Education to the 3rd year of Bachillerato for all public institutions, private, public and municipal. (para.3)

Due to this, the Ecuadorian High School Exit Profile aims to prepare Ecuadorian high school students for successful participation in a globalized, democratic society in the 21st century by focusing on the development of life skills, work skills, and entrepreneurship skills. (Ministry of Education of Ecuador, 2019, p. 197)

English as a Foreign Language curriculum of Ecuador (2019) establishes that students are expected to reach a CEFR Level B1 as a minimum by the end of 3^o BGU, where students will be able to communicate in everyday situations in English.

The Speaking skill is one of the productive skills that demands special attention not only in the correct production of sounds by using the muscles of the mouth, but also requires accuracy in pronunciation, fluency and communicative effectiveness to express thoughts and ideas correctly. For the development of this skill, The English Curriculum of Ecuador is looking for the excellence in Education with a good level of English, proposing activities to foster students' independence in the language in a safe and supportive environment, placing the students in the center of their own learning. Based on this, English teachers has been creating and testing new methodological strategies to develop speaking skills in students in schools and high schools of Ecuador, trying to create better opportunities in which learners can interact and use the language orally without hesitation.

Nevertheless, perceptions of students towards the acquisition of a language will always vary since not all the students learn in the same way. Even though the advances on new strategies, methods and technics to teach English, teachers will always encounter tensions and difficulties in the learning process of the English language in the classroom, that most of the time is misunderstood as lack of motivation to learn or misbehavior. The different tensions tend to limit the participation and the interaction of students in the classroom during speaking practices.

Some of the tensions and difficulties that learners face in the teaching-learning process have to do with Academic Stress, Lack of confidence to speak, Limited opportunities to practice the L2 inside and outside the classroom.

1.1.1. Context of the problem

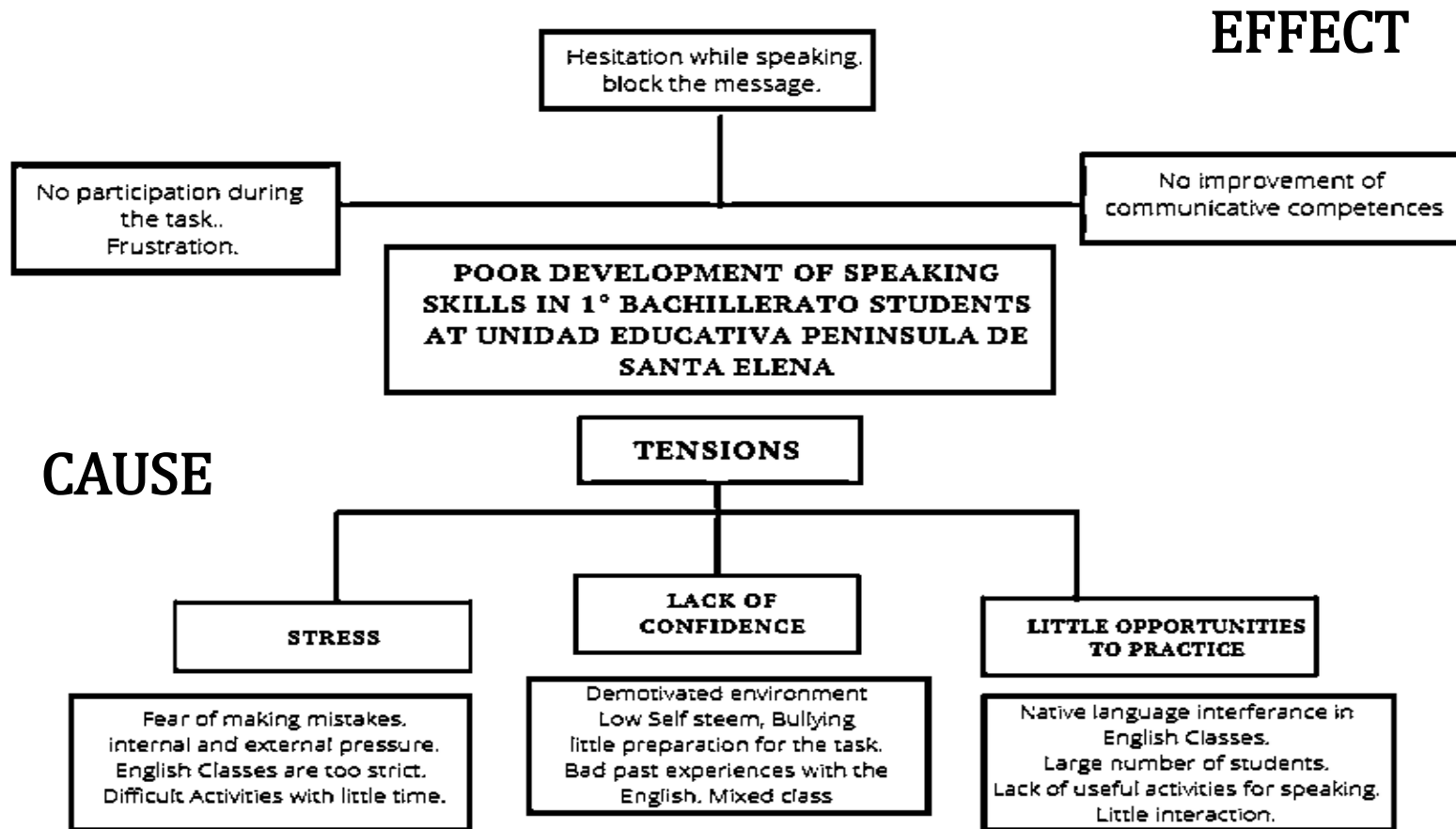
The “Unidad Educativa Peninsula de Santa Elena” (UEPSE) is a public institution, which is located in La Libertad, Province of Santa Elena, Ciudadela “Virgen del Carmen”, with approximately 2.300 students in the current school year. The levels of education that this institution offer are: Inicial; Educación Básica and Bachillerato.

The reality is that students of the senior year do not meet with the standard of the Ministry of Education towards the level of English in Bachillerato Educational Level and what is more, student’s oral participation and the use of the English language in the class was very limited. It could be observed that the student’s oral participation and the use of the English language in the class was very little and need to be paid special attention, in order to improve the level of English in the speaking skill in this grade and meet with the standard of the Ministry of Education towards the level of English in Bachillerato.

This situation is affecting not only the appropriate development of the speaking skills in students of 1° Bachillerato at Unidad Educativa Peninsula de Santa Elena, but also it is affecting plenty of public institutions of the Province of Santa Elena where teachers do not have the sufficient preparation in effective strategies to deal with tensions in the learning process, specially, in the development of oral skills.

1.1.2. Problem Tree

Illustration # 1: Analysis of the problem



Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

1.2. Research objectives

1.2.1 General objective

To analyze the tensions in English Language Learning (ELL) that influence in the development of the speaking skill in 1° Bachillerato students at Unidad Educativa Peninsula de Santa Elena.

1.2.2 Specific objectives

1. To determine through literature review what are the effects of the Tensions in English Language Learning and its relation with speaking skill development.
2. To establish the methodology to be used in the research, in order to obtain valid and supporting information for the study.
3. To design a proposal to develop the speaking skill in order to dismiss the tensions in ELL students.

1.3. Justification

Nowadays, the development of a second language in non-English speaker countries is very demanding. Professionals of all the fields are required to demonstrate their ability to communicate effectively in any environment through the English language. For that reason, Ecuador that is considered as a global touristic destination, depends its economy on travelers that are mostly foreign people.

The importance of the developing speaking skills in Ecuador lies on effective communication. English Language teachers have been trying to fulfill the gaps in the 4 skills through the application of educational strategies, didactic and technological tools. However, it is noticeable that students still have problems to express thoughts, ideas and opinions orally in the

level that they are. This situation could be caused by more specific issues that students may present in their life. Consequently, it is relevant to identify which are the tensions that influence in student's development of oral skills.

The present study will be focus on 3 different tensions. These are: stress, lack of confidence and limited opportunities to practice the second language, with the purpose of contributing with a descriptive study of what are the main aspects that teachers and future teachers should take into account to success in the teaching-learning process. In addition, it will be beneficial to improve the ability to communicate orally using the English Language in students of 1° Bachillerato at Unidad Educativa Peninsula de Santa Elena, because it will provide more opportunities to interact with foreign people, to experience cultural exchanging, as well as to travel abroad for academic purposes.

1.4. Scope, delimitation and Limitations

Field: Education

Area: English

Spacial delimitation: Unidad Educativa Peninsula de Santa Elena. La Libertad.

Temporal delimitation: School Year 2021-2022.

Population: 1 Bachillerato students, English Teachers.

Contextual Limitation: The present study will be focus on the tensions in the English Language Learning that influence in the development of the speaking skills in students of 1° Bachillerato at the Unidad Educativa Peninsula de Santa Elena, taking into account the school year 2021-2022.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. Background

Mendez & Bautista in 2017 carried out a study about the “Motivating and Demotivating Factors for Students with Low Emotional Intelligence to Participate in Speaking Activities” with the purpose of understanding what factors motivate and demotivate students with low emotional intelligence, limited to participate in oral activities in English.

“Academic Stress, Academic Motivation, and Its Relationship on the Academic Performance of the Senior High School Students” by Tus (2020) stands that Stress is one of the factors that affect the academic performance of students and it is an essential aspect for senior high school students.

“Using Vlog in the Youtube Channel as a Means to Improve Students’ Motivation and Confidence to Speak English in Intermediate 1 Level of LB-LIA Jambi” suggested that students were most motivated and confident to speak English because they were given enough time to think of what they wanted to talk about and it was done in the place they found familiar. (Sari, 2018) In addition, “Post-colonial Curriculum Practices in South Asia” by Attanayake (2019), gives a conceptual framework for curriculum design for ELT, taking into account specific features in the teaching-learning settings of post-colonial South Asia. In addition, this book provides a comprehensive analysis to design a course of English Language teaching that aims at building learner confidence to speak English.

According to AlKhoudary & AlKhoudary (2019) “The Effectiveness of Flipping Classroom Model On EFL Secondary School Speaking Skills” examines the impact of flipped

learning on ESL students' speaking skills, and they mention that students lack out-of-class instruction to review and study teaching materials independently since there is no opportunity to practice speaking skills outside the classroom.

2.2. Theoretical Bases

2.2.1 English as a Second Language

According to Milne (2018) ‘‘English is the common link between many origins and cultures. One in five people (20% of the world’s population) can communicate in English.’’ (p.2-3). It is not new that the English language is considered as the second language of the world, since this language is the most widely used. While other languages like Spanish and Mandarin have been growing the interest of the people the latest years, any of these languages compares with the large number of native and non-native speakers that speak English as a Second Language in all parts of the world.

2.2.2. The Common European Framework of Reference for Languages.

‘‘The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability.’’ (Cambridge Assessment English, 2021, para.1) The English Language Scale describes 6 different levels, from A1 for beginners, A2 for lower intermediate level, B1 for intermediate level, B2 for Upper intermediate, C1 for Advanced level, and up to C2 for Mastered or Business level.

According to the British Council (2021) the Level B1 corresponds to independent users with an intermediate level of English, that means that they are: Fluent to communicate without hesitation; able to understand the main points of clear texts; familiar with work, study, trip or leisure situations; able to produce simple and coherent texts on topics in which he has a personal

interest; able to describe experiences, events, wishes and aspirations, as well as briefly justify opinions or explain future plans. (para.8)

2.2.3. Theories of Second Language Acquisition

Stefánsson (2013) mentioned that the “Second Language Acquisition (SLA) refers to the study of how students learn a second language (L2) additionally to their first language (L1); it is the process of learning any language after the first language.” (p. 2)

Behaviorist Approach

According to Lightbown & Spada (2021), the behaviorism perspective stands that human’s learning was carried out by imitating, practicing, reinforcing and forming habits. In addition, Johnson (2016) suggested that second language implications into practice was conducted by rewarding desired actions and punishing undesired actions in the process of learning, that were based on repetitive teaching methodologies based on audiolingual substitution drills. (min. 2:45)

Innatist Cognitive Approach

“Cognitive psychologists claim that one of the main features of second language acquisition is the building up of a knowledge system that can eventually be called on automatically for speaking and understanding.” (Altenaichinger, 2003, p.10). According to Chomsky (1972), one of the main figures of this theory, states that humans have its own innate knowledge that allow them acquire a language during a specific period of their development. This theory suggests that individuals have their own ability to acquire a language through cognitive functions of the brain. (Lightbown & Spada, 2021)

Constructivist Approach

According to Sharma (2006) and Veena (2017), the constructivist approach is based on experiences that the learner has by inquiring, researching, and investigating. Sharma states that the main goal of constructivism is not to keep memorizing information. Instead, as its name suggests, learners construct their knowledge while enhancing their own ability to develop critical and analytic thinking.

