



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



**““DIDACTIC STRATEGIES TO IMPROVE
SPEAKING SKILLS IN STUDENTS FROM 6 TO 7
YEARS OLD AT ALAUSÍ FOUNDATION. ALAUSÍ,
PROVINCE OF CHIMBORAZO, SCHOOL YEAR
2021 – 2022**

SCHOOL YEAR 2021-2022”

RESEARCH PAPER

As a prerequisite to obtain a:

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

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “DIDACTIC STRATEGIES TO IMPROVE SPEAKING SKILLS IN STUDENTS FROM 6 TO 7 YEARS OF AGE AT ALAUSÍ FOUNDATION. ALAUSÍ, PROVINCE OF CHIMBORAZO, SCHOOL YEAR 2021 – 2022” prepared by Lissette Estephania Tomalá De La A undergraduate student of the English major, 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

.....
MSC. SARA GONZALEZ REYES



STATEMENT OF AUTHORSHIP

Me, Lissette Estephania Tomalá De La A with ID number. 0928126788 undergraduate student from the Peninsula of Santa Elena State University, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor's degree in English, in my role as author of the research paper "didactic strategies to improve speaking skills in students from 6 to 7 years of age at Alausí foundation. Alausí, province of Chimborazo, school year 2021 – 2022", certify that this work is of my authorship, except for the quotes and reflections used in this research paper.

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To peninsula state university of Santa Elena (UPSE) for opening the doors to better opportunities in life, to the professors of the career for all the patience they gave me in the teaching-learning process and a special recognition to Sara González Reyes for guide me in this research paper.

Lissette



DEDICATION

I dedicate this research work to my son who is the engine and fundamental pillar of my life, who gives me the strength to reach my goals and motivates me to continue fighting day by day to be a better person.

To my parents and family who supported me when the days turned so gray and who taught me the importance of striving to achieve my dreams.

And finally to my Friends Victor and Nelida to whom I shared the educational process, who also took my hand when I wanted to faint, in short, my most sincere thanks to these people for not letting go of my hand.

Lisette



ABSTRACT

People have been developing studies to know about procedures to follow in the teaching - learning process to the educational community, some of them agree in the significance of applying adequate strategies at the moment to teach a second language. Indeed the present work was focused on the significance of didactic strategies to improve the speaking skills in learners according to their needs and likes. Therefore, the tactics describe in this research paper are the storytelling in order to immerse them and contribute in the accurate development of the speaking area within a good environment. To carry out this research it was fundamental to get data in students from 6 to 7 years of age at Alausí foundation through the application of an interview and a survey. Besides, the results contributed to the proposal, it contains six stories with seven activities to reinforce the previous knowledge over speaking activities which main goal is to enhance students to express their ideas in the classrooms.

Key words: Didactic strategies, little stories, speaking skills, teaching process- learning process



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INTRODUCTION

The education is known as the process of social and intellectual learning belonging to human being, it does not imply to facilitate the cognitive teaching learning between students and teachers but also it employs within the empiric knowledge, beliefs, and values corresponding to what has been acquired in the family context. The education around the world has an important role to innovate, reduce poverty, improve and achieve equality in the society. Likewise, it helps to reach better positions in careers that benefit the qualities of lives; evidently the education in Latin America has had changes for the growth of the world economy that empowers countries to reach the globalization, main reason why English plays a fundamental role in this field.

Currently the English is the path to communicate, share and exchange ideas with the 20 percent of people who speak this universal language in areas like: health, education, economic, and business. For these reasons, the second language has become an important strategic issue in Latin America developing diverse programs strategies, and even resources to expand the same competitive advantages in different fields and opportunities to learn it. Ecuador has developed standards to reach the levels of the general educational curriculum which seeks to improve the student's skills to range or oscillate at the B1 baccalaureate level as required by the common European framework.

Furthermore the minister of education in Ecuador in the period 2016 – 2017 reformed the curriculum due to the necessities of the country, based on that, it shares to the educative community about the importance to apply didactic strategies in the language acquisition, development and language fluency; becoming, at the same time, a challenge for teachers who are eagerly pursuing to scope the expectations of developing language skills because outside of the



classrooms the English is not commonly used. Focused on that, this research is aimed to show how important are the didactic strategies in the teaching- learning process to innovate inside the classroom reaching the improvement of the speaking skills.

Burguer (2015) noted how important the didactic strategies are to improve the English learning acquisition since they are focused on work around the learning styles, likes, and dislikes. In other words, from the didactic strategy, the teacher guides the pedagogical path that students must follow to build their own learning through the experiences lived by teachers and students in the classroom and how these are related with emotional cognitive part of their brains. Thus, has been determined over paper researches that actually share to the population exactly how didactic strategies are aimed to foster the children language skills effectively.

In particular, according to Yagual Sarati, Sulima Virginia & Figueroa Morán (2017) who mentioned that didactic strategies were implemented in the Ecuadorian context to benefit the educational process which final goal would be to achieve fluent speaking skills while learners are having funny moments through ludic activities. Those strategies are established in the common European framework to guide the teaching process, in other words, it details how to apply new methodologies, techniques, strategies and even resources to promote the development of skills and attitudes such as: creativity, critical thinking, and responsibility to learn while teachers stimulate the self-reflection on one's own learning.



This paper is organized into chapters to describe the process which each of them has a different description that are closely related.

Chapter One: It details the problem statement, how the problem was found in the Alausí foundation, it specifies the importance to develop the present research, the problems limit the investigation, questions, delimitations, general objectives and specific objectives.

Chapter two: It covers the background of the theoretical framework, the previous researches directed to the same problem discussed in this paper, definition of key words and the hypothesis.

Chapter three: It describes how the research paper was conducted, which method, techniques and instruments were used in order to interpret the data collected.

Chapter four: It explains the importance of the proposal, its main goal and the specific objectives to implement it as didactic strategy in the teaching- learning process of children from 6 to 7 years old.



CHAPTER I

THE PROBLEM

1.1 PROBLEM STATEMENT

The didactic strategies are set of actions or procedures in which the educational actors will be involved to reach cooperative learning, the development of these tactics require a prior plan previous organized by the teacher in charge whose purpose is to promote the autonomous learning of students, which will be reflected when evaluating whether the general and specific objectives were achieved. In addition, these techniques become a useful support for the transmission of complex information for students.

Consequently, teachers faced the importance to apply didactic strategies to relate the learning process with daily activities or the real world to make the learning more effectiveness. Nevertheless, students have to deal with a learning process where many times teachers do not improve the speaking skills in children, in this way students have to follow a continuity teaching without really seeing their needs within the area of the English language that is why it is necessary to establish specific didactic strategies as the storytelling in order to optimize their learning. Given this, speaking ability is one of the most affected in the education field since there is a lack of ludic activities to increase it and unfortunately teachers still teaching through the traditional method in the educational institutes just by means of the textbook provided by the ministry of education.



In fact, the Alausí foundation of Chimborazo shows as the improvement of speaking skill tends to be complicated because teachers tend teaching the second language without activities as the little stories to encourage the extrinsic motivation of the students is to say, they perceive the English just as another subject to receive in the school year in order to pass the educational process. Furthermore, children need to be encouraged in everything through supporting activities to reinforce the contents reviewed in the classes; it is issued in Ministerio de Educación del Ecuador (2012) where is emphasized as a fundamental part of the education the teachers 'role within it, the importance to promote a good environment, the participation, and the debate among the actors through a lesson plan where will be organized the content, resources, and strategies to cover the students' needs.

As well as, Delgado Rivera (2021) explains how the Buen vivir regulations written in the Ecuadorian constitution have focused on reaching a common good in the society over the education: It explains how an appropriate teachers training helps to promote the interaction between teachers and students through innovate activities relating aspects of the daily live such as: values, culture and diversity.

Also, the second language has reached a bad reputation because of the lack of interaction among educational actors found in classrooms and it is reflected in students who are afraid to speak and to say something wrong; it is the result to do not plan a class with the appropriate objectives to reach contents, materials, assessment papers and the lack of teaching method. It tries to explain that currently teachers still enter to a class in saying: this is the vocabulary of the class or the unit copy and repeat fifteen times in the English notebook, they are struggling to fulfill the exorbitant amount of assignments left to them by their teachers, that is why they do not



have time to learn in an interactive way a vocabulary in another language and even it is more difficult for them to do it due to the lack of didactic strategies that must be applied according to their ages in the classrooms.

The purpose of the foundation is to provide social services and its objective is to improve the level of English of the inhabitants to improve tourism. In order to achieve this goal, the foundation must have strategies related to the English acquisition that can contribute to the development of speaking skills. The students of Alausí foundation need to learn through fun activities to allow the cooperation between teachers, students, family and the community where they live to create a good environment where the learning process enables students to develop skills through long-term cognitive aspects, which will mean to reach the significant learning.

Nevertheless, in this institution this process is complicated for the people who look for its help because the lack of training at the moment of applying didactic strategies to achieve the active participation through an extensive knowledge of vocabulary, fluency, pronunciation, and to know the meaning of words within the second language. It means that being the Alausí Foundation a private institution that offers social community help to the Chimborazo community, it presents the same problems in the development of the speaking skills as Cadena Murga, Castillo Niama, Célleri Quinde, & Damían Tixi, (2018), in their research paper and unfortunately this manifests that students are not motivated to learn English.



1.2 PROBLEM FORMULATION

How do didactic strategies improve speaking skills in students from 6 to 7 years old at Alausí foundation. Alausí, Province of Chimborazo, school year 2021 – 2022?

1.3 SPECIFIC QUESTIONS

- a) What types of teaching strategies are applied at Alausí foundation with students from 6 to 7 years old to improve speaking skills?
- b) Which didactic strategies help to improve the speaking skills of students from 6 to 7 years old at Alausí foundation?
- c) What didactic strategy could be implemented to improve the speaking skills in students from 6 to 7 years old to improve speaking skills at Alausí foundation?

1.4 JUSTIFICATION

This work is aimed to demonstrate how the lack of didactic strategies implementation by the teachers affects the speaking skills improvement in the English language teaching-learning process of the students from 6 to 7 years of age at Alausí foundation. The aspect mentioned has a great impact on the educational field because within the development of speaking skills, students have to relate the vocabulary with the context of storytelling; it should be developed through real



visualizations of pictures that explain the stories' content achieving in this manner a correct oral production.

In addition, the relevance of this writing lies into the progress of the quality of education provided in the public education system, the idea is to show teachers that the betterment can be achieved focusing on the students' needs.

Didactic strategies point to the group of developed activities considering not only students' understanding of ideas but also a mutual relationship among specific information and a particular activity, as general norm of input. With the implementation of strategies in the process of teaching English, the professor looks for a common project. In a collaborative group, all students make the duties together, that means that they construct the knowledge mutually (Navarro & Piñeiro, 2012, p. 234).

