

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



**DIDACTIC STRATEGIES TO PROMOTE THE DEVELOPMENT
OF SPEAKING SKILLS IN SEVENTH-GRADE STUDENTS AT
ESCUELA DE EDUCACIÓN BÁSICA MATILDE HIDALGO DE
PRÓCEL, CANTÓN 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**

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title “Didactic strategies to promote the development of speaking skills in seventh-grade students at Escuela de Educación Básica Matilde hidalgo de Prócel, cantón la Libertad, province of Santa Elena, school year 2021-2022” prepared by Nelida Adelaida Yumbo Grefa, 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, because it meets the requirements and is ready for its submission to the evaluation of the academic tribunal.

Sincerely



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STATEMENT OF AUTHORSHIP

I, Nélide Adelaida Yumbo Grefa with ID # 0927908897, undergraduate student of the State University of Santa Elena Peninsula, Faculty of Education and Languages, as a prerequisite to obtain a Bachelor degree in English, in my role as author of the research paper “Didactic strategies to promote the development of speaking skills in seventh-grade students at Escuela de Educación Básica Matilde Hidalgo de Prócel, cantón la Libertad, province of Santa Elena, school year 2021-2022” I certificate that this work is of my authorship, except for the quotes and reflections used in this research paper.



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DEDICATION

This work is dedicated to God because he allowed me to continue on this long and hard path that I held for myself. He had given me through his love full health, strength and wisdom, which guided me in this path. In addition, I dedicate this work to my husband, who holds the fundamental column in this study process. He has been the most important person in my life. He gave me support and has always being there for me. Likewise, I want to dedicate this work to my children who motivated me with their words of encouragement to continue to fight and never give up. To my colleagues Lissette, Genesis, Eliana who were always with me through good and bad. They gave me all their support. They had known that this process was so special for me and them that when it started it seemed like a dream, but now is a team work achievement. Also, I want to thank my teacher Rosanna Vera, who gave me many advices that allowed me to reaffirm my studies in this field. I want to say thank to her for having faith in me, even though I did not have faith in myself.

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ABSTRACT

English is the world's main language, which has allowed people to communicate in an effective way throughout all countries in the world. However, Teaching English adds value to the educational system worldwide. That is why, educators must design didactic strategies to teach English, as for example Tongue twisters, that are traditional tools. In this sense, the objective is to propose didactic strategies to develop oral communication skills for English language through tongue twisters on 7th-grade students of the Matilde Hidalgo de Prócel school. The methodology applied was based on quantitative research with a non-experimental design. The research question is How do didactic strategies influence to improve speaking skills? To collect information a survey was structured with questions intended for students. In which, many answered that teachers use dialogues to improve speech, attendance was limited by an hour of English class per week, etc. For this reason, the propose was to create a didactic guide using Tongue twisters as a technique to improve pronunciation and speaking skills.

Key words: Didactic strategies, speaking skills, Tongue twisters

INTRODUCTION

Today, education is the engine that moves the world by academic training and curiosity. Learning several languages is considered an advantage over others who do not know an additional language. English in this regard, is considered as one of the most spoken languages in the world. For which, it is important to learn it. That is why, it will be necessary for teachers to innovative teaching-learning skills that are required in a globalized and advanced world. The commitment of teachers will translate on the implementation of new strategies that allows a better understanding of information. Teachers must have the ability to implement tactics that develops knowledge in students.

Traditional didactic tools will be implemented for teaching-learning skills, as for example, Tongue twisters. Tongue twisters are excellent instruments for foreign oral language learning. It helps to promote a cognitive development in students, as for vocabulary acquisition. Applying didactic strategies is an exceptional educational tool that can improve oral communication. Tongue twister combined phonemes that are repeated rapidly and slowly in a continuous time. In addition, Tongue twister serves as a way of perseverance and patience. The training strategy is through constant repetition, which will eventually improve a fluent dialogue, pronunciation, and vocabulary. Therefore, this research work aims to propose didactic strategies to develop oral communicative abilities for the English language through tongue twister exercises on seventh grade students of basic education of the Mathilde hidalgo de Prócel school, course 2021-2022.