Humanistic Approach

Prabhavathy & Mahalakshmi (2016) point out that in the humanistic approach, the most important aspect is to be able to recognize and value the dignity of one's own self-worth and suggest that "learners must feel positive about themselves and about their ability to improve and progress towards the realization of their full potential and for this the learner must have a clear and accurate understanding of their own strengths and weaknesses." (p. 5). To support this perspective, many researchers have been analyzing the famous Maslow's hierarchy, and concluded that it is difficult to fulfill higher needs if the basic lower needs are not satisfied. This approach is one of the most recognized approaches applied in education, since it focusses on student's self-development, intending to create a respectful consultation and negotiation environment. Based on this, it is fundamental to create safe and supportive environments for the learners, focusing on their autonomy and individuality, in order to keep them learning.

Stephen Krashen's Theory of Second Language Acquisition.

According to Schütz investigation in 2007, Stephen Krashen was a very recognize linguist for his strong position against the traditional and repetitive language acquisition theories based on extensive grammatical rules and drills. In response to this, Krashen proposed a very

acceptable theory among researchers of the area of second language acquisition, that consist on five hypotheses, which are:

The Acquisition-Learning hypothesis: According to Krashen, there are two different systems of language performance: ‘the acquired system’ and ‘the learned system’. In this case, Krashen states that ‘learning is less important than acquisition’ since acquisition compromise natural interaction and communication in the second language, which means that the form or the structure is not a subject of matter at the moment of communicate.

The Monitor hypothesis: This hypothesis focuses its study on the relationship that exist among the ‘acquisition’ and ‘learned’ systems. According to this linguist, the monitoring function states on a result of the learned grammar from the learned system, with the purpose of monitoring, editing, and correcting only if there are deviations in normal speech.

The Natural Order hypothesis: According to Krashen (1981) and the findings of other researchers like Dulay & Burt (1974) the Natural Order hypothesis refers to the acquisition of grammatical structures follows a ‘natural order’ which is predictable.

The Input hypothesis: This hypothesis is concerned about the acquisition of a language, instead of the learning of a language. This theory says that in order to progress in acquiring a language, it is necessary to follow a ‘natural order’ as the learner receive a second language ‘input’. The more a learner is exposed to sufficient input, the more linguistic competence in a second language is acquired.

The Affective Filter hypothesis: In this hypothesis is stated that in order to acquire a language, it is important to consider that there are some ‘affective variables’ as Krashen denominates, that may affect student’s language acquisition. These variables were mentioned as: motivation, self-confidence and anxiety. This hypothesis suggests that learners who have high

motivation, a good self-confidence and a moderate level of anxiety are more likely to acquire a language. In the contrary, if these affective variables act like filters in the learning process, learners could experience a ‘mental block’ which consequently will not permit that they could get enough comprehensive input to achieve the language acquisition.

2.2.4. Speaking Skills

“Speaking is crucial to human communication. Speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker’s knowledge and skills have to be activated rapidly in real-time.” (Sim & Pop , 2016, p. 265) Also, speaking consists of using lexic grammatic and pronounciational events in a language in order to express any idea. (Usmonov, 2020, p. 2)

Hamidova & Ganiyeva (2020) stated that the speaking skill is the most important skill that learners can acquire, as it is a measurable way to know how much English a person dominates. In short, it provides an overview of knowledge about language where speakers can assess their progress according to the final performance in oral communication.

2.2.4.1. Speaking Function

Speaking is used for many different objectives such as the following: In casual conversation, to make social contact with people, to establish rapport, or to engage in harmless chitchat that occupies much of the time we spend with friends; discussions, to seek or express opinions, to persuade someone about something, or to clarify information; to describe things, to complain about people’s behavior, or to make polite request. Each of these different objectives for speaking implies knowledge of the rules of how spoken language reflects the context or situation in which speech occurs. (Herna & Apud, 2016, p. 88)

According to Usmonoy (2020) teachers and learners have been considering the speaking ability as “the product of language learning, but speaking is also an essential part of the language learning process.” (p. 2)

Based on Bahadorfar & Omidvar (2014), teaching speaking is to teach our learners to:

Produce speech sounds and sound patterns; to use word and sentence stress, intonation patterns and the rhythm of the second language; to select appropriate words and sentences according to the proper social setting audience, situation and subject matter; to organize their thoughts in a meaningful and logical sequence, to use language as a means of expressing values and judgments; to use the language quickly and confidently with few unnatural pauses, which is called as fluency. (p.10)

2.2.4.3. Developing Speaking Skills

There are several ways in which teachers can develop activities to achieve communicative goals on learners in all different levels. For developing speaking skills, it is remarkable to mention the main approaches to prepare students for real-life communications through practice in English Classes, as well as how they can be applied.

Communicative Language Teaching Approach (CLT)

Undeniably, CLT as a teaching approach is widely accepted by the teaching profession, and its two guiding principles, developing learners’ communicative competence and communication, are the means to accomplish language learning. CLT’s communication purposes are focused on speaking activities in which the teachers emphasize language meaning while ignoring the language form. Thus, fluency gains much more significance. (Alamri, 2018, p. 133-134)

Multiple intelligence Approach

Multiple Intelligence is a theory proposed by Howard Gardner that suggest that every person counts with a more than one intelligence inside their brain. According to this theory, there are eight different intelligences: Linguistic, Logical-mathematical, Bodily kinaesthetic, Musical, Interpersonal, Intrapersonal, Spatial/Visual, and Naturalist. According to this idea, there is usually one dominant intelligence that have to be improved throughout human life. People that possess any of these intelligences can learn languages effectively if teachers consider the needs of students who have multiple intelligences since these intelligences vary in how they present and how they are associated with the person's cognition. (Ma'mun, 2012)

Community Language Learning (CLL)

Community language learning is a language-teaching mode in which students work together to develop what aspects of a language they would like to learn and based its methodology on the psychological foundations of Counselling-Learning theory. In this approach, what matters is to see the student a whole person, instead of focusing on his intellectual. The teachers and students are supposed to work as community, which means that in this model, the most important part is to create supportive learning environments to lower the possible affective factors in the learners. (Halomoan, 2020, p.8-9)

2.2.4.2 Developing Speaking Skills in EFL Classrooms.

Developing speaking skills is still a great challenge for many teachers around the world, since not every country gives the importance and the investment to enhance the learning of English as a foreign language. Consequently, it is up to teacher's work to prepare and investigate the new trends on teaching methodologies. Nowadays, English teachers count with a variety of teaching methods and strategies to apply in the classroom to develop speaking skills in the

English Language. Most of the strategies applied in EFL classroom to practice speaking skills are based on the Communicative Language Teaching Method, which main aim is to develop communicative competence in real-world situations using the target language.

One way to develop speaking skills is encouraging conversations by social interaction. It means that the interaction among students and among the teacher would be necessary in this part. To do this, it is better to divide the class into groups to make them interact with one another while the teacher monitor and guide the task. Also, the teacher can get involved in the groups and ask questions about their personal opinions to create a better experience. (Brookes Blog, 2018) Nevertheless, working with students with a basic level of English can be very challenging at the moment of asking them to speak, as they may not have enough linguistic competence to use the language as an intermediate-level student.

According to Jyothsna & Rao (2009) some of the activities that English teachers use in EFL classrooms to improve speaking skills are: Repetition of rhymes, look and say, oral composition, pronunciation drills, read aloud, open ended stories, narration, description (festivals, celebrations, occasions). However, Hussain (2017) suggested that in order to practice this skill is important to take into account what Kumari (2014) proposed function-based activities and tasks to develop speaking skills:

Dialogues: Using dialogues in the classroom is mostly used to practice the principal functions of the language, such as: greeting, agreeing, disagreeing, apologizing, suggesting, asking information etc. This activity consists on creating a conversation between an A and a B person, following some specifications and a determined order related to the functions.

Role play: This activity consists on completing a conversation and assume a role for interpretation. The teacher has to provide to the students all the instructions of the activity depending on the type of role play that would be applied in the classroom. There are three types of role plays: with clues, totally guided and free type.

Discussion: The teacher intends to create discussions in the class by asking for opinions or ideas about a topic of interest for the students. It could be related to a problematic or a situation that could generate different opinions and encourage language communication.

Visual Comprehension: The teacher shows to the learners a picture in which they have to observe carefully and answer the questions that the teacher prepared. The questions are related to what students can perceive in the picture and also about their prior experience or knowledge about it.

Rhymes and Tongue Twisters: This is an activity that works through recitation of rhymes in playful and enjoyable way. The teacher will be required to model the activity and encourage students to practice.

Songs: Using songs in the classroom is another way to make the learning experience more entertainment. The activity can be done either playing karaoke in the classroom or practicing simple question forms with the lyrics of the songs and trying to replace some words spontaneously.

Oral Presentations: This consists on distribute specific topics in which students have to research and prepare to make a presentation in front of the whole class.

2.2.5. English Language Learners

The English Language Learners are students from non-English speaking countries who are in the process of learning of the English Language. (Renaissance EdWords, 2021, para.1)

English Language learners often share common purposes and goals regarding the development of another language different from L1. To understand how language learners can acquire the language, it is important to consider some that every student is different and comes from many different backgrounds, which means that teachers cannot generalize their teaching strategies just to one type of student. Even though learner's characteristics are very broad, what teachers need to consider about their English Language Learners are: The Language Proficiency Levels in which students are: starting up, beginning, developing, bridging over; that students are not totally exposed to the language that they are learning; if the learning environment that students are immersed is favorable or not; the amount of practice that the teacher and students dedicate to the second language; the social and affective factors that affects students learning; intrinsic and extrinsic motivation to learn a second a language.

2.2.5.1. English Language Learners Needs

Student's needs must be the base of every teaching lesson, since this tell the teacher what are the things that need to be considered to have success in the teaching-learning process. When English Language learners clearly fulfill their needs, they will be more likely to feel that they are progressing in their learning.

According with this, Darryl Yong (2016) provides a great reflection on this topic. When student's needs are mentioned, it is impossible not to relate to Maslow's Hierarchy of Needs. This hierarchy of human needs are associated with student's needs in the classroom, specially in the middle of these levels, where there are also known as part of the basic needs, which are:

Safety, Love and Belonging, and Esteem. Students need to feel secure when they learn, not only physically, but intellencually and emotionally. It is crucial that the teachers take into account the importance of building emotional security in the classroom, thus students will never feel afraid to suffer any kind of discrimination or ridiculization in the class, and will be more open to receive a language effectively. In the case of Love and Belonging, teachers can relate these conceptions to the necessity of student's feelings of belonging to a group of people. In the classroom, student's sense of belonging can be grown by acting positively, demonstrating caring, being interest on their well-being, and also, making varied and funny group activities with them.

Trougth the years, there have been many research about how do the teaching-learning process function from the perspective of a teacher, however, not all teachers agree that in order to fully understand and find out the best way to make students acquire languages effectively and able to communicate fluently in a second language, it is necessary to study how students learn, what are their needs and what teachers can do to improve their teaching with a student-centered focus. Students perceptions towards their learning are mostly from what they feel and what they observed from a teacher. Sometimes, teacher's strategies to develop speaking skills do not seem very useful when students are not in their ideal state of mind to learn, which makes the learning process even more difficult when teachers force the participation or applying bribes to get them 'engaged' in the activities.

2.2.6. Tensions in Speaking Development

As a general concept, a tension is a strained state or condition resulting from forces acting in opposition to each other. According to Oxford Lexico Dictionary, tensions in education and social sciences, are considered "all factors, difficulties and obstacles that impede the normal course of the learning process." (p.1) These difficulties can go from cognitive, physiological, or

psychological levels. There are situations in which ‘‘learners are often reluctant to participate in oral activities because they do not see any relevance between these activities and their daily lives.’’ (Ramírez & Artunduaga, 2018, p. 65-72) or because they are facing struggles in the learning process.

According to Leong & Ahmadi (2017) ‘‘students should have a friendly and cooperative environment that can help them overcome their difficulties in oral performance.’’ (p.39) Based on this, it is relevant to say that teachers will have to play a role in which they can understand student’s feelings and emotions and to be capable to keep students on speaking practices during the English classes.

2.2.6.1. Academic Stress

Stress cannot be understood only as nervous tension that leads to illness. Instead, stress is the adaptation of the body to any phenomenon involved. (Selye, 1974) Academic stressful situations that correspond to classroom intervention, mandatory work, and doing an exam predict high-level chronic stress associated with sex and age of students (Pozos et al., 2014).

According with Romanov & Snigurova (2021) suggested that at the moment of using the language in any official or formal setting, many different scenarios can be produced in oral communication, representing one of the most stressful situations that students experience of second language can experience. Moreover, counting with an audience or situations of public communication that implies speaking with the purpose of participate in class, making oral presentations, or examinations of the speaking ability are also components of stressful situations that second language learners faced during English classes. One common practice that teachers use to get students participating in speaking activities is to take it as a lesson with a specific grade, which means that students will be given scores according to their performance. However,

this practice is conditioning students to speak, and most of adolescent students feel the pressure and the fear of making mistakes that will cost them a bad score. Another aspect that also produce sign of stress in students are the attitudes of the teacher to the students. If the teacher acts straight all the time, it creates a tense environment in the classroom, which is not recommendable at the moment of carrying speaking skills activities.