In particular, the speaking skills cannot be assimilated through a simple translation of code, words, sentences, phrases, and even paragraphs due to it is a productive skill because learners actively produce through it. Besides, it requires visualizations within the content, such as a little story, to activate students' brains in imagination, creativity, vocabulary acquisition to bring them security while they communicate. Another important factor for its improvement is the motivational factor transmitted by teachers and the classroom environment.

The direct beneficiaries of its paper will be the students from 6 to 7 years old at Alausí foundation; because they are the main actors of the teaching - learning process who will improve the speaking skills through this tactics and procedures. Indirectly, the beneficiaries will be the



teachers, since they will improve their classes with storytelling to better the educational process over ludic activities and applying interesting resources.

As well as, this research paper is fundamental for teachers because they should focus on didactic strategies from a playful perspective to teach young learners in particular in the ages from 6 to 7 years old when the cognitive development of the child is enhanced through the combination of the mother tongue with the second language; in this way teachers will foment the bilingualism and developing fluently in a second language within the educational institutions from the early stages.

1.5 LIMITATION

This research has potential limitations due to the pandemic time as a principal factor in the development of the observation and the approach with the subjects who learn in Alausí foundation, it means that students had internet connection problems because in their natal country there are a lot of rains and cold weather, that is why they face these types of problems. Also, they present socioeconomics problems to access different platforms used as media to carry out the educational process; nevertheless, another problem on this list are the conflicts provoked by family complications in children's emotions. Besides, the period to collect information was not enough to determine results and compare with other researches presented, which final goal is to demonstrate the importance to apply storytelling for the speaking skills improvement.



1.6 DELIMITATION

The present study was conducted at Alausí foundation located in Alausí, Province of Chimborazo, during the school year 2021 – 2022 through the new modality in which we are living due to the pandemic time. The students were in the range from 6 to 7 years old. This group was chosen since their characteristics and the necessities are related with the importance to implement or apply storytelling to improve the speaking skills and then to increase the vocabulary and the oral communication.

- **Time limitation:** school year 2021 – 2022
- **Population limitation:** students from 6 to 7 years old
- **Space Limitation:** Alausí foundation

1.7 OBJECTIVE

1.7.1 General objective

To promote the didactic strategies to enhance the speaking skills in students from 6 to 7 years old at Alausí foundation. Alausí, Province of Chimborazo, school year 2021 – 2022.



1.7.2 Specific objectives

- a) To recognize the didactic strategies used to improve the speaking skills in children.
- b) To identify the didactic strategies used to improve the speaking skills in students from 6 to 7 years old at Alausí Foundation.
- c) To design didactic strategies to improve the speaking skills in students from 6 to 7 years old at Alausí Foundation.



CHAPTER II

2.1 BACKGROUND OF THE STUDY

In this research paper it is fundamental to mention some previous bases research of the information presented, in the Ecuadorian context teacher constantly are facing how students struggles at the moment to speak without understanding the second language that is why currently they are implementing new didactic strategies like storytelling to engage and motivate learners at the moment to acquire new knowledge. In fact, storytelling are important in the teaching- learning process since they share the own people culture, teach moral values, or simply they are focused on entertaining them through funny experiences.

The use of short stories in the teaching English process

This study was focused on the review of the impact of stories and their use to develop the students' speaking skills, taking into account that the oral ability is linking with listening, reading, and writing as a support to achieve an effective educational process. Furthermore, it highlights that those little stories are the path to open the learners mind through interesting problems where they are immersed like the social, educational, environmental and psychological problems. For this reason, Abdumuminov & Salimova(2012) mentioned that little stories are directed for children, young, and adult learners because they are a way to share information and vocabulary and are not complicated to learn. Afterwards, this research paper supports the importance to apply little stories in the teaching- learning because it helps to create an environment when the history takes place giving them the opportunity to image scenes; also, it is



necessary to add as an important fact that this didactic strategy helps to acquire the vocabulary indirectly while students can enjoy a free time in class.

The influence of using picture strip story towards students' speaking ability at the first semester of eleventh grade of Smit Bandar Lampung in the academic year of 2020/2021

In English, speaking is an important thing in how to understand and convey the intention of a conversation. In this case, the speaker is the most important part to determine the purpose of the conversation can be achieved. Additionally, Harmer says that if students want to be able to speak fluently in English, they need to be able to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech. It meant that in learning speaking there many things considered before someone starts to speak up to the other. In a good speaker, someone should express their opinion and idea through speaking. Based on the statement above, the researcher concludes that speaking is a way for someone to communicate with the other about information, idea, or opinion in events or topics. Everyone can learn about language everywhere they live. It will be happen from babies until adults for learning a language. Speaking is also used to deliver ideas in our mind, and express our feelings, by using language communicatively. (RISKA, 2020; p.28).



Burae, Almardi Osman, & Bashrie Alnour (2020) explain the importance to implement little stories within the classes, directed their study to the self-motivation and get students interested while they are immerse in an imaginary world, besides, through it they will acquire vocabulary that will do not forget because they could relate it with the environment, in this manner they will achieve the reading comprehension and even they will develop others skills over the stimulation of be part of the classroom.

2.2 DEFINITIONS

2.2.1 Didactic Strategies

Didactic strategies are a set of several didactic methods applied in the educational process Navarro & Piñeiro (2012) these are focused on age, likes, necessities and the intellectual student's development. Those are applying in different ways to build a collaborative product according to the activity and the final objective of the teacher. In this process all students make the duties together to construct a significant product where students enjoy a terrific experience while contextualize the information, for instance: Use of summaries, elaboration of illustrations, use of short stories, and infographics. In addition, the didactic strategies are classified in the following cognitive abilities: Metacognitive ability, resolution ability, problems, ability to summarize, ability to analyze, describe, explain, compare, identify details, observe, and to perceive.



2.2.2 Didactic Strategies used in Language Learning

According to Camelo Cruz (2017) didactic strategies to learn a second language are fundamental to activate the empowerment of learners because they are the main actors, who look for achieve the meaningful learning and the successful over games to construct their own knowledge. The main purpose of it is to turn education into a means of interaction where children learn by playing while making the teacher's work easier. Likewise, some of them are related to activities such as: sing a song, go to shopping, go to the zoo, and watch videos in order to relate the vocabulary with the oral production.

2.2.3 Didactic Teaching Strategies

According to Alvaro & Guerra (2017) teaching strategies are the procedures and resources implemented by the teachers to achieve the goals stipulate in the lesson plans. Each teacher decides how and when to develop and apply the strategy, make the necessary adjustments in its management. She/ he also decides what decisions must be made to make adjustments to the tactic and achieve the desired or expected learning. Finally, this evaluated to know if the results were satisfactory; the teaching strategies are focused on cover the child's needed, ages and likes.

Hamdan Alghamdi, Kayan Fadlelmula, & Hattami (2017) mentioned that teaching strategies are a combination of different methods to achieve the main goals established per day,



week, and unit in the lesson plans. Also, they facilitate the teaching- learning process through the implementation of planning resources and practical tools to cover the students' necessities. At the same time, teaching strategies help to encourage learners to pick up all the information in a blameless atmosphere managing the classroom in a positive environment where students love to learn.

Besides, Djenic & Mitic (2017) specified how the teaching strategies are important to develop highly efficient learning environments in classrooms, detailing the necessity to implement them in order to make the learning meaningful through the applications of activities where children can feel confidence to learn by doing.

2.2.4 Didactic Teaching Strategies used with Children from 6 to 7 years old

Picture Bingo

It is a game where children will match the images with the cards on one side. Teachers will be able to make the bingo more difficult or advanced depending on the level that the students show, in these way children will enjoy of the learning with this strategy they will acquire vocabulary and interact with their educators through the oral production reaching the bilingualism in the classroom.



Realia

It consists in to present to the students a real object in order to develop a several activities to activate the learners' participation in the classrooms making the educational process memorable; through this strategy teachers can present any kind of vocabulary in order to describe some sizes, characteristics, and colors. In addition, realias permit children manipulate the material helping to establish real communication situations.

Storytelling

As the best art using language as its medium, storytelling have infinite linguistic benefits embedded in their use in the classroom. Storytelling can be the best vehicle to develop the overall language skills of students because, unlike any other informational materials, little stories stimulate the acquisition development as they afford authentic contexts for processing new language. Short stories were written for native speakers, and this enables them to serve as authentic materials for exposing EFL students to rich and authentic language (Pardede, 2021; p. 34).

Thus, storytelling are a support in the teaching – learning process that help to reach each stage of the speech pyramid as Ni'mah, M., & Bon A, explained in their research paper.

1. Interaction with the real world over the resource.
2. Attention- listening to the little story
3. Played making the little story real



4. Understanding the content immersed in the context
5. Expressing – speaking ideas, emotions, feelings, etc.

2.2.5 Do Students Learn English through Storytelling?

“The purpose of storytelling is to enjoy and also make learners helpful to think about social and moral. With the help of storytelling students learn more about life experience, sensation and strong fondness. Learners feel happiness to tell a story again and again” (Bhatti, Arshad, & Mukhtar, 2020, p. 57). Based on that, students learn English through little stories because it makes the learning significance over their needs and likes.

The Importance of Teaching English in Children through Storytelling

“It is a global fact that learning and knowing a foreign language fulfill a person’s occupational needs, bring new insights into his/ her world view, and make the person open minded and tolerant” (Hard & Marleni, 2020, p. 556). It means children need to acquire a second language to build their path of live, to increase and advance their minds’ hemispheres, in this way they will begin to exercise and develop, acquiring a greater capacity for concentration when studying.

As well as, to carry out this process the teachers’ role is fundamental “Acting as an organizer in language learning in the classroom is one of the most important roles, in which case the teacher must organize the students as well as the very diverse activities in language learning” (Naibaho, 2019, p. 409). It means that teachers must plan the resource



to use, the vocabulary to teach, the activities to be carried out by answering these questions what, why, who, how, for what, to explain a determined topic.

2.2.6 Language Learning

According to Marconi, Campos Cascales, Covacevich, & Halgreen (2020) it is the active process in which people are involved in their life to communicate ideas, feelings, and experiences, among others. It is aimed to develop the students' abilities to complete successfully their daily activities. It means that people are able to learn more than one language spoken around the world over meaningful communications while people convey ideas and thoughts.

2.2.7 Language Skills

Those are defined as all verbal communications involved in the language to communicate needs in a real context.