Teaching English as a second language has some levels of difficulty. However, teachers should motivate students to learn a new language for them to be competitive in the society. It is with innovative strategies that the future will come. If young people develop communication skills for a foreign language, others will follow. In this sense, the aim is to implement tongue twisters' exercises in English classes, as a technique to build fluent conversations and improve pronunciation.

The guide to be implemented is a complement for English courses, where different activities are established for students to be interested in learning a second language. The guide could help autonomous learning within students, through strategies such as Tongue twisters that will improve speaking and learning process. This research work has been divided into four chapters, each of which contains relevant information according to its structure.

Chapter I: This chapter provides a contextual framework, a problem statement, a formulation of the problem, a definition of the problem, questions guidelines, justification, feasibility and limitations.

Chapter II: This chapter is a background study that covers theoretical and scientific framework.

Chapter III: This chapter makes an approach of the methodology used for the development of the research work. It contains data analysis and interpretation of the results obtained.

Chapter IV: This chapter is based on the proposal of didactic activities, such as: the creation of a teaching guide based on tongue twister exercises. This chapter also covers conclusions and recommendations that are related to specific objectives, results of the surveys and the proposal.

CHAPTER I

The Problem

1.1. Problem Statement

Language is important because it is the highest expression of culture. Through language, you can express thoughts and feelings. According to the literature, language can synthesize the accumulated experience of people. Language allows the transmission of experiences from generation to generation. In this way, the new generations continue with the creative work of their predecessors. In this sense, new generations do not have to reinvent themselves, but rather incorporate new inventions into the social baggage (Sotil, 2015; Stein-Smith, 2017; Çakır & Baytar, 2014).

On the other hand, in a globalized world where the importance of languages has increased by leaps and bounds in recent years, learning another language has become a necessity, since in most fields and areas of knowledge languages are essential. Learning a language helps enrich the mind, as well as to achieve new goals and objectives. From this perspective, there are several reasons to learn the English language. One of these reasons is because English is the most used language by foreign people. It is the most used language in science and in any foreign country (Mahu, 2012; Palomo Blázquez, 2018; Vega-Carrero et al., 2017).

Teaching English as a foreign language is considered a necessity in linguistic communication both in education and in work. Education should evolve at a rate set by society, preparing students to function effectively in today's world, that is, in a society that changes continuously. In this sense, English has become an international language worldwide that opens

borders. For this reason, many countries in the world have English as a second language (Stein-Smith, 2017; Vega-Carrero et al., 2017; Mahu, 2012).

The state of art shows that, for the Teaching of English as a second language (ESL), there are four skills that are: listening, speaking, reading and writing (Vernier et al., 2008; Master et al., 2012). There is a vast literature focused on each of these skills; however, it can be said that one of the most important skills is oral expression. Oral expression allows us to communicate with others, allows us to express thoughts and feelings. There are two types of speaking skills: formal and informal (Nilufar, 2021; Srinivas, 2019; Manaj, 2015; Segura, 2013).

On one hand, informal skills help conversations with friends and family, because it allows emotional connections. On the other hand, formal speech is necessary for workplaces, education, among others, where it is allowed to communicate courteously.

Nowadays, English has a vital role as a tool that facilitates communication. It is not possible for people to convey the message without using a language. The importance of developing the ability to speak lies in the need for people to want to communicate in order to achieve their goals and objectives, since this would not be possible if they did not have an adequate language to communicate. This means, the need to develop speech in a common language to communicate with other people living in different parts of the world (Natkare, 2015; Akhmad & Rizal, 2018).

In this order of ideas, and particularly in education, there are activities that allow students to develop their oral expression skills, one of them being the Tongue Twister (Pinilla, 2004). The Tongue Twister is a useful tool for acquiring vocabulary in a second language such as English language. In this way, vocabulary is considered the fundamental basis of learning. On the other hand, through this methodology, students have the opportunity to learn in a simple, effective and fun way.