Excessive levels of academic stress can result in an increased prevalence of psychological and physical problems like depression, anxiety, nervousness and stress related disorders, which in turn can affect their academic results. (Thakkar, 2018, para. 3)

2.2.6.2. Lack of confidence

According to Bakar et al. (2013) communicating orally in a second or foreign language such as English can be a difficult task especially for the low proficiency learners as they may lack the confidence and feel shy and apprehensive when interacting verbally in the target language. (p.224) One's confidence in realizing the goal of language learning is related to one's development of speaking skills. Various factors can lower one's confidence. For example, someone who is competent for a job but he/she is hesitant to start the job, he/she has low self-confidence. The center of self-confidence is cognition, therefore the success or failure of a person is felt cognitively. (Rubio, 2007, p.36)

Adalikwu (2012) that self-confidence as a belief that someone has it in his/her ability to succeed in a task, based on whether he/she is able to do that or not a task in the past. So, when students are confident about their abilities irrespective of their past experiences, they will succeed in their learning. In the contrary, if students are immersed in demotivated environments in which English teachers do not have an active and supporting role to enhance interaction and

communication through the second language, it would be difficult that students develop their speaking skills with current teaching strategies.

Building up confidence in speaking to an audience was mainly reported as a factor that strengthened speaking performance. The tasks based on speaking for special communication in a variety of situations designed into the course also helped participants to prepare for speaking, and once each speaking task was well-prepared, this preparation became an effective strategy to minimize anxiety, and thus maximize speaking confidence. (Ikromova, 2021, p. 1301)

2.2.6.3. Limited opportunities to practice the language

According to Darsi (2017) most of teachers of English as a foreign language agreed that the environment still does not support students to practice their English anytime. While in the school, students have limited time to learn English in class, it brings problems for students in speaking. Only one participant can talk at a time if he or she is to be heard; and in the large group this means that each one will have only very little talking time. This problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

The key goal of learning foreign languages at school is to create opportunities for students to implement foreign language interpersonal and intercultural communication with native speakers, that is, the formation of foreign language communicative competence.

(Kavilova, 2020, p.4-5)

2.3. Systems of Variables

2.3.1. Independent Variable: Tensions in the English Language Learning

Chart # 1: Independent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
<p>Tensions in learning could be described as all the possible difficulties and factors that influence in learning, in this case, in the acquisition of a second language like English. This tensions do not permit that the normal process of learning continues. Nowadays, there are tensions in learning that are presented in many different ways and it's important that teachers and professionals in education identify to what extend this tensions affect student's learning.</p>	<p>Tensions and Difficulties in learning.</p> <p>Academic Stress</p> <p>Lack of Confidence</p> <p>Limited opportunities to practice the L2.</p>	<p>Learning environment.</p> <p>Internal and external factors</p> <p>Students feelings and emotions.</p> <p>Building positive relationships in the classroom.</p>	<p>- <i>How frequent do you feel stressed when your teacher asks you to speak in English?</i></p> <p>- <i>Do you consider that experience stressful situations affect your academic performance?</i></p> <p>- <i>To what extend do you feel confident to speak in English?</i></p> <p>- <i>Do you consider that the lack of confidence influence negatively to develop your speaking skills?</i></p> <p>- <i>Do you consider that the amount of practice given in class is enough to develop your speaking skills?</i></p>	<p>Student's Survey (Questionnaire)</p>

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

2.3.2 Dependent Variable: Development of Speaking Skills.

Chart # 2: Dependent Variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
Speaking is crucial to human communication since is a highly complex and dynamic skill that involves the use of cognitive, physical and socio-cultural processes. (Sim & Pop , 2016) Developing speaking skills is still a great challenge for many teachers since not every country gives the enough importance and the investment to enhance the learning of a second language..	Communication Skills Second Language Acquisition. Learning Stages	Methodological Strategies Interactive activities Enhancing class participation and practice.	<i>To what extend do you agree that speaking in English is difficult?</i> <i>Do you consider that English teachers should take into account these tensions in student's learning process in order to apply new different strategies to develop speaking skills?</i>	Student's Survey (Questionnaire)

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

2.3.3. Hypotheses

As today's world keep advancing, educators assume more important roles regarding the effective learning and student's development. For that reason, the importance of keeping investigating student's difficulties will open more opportunities for other researches and professionals in the area of languages education to identify and respond to specific issues presented in the classrooms. The analysis of the tensions in English Language Learning will be carried out in order to determine the influence of the academic stress, lack of confidence and limited opportunities to practice the language in the development of English Speaking Skills. By developing this investigation, it could be possible to analyze the perspectives of the students of students of 1° Bachillerato at Unidad Educativa Peninsula de Santa Elena. La Libertad, towards their own learning process, with the purpose of improving their speaking skills.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Kind of investigation

The present work responds to a Quantitative Research since it will permit to get statistical and measurable data to be analyze in the development of this investigation.

3.2. Research Design

This is a documentary research with a quantitative focus at its exploratory and descriptive level. It is supported by using updated bibliographic sources of distinctive specialist and authors. The theoretical methods to be applied are: induction-deduction and the analysis and synthesis of the study phenomena.

3.3. Population and Sample

Chart # 3: Population

N°	Description	Quantity
01	First Bachillerato (BGU) students from Unidad Educativa Peninsula de Santa Elena. SCIENCES CLASS A	42
TOTAL		42

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

3.4. Techniques for Data Collection

Survey

To collect the data for this research, the technique of the survey will be applied, through a structured questionnaire of 10 questions to the students of 1° Bachillerato at Unidad Educativa Peninsula de Santa Elena. The survey contains four main dimensions, which are: perceptions of the English Language, Academic Stress, lack of confidence, and limited opportunities to practice the second language. This survey was carried out using Google Forms Platform.

3.5. Instrument

Questionnaire

There are 10 items or questions in the present questionnaire. The present questionnaire will count with a 5 point Likert scale to rate the questions ranging from ‘Strongly Agree’ to ‘Strongly Disagree’. Some of the items were adapted with the purpose of getting specific information about student’s perceptions of the tensions and the speaking skill development.

3.6. Procedure (Data collection)

The present data collection method was carried out with normality with the authorization of the principal of the institution, who also coordinate with the English Teacher of First Bachillerato. After this process, student received the link of the survey via Online, in which they had the opportunity to choose the best option for them and contribute to this study.

3.7. Analysis and Interpretation of the Results.

3.7.1. Survey directed to the students

Question 1: To what extend do you agree that speaking in English is difficult?

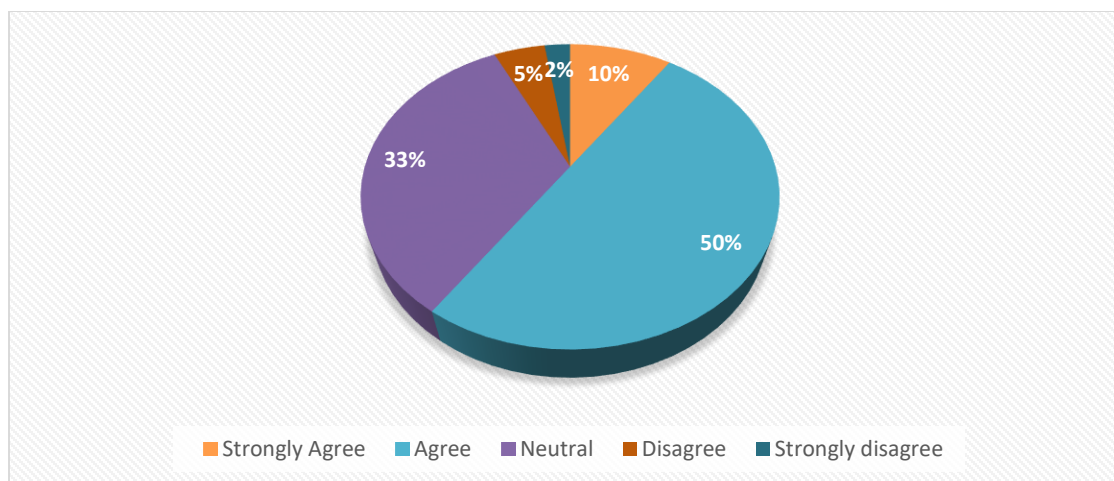
Chart # 4: Is the Speaking skill difficult?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	4	10%
Agree	21	50%
Neutral	14	33%
Disagree	2	5%
Strongly disagree	1	2%
TOTAL	42	100%

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

Graph # 1: Is the Speaking skill difficult?



Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

According to the results, the 50% of the students of First Bachillerato agree that the speaking skill is difficult for them. On the other hand, the 33% of the students don't think that speaking is easy or difficult. Finally, only the 5% and 2% disagree on this idea.

Question 2: How often do you feel stressed when your teacher asks you to speak in English?

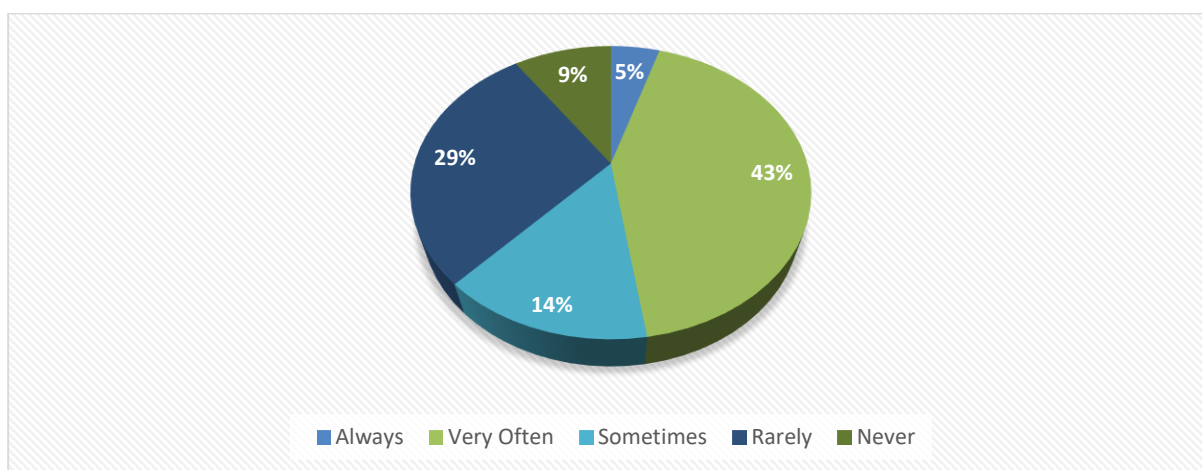
Chart # 5: How often do you feel stress?

ALTERNATIVES	FREQUENCY	PERCENTAGE
Always	2	5%
Very Often	18	43%
Sometimes	6	14%
Rarely	12	29%
Never	4	9%
TOTAL	42	100%

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

Graph # 2: How often do you feel stress?



Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

In this case, the 5% of the responses said that they always feel stressed when they have to speak in English. On the other hand, the 43% of the results indicates that they feel stressed very

often when teachers ask to speak in the class, but the 29% of the students said that this rarely happen.

Question 3: Which of the following situations do you consider it's the most stressful when you want to speak in English? Put the number considering the following scale. 5 – the most stressful / 4 – very stressful / 3 - somehow stressful / 2 – a little stressful / 1 - not stressful at all

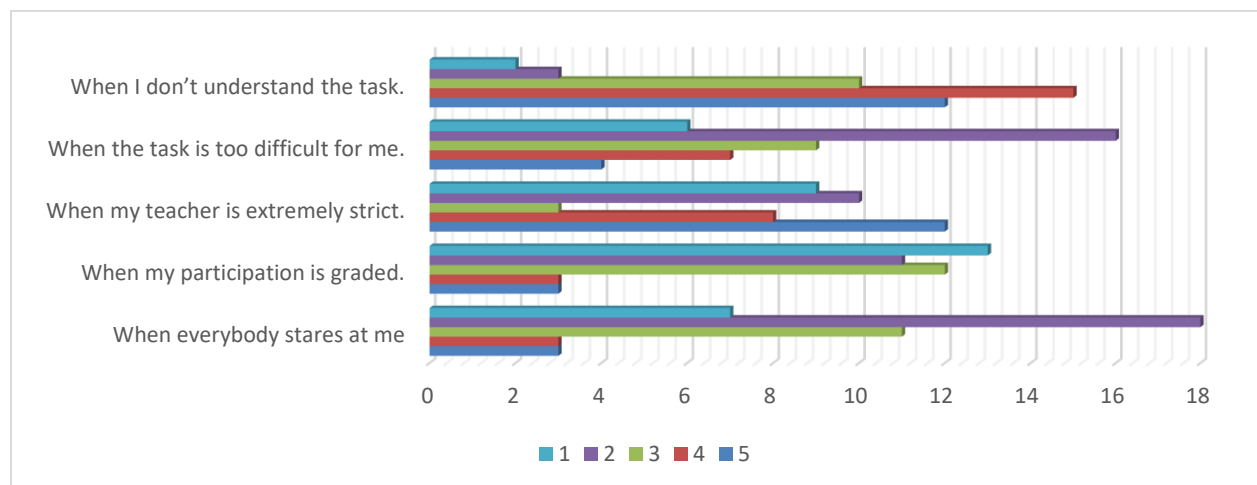
Chart # 6: Stressful Situations

ALTERNATIVES	FREQUENCY				
	5	4	3	2	1
When everybody stares at me.	3	3	11	18	7
When my participation is graded.	3	3	12	11	13
When my teacher is extremely strict.	12	8	3	10	9
When the task is too difficult for me.	4	7	9	16	6
When I don't understand the task.	12	15	10	3	2
TOTAL	42	42	42	42	42

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

Graph # 3: Stressful Situations



Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

According with the results, it is possible to analyze that the most current option that students choose as the most stressful situations at speaking was when everybody stares at me,

which means that these students are afraid of speaking in front of an audience without problems. The second most chosen option was when the task is too difficult for me. This is related to the type of activities that are chosen in the class for speaking, which result in one of the most stressful situations that students experience. Lastly, the third situation most selected was ‘when I don’t understand the task’. This is related with how the teacher explain the task and make sure that everybody understands. In this case, not explaining the task properly can also cause stress in students of First Bachillerato.