Language is essentially a skill. It is not a content-based subject like-Science, Social Studies, Commerce, Mathematics, etc., which aim is to imparting information and fill the human mind with knowledge. Since language is a skill, it naturally comes under psychomotor domain. A skill may be called the ability to do something well. Swimming, playing, etc. are skills which people perform after acquiring them. Knowing about these things is an intellectual exercise (cognition) and using or doing them is a skill (action) (Husain, 2015; p. 1).



Furthermore, Saville-Troike (2012) explains in her second publication about introducing second language acquisition that children learn a language easier in the range of 0 to 7 years old since they can control their mother tongue and others patterns of languages at the same time when they are exposure in the early childhood, through actions where student' needs to plan activities involving songs, stories, movements that can be performed by hand to construct the learning.

2.2.8 Language Skills Developed in Children from 6 to 7 years old.

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differentiate your native language from English when speaking, understand and use pronouns and to know about the usage of possessive pronouns.

2.2.9 Speaking Skills

It is used to express through the oral communication. Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community (Boonkit, 2010; p. 1305).

According to Hamidova & Ganiyeva (2020) the speaking skills involve three areas of knowledge to communicate, those are: vocabulary and their correct use, to know when is a good moment to provide a clarification of messages and to identify to whom will be issue information in a determined place. To fulfill it is recommendable to mix activities with strategies and resources. Also, Dastpak, Behjat, & Taghinezhad (2017) in their comparative study of language development share that a child can communicate at the first time of life just crying and as time passes, the child will be able to imitate the people around him/ her, in this way the first words are produced.

In addition, it is fundamental to mention speaking skills are linking to others abilities as Sanchez Calvo (1982) mentioned they have been taught in an isolated way but over time, it is



evident in the classrooms that each of them provides support that reinforces the content taught in the classrooms.

The Importance to Develop the Speaking Skills

To develop the speaking skills is an important activity in the education field since it opens the door to later knowledge in a child's school life; “Even if there are four other skills in the English language, speaking skills are the most effective one among them as a majority of communication is done through speech. Therefore, speaking skills are the most important methods of communication” (Jabbarova, 2020, p. 11). Based on that it tries to explain how the speaking skills create the environment of active participation among a determined group of people in the case to be in a reduce space; also, it gives the opportunity to develop the critical thinking of learners when they are exposed to real topics of the daily live acquiring an advanced and holistic knowledge.

2.2.10 Types of Speaking Skills

Throughout the speaking skills people exchange information since it is a tool of the communication as Rao (2019) explains it could be done over diverse channels such as:

Interactive Speaking

The interactive speaking is the combination of others abilities like listening and comprehension of meaning of vocabulary in order to respond to someone in a proper way. It will be developed in: dialogues, spontaneous talking, debates, online calls, questions and answers.



Partially Interactive Speaking

It is a part of the speaking skills where the audience does not have an interaction through oral communication with the person who is developing the activity; it could be a speech, a drama, or a script presentation, the performer of this activity notices the understanding of the content through the good or bad expressions of the public.

Non Interactive

It is a process where the audience does not have an interaction with the performers but even the message was presented and understood by the public; the Medias to develop this type of speaking skills are: novels, radio broadcast, channels programs, and speeches.

2.3 HYPOTHESIS OR PREMISE

“If teachers implement storytelling in their classes for children from 6 to 7 years old, they will be able to improve their speaking skills.”



CHAPTER III

3.1 RESEARCH DESIGN

Throughout the research design it is possible to determine the focus of an investigation, which methods, techniques and instruments will be applied to collect data. It reflects on “Research design is the overall plan for connecting the conceptual research problems to the pertinent and achievable empirical research” (Asenahabi, 2019, p. 77). That is, it explains if the work will be developed with a quantitative, qualitative or mixed approach.

3.2 RESEARCH APPROACH

The present research was based on a quantitative research because it pursues to describe the phenomenon established as a problematic emphasized on the problem, therefore it sees the sights to explore the real context of learning English as a second language; it helps to collect the required information about the significance to improve the speaking skills in children from 6 to 7 years old at Alausí foundation over little stories to acquire information of causes and effects to growth the students oral proficiency in class

3.2.1 Quantitative Method

“In the most basic terms, quantitative research methods are concerned with collecting and analyzing data that is structured and can be represented numerically” (Goertzen, 2017, p.12).

This paper was developed within the quantitative method to acquire numerical data related with the importance of applying little stories in the teaching learning process to improve the speaking skills in children from 6 to 7 years old through the interpretation and analysis of



surveys and questionnaires as instruments and techniques thus managing to describe the particular problematic found.

3.3 TYPE OF RESEARCH

3.3.1 Bibliographic Research

According to xSnyder (2019) bibliographic research consists in to select, review, collect and analyze the information over the criticism reading which final goal is to build knowledge. Through this type of research, the researcher looks for a solution that affects to determined group of people over information and studies from existing sources. Above all, the presented work could gather the enough information of primary, secondary and tertiary data from the real fact investigated about the importance to implement little stories as didactic strategies to improve speaking skills in students from 6 to 7 years of age at Alausí foundation in the teaching- learning process, it is fundamental to mention as sources of information to: magazines, books, journals and thesis.

3.4 TECHNIQUES

According to Zohrabi (2013) the techniques are known as a set of methodological procedures to get the information within a research process. This work was done over the application of a survey applied to students from 6 to 7 years old at Alausí foundation in order to describe how important are the storytelling to improve the speaking skills in the early ages



achieving in this way a significance learning in a good environment where children could imagine, create and enjoy of fun moments while they acquire knowledge.

3.4.1 Survey

Surveys “encompasses the use of scientific sampling method with a designed questionnaire to measure a given population's characteristics through the utilization of statistical methods” (Apuke, 2017, p. 43). This technique was applied through a survey to a sample of people; it was created in google form and sent to the student from WhatsApp application as digital media due to the pandemic time where currently the entire world is facing. The main objective of it is to provide to researchers the point of views, ideas, opinions, and criteria of learners around the importance to implement little stories as didactic strategies to improve speaking skills in students from 6 to 7 years old at Alausí foundation in the teaching- learning process.

3.5 INSTRUMENTS

3.5.1 Questionnaire

The questionnaire is known as a set of questions properly thought out and written to collect information from a respondent according to Zohrabi (2013). Within this process the researcher was focused on implemented the structured questionnaires to get quantitative and qualitative data of specific information about how important are the short stories in the improvement of the speaking skills in students from 6 to 7 years old, thus validating any previous hypothesis immersed on the same problematic; at the same time this instrument used



ten questions of multiple choice as ended questions and scale questions to measure the extent to which respondents agree or disagree with the applicability of the stories in class hours.

3.6 POPULATION AND SAMPLE

3.6.1 Population

According to Satishprakash (2020) it is known as the macro group that has been considered to collect information for a research in which the researcher wants to know something related to her/his variables. Based on that, the population taken account in this research paper was the Alausí foundation located in Chimborazo.

3.6.2 Sample

The author Satishprakash (2020) defined to the sample as a micro group of the population selected to apply the techniques in order to gather data. For this reason, the people selected to respond and obtain the information needed were comprised by twenty students from 6 to 7 years old of the foundation Alausí and three teachers of this institution as one hundred percent for which the formula is not required.



Graphic 1

Sample of the Alausí foundation

DESCRIPTION	QUANTITY	%
Students from 6 to 7 years old at Alausí foundation	20	97
Teachers Alausí foundation	3	3
TOTAL	23	100%

Source: Alausí Foundation

Author: Lissette Estephania Tomalá De La A

3.7 DATA COLLECTION PLAN

Graphic 2

Data collection plan

BASIC QUESTION	EXPLANATION
What for?	To improve the speaking skills or language proficiency
From which people or objects?	Students from 6 to 7 years of old at Alausí foundation
About what aspects?	Application of little stories as didactic strategies
To whom?	Students from 6 to 7 years old at Alausí foundation
When?	2021- 2022
Where?	At Alausí foundation through Online resources
How many times?	One month
How?	Individually and group
What data collection technique?	Interview and Survey
Assessment	Questionnaires and semi- structured questions

Source: Alausí Foundation

Author: Lissette Estephania Tomalá De La A



3.8 DATA ANALYSIS AND INTERPRETATION OF RESULTS

3.8.1 Survey to teachers of Alausí

QUESTION N° 1: What is the most challenging skill to train in for you?

Graphic 3

The most challenging skill to train in English classes



Source: Survey applied to students from 6 to 7 years old at Alausí Foundation

Author: Lissette Estephania Tomalá De La A

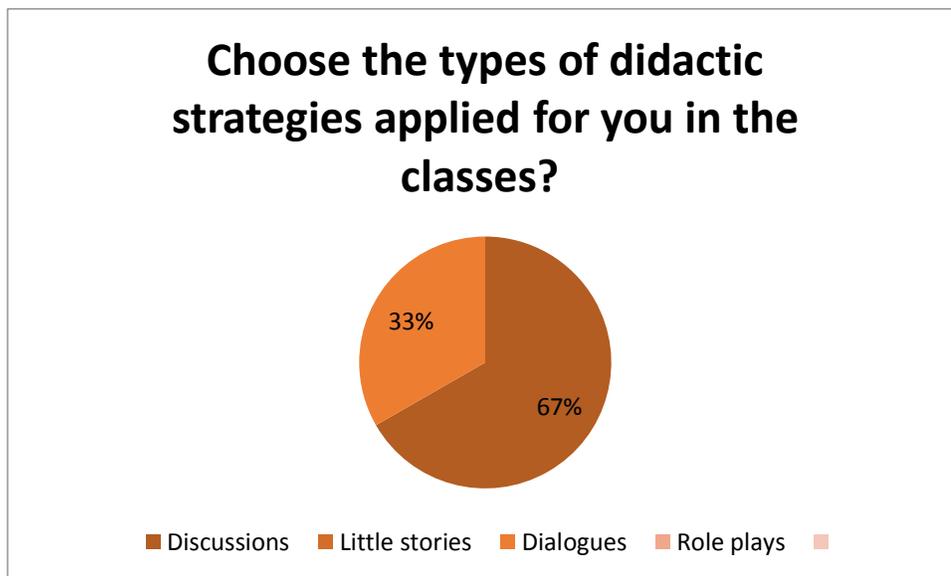
Note: Through the results obtained by the teachers, it can be observed in details that the most challenging skill is speaking area with a total of 100% of respondents, whose information provides a fundamental proof about speaking skills in which teachers coincide with the same answer.



QUESTION N° 2: Choose the types of didactic strategies applied for you in the classes?

Graphic 4

Didactic strategies applied in English classes.