Tongue Twisters has helped people to speak more fluently and smoothly in a short time. Several studies had proved how this exercise trigger a phonological activation in reading, in which students repair their initial mistakes by repetition of sentences and voicing exercises. Concurrent vocalization in tongue twisters slowed the performance in speaking in which consonants are paired with similar phonetic sounds that creates a natural mix of phonemes (McCutchen & Perfetti, 1982).

Now, making the EF Education First (2020) report visible, in Latin America, the level of English language proficiency is varied, that is, Argentina, Venezuela, Costa Rica, Chile, Paraguay, Cuba, Dominican Republic, Brazil, among others. They have a better level than Ecuador. Ecuador ranks 93 out of 100 countries where this study was conducted.

One of the reasons why Ecuador has a low level of English proficiency is because traditional methods are still applied in schools and universities. These methods are focused on the development of grammar, thus forgetting other areas such as reading, speaking and listening.

That is why this research aims to propose didactic strategies to promote the development of oral communicative ability in students of seventh grade of basic education of the Mathilde Hidalgo de Prócel school, academic year 2021-2022

That is why this research aims to propose didactic strategies to promote the development of oral communicative ability in students of seventh grade of basic education of the Mathilde Hidalgo de Prócel school, academic year 2021-2022.

1.1.1. Problem Formulation

Empirical studies worldwide showed that Ecuador has a low level of proficiency in the English language. For this reason, in this work, a study of the different existing methodologies is carried out to make a proposal to improve oral abilities based on tongue twister tools. In this sense, the research question that arises is: How do didactic strategies influence students to improve their speaking skill?

1.1.2. Specific Questions

- What teaching strategies are used to develop speaking skills in the English language in seventh grade students at Matilde Hidalgo de Prócel School?
- What learning strategies do seventh grade students of basic education at the Mathilde Hidalgo de Prócel school use to promote the development of speaking skills?

- What didactic strategies could be applied to promote the development of oral communicative ability of the English language in seventh grade students of basic education at the Mathilde Hidalgo de Prócel High School?

1.1.3. Justification

Today, the English language has become a universal language that has gained traction throughout the world. This is one of the reasons why, in Latin America, many schools included English as a second language, thus forming part of the National Curriculum. The objective with this program is that students can achieve a good level of English by the end of high school, which allows them to be competitive in society. Mastering a second language has become an essential and necessary factor in society, both for communication and for the workplace. For this reason, it is necessary to continue the researching of new teaching strategies that can stimulate different language skills.

On the other hand, it can be observed that the National Curriculum of Ecuador has been designed according to the needs of the Ecuadorian reality, with two of the basic principles of the curricular proposal being: the communicative language approach and the student-centered approach. Within the communicative language approach, language is best learned as a mean of interacting and communicating, and as a set of memorized knowledge. Within the student-centered approach, teaching methodologies that reflect and respond to the strengths and challenges of students can facilitate their learning process (Ministry of Education of Ecuador, 2019).

Similarly, this research is supported by the report (EF Education First, 2020), which presents the English Proficiency Index (EPI), a ranking of the 100 countries and regions for their English skills, where Ecuador is classified with 93 PPE, equivalent to a very low category, ranking in the last position of the 19 Latin American countries included, which is why the proposal is necessary.

In Latin America countries, as it has been showed, National Curriculum for high school has many flaws, especially in English. That is why, the possible of didactic strategies to promote a better communication skill arises directly, in this case, for seventh grade students from the Matilde Hidalgo de Prócel school.

1.2. Objectives

1.2.1. General Objective

To foster didactic strategies to enhance the speaking skills in seventh-grade students at Matilde Hidalgo de Prócel, school year 2021-2022

1.2.2. Specific Objectives

To analyze teaching strategies used to develop the oral communicative ability of the English language in seventh-grade students from Matilde Hidalgo de Prócel School.

To determine learning strategies used to promote the development of oral communication skills on seventh grade students of basic education at the Matilde Hidalgo de Prócel school.