Question 4: Do you consider that these situations affect your academic performance?

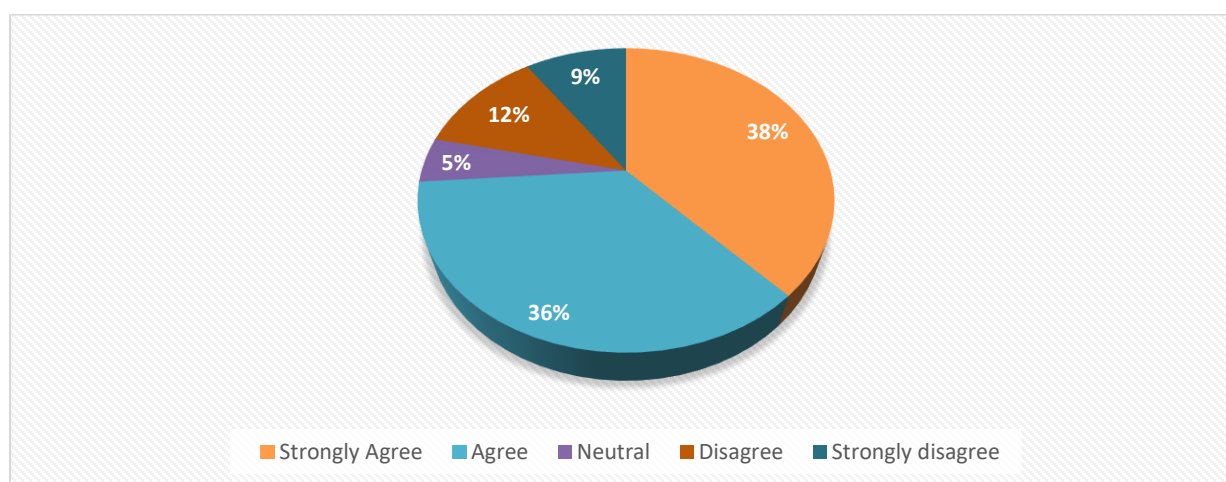
Chart # 7: Stressful situations and Academic Performance

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	16	38%
Agree	15	36%
Neutral	2	5%
Disagree	5	12%
Strongly disagree	4	9%
TOTAL	42	100%

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

Graph # 4: Stressful situations and Academic Performance



Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

The results show that the 38% of the students agree that these stressful situations during speaking activities do affect their academic performance, while the 12% of the students said that they disagree on this statement.

Question 5: To what extent do you feel confident to speak in English in the class? Choose the best option for you.

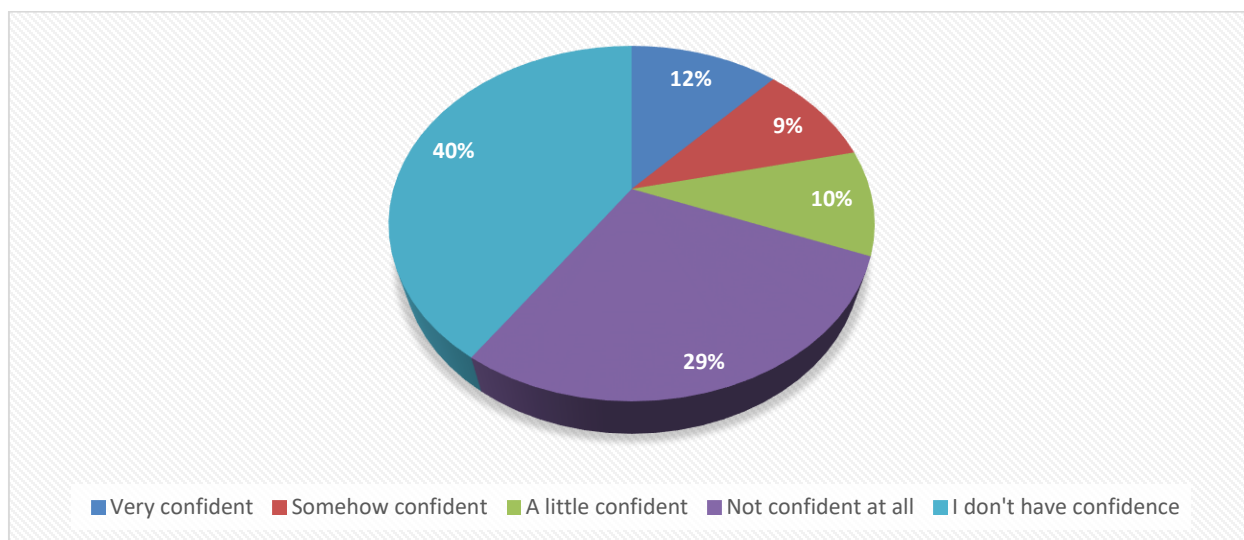
Chart # 8: Confidence to Speak in the class.

ALTERNATIVES	FREQUENCY	PERCENTAGE
Very confident	5	12%
Somehow confident	4	9%
A little confident	4	10%
Not confident at all	12	29%
I don't have confidence	17	40%
TOTAL	42	100%

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

Graph # 5: Confidence to Speak in the class.



Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

According to the results of this survey, it is observable that the 40% of the students said that they don't have any confidence to speak in English classes while the 29% of them shared

almost the same feeling. The 10% of the students indicate that they have a little confidence whereas only the 12% of the students of First Bachillerato feel very confident to speak in English classes.

Question 6: Which of the following could be the reasons why you don't feel confident to speak in English? Select 3 possible options.

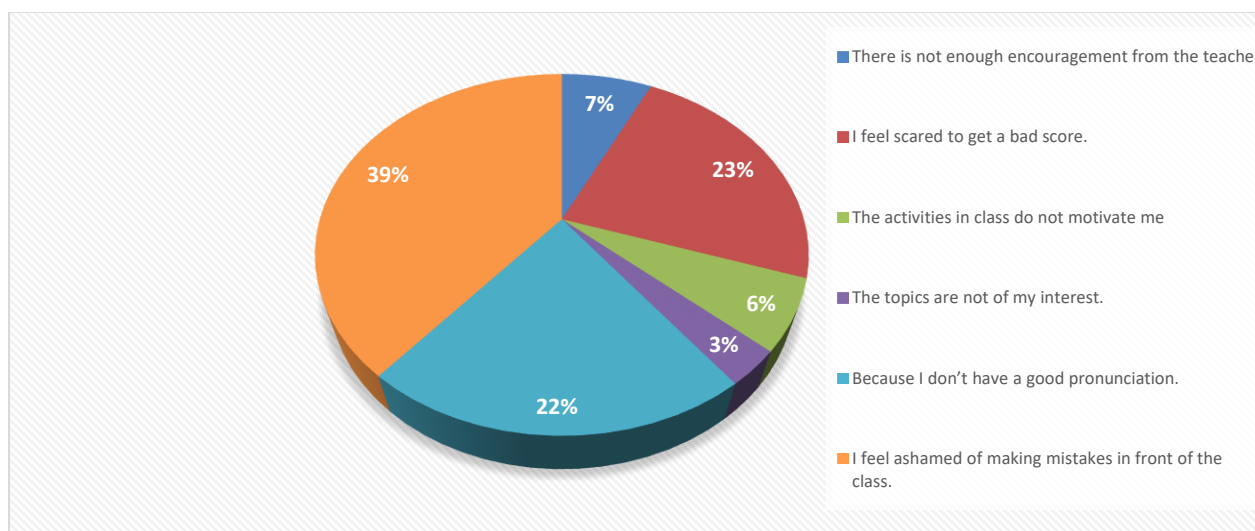
Chart # 9: Reasons to not feeling confident

ALTERNATIVES	FREQUENCY	PERCENTAGE
There is not enough encouragement from the teacher	9	7%
I feel scared to get a bad score.	29	23%
The activities in class do not motivate me	8	6%
The topics are not of my interest.	4	3%
Because I don't have a good pronunciation.	27	22%
I feel ashamed of making mistakes in front of the class.	49	39%
TOTAL	126	100%

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

Graph # 6: Reasons to not feeling confident



Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

The results show that the most common reason of why students don't feel confident at speaking with 39% of coincidences, the feeling of being ashamed of making mistakes in front of the class. On the other hand, the 22% of the students suggested that it is because they don't have a good pronunciation the reason why they don't feel confident to speak in the class. Finally, the 23% of the students said that they don't feel confident because they are scared to get a bad score after their performance.

Question 7: Do you consider “confidence” as a necessary characteristic to develop your speaking skills?

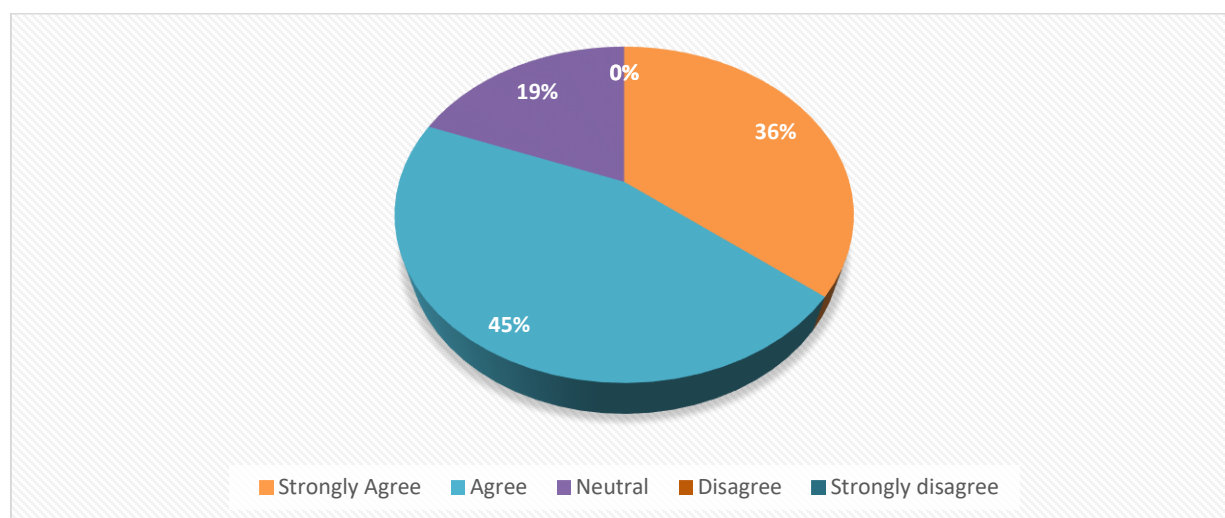
Chart # 10: Significance of having confidence

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	15	36%
Agree	19	45%
Neutral	8	19%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	42	100%

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

Graph # 7: Significance of having confidence



Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

According to the results, the 45% of the students agree that confidence is a necessary characteristic to develop their speaking skills. On the other hand, there is a 19% of the students that said that they are in a neutral state of mind according to this statement.

Question 8: Do you think that the amount of practice given in class is enough to develop your speaking skills?