Source: Survey applied to students from 6 to 7 years old at Alausí Foundation
Author: Lissette Estephania Tomalá De La A

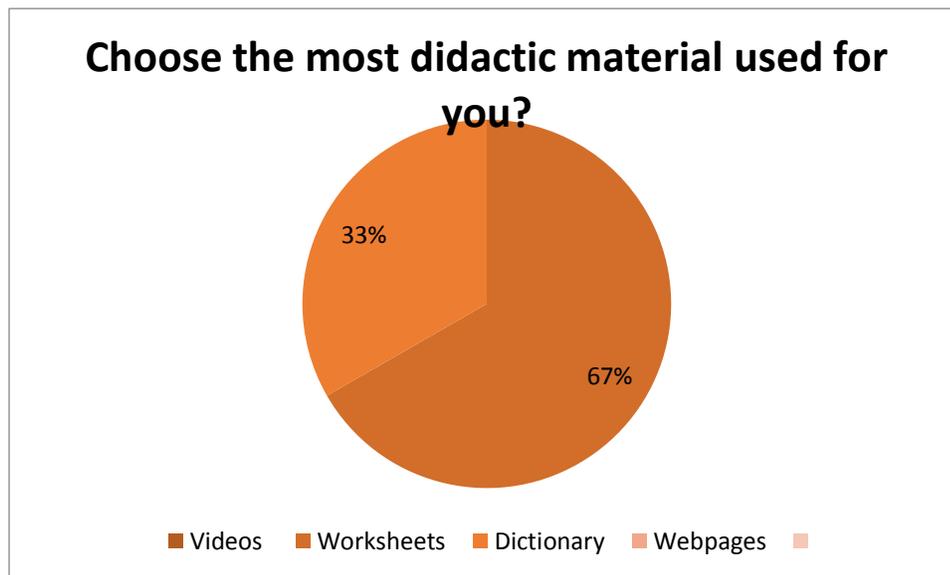
Note: In this set of survey options, the discussions were the highest percentage with a total of 67%, while 33% of the respondents chose dialogues as a didactic strategy during their classes. And as a last point, it should be taken into account that role plays as well as small stories are not taken into account in the teaching process of teachers.



QUESTION N° 3: Choose the most didactic material used for you?

Graphic 5

Didactic material used in English classes



Source: Survey applied to students from 6 to 7 years old at Alausí Foundation
Author: Lissette Estephania Tomalá De La A

Note: Through the results obtained, it was clearer to know a real percentage of the didactic materials most used during their teaching, such responses were directed towards 67% by the worksheets and 33% by the use of dictionaries as another tool for the development of their activities.



QUESTION N° 4: For how long do you practice the speaking skills in your English class?

Graphic 5

Time to practice the speaking skills in English classes



Source: Survey applied to students from 6 to 7 years old at Alausí Foundation
Author: Lissette Estephania Tomalá De La A

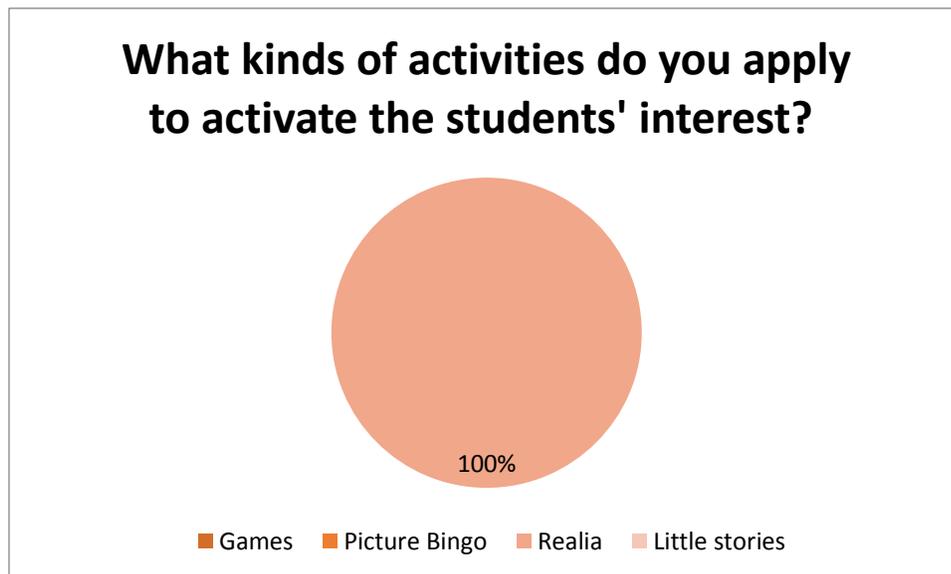
Note: According to the data obtained, 100% of the respondents agree that they try to practice the foreign language with their students at least once a week, while the other answer options such as twice, three, and four times a week were discarded with unanimity.



QUESTION N° 5: What kinds of activities do you apply to activate the students' interest?

Graphic 6

Activities applied to activate the students' interest



Source: Survey applied to students from 6 to 7 years old at Alausí Foundation
Author: Lissette Estephania Tomalá De La A

Note: According to the answers obtained, the teachers agreed with 100% in the use of realia in order to achieve greater interest and motivation in their students, leaving aside other options such as games, little stories and picture bingo, for which, the use of pedagogical activities is not very broad and the development of correct learning is limited by the teaching practices of the teacher.

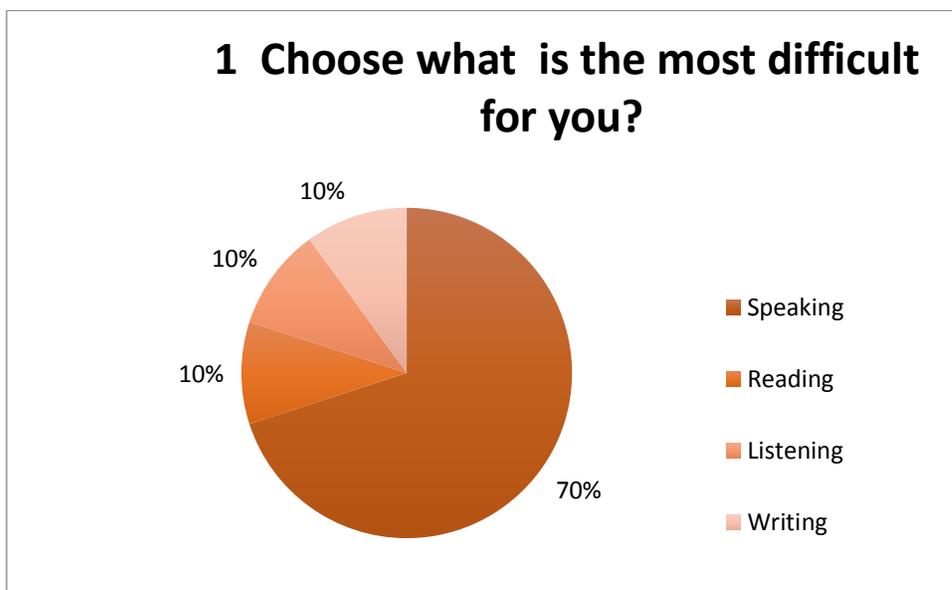


3.8.2 Students' Survey

QUESTION N° 1 Choose what is the most difficult for you?

Graphic 6

Student's difficulties in the English classes



Source: Survey applied to students from 6 to 7 years old at Alausí Foundation
Author: Lissette Estephania Tomalá De La A

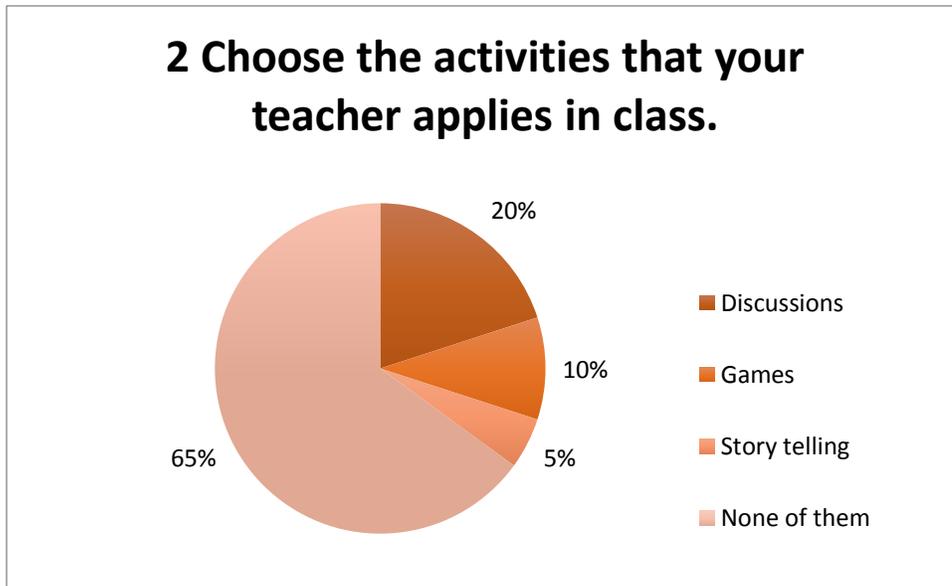
Note: The majority of the students (70%) shared that the speaking is the most difficult skills to develop in the English classes, while the (10%) of them accentuated that is hard to read. The other (10%) emphasized that to listen and understand in English is so complicated and the (10%) remaining stated that to write in another language is complex.



QUESTION N° 2 Choose the activities that your teacher applies in class.

Graphic 7

Didactic strategies used by the English teacher



Source: Survey applied to students from 6 to 7 years old at Alausí Foundation
Author: Lissette Estephania Tomalá De La A

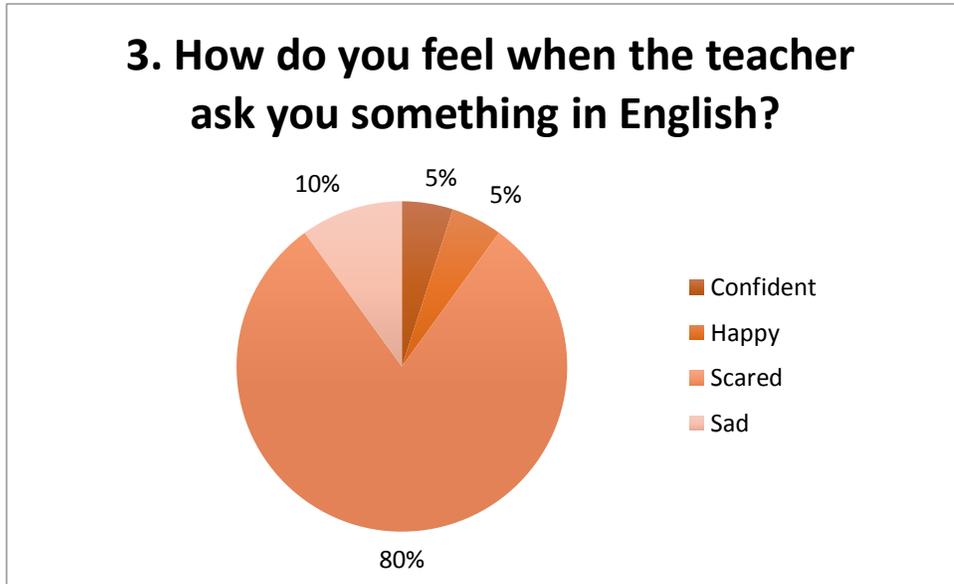
Note: This group indicated discussions are applied in their English classes in a (20%), the (10%) indicate that their teacher play with them in a (10%), the other (10%) mentioned that story telling are smeared in a (5%), while the (65%) said that teachers do not apply didactic strategies in the teaching learning process.