To design didactic strategies to promote the development of oral communicative ability of the English language in students of seventh grade of basic education of the Mathilde Hidalgo de Prócel school

1.3. Delimitation

This research work was designed during the 2021-2022 school period at the Mathilde Hidalgo de Prócel school, located in the province of Santa Elena, Ecuador. The students were on seventh grade of basic education. For this study, twenty-five students came to participated voluntarily, twelve boys and thirteen girls, between the age of ten and eleven. These students were chosen for their needs that was directly related to the propose to implement strategies to improve speaking skills in a fun way.

CHAPTER II

Theoretical Framework

2.1. Research Background

In the first place, (Meneses & Medina, 2020) in their article: Methodological strategy based on information and communication technologies in oral expression of the English language, where the objective to be developed consisted of a methodological strategy based on Information Technologies and Communication for the improvement of the oral expression of the English language, and that was applied in students of the upper basic level between 14 and 15 years of the urban area Latacunga - Ecuador. The methodology applied in the research is based on the compilation of documentary and bibliographic information as well as direct observation and surveys of teachers and students, where a lack of a process of development of oral expression is evidenced.

The importance of oral expression is determined both in educational and in work environment, because oral expression represents the one clear option to communicate with others through several speaking skills that can only be reinforced through practice. Oral expression not only helps to develop a fluent dialogue, but also to create the fundamental base of communication where words can be materialized through pronunciation. A clear example can be found in the research made by Bohórquez and Rincón (2018), where a sample of 60 students of basic and secondary education from Simón Bolívar High School and El Escobar post-primary agricultural, where they identified by oral expression, weakness and strength from students, that otherwise would not be discovered, such as: poverty of vocabulary, disorder of ideas, use of fillers, inadequate pronunciation, incorrect vocalization, and improper corporal expression. In this sense, Oral expression helped them to implement workshops and pedagogical strategies.

Oral production can be helpful for English Language teaching, especially in those areas where creativity needs to be developed. A clear example can be found in the study made by González (2016), where it was applied an investigation of qualitative type to twelve teachers of a bilingual and private educational institution in Monterrey Mexico, within which they responded to a questionnaire that related the teaching methods and strategies used by primary school students. It was concluded that most teachers emphasized that students develop the ability to listen over speaking and also that teachers use motivation and example to develop various teaching strategies such as semi-formal presentations, which allows students to acquire a better vocabulary, improve oral expression and to efficiently communicate in the English language.

Similarly, (Alvarez, 2015) in his research work entitled: English language learning through play in 4-year-old children of the initial level of the Private Educational Institute "San Pedro-Villa Caritas", through an investigation experimental type, with a sample of thirty-eight children, analyzed the learning of the English language through play. There was a direct relationship between learning the English language and enjoying the process through games, as it promoted the child's interest in the language, making him an actively participant in each class, which lead him towards meaningful learning.

Each result and experimental research make a fundamental guide for the present investigation, since it has been showed that game strategy can complement the learning process of the English Language in a positive way where students can actively learn vocabulary, pronunciation, improve the English language, and be more fluently. In this research work,

Tongue Twister is the game strategy application that students will get introduced to, because it has a highly rate of success to determine weaknesses and improve them dramatically.

2.2.Theoretical Bases.

2.2.1. The importance of learning a second language like English

Learning a second language can increase problem solving, critical thinking, and listening skills. It also helps to improve the memory, concentration, and the ability to multitask. In this sense, many studies indicated that people who learn another language showed signs of greater creativity and mental flexibility. (Abbott, 2018; Ali et al., 2015; Oktavia, 2020).

Speaking a second language has many advantages. Among them, being able to speak and communicate with foreign people, which allows to expand the social environment to not only have more friends, but to even improve job opportunities. In addition, speaking a second language allows people to interact, learn and discover other cultures. That is why, it is said that language is the highest expression of a culture. Through language, a person can express their thoughts and feelings. In this way, language allows the transmission of experiences from generation to generation (Abbott, 2018; Ali et al., 2015; Oktavia, 2020).