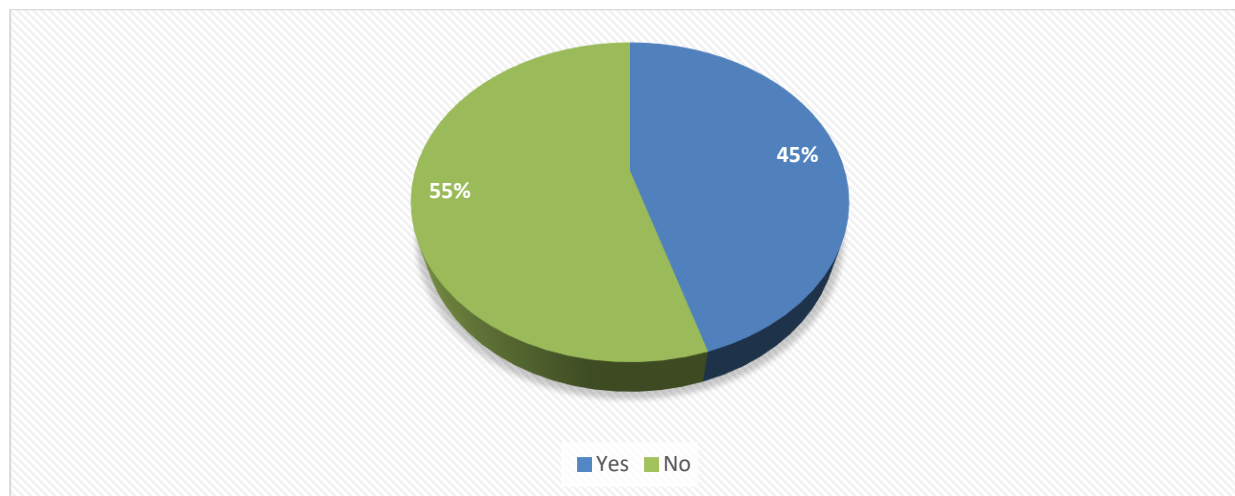
Chart # 11: Amount of practice to develop speaking skills

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	19	45%
No	23	55%
TOTAL	41	100%

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

Graph # 8: Amount of practice to develop speaking skills



Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

According with the question, it refers to the amount of practice dedicated to develop speaking skills in the classroom. The results show that the 45% of the students consider that the

amount of time is enough to develop their speaking skills. However, there is a 55% of the class that said that the practice given to this skill is not sufficient for its development.

Question 9: Do you agree that creating more opportunities to practice English in class will contribute to the development of speaking skills in a more effective way?

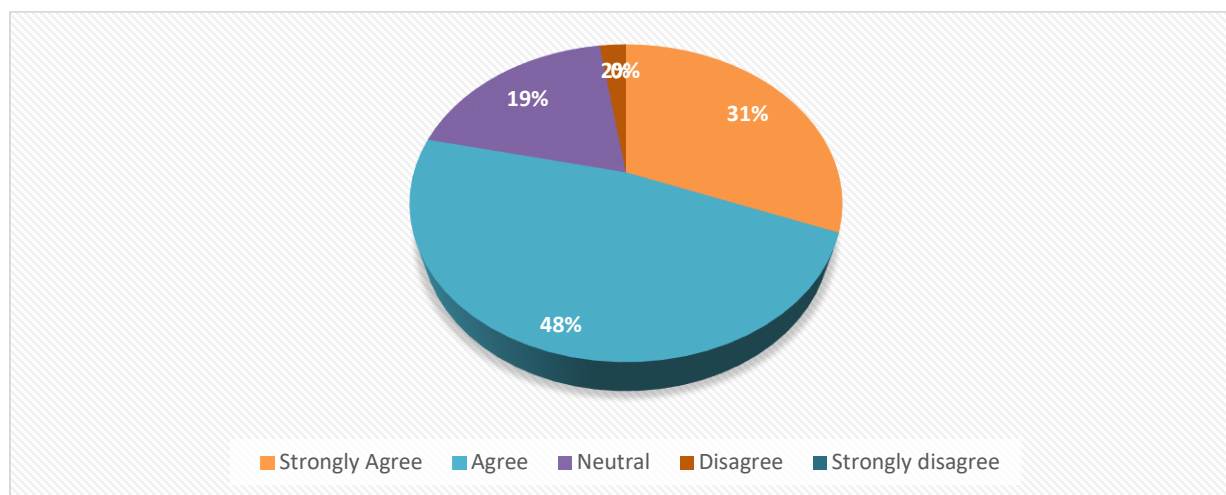
Chart #12: Opportunities to Practice English in the Class

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	13	31%
Agree	20	48%
Neutral	8	19%
Disagree	1	2%
Strongly disagree	0	0%
TOTAL	42	100%

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

Graph # 9: Opportunities to Practice English in the Class



Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

According with the results, the 48% of the students agree on the idea that creating more opportunities to practice the language will contribute to the development of the speaking skills,

whereas the 2% of the students said that they disagree with this idea and that is not necessary to create more opportunities.

Question 10: Do you consider that English teachers should consider these factors (stress, lack of confidence, limited opportunities to practice) in student's learning process to develop speaking skills?

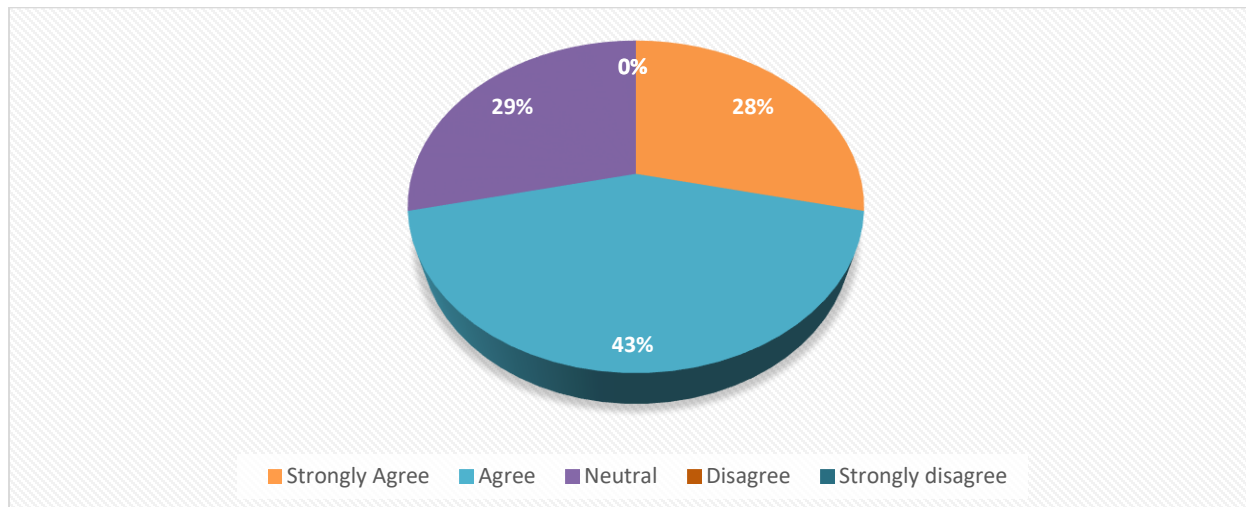
Chart # 13: Teachers should consider student's tensions

ALTERNATIVES	FREQUENCY	PERCENTAGE
Strongly Agree	12	28%
Agree	18	43%
Neutral	12	29%
Disagree	0	0%
Strongly disagree	0	0%
TOTAL	42	100%

Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

Graph # 10: Teachers should consider student's tensions



Source: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

The results show that the 43% of the students agree on the idea that teachers should consider student's factors as described above, in order to develop speaking skills. On the other hand, there is a 29% of the students that do not agree or disagree with this statement.

DISCUSSION

By applying the Quantitative Method, it was possible to get the necessary data for this investigation, related to the tensions that influence in the development of the speaking skills. The data collection procedure was carried out with normally, with many important aspects to be discussed in this section. Through the application of the survey, it was possible to see the challenges that students are facing nowadays in the classroom. For example, when students were asked if they considered that speaking in English is difficult, the majority of the participants suggested that they do believe that speaking in English is difficult. This type of question had the purpose to see if it was pertinent to carry out this work at this level, since the main focus of this research are students' difficulties.

As it was proved that students think that speaking in English is difficult, the second question was carried out, in which it was more focused on the first tension in this project. When students were asked about how often do they feel stressed in English classes, the results were very worrying. Almost the 50% of the students said that they feel stressed very often, whereas only the 29% consider that they rarely feel in this way. According to the results, the most stressful situations for students of First Bachillerato in this institution is when the teacher is extremely strict. In the second place, it was when students do not understand the task and in the third place was when the task was too difficult. In this position, when students were asked if they believe that having stress can affect their academic performance, the 74% of the participants agreed with this idea.

The second aspect to be considered in this chapter was about the lack of confidence that students have at the moment of speaking in an English Class. For instance, some of the most relevant results obtained in this section was about the extend in which students feel confidence to

speak in English, in which the 29% of students said that they have almost any confidence and the 40% said that they do not have any confidence. According to this results, some of the reasons of this are because they feel ashamed to making mistakes (39%), the feel scared to get a bad score (23%) and because they consider that they don't have a good pronunciation (22%). It is a critical situation, since the 81% of the participants also agreed that the confidence is a necessary characteristic to develop speaking skills in English.

Therefore, when students were asked about the amount of practice given in the class, the results were almost even, in which the 45% consider that the amount of practice is enough and the 55% considered that the amount of practice is very limited. According with this, when students were asked if they consider that having more opportunities to practice can contribute to develop speaking skills more effectively, the 79% of the participants agreed with this statement.

Finally, students were asked if they consider that teachers should take into account students tensions, such as stress, lack of confidence and limited opportunities, the 72% of the students agreed with this idea, giving to the research a huge relevance, not only to identify student's with tension, but also to analyze what can be done in order to dismiss this tensions and enhance the development of speaking skills in this grade.

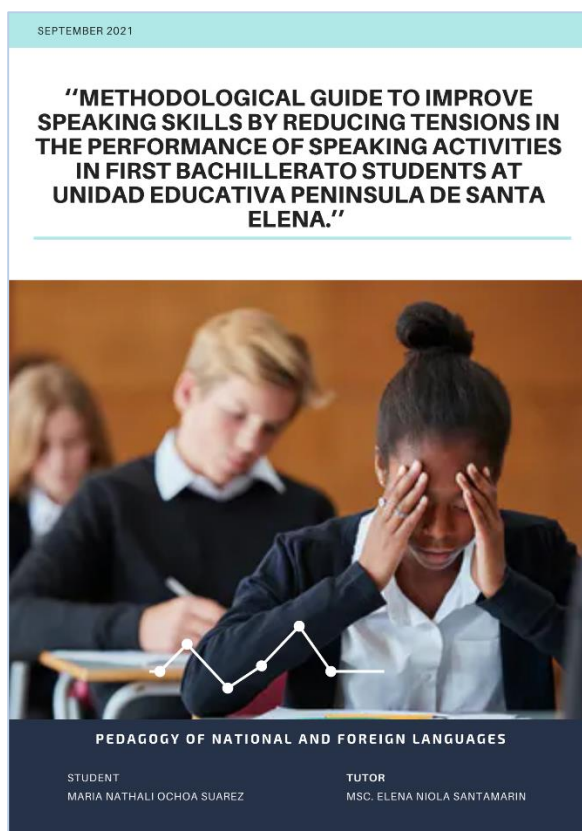
CHAPTER IV

THE PROPOSAL

4.1 Name of The Proposal

“METHODODOLOGICAL GUIDE TO IMPROVE SPEAKING SKILLS BY REDUCING TENSIONS IN THE PERFORMANCE OF SPEAKING ACTIVITIES IN FIRST BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA.”

Illustration 2: Methodological Guide Cover Page



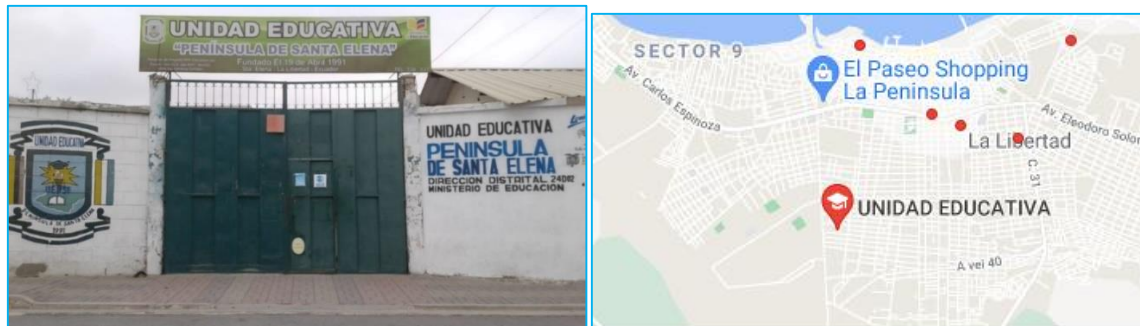
Source: Canva Application Template and Design.

Author: Maria Nathali Ochoa Suarez

4.2. Description

4.2.1 Information Data

Illustration 3: Unidad Educativa Península de Santa Elena



Source: Google Maps: Unidad Educativa Península de Santa Elena.