QUESTION N° 3 How do you feel when the teacher ask you something in English?

Graphic 8

Students' feelings to respond questions in English



Source: Survey applied to students from 6 to 7 years old at Alausí Foundation
Author: Lissette Estephania Tomalá De La A

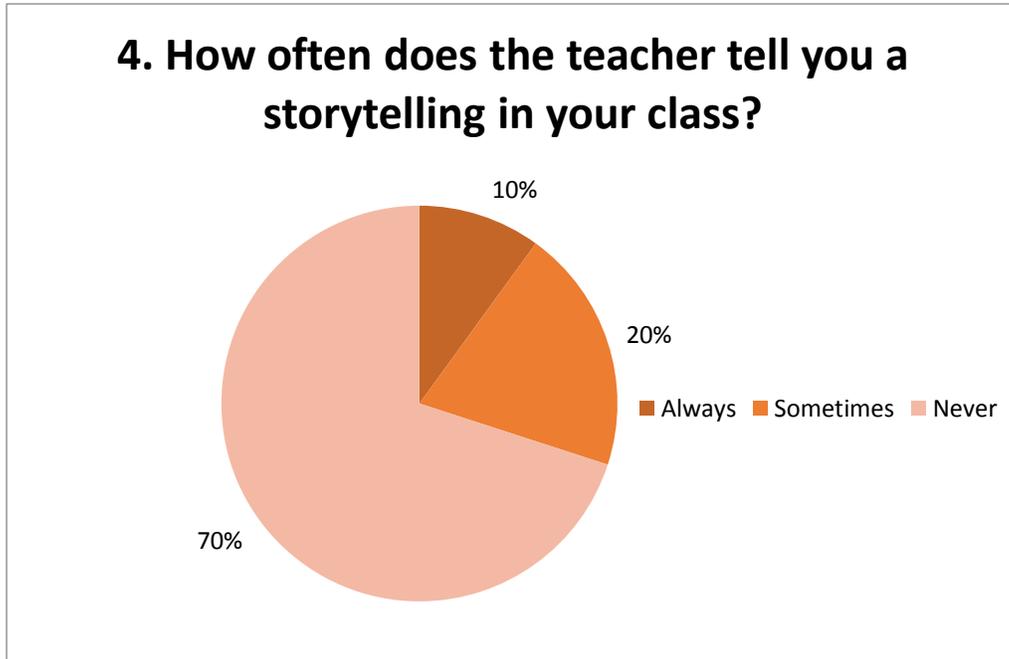
Note: The (80%) of the responders mention that they feel scared when teacher asks some questions in English, while the (10%) mentioned to feel sad. On the other hand, the (5%) assured to feel confident in the English class and also the remaining (5%) feel happy when the teacher asks them something.



QUESTION N° 4 How often does the teacher tell you a story in your class?

Graphic 9

How often storytelling are applied in the English classes



Source: Survey applied to students from 6 to 7 years old at Alausí Foundation
Author: Lissette Estephania Tomalá De La A

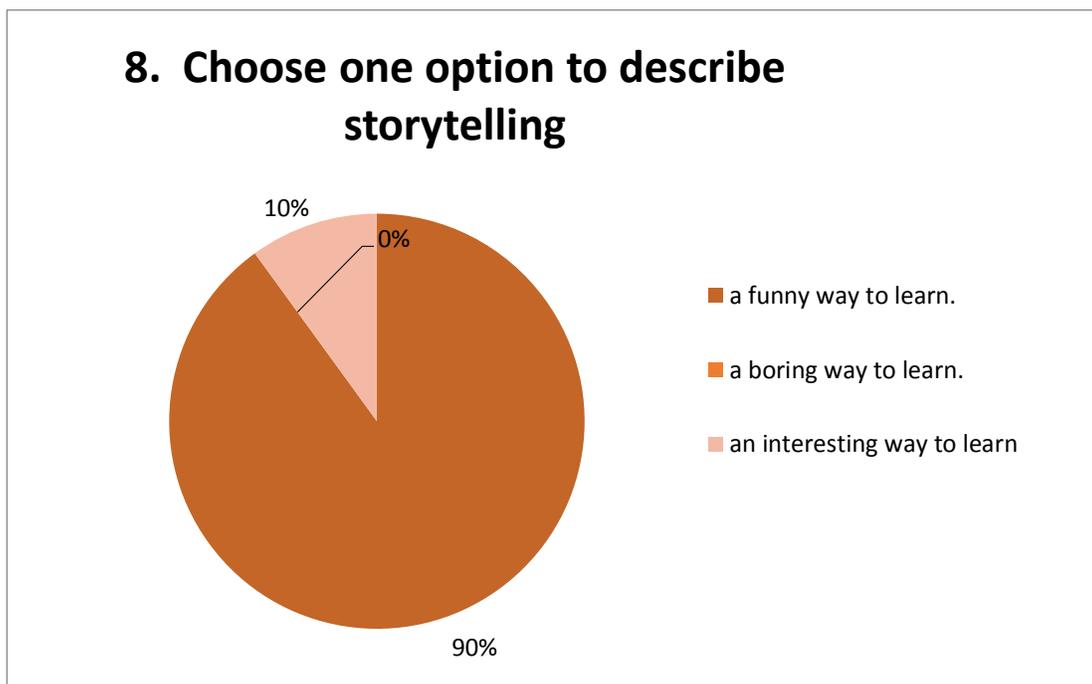
Note: More than the half of this group (70%) shared those teachers never applied little stories in their primary schools, while the (20%) of them selected that their educator sometimes read them a story in their classes and the (10%) mentioned always.



QUESTION N° 5 Choose one option that describes storytelling

Graphic 10

The meaning of little stories given by children



Source: Survey applied to students from 6 to 7 years old at Alausí Foundation

Author: Lissette Estephania Tomalá De La A

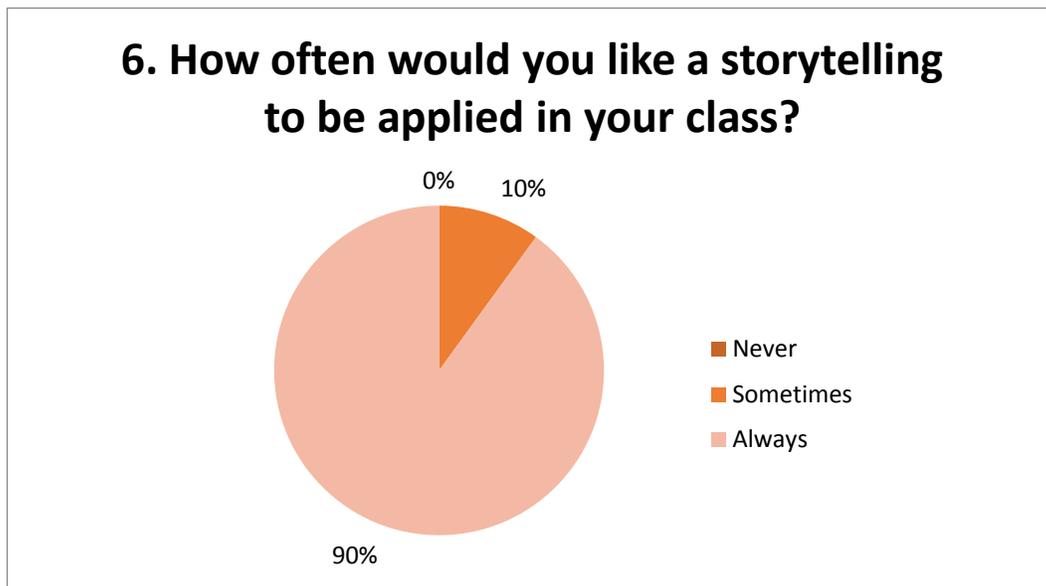
Note: The students in a (90%) describe to little stories as a funny way to learn English as a second language; while the (10%) considered that is an interesting didactic strategy in the learning process,



QUESTION N° 6 How often would you like a storytelling to be applied in your class?

Graphic 11

Students' likes in the English teaching- learning process



Source: Survey applied to students from 6 to 7 years old at Alausí Foundation
Author: Lissette Estephania Tomalá De La A

Note: The students answered that they would like their teacher apply little stories always in the educational process (90%), while the (10%) chose sometimes given the statistics data over (100%) in the survey.



3.9 RESULTS AND DISCUSSIONS

Through the results there were different strategies in the teaching- learning process that are not used correctly, according to the opinions of the surveyors the most didactic strategies used are the discussions and the worksheet are the support as material. In addition, over the answers, several problems were encountered that make the learning process difficult for students during the classes.

One of the that aspects is the low development of new activities that encourage the students to be active during the teaching learning process wherein the real communication is not fostered and therefore real learning is not conceived. Consequently, the situation is more complex to the learners since they are not able to produce a speech that demonstrate their real learning, for that reason, these circumstance create a level of distrust that impairs the production of the language. In addition, the emotional part is also taken into account in such learners who feel a great fear of expressing themselves and avoid participation among themselves to any extent.



CHAPTER IV

4.1 THE PROPOSAL

4.1.1 Name of the Proposal

DESIGN STORYTELLING AS DIDACTIC STRATEGY TO IMPROVE THE SPEAKING SKILLS IN STUDENTS FROM 6 TO 7 YEARS OLD AT ALAUSÍ FOUNDATION.

4.2 BENEFICIARIES

The beneficiaries are exposed in the following chart:

Table 10

Beneficiaries

BENEFICIARIES	TOTAL
STUDENTS FROM 6 TO 7 YEARS OLD	20
MEMBER OF ALAUSÍ FOUNDATION	1
TOTAL	21

Source: Alausí Foundation

Author: Lissette Estephania Tomalá De La A



4.3 BACKGROUND

(Lowell Gunnerud, ten Braak, & Kir, 2020, p. 1059) “The number of children who must learn to master two or more languages from an early age is continuously on the rise. Being proficient in more than one language—which is referred to as bilingualism—is often considered yielding positive effects upon cognitive functioning”. Based on that, the educational system has been considered fundamental to learn English taking into account as fundamental in the early ages to improve cognitive, intelligence, perception and memory conditions.