In a globalized world, learning another language has become an essential need, since in this way people can receive more and better job offers and perform better on a professional and personal level. On the other hand, a research shows that knowing a second language also brings benefits in terms of superior skills to those who only communicate in a single language (Sotil, 2015; Stein-Smith, 2017; Çakır & Baytar, 2014).

Following this line, it is important to learn the English language because it is the language that is spoken on the five continents and in nations of power. English is considered the international language, as it is the most widely used in international business and trade. On the other hand, English is the most widely used language in science, which is why most universities internationally require advanced use of this language as a requirement for graduation. (Mahu, 2012; Palomo Blázquez, 2018; Vega-Carrero et al., 2017).

Thus, the teaching of English as a foreign language is considered a necessity in linguistic communication. For this reason, education must also evolve and prepare students to function effectively in today's world, which is an ever-changing society. (Oktavia, 2020; Stein-Smith, 2017; Vega-Carrero et al., 2017; Mahu, 2012). In some writings, such as from Andrés Oppenheimer (2010), shows how in many countries the English language has become the main language in education or the second most important language in the nation.

2.2.2 Oral communication in a foreign language

When teaching oral communication in English as a foreign language, it is important to consider how emotions and affective mastery can have an impact on learning a foreign language. In this sense, Brown (2000) mentions that self-esteem is one of the factors of effective dominance. In other words, self-esteem can have a significant effect on communicative activity in a target such as language.

According to Tornberg (1997) and Törnqvist (2008), it is difficult to get students to actively participate in conversations in English. For this reason, for an English teacher, this is one of the biggest challenges, because the teacher must try to motivate and encourage all students to be orally active in the English foreign language classroom.

Ericsson (1993) mentions that teachers should try to focus on making students more competent in communication. Therefore, it is necessary to try to promote students' own initiative so that they can express the foreign language in the classroom. As an example of this we have group work, since students have to dialogue with each other spontaneously, where they ask questions and can respond naturally. Through group work, students can produce more and more variety of language functions. That is, students can disagree, they can formulate hypotheses, they can request, clarify, define any doubts, among others.

According to Ericsson (1993) and Ur (2005), one of the reasons why students do not actively participate in conversations in class where they can express themselves freely is because they do not have a real reason to talk to each other. Ericsson and Ur also mention that the language classroom often seems artificial to students. Therefore, it is important to use interesting topics, in which the speech can acquire a significant purpose.

Students need to understand that what they learn and practice in the classroom is intended to be used outside of it. In this sense, some authors such as Tornberg (1997), Ur (2005), and Törnqvist (2008), consider that students choose to associate the teaching of foreign languages only with what they practice in class. For this reason, I suggest that exercises should be carried

out where students can practice oral communication through various pedagogical tools such as role plays.

In relation to the curriculum of English as a foreign language, according to the Ministry of Education of Ecuador (Ministry of Education of Ecuador, 2019), the plan recognizes the importance of listening and speaking as skills that are fundamental in the communicative competence of learning the Language: English. However, it is important to mention that this does not ignore the relationship between oral communication and reading and writing skills. In other words, people speak to write and vice versa.

Listening and speaking are skills that should be viewed as a holistic process. That is why these two skills are closely related. In this sense, the English as a foreign language curriculum assumes the position that these skills should be considered within the same curricular thread, that is, oral communication. The oral communication thread is divided into three sub-threads; the first, are the auditory skills, the second, the spoken production and the third, the spoken interaction (Ministry of Education of Ecuador, 2019).

2.2.3 Skills in teaching English as a second language. (ESL)

There are four types of skills when teaching English as a Second Language (ESL). These skills are reading, listening, writing, and speaking. These skills are divided into two groups. The first group is receptive skills, which contains reading and listening skills. In the productive skills group are writing and speaking skills.

2.2.4 Receptive Skills

According to Hornby (2005), a person when reads looks and understands the meaning of words or symbols that are written or printed. Thus, Hadfield & Hadfield (2008) and Harmer (1998) consider that reading in the native language is different from reading in a foreign language. This is because the native language has different ways of reading depending on what is being read and why it is being read. In this sense, the prior knowledge that students have on a specific topic can be of great help to predict and understand the content of a writing.