Author: Maria Nathali Ochoa Suarez

Executing Institution: Unidad Educativa Península de Santa Elena.

Country: Ecuador

Province: Santa Elena

City: La Libertad

Beneficiaries: First Bachillerato BGU at Unidad Educativa Península de Santa Elena

Section: Morning

Characteristic of the community: Low-Middle class

Responsables:

Author: María Nathali Ochoa Suarez

Advisor: MSc. Elena Niola Santamarin.

Staff of the Institution:**Principal:** Msc. Edward Salazar**English Teacher of First of Bachillerato:** Lcda. Betsy Mateo**4.2.1 Beneficiaries***Chart #14: Beneficiaries*

SCHOOL	BENEFICIARIES	TOTAL
“Unidad Educativa Península de Santa Elena”	First Bachillerato BGU Students	42
	English Teacher	1
	Principal	1
TOTAL		44

Source: Unidad Educativa Península de Santa Elena.**Author:** Maria Nathali Ochoa Suarez**4.3 Objectives of The Proposal****4.3.1 General Objective:**

To reduce tensions in the performance of speaking activities as a strategy to improve speaking skills in First Bachillerato students at Unidad Educativa Peninsula de Santa Elena.

4.3.2 Specific Objectives:

1. To design a methodological guide in order to improve speaking skills in students of First Bachillerato BGU at Unidad Educativa Peninsula de Santa Elena.

2. To incorporate supportive teaching strategies and classroom management techniques to enhance speaking performance in students of First Bachillerato BGU at Unidad Educativa Peninsula de Santa Elena.
3. To provide interactive teaching activities to reduce tensions in the learning of the English Language to foster improvement of speaking skills in students of First Bachillerato BGU at Unidad Educativa Peninsula de Santa Elena.

4.4 Design and Development of the Proposal

4.4.1. Background.

This proposal arises from the desire of an English learner to find out those factors that affects the normal process of learning, such as academic stress, lack of confidence and limited opportunities to practice.

In the past, English language in public institutions was taught by applying strategies that did not always respond to student's needs. However, in the 21st century, teaching approaches have changed from an instructional and authoritarian approach to a more student-centered approach.

In order to develop speaking skills, it is a must for the teacher to create positive and supportive environments in which students can relate and feel confident to express their thoughts or ideas in a second language, as well as concerns and doubts during their learning process.

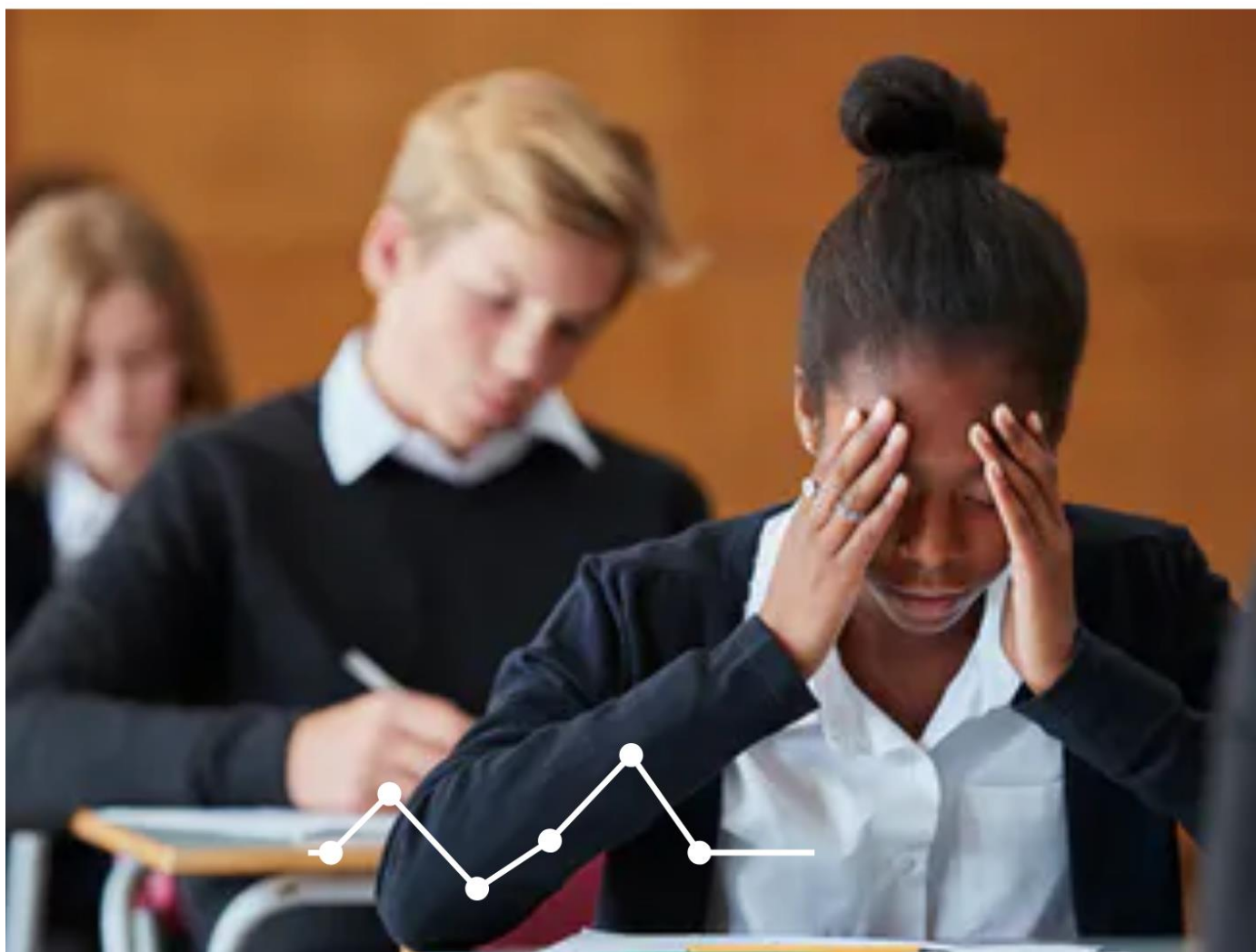
4.4.3. Significance

The present work will develop a methodological guide in which English teachers can refer in order to manage more effectively a classroom that presents tensions, which influence students learning; and strategies that can be applied in order to reduce these breaches, with the purpose of developing speaking skills in a more effective way.

The present proposal is relevant because it includes a possible solution for a problem that is affecting most students who are not able to improve their speaking skills under circumstances of stress, lack of confidence and limited opportunities to practice. For that reason, this proposal will present strategies, interactive tasks and special notes about the teacher's role during each activity in order to make learning more effective and enjoyable for the class.

SEPTEMBER 2021

**“METHODOLOGICAL GUIDE TO IMPROVE
SPEAKING SKILLS BY REDUCING TENSIONS IN
THE PERFORMANCE OF SPEAKING ACTIVITIES
IN FIRST BACHILLERATO STUDENTS AT
UNIDAD EDUCATIVA PENINSULA DE SANTA
ELENA.”**



PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

STUDENT

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TUTOR

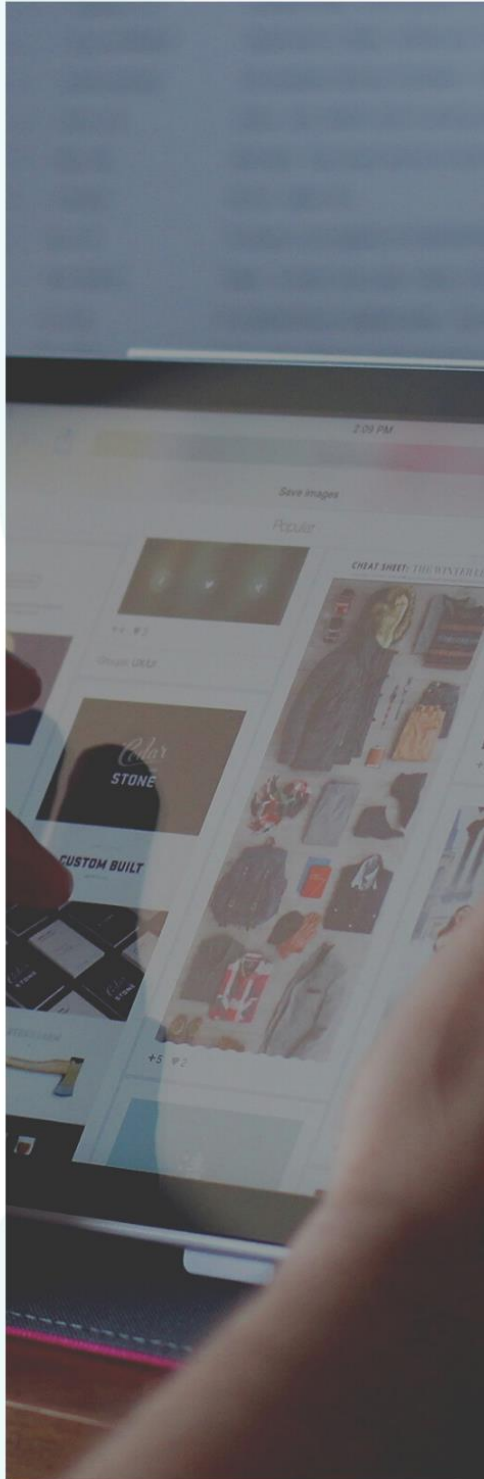
MSC. ELENA NIOLA SANTAMARIN

Introduction

The present work contains five sections, in which are presented speaking skills strategies and activities for English teachers to apply in their classes in order to improve speaking skills performance of the students in a comfortable and supportive environment. This guide it's focused on creating and maintaining a positive environment in the classroom reducing tensions in learning while developing speaking skills in the English language.



Source: Edutopia



CONTENT

In this guide you will find:

- 1. Dealing with student's tensions: Academic Stress, lack of confidence, Limited opportunities to practice.*
- 2. English Book units and Skills of First Bachillerato.*
 - 2.1. Communicative Goals*
 - 2.2. Speaking Skills Performance Criteria*
- 3. Building positive and supportive environment in the classroom.*
- 4. Methodological Strategies*
 - 4.1. Strategies to Develop Speaking Skills*
 - 4.2. Activities that enhance Speaking Skills Performance in the classroom.*
- 5. Recommendations*

1. DEALING WITH STUDENT’S TENSIONS: ACADEMIC STRESS, LACK OF CONFIDENCE, LIMITED OPPORTUNITIES TO PRACTICE.

Student’s tensions in learning is one of the topics that not every teacher would like to deal with at the moment of teaching. In fact, tensions are defined as internal conflicts and difficulties during the learning process, in which the learners experience emotional and even physical alterations at the moment of going through any challenging situation.

In the context of Teaching English as a Foreign Language (TEFL), those challenging situations comes principally from the high pressure that students have when they are not able to respond to a task in the way that is expected. For example, when a teacher set extremely high expectations in a speaking class, in which students are clearly not in the level and do not have enough time to prepare, therefore, without any previous knowledge about the topic that the learner is supposed to talk about, with good pronunciation, fluency, intonation, among other aspects considered in any speaking performance criteria, learners will start feeling the pressure, stress, demotivation, and even low-self-esteem. Each of these effects are connected with one common problem, that is that teachers still thinking that all teaching strategies work for every learner.

First of all, it is important to recognize tensions in our students and find out the best way to deal with them during English classes. For this, student’s tensions are divided in 3 sections:

1. Academic Stress

One of the main stressful factors among high school students is definitely the fear of making mistakes and being the mockery of the class. Teachers will have to be careful and observe if there is any sign of other big social problem such as bullying.

Some other causes of academic stress have to do with the worry and pressure towards the grades, tests, homework. In addition, class participation is nowadays considered as one of the biggest challenges for introvert learners in English classes.

Illustration 4: Academic Stress



Source: Healthiack

2. *Lack of Confidence*

The signs that teachers can notice in the classroom related to students that do not have self-confidence are some repetitive behavior such as giving up too soon, or not even give it a try; comparing all the time with others or with others' work; and doubting in their ability to success in any task, specially, if this task is individually.

Illustration 5: Lack of confidence



Source: sifotography

3. *Limited Opportunities to Practice*

Most of language learners tends to feel more secure to participate and perform in the class when they have enough practice. Having limitations because of the time given for English language in the curriculum make teachers wonder how to take advantage of the time to develop an English class. On the other hand, this tension can show up when English teachers limit the English classes in the development of other skills and functions like reading, vocabulary or grammar. Students that feel that the amount of practice given in the classroom is not enough to accomplish their goals are more likely to feel frustration, boredom and demotivation to practice the language in a context in which English is not spoken as a second language.