Above all in the Alausí foundation the students from 6 to 7 years old do not develop the speaking skills, in class hours due to the lack of implementation of storytelling as didactic strategies given as a results difficulty in the learning English language, it also causes poor knowledge of vocabulary, pronunciation errors and slight interaction when exchanging ideas; that is why constantly were shy at the moment to speak, answer questions asked by the teacher or on the topics covered.

In addition to those students mentioned that their classes were repetitive, all the time that their teachers started their class focused on the books provided by the Ministry of Education to just complete the activities. This problem is mentioned in the study of how are organized the public institutions in Ecuador as Sevy-Biloon, Recino, & Munoz (2020) there is a small group of teachers who plan their classes but they do not have the support of their head teacher to carry out it and also the remaining percentage is not prepared and do not have trained in the pedagogical areas. Thus, is difficult to achieve the goals established by the ministry of education



4.4 JUSTIFICATION

The proposal was designed focused on children from 6 to 7 years old who need to relate their learning with personal likes and the real context over a good environment to learn English as a second language; the main goal of it is to improve the speaking skills in the students of Alausí Foundation; the principal resource of the didactic strategy will be the little stories since they allow an interaction between the child and the adult, producing the imagination, and provoking the child's speech stimulating its advancement.

Furthermore, these resources implemented in the lesson plans by teachers help to prepare or motivate the child for little story beforehand, talking about the main theme of the story or looking at the cover together, making sure to motivate children for its content in this way teachers will improve the speaking skills by showing emotion to provoke interest and make it fun for the child.

4.5 OBJECTIVES

4.5.1 General Objective

To propose storytelling as didactic strategies to improve the speaking skills in students from 6 to 7 years old at Alausí foundation. Alausí, Province of Chimborazo, school year 2021 – 2022.



4.5.2 Specific Objectives

1. To find information about the storytelling as didactic strategies to improve the speaking skills in children from 6 to 7years old.
2. To design a planning about the storytelling as a guide for teachers to develop the speaking skills.
3. To present the storytelling as didactic strategies to enhance the speaking skills in children from 6 to 7years old.



4.6 DESCRIPTION OF THE PROPOSAL





The presented proposal was designed considering how the students from 6 to 7 years old at Alausí foundation improved their speaking skills in the second language through storytelling and taking into account the opinion, ideas or bibliographic references of some documents written by teachers.

This didactic strategy proposed in this research contains storytelling with images and a gamma of colors implemented by the author in order to give the opportunity to imagine while teachers read it; also it gives the opportunity to exchange ideas when teachers ask questions helping in this way to communicate in the second language. The proposal exposed in this writing paper could be apply inside and outdoor of the classroom because the activities previously planned in these environments promote in the students the implementation of authentic activities, facilitating them to relate to the world beyond the students' classroom, thus achieving meaningful learning experiences that learner never will forget. Therefore, it has lesson plans to guide the activity in class.

Finally, the proposal is presented to be considered to teachers in their lesson plans since it contains vocabulary to teach and worksheet to assess students because in this way is possible to analyze the children's learning.



4.6.1 Activities to Develop with the Proposal

Storytelling N° 1 Related to Life in the Farm



Title: *Juan the cautious farmer*

Author: Lissette Estephania Tomalá De La Á

Vocabulary: Juan, José, Cabin, Neighbor, and Farmer



Concept: *Once upon a time there was a farmer who called José and who used to go out every morning to herd his sheep along with his neighbor Juan.*



José was very alert to solve situations that arose during the day, so he got up very early to go out in search of his neighbor Juan, who was not in the habit of being ordered and warned. That day José saw on the weather news that is broadcast frequently on television that there would be a great storm with lightning.





For that reason, it was recommended not to leave their homes; José quickly warned Juan that he did not take the pieces of advice.

He left that day to herd his sheep. Sadly, the storm caught him, but since José was very conscious, he had built a cabin on the farm that Juan could spend until the storm ended. That day, Juan learned from José that taking precautions can save his life.





Didactic class planning N° 1

Informative data: Speaking skills lesson plan

Teacher: Lisette Tomalá De La A	N° Students: 10	Area: English
Topic: “Juan the cautious farmer”	Students’ ages: 6-7 years old	Unit: Proper nouns vs Common nouns
Time: 1 hour per week	Date: Fridays	
Learning outcomes: Students will be able to discuss about the principal problem of the little story with their classmates	General objective: To use the proper nouns and common nouns through the application of storytelling to improve the speaking skills.	Specific objectives: - To apply the vocabulary of the unit in short conversations - To recognize when use capital letters.



Methodology	Resources	Activities	Assessment strategies
<p>Communicative teaching</p> <ul style="list-style-type: none"> - Use of language through the communication. - Participation of the educational actors. - Application of authentic resources. - Cooperative teaching -learning process. 	<ul style="list-style-type: none"> - Storytelling - Game of words - Blackboard - Markets - Videos - Laptop - Images 	<p>Warm up: Sing a song</p> <p>Procedure: To develop a brainstorming of the storytelling, the teacher will read the storytelling</p> <ul style="list-style-type: none"> - Teacher will show the images of the storytelling, description of the storytelling - Discussion of how is the life in the farm - Explanation of common and proper nouns concept - Explanation about the use of capital letters - Finding nouns in the storytelling - Application of the vocabulary through questions 	<p>Worksheet to evaluate the speaking part through conversations. (questions)</p>
<p>Feedback: Teacher will ask questions to check concept understandings and clarify doubts.</p>			



Evaluation

Date: _____ Students' name: _____

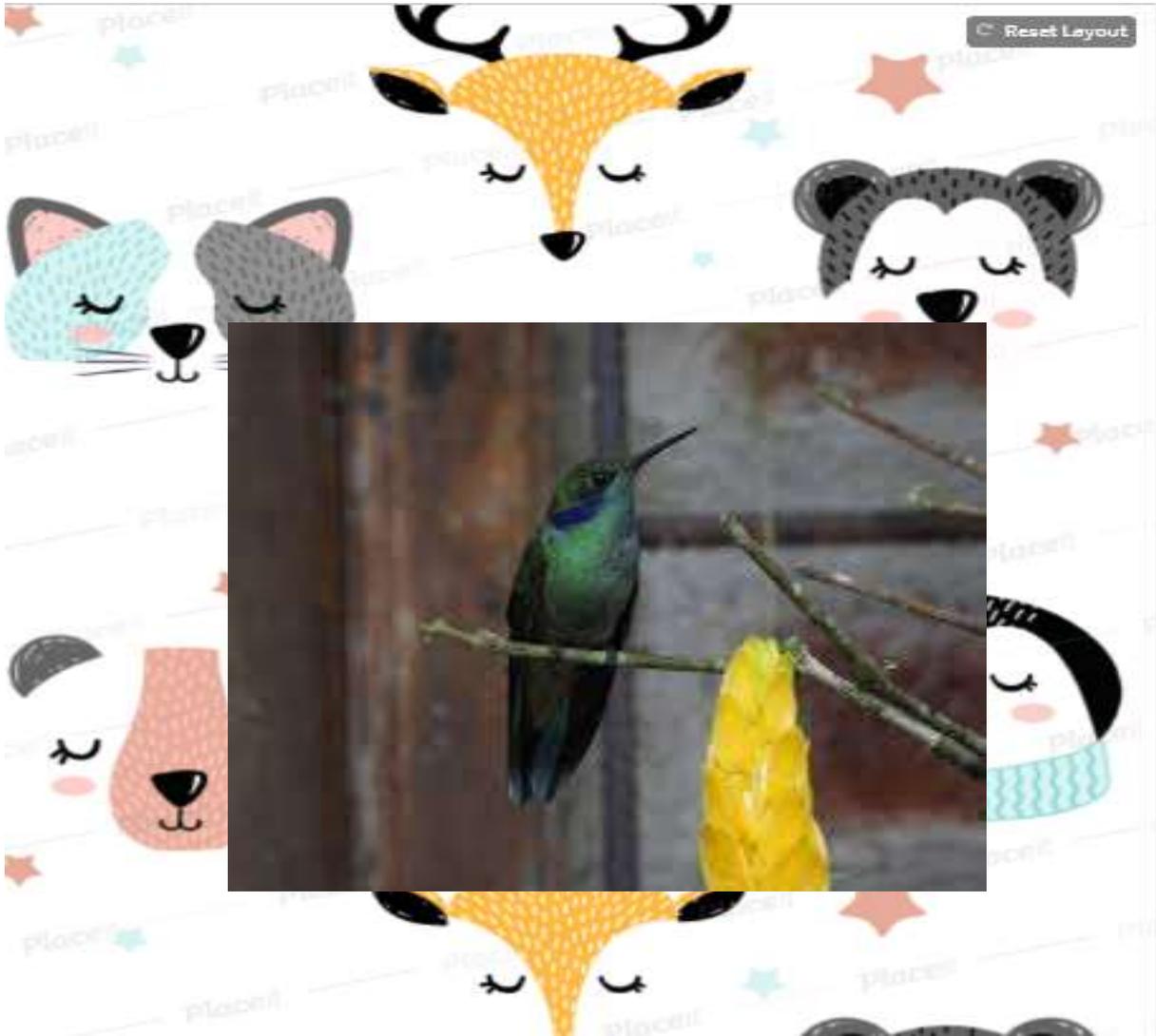
1. Questions and answers (speaking)

Who are the characters of the storytelling?

Who used to get up early in the morning?



Storytelling N°2 Related to the Importance of Values



Title: *The hummingbird that could not fly*

Vocabulary: Happy, friendly, kind, loyal, and loving.



Concept: *Once upon a time there was a hummingbird named Armando who spent the whole day sad because he couldn't fly.*



Armando felt different and sometimes ugly for not being like his other hummingbird, however he had special characteristics, and he was totally friendly loyal, kind and loving

All the birds were impressed by the fact that Armando could not fly and yet he was always ready to help other





One day Armando was trapped in a hole that was in the ground and since he could not fly it was impossible for him to get out of there, when his friends found out about the problem, they came to help to Armando since he was so kind.

Thus, they learned that there are no physical differences that can separate a friendship and there is no reason to be so happy.