There are two types of reading which are extensive reading and intensive reading. Extended reading refers to a reading that students do for pleasure. Whereas Intensive reading refers to a detailed approach of reading the text. Intensive reading is complemented by study activities, such as: the use of grammar and vocabulary (Hadfield & Hadfield, 2008; Ur, 1991; Harmer, 1998).

Regarding the ability to listen, Hornby (2005) and Hadfield & Hadfield (2008) mention that listening is the act of paying attention to something that can be heard. This implies the idea of being able to understand the message that is heard in order to respond and interact with the people who listen. This skill is perhaps the most difficult to master for a number of reasons, as spoken language is different from written text. The reasons are because speakers sometimes overlook topics or verbs, speakers may interrupt the sentence in the middle, they may hesitate to think about what to say next, and they may include words, phrases, or ideas that are not strictly necessary.

It is important that the teacher work on the development of listening comprehension, so that students can learn to function successfully in real-life listening situations. There are two types of listening which are extensive listening and intensive listening. Extensive listening refers to listening that students do for pleasure or for a specific reason. This type of listening is important because it can motivate the student in the development of this skill, because students make their own decisions about what they want to hear. Intensive listening means when students listen specifically to study the way of English is spoken. Intensive listening usually occurs with the presence of teachers, so that the teacher can guide students when there is any hearing difficulty and / or point out areas of interest (Harmer, 1998; Schmidt, 2016; Ivone & Renandya, 2019).

2.2.5 Productive Skills

The ability to write is understood, which consists of making letters or numbers on a surface. Writing is another difficult skill because students need to generate ideas, organize them, and translate them into readable text. Another complication with this skill is spelling. Spelling is difficult for English learners because the sound that corresponds to a word is different from the way the same word is spelled. In this sense, a single sound can also have many different spellings, and the same spelling can also have many different sounds or meanings, which it is called Homonymy. Homonymy is a word that can be spelled and pronounce equal, but has a different meaning (Richards & Renandya, 2002; Eunson, 2020; McCaskill, 1998; Durga & Rao, 2018)

Another important aspect that is fundamental in writing is the design and the punctuation. These aspects are different in writing communities and are sometimes not transferable from one community or language to another. Some authors point out that, to be successful in writing, it is necessary for students to know the rules of distribution and punctuation, in order to produce the written message as clearly as possible (Harmer, 1998; Richards & Renandya, 2002; Eunson, 2020; McCaskill, 1998; Durga and Rao, 2018).

According to Hornby (2005), the ability to speak can be defined as the act of speaking or having a conversation with someone. This skill presents the need for interaction between people, since it is not only about putting together a message, but also about the act of giving an answer that the listener can give to the speaker.

It is important to mention that interaction can present difficulties for English learners, because students need to think of something to say and at the same time feel safe enough to try to express it. Subsequently, students must use what they have learned in terms of vocabulary and grammar, to produce a message that other people can understand (Barrio Nuevo et al., 2020; Hadfield & Hadfield, 2008).

2.2.6 Didactic Strategies

According to (INACAP, 2017) the didactic strategies are organized procedures that have a clear formalization / definition of their stages and are aimed at achieving the expected learning. Based on the didactic strategy, the teacher guides the pedagogical path that students must follow to build their learning. They are powerful, they are used in long periods (study plan or subject).

2.2.7 Teaching Strategies

Teaching strategies (Nolasco, 2017) are conceptualized as the procedures or resources used by teachers to achieve meaningful learning in students. By using these strategies, the teacher achieves an active, participatory, cooperative and experiential learning process. The repeated experiences of cooperative teamwork make possible the learning of values and affections that otherwise is impossible to achieve. Similarly, teaching strategies are defined by (Ortega, et al., 2014) as “procedures or resources used by the teaching agent to promote meaningful learning; that is, they are the procedures used by the teacher, in which the needs of the students must be considered” Now, focusing on the teaching of the English language, the linguistic skills are divided into four and are: oral comprehension (listening), oral production (speaking), written production (writing) and reading comprehension (reading). For the purposes of this research, emphasis will be placed on oral production