Illustration 6: No Opportunities to Practice



Source: [Dosomething.org.au](http://dosomething.org.au)

2. ENGLISH BOOK UNITS AND SKILLS.

CONTENTS

Chart # 15: English level A2.2 student's book First Bachillerato BGU

<p>UNIT 1</p>	<p>INSPIRATIONAL PEOPLE</p>	<p>Grammar: verb patterns in the present, past and future. Time Expressions. Vocabulary: Suffixes to create adjectives and nouns. Reading: Previewing a text. Writing: signposting the chronological sequence of events Listening: listening for specific information. Speaking: using "I mean" to clarify ideas</p>
<p>UNIT 2</p>	<p>EXPERIENCE CULTURE!</p>	<p>Grammar: Present Perfect tense in affirmative, negative and interrogative forms; since / For. Yes / no-questions and wh-questions in the Present Perfect tense Vocabulary: grouping verbs Reading: focusing on familiar words. understanding key ideas. Writing: connecting similar and contrasting ideas Listening: paying attention to key words to identify relevant details Speaking: explaining and giving more information with "that is"</p>
<p>UNIT 3</p>	<p>STORY TIME</p>	<p>Grammar: First and Second Conditional Sentences. Past Perfect tense Vocabulary: using adverbs to convey Attitude. Associating vocabulary with pictures Reading: reading literary texts: skimming, predicting and analyzing story elements Writing: summarizing a story Listening: identifying important elements of a story Speaking: reacting to a story</p>

Source: English student's book First Bachillerato BGU

Author: Ministry of Education

2.1. COMMUNICATIVE GOALS

Chart #16: Communicative Goals

UNIT 1	INSPIRATIONAL PEOPLE	To talk about goals, obstacles, important decisions and achievements; To describe inspirational people's lifestyles. To talk about a person's experiences.
UNIT 2	EXPERIENCE CULTURE!	To ask and answer questions about experiences. To talk about the length of experiences. To recommend cultural activities like reading and going to museums.
UNIT 3	STORY TIME	narrate stories and events in the past. To convey attitudes related to the events of a story. To talk about imaginary situations. To react to a story in different ways.

Source: English student's book First Bachillerato BGU

Author: Ministry of Education

2.2. SPEAKING SKILLS PERFORMANCE CRITERIA

1. The use of language

If the students are able to use the language acquired, including vocabulary and correct grammatical structures in spoken language.

2. Pronunciation

Pronunciation refers to the action of articulating and producing the correct sounds of words/phrases/sentences, as part of linguistic competence in spoken language.

3. Intonation

According to the Cambridge dictionary, intonation refers to the sounds changes produced by the rise and fall of the voice when speaking.

4. Fluency

This aspect refers to one particular characteristic of a person who can speak spontaneously and with natural speed without hesitating.

5. Interactive communication

This item refers to the ability to respond and interact in spoken language effectively.

3. BUILDING POSITIVE AND SUPPORTIVE ENVIRONMENT IN THE CLASSROOM

This proposal is based on classroom management principles of creating a good environment for the students to learn. These principles support the methodology of using engaging, interactive, and funny activities to develop speaking skills. With the proposed strategies, it will be possible to give more opportunities to practice speaking skills in the class, as well as reducing tensions in learning such as academic stress, lack of confidence and limited opportunities.

Another strategy presented in this project is reinforcing collaborative work, since it allows building positive relationships among the students and the teacher, which will be beneficial for their learning. Including shy students to participate in speaking activities and make students work as unity will permit students to acquire awareness and values. Through this methodology, it will be fundamental to have affective support and encouragement from the teacher, and most importantly, time to relax and reduce pressure in the classroom.

4. METHODOLOGICAL STRATEGIES

According to the Royal Spanish Academy, the word strategy is defined as the set of rules that ensure an optimal decision at all times, which are applicable to adjustable processes.

Methodological strategies are a set of procedures with a specific objective; meaningful learning. (Torres & Girón, 2009, p.38). So then, teaching strategies are the tactics, means and procedures that teachers use and carry out the teaching process to achieve learning in students.

4.1. STRATEGIES TO DEVELOP SPEAKING SKILLS

The following are some of the strategies to develop speaking skills in a collaborative and interactive way, in which all the participants will immerse in each and every activity designed for this purpose.

- A. Applying surveys
- B. Interview a partner
- C. Discussion
- D. Using songs
- E. Narrations
- F. Oral report
- G. Movie descriptions
- H. Using Tongue Twisters
- I. Recitation

4.2. ACTIVITIES THAT ENHANCE SPEAKING SKILLS

PERFORMANCE IN THE CLASSROOM

ACTIVITY # 1

HOW IS YOUR INSPIRATIONAL MODEL?



Source: <http://www.unilinksoverseas.com/>

Objective: Students will be able to ask about other's people inspirational model by applying a survey.

Strategy: Applying Surveys

Students: First BGU

Time: 30 minutes

Resources: Worksheets

Instructions:

1. The teacher ask students to create a survey about what characteristics do have a person to be an inspirational model. The teacher shows an example of 2 questions with different options for the survey.
3. Students are divided in groups of 5, in which they will have to complete the questionnaire with 3 more questions.
3. After completing the questionnaire, the students will have to move around and apply their surveys by asking their questions to 2 other groups.
4. The teacher monitors each group, and listen to some ideas.
5. Finally, students go back to their seats. The teacher ask to each group what were their results of the survey.

TAKE NOTES!



Make sure that students understand the task! Apply ICQs. Demonstrate interest on their opinions. It will boost student's confidence to tell you more about it.

ACTIVITY # 2

LIFE EXPERIENCES



Source: University of Waterloo

Objective: Students will be able to practice speaking skills by applying an interview to know about their life experiences.

Strategy: The Interview

Students: First BGU

Time: 30 minutes

Resources: Video, Worksheets

Instructions:

1. The teacher shows a video of an interview.
The teacher explains the task, in which students have to make questions about the life experience of a person. Students can talk about themselves or about a member their family. The questions will be developed individually.
2. After getting the questions ready, the teacher asks students to interview 2 classmates.
3. Students ask their questions, and the teacher monitor each group.
5. Finally, students go back to their seats. The teacher asks about their results of the interview and their experience doing this activity.

TAKE NOTES!



Try to mix the class. Give students enough time to prepare their questions and give them some feedback of what can they use instead.

ACTIVITY # 3

AMAZING CULTURES



Source: Edutopia.com

Objective: Students will be able to practice speaking skills by discussion into groups about the most exotic cultures in the world.

Strategy: Discussion

Students: First BGU

Time: 30 minutes

Resources: Notebooks.

Instructions:

1. The teacher separate the class in 3 big groups. Each group will have to think and research about some of the most amazing cultures in the world and select one that they believe is the most amazing.
2. After getting all the information in these groups, 2 students of each group will have to change to another group and discuss with the other members.
3. After getting in all the groups, the teacher sets the class into a circle and write on the board the options that students choose.
4. Then, the teacher asks randomly about what ideas they have from these cultures. Finally, students will have to say for which culture will he/she vote as the most amazing.

TAKE NOTES!



Make students understand the process, explain activities and what is expected from the students to do.

ACTIVITY # 4

SING WITH ME!



Source: Tess Valley Music Services

Objective: Students will be able to practice speaking skills by singing Ed Sheeran 'Perfect' Song.

Strategy: Using songs

Students: First BGU

Time: 30 minutes

Resources: Worksheets, Audio, Speakers.

Instructions:

1. The teacher will send to the students the lyrics of the song that will be used in this lesson. Then students will be reading and listening the lyrics twice.
2. Then, the teacher asks students to close their eyes and try to sing the song without reading the lyrics. (It doesn't matter if they don't pronounce every word). All the students must be with the eyes closed.
3. The teacher provides feedback of what he/she have heard. Make some notes on the board and clarify pronunciation.
4. Students will have to repeat after the teacher as necessary.

TAKE NOTES!



Don't forget to recognize and celebrate progress.

Give to the students the opportunity to improve their performance.

ACTIVITY # 5

TELL ME A STORY



Source: Temple University Office of Sustainability

Objective: Students will be able to practice speaking skills by narrating a story.

Strategy: The Narration

Students: First BGU

Time: 30 minutes

Resources: Worksheets

Instructions:

1. The teacher starts the class by telling an imaginary story about a girl and a boy. Then, the teacher explains the task of the lesson, in which students have to create a story of the genre that they prefer. For this, the students can check a worksheet, with some guidance and order of events to narrate a story.
2. Students develop this activity in groups of 5.
3. After finishing with the task, students will be asked to narrate their story to other group and listen to the other group story.
5. The teacher monitors this activity and paying attention to the students' performance. Also, the teacher can take notes.
5. Finally, students go back to their seats. The teacher congratulates everybody for their work and provides some corrections in the narrations.

TAKE NOTES!



Provide feedback not judgement.

Make mistakes opportunities to learn

ACTIVITY # 6

TONGUE TWISTER CONTEST



Source: Cambridge University Press.

Objective: Students will be able to practice speaking skills by participating in a tongue twister contest in the class.

Strategy: Using Tongue Twisters

Students: First BGU

Time: 40 minutes

Resources: Cards

Instructions:

1. The teacher presents the activity of tongue twister contest by showing a box which contains different cards with 10 tongue twisters on them.
2. The teacher takes one card and try to do the tongue twister. Then, the teacher asks 2 students to try the tongue twister too.
3. Later, the teacher gives the instructions of the activity and passes for each of the seats with the box and students have to take one card without seeing the content of the card.
4. Then every student will be given 15 minutes to practice their tongue twister. They will be allowed to move around the classroom if they want.
5. After this, the tongue twister contest starts with the teacher as the host of the show, and then, provides a great welcome to the students participating.
6. Student will be in a row participating with the tongue twister one by one and if they have a mistake, they will have to try again at the end of the row. If the student success with the tongue twister then they can take a seat.

TAKE NOTES!



Leave a time to breath and relax. Make breathing exercises and stretching movements after a difficult task.

ACTIVITY # 7

RECITE THE SONG AND GUESS



Source: *FluentU*

Objective: Students will be able to practice speaking skills by reciting songs.

Strategy: Recitation and the use of songs

Students: First BGU

Time: 30 minutes

Resources: Worksheets

Instructions:

1. Students will be asked to think on one popular song in English that they are familiar. Then, they will have to look for the lyric of the song and try remember it.
2. Then, the students will be divided in groups of 6, in which they will have to form a U form with their seats.
3. In each group, students will have to recite the lyrics of the song with a different rhythm (students can even try to imitate the singer's voice or invent a new one).
4. The other students will have to guess the title of the song that the other classmate is reciting. The group that succeed in guessing all the songs of their classmates in little time will be the winner.

TAKE NOTES!



Try to make the activity an enjoyable and funny moment with the students. Make jokes of yourself when you find the opportunity.

ACTIVITY # 8

GOOD AND BAD TRAVELS



Source: Read, Write and Think

Objective: Students will be able to talk about good and bad travels that they have had in the past.

Strategy: Discussion

Students: First BGU

Time: 30 minutes

Resources: worksheets

Instructions:

1. Students will be divided in pairs and they will have to complete a chart with the information about their best travel experience and the worst travel experience that they have ever had.
2. After this, students will have to ask to their partner about their best travel experience and why. The other students will have to give reasons of why they think it was the best travel and convince the other person. They can use some of the expressions to improve their performance.
3. The other student will have to refute and give reasons of why they think THEIR experience was the best. The same process will be for the worst travel experience.

TAKE NOTES!



Don't let students alone with the task. Get involve in their discussion and also enhance spontaneous ideas in the conversation.

ACTIVITY # 9

SECRET ZOMBIE ACTIVITY



Source: Teaching English

Objective: Students will be able to practice their speaking skills by applying a short survey through an interactive activity.

Strategy: The Survey and Discussion.

Students: First BGU

Time: 30 minutes

Resources: Notebooks, Papers, box.

Instructions:

1. The teacher explains the secret zombie activity, specially the role of the zombie.
2. To start with the activity, students will be asked to take one little paper from a box. There is one paper with a zombie printed on it. This means, that the student who takes the zombie paper, will be the secret zombie of this activity.
3. The secret zombie has to be in silent pretending that he/she is not the zombie.
4. To find out who is the zombie in the class, students will have 10 minutes to ask questions and take notes on their notebooks. Students can ask any type of question to different classmates. The secret zombie will be asking and answering questions trying to be calm to not being discovered.
5. When the time is over. Everybody comes back to their seats and the teacher asks to the class who do you think was the secret zombie and why.
6. If students discovered the zombie, they win, but if not, the zombie is the winner.

TAKE NOTES!



Try that all the students ask questions to their classmates. Keep monitoring and make students authentic detectives!

ACTIVITY # 10

BREAKING NEWS



Source: dreamstime

Objective: Students will be able to practice their speaking skills by making a News report about any important event in the country.

Strategy: Oral Report

Students: First BGU

Time: 30 minutes

Resources: Worksheets

Instructions:

1. Students will be divided in groups of 6 and they will have to choose an important event that happened in the country.
2. Students will have to set roles among the members of each group. (camera man, News presenters, scriptwriters, fields reporters, etc.)
3. Students will have to answer some questions about the event that they are going to talk about.
4. Then, the teacher asks students to present the news as if they were in a News Station, including the information of the questions given.