Didactic class planning N° 2

<i>Informative data: Speaking skills lesson plan</i>		
Teacher: Lisette Tomalá De La A	N° Students: 10	Area: English
Topic: “The hummingbird that could not fly”	Students’ ages: 6-7 years old	Unit: Positive adjectives
Time: 1 hour per week	Date: Fridays	
Learning outcomes: Students will be able to discuss about moral and values finding in the little stories with their classmates	General objective: To use positive adjectives in their speech through the application of little stories to improve the speaking skills.	Specific objectives: - to apply the vocabulary of the unit in short conversations - To review when use positive adjectives



Methodology	Resources	Activities	Assessment strategies
<p>Communicative teaching</p> <ul style="list-style-type: none"> - Use of language through the communication. - Participation of the educational actors. - Application of authentic resources. - Cooperative teaching -learning process. 	<ul style="list-style-type: none"> - Short story - Game of words - Blackboard - Markets - Videos - Laptop - Images 	<p>Warm up: sing a song</p> <p>Procedure:</p> <ul style="list-style-type: none"> - Teacher will develop a brainstorming of the storytelling - Reading of the storytelling - Image demonstration. - Moral and values explanation. - Finding the morals and values - Questions about the reading? - Adjective explanation - Positive adjective's explanation - Finding positive adjectives. 	<p>Worksheet to evaluate the speaking part through conversations. (questions)</p>
<p>Feedback: Teacher will ask questions to check concept understandings and clarify doubts.</p>			



Evaluation

Date: _____ **Students' name:** _____

1. Match the vocabulary



Friendly



Happy



kind



Loyal



Loving



2. Questions and answers (speaking)

Why Armando was sad?

What were the characteristics of Armando?

What is the moral of the storytelling?

What is the value found in the storytelling?



Storytelling N°3 Related to the Emotions



Title: *Oddie*

Vocabulary: Happy, sad, surprised, scared, and exhausted.



Concept: Oddie is my dog one day I found him abandoned in the street while I was walking with mom and dad, he was very dirty and he looked very sad.



I asked to my parents if we could help him and take him home. Mom, Dad, can we take this puppy to home? They hesitated to answer me but they saw my face and said “yes”.



When we got home, we gave him a bath. Oddie was very scared it seems that he does not like cold water and he was crying a lot.





Time has passed and Oddie has grown a lot; he is my faithful friend I tell him everything and we play in the yard and go for walk, my parents are surprised how quickly Oddie learns tricks.



We had so much fun that we feel e exhausted at night and fell asleep peacefully.



Didactic class planning N° 3

<i>Informative data: Speaking skills lesson plan</i>		
Teacher: Lisette Tomalá De La A	N° Students: 10	Area: English
Topic: “Oddie”	Students’ ages: 6-7 years old	Unit: Emotions
Time: 1 hour	Date: Fridays	
Learning outcomes: Students will be able to discuss about the emotions found in the little story and how their feelings.	General objective: To use emotions through the application of storytelling to improve the speaking skills.	Specific objectives: - To apply the vocabulary of the unit in short conversations - To review what emotions are?



Methodology	Resources	Activities	Assessment strategies
<p>Communicative teaching</p> <ul style="list-style-type: none"> - Use of language through the communication. - Participation of the educational actors. - Application of authentic resources. - Cooperative teaching - learning process. 	<ul style="list-style-type: none"> - Storytelling - Game of words - Blackboard - Markets - Videos - Laptop - Images 	<p>Warm up: Sing a song</p> <p>Procedure:</p> <ul style="list-style-type: none"> - To develop a brainstorming of the storytelling - Reading of the storytelling - Teacher will show images. - Explanation of the characters emotions - Concept of emotions - Description of emotions found in the story - Activities related to the topic - Discussion about the students' emotions 	<p>Worksheet to evaluate the speaking part through conversations. (questions)</p>
<p>Feedback: Teacher will ask questions to check concept understandings and clarify doubts.</p>			



1. Questions and answers (speaking)

When do you feel happy?

When do you feel sad?

When do you feel exhausted?

When do you feel surprised?



Storytelling N°4 Related to the Nature Environment



Title: *Nelida the most beautiful plant of my garden*

Vocabulary: Flower, Steam, Leaf, Roots.



Concept: Once upon a time there was a little plant that was growing little by little above the roof of Cesar's house.



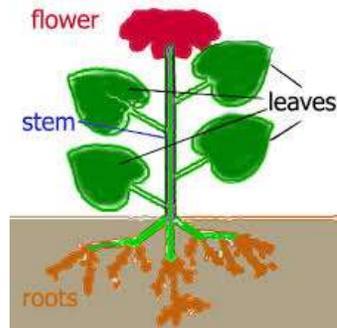
He found it almost dying and he remembered that in natural science class they talked about the importance of plants in planet Earth and how they oxygenate the air that humans breathe.





He immediately thought of planting it in his garden ran for his planting materials and planted it in his yard. While the little plant was being planted in her new home, she was very happy and began to say: thank you very much for your help I have grown on the roof of your house because of a seed that a bird dropped.

Now I have all my parts look, I have: a Flower, Steam, Leaf and these are my Roots.



Cesar was shocked to learn that the plants also had parts in their little bodies like him, he saw her so pretty that he named her Nelida and said now you are the most beautiful plant in my garden. And do you know that plants have parts?



Didactic class planning N° 4

Informative data: Speaking skills lesson plan

Teacher: Lissette Tomalá De La A	N° Students: 10	Area: English
Topic: “ <i>Nelida the most beautiful plant of my garden</i> ”	Students’ ages: 6-7 years old	Unit: parts of the plant
Time: 1 hour	Date: Fridays	
<p>Learning outcomes:</p> <p>Students will be able to discuss about the natural environment importance through the little story.</p>	<p>General objective:</p> <p>To use the vocabulary through the application of storytelling to improve the speaking skills.</p>	<p>Specific objectives:</p> <ul style="list-style-type: none"> - To review the vocabulary of the class - To review the importance of plants in the natural environment



Methodology	Resources	Activities	Assessment strategies
<p>Communicative teaching</p> <ul style="list-style-type: none"> - Use of language through the communication. - Participation of the educational actors. - Application of authentic resources. - Cooperative teaching -learning process. 	<ul style="list-style-type: none"> - Storytelling - Game of words - Blackboard - Markets - Videos - Laptop - Images 	<p>Warm up: Sing a song</p> <p>Procedure:</p> <ul style="list-style-type: none"> - To develop a brainstorming of the storytelling - Reading of the storytelling - Teacher will show images. - Explanation about the importance of plants in the nature - Explanation of plants' content - Parts of the plant explanation - Activities related to the topic - Discussion about the importance of the nature. 	<p>Worksheet to evaluate the speaking part through conversations. (questions)</p>
<p>Feedback: Teacher will ask questions to check</p>			



Evaluation of parts of the plant

Date: _____ **Students' name:** _____

1. Draw a plant and explain to your classmates its parts.

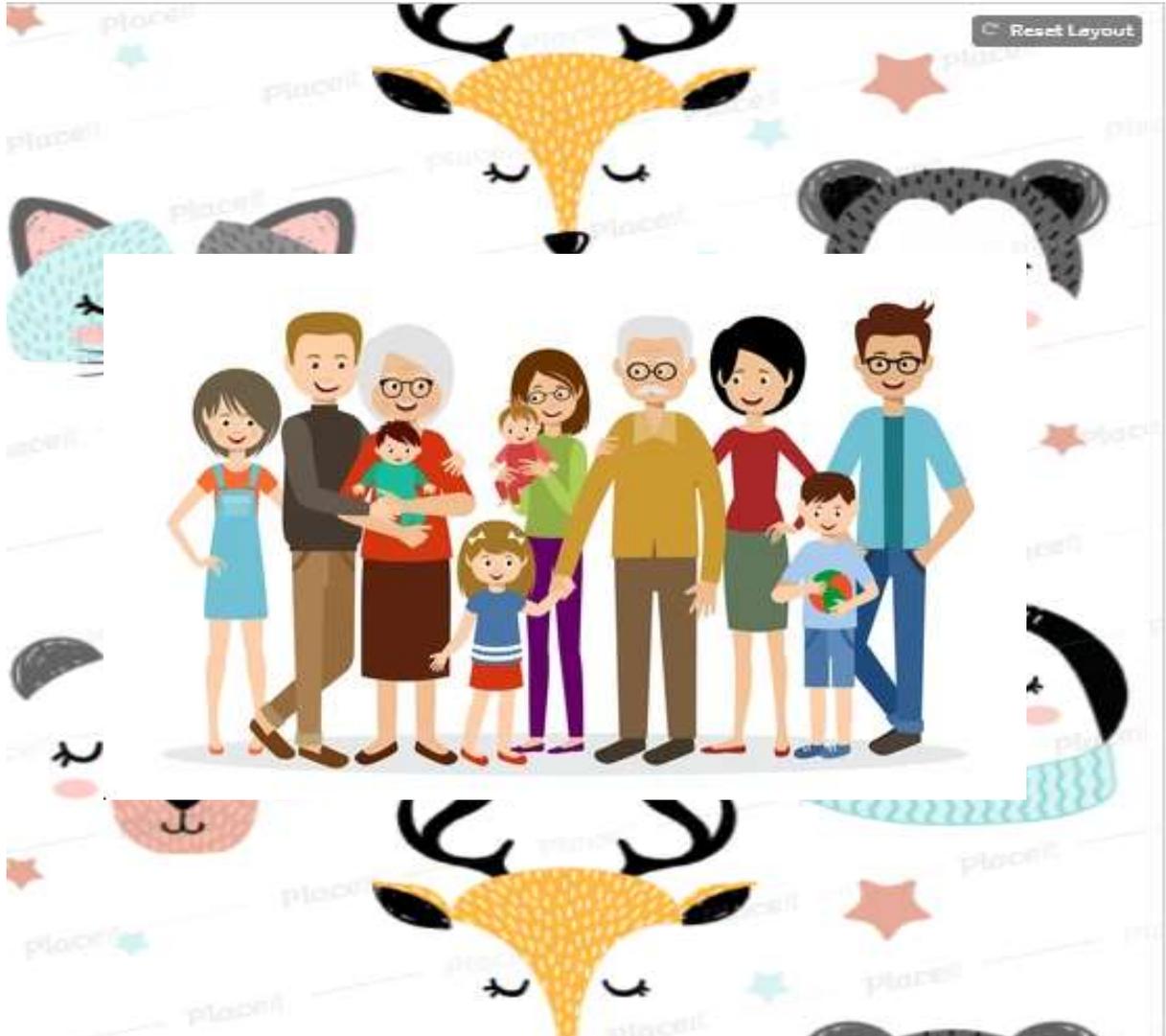
2. Question

Why are plants important in our planet?

What are the flowers' colors?