2.2.2. Learning Strategies

In the opinion of (Pinilla, 2004) Learning strategies "are those resources that promote an approach to the communication process that takes place in the different types of interaction with native speakers of the target language." Those of communication, meanwhile, "are the mechanisms used to solve communication problems. Similarly, (Gallardo, 1999), defines those of learning strategies as:" set of plans, mechanisms or mental operations that the individual who learns a language consciously sets in motion so that the learning process is carried out and accelerated. While (Oxford, 1990) defines learning strategies as the “specific actions, behaviors, steps or techniques that students (often intentionally) use to improve their progress in developing

their foreign language skills” And he goes on to argue that: “These strategies can facilitate the internalization, storage, retrieval or use of the new language”. Strategies are necessary tools for the development of communication skills.

It should be noted that this author has provided one of the classifications of learning strategies that enjoys greater acceptance by experts in applied linguistics, it is for this reason that in this work the proposal of the aforementioned author will be used thanks to its practicality and clarity. Reinforcing what Rebeca Oxford raises, there is (Peralta, 2016) who mentions that learning strategies in a foreign language are considered a set of steps, routines, plans that students use in order to facilitate obtaining, recovery, storage and use of a foreign language. In light of the above, it can be said that learning strategies are behaviors and thoughts that a student uses during learning with the intention of influencing their information coding process.

2.2.3. Communication Skills or Competences

Communication Skills or Competencies as defined (Segura M., 2016) is a set of linguistic processes that develop during life, in order to participate efficiently and skillfully in all spheres of communication and human society. The language skills are: reception skills (listening and reading) and emission verbal skills (writing and speaking). From them, we develop in culture and society, and through their development, we become communicatively competent. For its part, the (Council of Europe, 2001) indicates that communicative competence is the ability of a person to behave effectively and appropriately in a given community; respecting a set of rules that includes both those of grammar and the other levels of linguistic description (lexicon,

phonetics, semantics) as well as the rules of use of the language, related to the socio-historical and cultural context in which it takes place the communication.

2.2.4. Oral communicative skills

Now, specifically in the English language, the development of oral skills can occur through interaction and in various contexts. This approach emphasizes communicative competence, defined as the ability to produce language in a situational and socially acceptable way; that is, it is the ability to know what to say, how to speak or to whom, when, in what way to do it and about what (Hymes, 1974).

Within the linguistic skill, is the oral expression and this is used to elaborate the oral discourse. It is about the ability to communicate, which involves mastering grammar, vocabulary, good diction or pronunciation within a framework of pragmatic and socio-cultural knowledge.

Oral expression is reflected in skills such as knowing how to express agreement or disagreement, provide opinions and information, resolve conversational issues determining in what circumstances it is convenient or not to speak (Porporatto, 2018).

2.2.5. Tongue twister as a strategy to improve oral communication.

According to (Nirwana, Mukadar, & Badu, 2020) using the tongue twisters' strategy is more effective in increasing speaking accuracy and fluency in students. They found that tongue twisters are a fun and enjoyable technique that can increase students' motivation to learn, and to even act actively in classroom activities. This means that tongue twisters are important and an effective strategy in teaching speaking to increase the students' speaking accuracy and fluency.

2.2.8 Tongue Twisters

According to (Bueno & Sanmartin, 2015) tongue twisters are a structure of words and phrases with repetitive syllables that are difficult to pronounce, they are similar to rhymes because they are fun, which children like at an early age. They are usually word games that are combined with similar phonemes and are repeated slowly and sequentially quickly, they can consist of one or two repeated words, they constitute a type of popular oral literature, they serve to try to make the person wrong who practices it, thus making it memorize and repeat as many times as possible.

For the reasons described above, tongue twisters are a way to encourages playful activities that make it possible for the children to learn. It also helps the content to be fun and easy to understand for language development.