TAKE NOTES!



Try to foster creativity, let students do the task according to their preferences and likes. Meet students after class if they need more confidence to involve in speaking activities.

5. RECOMMENDATION

- ❖ Set rules and expectations with the students at the very first day of class (prevalence respect, friendship)
- ❖ Give prompts
- ❖ Provide feedback not judgement. Make mistakes opportunities to learn
- ❖ Demonstrate interest on their opinions
- ❖ Make sure that students understand the task.
- ❖ Meet students after class to congratulate or to help them with any task.
- ❖ Try to mix the groups all the time.
- ❖ Give students enough time to prepare.
- ❖ For formal assessment, explain the rubrics with anticipation.
- ❖ Create an anonym box to leave students feelings after finishing a lesson. (format)
- ❖ Don't scare students with scores.
- ❖ Act like an older brother/sister who they can trust in.
- ❖ Make students understand the process, explain activities and what is expected from the students to do.
- ❖ Leave a time to breath and relax. Make breathing exercises and stretching movements after a difficult task.
- ❖ Don't forget to recognize and celebrate progress.
- ❖ Give to the students the opportunity to improve their performance.

CONCLUSIONS

For the development of this research, it can be concluded that improving speaking skills represent one of the biggest challenges among English Teachers of Ecuador, since there are many obstacles that can make the learning process more difficult. For that reason, it was important to analyze the tension in English Language Learning (ELL) that influence in the development of speaking skills, by innovating and creating new tools and strategies that can make the learning of languages more effective.

Throughout the literature review and bibliographic research, it was possible to determine that Academic Stress, Lack of confidence, Limited opportunities are potential tensions in learning, which demands special attention specially in the development of speaking skills. In addition, it can be concluded that by reducing the tensions of students in the performance of speaking activities, teachers can create a better and supportive environment in the class where students do not feel afraid to make mistakes and to participate using the language.

It can be concluded that the methodology, the techniques and the instruments for data collection used in this project was really effective, since it has permitted to obtain valid and supporting information to the present study in its exploratory and descriptive level, with a quantitative focus, by applying surveys, in which was possible to know student's perspectives towards the tensions that influence in learning and which results were considered pertinent to analyze in this research.

The activities proposed in the methodological guide can contribute to reduce the tensions presented in class; these activities can be applied in an English class, because they can allow teachers and students to break the gap between learning the language and dealing with tensions

by enhancing a better classroom environment and providing students with new strategies to develop their speaking skills. It is important that the strategies that teachers apply in their classes to develop speaking skills incorporate supportive activities with a good plan of classroom management in order to enhance the speaking performance and develop speaking skills in this students. For doing this, it is fundamental to use more interactive activities in which students can have a great time while learning and speaking.

RECOMMENDATIONS

- It is important that English teachers keep training and innovating in their teaching practices, since the new era and the new generations require a better preparation of the professionals that teach English in Ecuador.
- Student's perceptions should be considered at the moment of teaching, especially when it is about the development of a challenging skill like speaking. Teachers should try to be flexible and understanding, in order to see how to improve the teaching methodology they use in class.
- Finally, it is important to check more activities that provide with more opportunities for students' participation and provide them with the necessary material for oral production.

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ANNEXES

Certificado Sistema Anti Plagio

En calidad de tutora del Trabajo de Integración Curricular denominado “**THE TENSIONS IN ENGLISH LANGUAGE LEARNING (ELL) THAT INFLUENCE IN THE DEVELOPMENT OF SPEAKING SKILLS IN 1° BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA. LA LIBERTAD. PROVINCE OF SANTA ELENA. SCHOOL YEAR 2021-2022.**” elaborado por la estudiante **Maria Nathali Ochoa Suarez**, 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 1% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



Lcda. Rosa Elena Niola Sanmartín, MSc.

TUTORA

Anti-plagiarism report



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Preliminary Project Approval and advisor's notification



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

MEMORANDO

REFERENCIA: PINE-023-2021-TT

DE: Lic. Sara González Reyes, MSc.
DIRECTORA DE CARRERA

PARA: OCHOA SUAREZ MARIA NATHALI
ESTUDIANTE DE CARRERA PINE

ASUNTO: Aprobación de Anteproyecto de UCI

FECHA: 30 de junio del 2021

Por medio de la presente y cumpliendo con la normativa existente para estudiantes de Pregrado de la Universidad Estatal Península de Santa Elena, me dirijo a usted para informarle que mediante Resolución de Consejo de Facultad RCF-SO-FCEI-011-2021, Sesión ordinaria del 24 de junio de 2021, fue aprobado el Tema de su Trabajo de Titulación: "The Tensions in English Language Learning (ELL) that influence in the development of the speaking skills in First Bachillerato students at Unidad Educativa Península de Santa Elena, La Libertad, Province of Santa Elena, School Year 2021-2022", con la guía del docente tutor:

APELLIDOS	NOMBRES	CORREO	TELÉFONO
Niola Sanmartín	Rosa Elena	rnioia@upse.edu.ec	098 635 0535

Ante lo expuesto, debe contactarse con el docente con el fin de realizar las tutorías respectivas y registrarlas en el Formato de Registro de Asistencia a Tutorías.

En caso de existir alguna observación con respecto al tutor, por favor notificar oportunamente con el fin de resolver cualquier situación que impida cumplir con el objetivo propuesto.

Atentamente,



Lic. Sara González Reyes, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

cc: ArchivoRRS

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**PENINSULA OF SANTA ELENA STATE UNIVERSITY
FACULTY OF EDUCATION AND LANGUAGES
ENGLISH TEACHING CAREER
STUDENT'S SURVEY**

Dear students, this survey will help to obtain important input for a research paper titled “**THE TENSIONS IN ENGLISH LANGUAGE LEARNING (ELL) THAT INFLUENCE IN THE DEVELOPMENT OF THE SPEAKING SKILL IN 1° BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA. LA LIBERTAD. PROVINCE OF SANTA ELENA. SCHOOL YEAR 2021-2022**” please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

VOLUNTARY PARTICIPATION: Participation in this study is completely voluntary. If you decide not to participate there will not be any negative consequences. By signing this form I am attesting that I have read and understand the information above and I freely give my consent/assent to participate or permission to participate.

The information that you provided will be kept as confidential and will be used exclusively for research purposes.

Instructions: Read the questions below and then choose the best option for you.

1. To what extend do you agree that speaking in English is difficult?
 - a. Strongly Agree
 - b. Agree
 - c. Neutral
 - d. Disagree
 - e. Strongly Disagree

2. How often do you feel stressed when your teacher asks you to speak in English?
 - a. Always
 - b. Very often
 - c. Sometimes
 - d. Rarely
 - e. Never

3. Which of the following situations do you consider it's the most stressful when you want to speak in English? Put the number considering the following scale.

5 – the most stressful / 4 – very stressful / 3 - somehow stressful / 2 – a little stressful / 1 - not stressful at all

- a. When everybody stares at me.
- b. When my participation is graded.
- c. When my teacher is extremely strict.
- d. When the task is too difficult for me.
- e. When I don't understand the task.

4. Do you consider that these situations affect your academic performance?

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

5. To what extend do you feel confident to speak in English in the class? Choose the best option for you.

- 1) Very confident
- 2) Somehow confident
- 3) A little confident
- 4) Not confident at all
- 5) I don't have confidence

6. Which of the following could be the reasons why you don't feel confident to speak in English?

Select 3 possible options.

- a. There is not enough encouragement from the teacher
- b. I feel scared to get a bad score.
- c. The activities in class do not motivate me
- d. The topics are not of my interest.
- e. Because I don't have a good pronunciation.
- f. I feel ashamed of making mistakes in front of the class.

7. Do you consider “confidence” as a necessary characteristic to develop your speaking skills?

- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree


- e. Strongly Disagree
8. Do you think that the amount of practice given in class is enough to develop your speaking skills?
- a. Yes
- b. No
9. Do you agree that creating more opportunities to practice English in class will contribute to the development of speaking skills in a more effective way?
- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree
10. Do you consider that English teachers should consider these factors (stress, lack of confidence, limited opportunities to practice) in student's learning process to develop speaking skills?
- a. Strongly Agree
- b. Agree
- c. Neutral
- d. Disagree
- e. Strongly Disagree

Student's Surbey

STUDENT'S SURVEY

mariamy99.2@gmail.com (no compartidos)
Cambiar de cuenta

UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA. FACULTAD DE CIENCIAS DE LA EDUCACION E IDIOMAS. CARRERA DE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



Dear students, this survey will help to obtain important input for a research paper titled "THE TENSIONS IN ENGLISH LANGUAGE LEARNING (ELL) THAT INFLUENCE IN THE DEVELOPMENT OF THE SPEAKING SKILL IN I' BACHILLERATO STUDENTS AT UNIDAD EDUCATIVA PENINSULA DE SANTA ELENA. LA LIBERTAD, PROVINCE OF SANTA ELENA. SCHOOL YEAR 2021-2022"

Please take 5 minutes to answer the questions honestly; all the answers will be used exclusively for this work. Thanks in advance.

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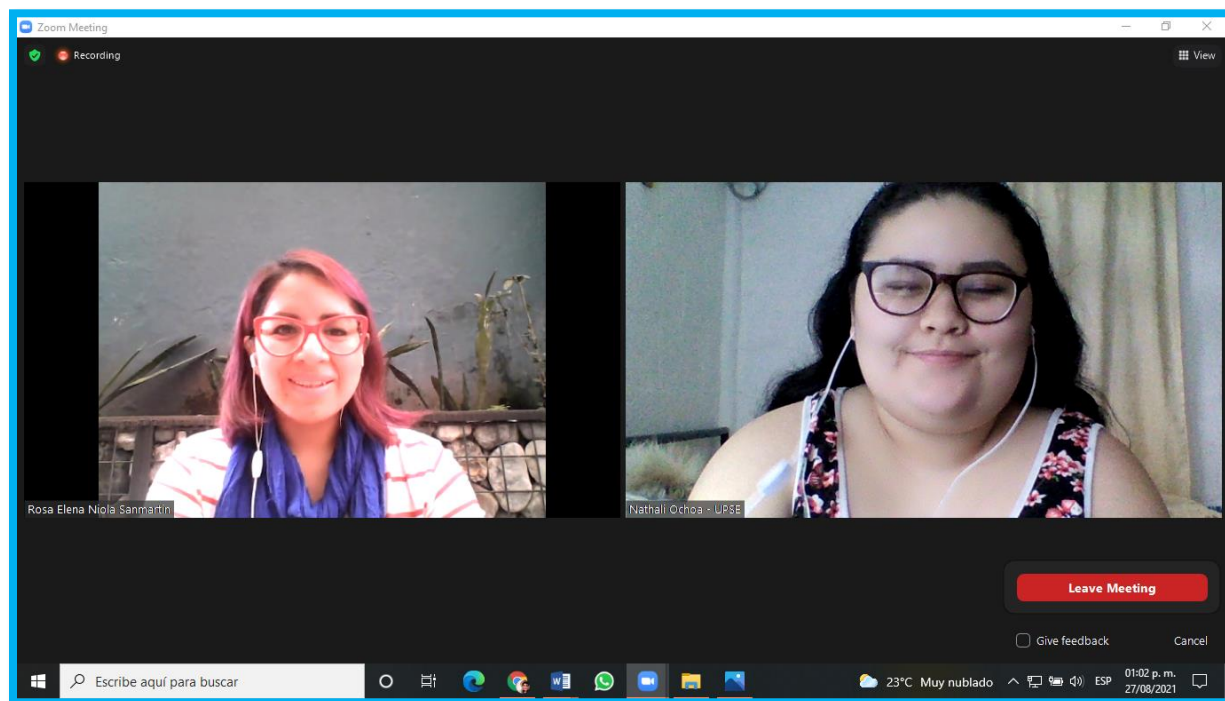
Siguiente Página 1 de 5 Borrar formulario

Google Forms Link: <https://forms.gle/CEBCmUBxzLMG7dHT7>

Msc. Edward Salazar – Principal of de Institution Authorization.



Tutoring Sessions



Timetable

N°	ACTIVITIES	2021															
		JUNE				JULY				AUGUST				SEPTEMBER			
		S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4	S1	S2	S3	S4
1	Approval of the topic and the tutor by the Faculty Council.				X												
2	Elaboration of Chapter I: THE PROBLEM					X											
3	Elaboration of Chapter II: THEORETICAL FRAMEWORK						X	X	X								
4	Elaboration of Chapter III: METHODOLOGICAL FRAMEWORK								X	X	X						
5	Elaboration of Chapter IV: THE PROPOSAL										X	X					
6	Conclusions and recommendations. Preliminaries .												X				
7	Delivery of the written report by the tutor.													X			
8	Research project review														X		
9	Dissertation of the Research Project.															X	
10	Incorporation ceremony.																X

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