Storytelling N° 5 Related to the Family



Title: *The Iker's life*

Vocabulary: Mother, Father, Grandparents, Cousin, and Aunt.



Concept: Once upon a time there was a family of peasants who anxiously awaited the arrival of their first child

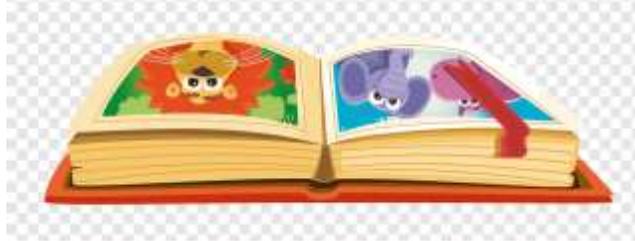


His name will be Iker. The mother and father waited very excited until the day of the child's birth, when Iker was born the whole family was happy to go to meet the little one, they brought him many gifts.

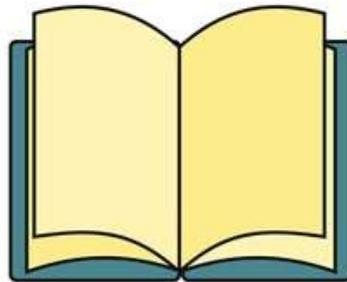




Aunt Marlene brought him a story as a gift so that Iker will be told many stories every day and said that I am going to give him a book so that when he grows up, he will be a very wise man.



Cousin Zaid gave him a notebook with blank pages.



And his grandparents Rufilio and Argelia gave them a box of colored pencils and said: we will give you these colors so that in your notebook you can draw and paint all your dreams and starts making them come true. And that's how Iker grew up surrounded by a lot of love.



Didactic class planning N° 5

<i>Informative data: Speaking skills lesson plan</i>		
Teacher: Lissette Tomalá De La A	N° Students: 10	Area: English
Topic: “ <i>The Iker’s life</i> ”	Students’ ages: 6-7 years old	Unit: Members of the family
Time: 1 hour	Date: Fridays	
Learning outcomes: Students will be able to discuss about their family	General objective: To use the vocabulary through the application of storytelling to improve the speaking skills.	Specific objectives: <ul style="list-style-type: none"> - To review the vocabulary of the class - To review the importance of the family in the child’s life.



Methodology	Resources	Activities	Assessment strategies
<p>Communicative teaching</p> <ul style="list-style-type: none"> - Use of language through the communication. - Participation of the educational actors. - Application of authentic resources. - Cooperative teaching -learning process. 	<ul style="list-style-type: none"> - Storytelling - Game of words - Blackboard - Markets - Videos - Laptop - Images 	<p>Warm up: Sing a song</p> <p>Procedure:</p> <ul style="list-style-type: none"> - To develop a brainstorming of the storytelling - Reading of the storytelling - Teacher will show images. - Explanation about the family's role - Explanation of the vocabulary - Activities related to the topic - Discussion about the importance of the family. 	<p>Worksheet to evaluate the speaking part through conversations. (questions)</p>
<p>Feedback: Teacher will ask questions to check concept understandings and clarify doubts.</p>			



Evaluation of members of the family

Date: _____ Students' name: _____

1. Describe each member of your family to your class



Storytelling N° 6 Related to Children's Rights



Title: *Victor's ideals*

Vocabulary: Right to life, education, health, family, and home.



Concept: *Once upon a time there was a boy named Victor who was very intelligent.*

Whenever he heard about topics related to well-being and good living, he was excited to be part of the conversation and this was the case that marked his life.



One day in social class, the teacher Eliana asked: have you ever heard about the rights of the child? Like: Right to life, education, health, family, and home to which Victor quickly replied, yes.





The teacher replied: Well, Victor, tell us what is the most important right for you? and Victor answered the education right because without it a person lives on a path with no direction to the contrary, if someone does so, he/ she sets goals to achieve. The teacher was shocked for the answer of a little boy and just responded him with a satisfied smile.



And this is how Victor began a series of goals in his life: who currently struggles every day to improve the education from an armchair who has in mind the motto "I am not a doctor but I also save lives." Now many children call him "teacher"





Didactic planning N°6

<i>Informative data: Speaking skills lesson plan</i>		
Teacher: Lisette Tomalá De La A	N° Students: 10	Area: English
Topic: “Victor’s ideals”	Students’ ages: 6-7 years old	Unit: The children’s right
Time: 1 hour	Date: Fridays	
Learning outcomes: Students will be able to discuss about their right through the storytelling	General objective: To use the vocabulary through the application of storytelling to improve the speaking skills.	Specific objectives: <ul style="list-style-type: none"> - To review the vocabulary of the class - To review the content of children’s right.



Methodology	Resources	Activities	Assessment strategies
<p>Communicative teaching</p> <ul style="list-style-type: none"> - Use of language through the communication. - Participation of the educational actors. - Application of authentic resources. - Cooperative teaching -learning process. 	<ul style="list-style-type: none"> - Storytelling - Game of words - Blackboard - Markets - Videos - Laptop - Images 	<p>Warm up: Sing a song</p> <p>Procedure:</p> <ul style="list-style-type: none"> - To develop a brainstorming of the storytelling - Reading of the storytelling - Teacher will show images. - Concepts of children’s right - Explanation: children’s right - Explanation of the vocabulary - Activities related to the topic - Discussion about the importance of the children’s right. 	<p>Worksheet to evaluate the speaking part through conversations. (questions)</p>
<p>Feedback: Teacher will ask questions to check concept understandings and clarify doubts.</p>			



Evaluation of children's right

Date: _____ **Students' name:** _____

- 1. Exchange ideas about children's right with the class.**

Is health a right?

Do you have rights?

Is the education a value or a right?



Didactic class planning N°7

<i>Informative data: Speaking skills lesson plan</i>		
Teacher: Lisette Tomalá De La A	N° Students: 10	Area: English
Topic: Creating a short story with my teacher	Students' ages: 7-8 years old	Unit: Positive adjectives
Time: 1 hour per week	Date: Fridays	
Learning outcomes: Students will be able to share their ideas to create their own short story with the teachers.	General objective: To use the vocabulary learned before to create a new storytelling	Specific objectives: <ul style="list-style-type: none"> - to apply the vocabulary of the unit - To imagine and visualize the context of the new short story



Methodology	Resources	Activities	Assessment strategies
<p>Communicative teaching</p> <ul style="list-style-type: none"> - Use of language through the communication. - Participation of the educational actors. - Application of authentic resources. - Cooperative teaching - learning process. 	<ul style="list-style-type: none"> - storytelling - Game of words - Blackboard - Markets - Videos - Laptop - Images 	<p>Warm up: Teacher will sing a song</p> <p>Procedure:</p> <ul style="list-style-type: none"> - Teacher will develop a brainstorming related to the title of the storytelling - Teacher will read the storytelling - Teacher will show the images of the storytelling - Teacher will explain how to start an own storytelling. - Teacher will start with a little phrase invented to start a storytelling. - Students will continue given ideas to complete an own storytelling. 	<p>Teacher will evaluate through the exchange of ideas given to create a new storytelling.</p>



CONCLUSIONS

- The use of didactic strategies is a challenge for teachers, especially for the development of the communicative abilities in children. The evidence is in the research of different authors about this topic that indicates its importance in English learning.
- It is important for teachers to apply updated strategies during the teaching - learning process and they must be careful about the age of their students. Permanent training will help teachers to have effective classes.
- According to the results of the research done in teachers from the Alausí Foundation, the most common strategy applied for English learning is “discussion”. However, this kind of activity is not enough to increase the oral speech in children from 6 to 7 years old.
- Storytelling can awake interest for learning English in children from 6 to 7 years old. But the preparation by the teacher is relevant, starting for choosing stories according to their age, the materials to be used and the appropriate methodology for them..



RECOMMENDATIONS

- It is necessary to discover new strategies for the development and improvement of speaking skills, especially for children because at early age they learn more a foreign language.
- Teachers and authorities must be aware of the importance of training, exclusively in this new normal where classes have turned into different environments.
- Variation in the teaching process will help to increase speaking skills. It will also encourage students to learn the foreign language.
- One of the strategies suggested for the improvement of listening skills is storytelling. Teachers should choose the ones that are better for children from 6 to 7 years old.



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ANNEXES



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

MEMORANDO

REFERENCIA: PINE-039-2021-TT

DE: Ing. Tatiana García Villao, MSc.
DIRECTORA DE CARRERA

PARA: Lissette Tomala De la A
ESTUDIANTE DE CARRERA PINE

ASUNTO: Aprobación de Anteproyecto de UCI

FECHA: 25 de agosto del 2021

Por medio de la presente comunico a usted que mediante Resolución de Consejo Académico RCF-SO-FCEI-014-2021, fue aprobado su solicitud de cambio de tutor para su tema de Tesis denominado "Didactic strategies to improve the speaking skill in students from 6 to 7 years –old at Alausí foundation. Alausí, Province of Chimborazo, school year 2021 –2022", siendo designado la Docente Sara González Reyes .

Atentamente,



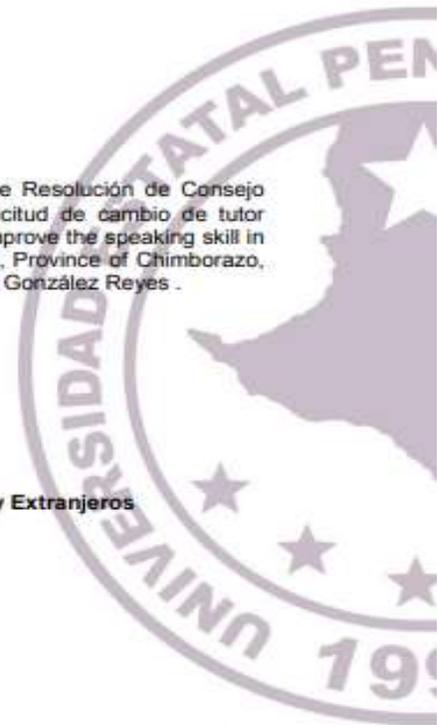
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Ing. Tatiana García Villao, MSc.
Directora Carrera Pedagogía de los Idiomas Nacionales y Extranjeros

c/c Archivo

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La Libertad, September 16th, 2021

ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “Didactic strategies to improve speaking skills in students from 6 to 7 years of age at Alausi Foundation. Alausi, Province of Chimborazo, school year 2021 – 2022” prepared by Lissette Estephania Tomalá De La A undergraduate student of the Pedagogía de los Idiomas Nacionales y Extranjeros Career, Faculty of Educational Science and Language at Peninsula of Santa Elena State University, I declare that after 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

.....
MSC. SARA GONZALEZ REYES



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