For (López, 2006), tongue twisters are a set of words with difficult pronunciation and similar sounds that are recited as quickly as possible. It is a very entertaining form of game whose main function is to make children pronounce them without making mistakes, and have fun while trying.

Among the benefits of tongue twisters is that they are educational games that help improve the diction of students when pronouncing correctly, stimulate memory and imagination, expand vocabulary and speak properly. Also, they allow to acquire the ability to dialogue faster and serve as fun since making mistakes is common for laughter to be generated among all participants (Bueno & Sanmartin, 2015).

In the case of education, when applied as a teaching method, students acquire fluency in speech since it helps to unlock the language achieving a clearer and more precise pronunciation.

Similarly, (Picoy, 2019) comments that the didactic value of the tongue twister for teachers is that they represent a good opportunity to face these challenges posed by the teaching of oral language in terms of pronunciation, intonation, the execution of pauses or the appropriate rhythm, which can be taught and learned in the most playful way.

According to (Wall Street English Argentina, 2017) tongue twisters are tools that allow you to learn English in an enjoyable way. With them you can practice the pronunciation of phonemes typical of the language, helping to acquire new vocabulary, promoting fluency and speed of English reading, and helping to express yourself safely and quickly

2.3.Hypothesis or Premise

“If tongue twisters, as a didactic strategy, is used by teachers, students will improve speaking skills in seventh-grade students at Matilde Hidalgo de Prócel School”

Chapter III

Methodological Framework

3.1. Methodology

In response to the objective set for the research, which seeks to design a guide of didactic strategies to develop the oral communicative ability of the English language, by the methodology of the Tongue Twisters in seventh grade students of the Matilde Hidalgo de Prócel school, 2021-2022. For this reason, this study has a quantitative approach with techniques of observation, collection and systematization of data.

In this regard, (Hurtado & Toro, 2005), point out that the quantitative research modality is characterized by being a systematic, controlled, empirical and critical investigation of hypothetical propositions about supposed relationships that exist between phenomena, and emphasizes the empirical nature of the science as the need to submit these hypothetical relationships to verification, making use of measurement and verification instruments that provide data whose analysis requires the use of mathematical models and statistics.

2.1. Bibliographic Research

The Bibliographic Research was obtained by investigation and comparative research where different work papers had supported the database for collection of information concerning tactical techniques of teaching. The sources accessed were bibliographic books, journals, publications, projects, and thesis works.

2.2. Non-experimental research

As the research study seeks to propose didactic strategies to develop oral communicative abilities for the English language, through the methodology of the Tongue Twister in seventh grade students of the Matilde Hidalgo de Prócel school, course 2021-2022. The information obtained was neutral without manipulation or influence in any of the variables set to study in the field investigation and non-experimental research.

It is important to mention (Hernández, Fernández, & Baptista, 2006), as they pointed out that non-experimental research is systematic and empirical. The independent variables are not manipulated since they have already happened. The inferences about the relationships between variables are made without direct intervention or influence, likewise the relationships are observed as they have occurred in their natural context.

3.3. Population and Sample

In all research it is necessary to establish the subjects on which the research will be carried out and where all the researcher's attention will be directed, then it refers to the population.

The population is defined by (Chávez, 2007) as the universe of research on which the results are intended to be generalized. It is made up of characteristics or strata that allow you to distinguish the subjects from each other. In this study, the population includes at Mathilde Hidalgo de Prócel school, which is located in La Libertad in the province of Santa Elena. The

percent of student population it was 500 they age was from 4 to 11-year-old as well as 20 teachers also 2 directors, it was the total population of this study represented.

Now, once the population is defined, it is necessary to delimit its sample. In this sense, and by virtue of the number of subjects that make up the population, it is not necessary to sample, so it implies the use of 100% of it. The selected technique is justified by virtue of what is indicated by (Hurtado J. , 2015) when it says that it is not necessary to sample if the population is known and accessible. The sample of this study was 25 students in the age range from 10 to 11 years of seventh year of education to was represented by the sample of this study. The students were selected for this study because most of the students were ashamed at the time of speaking because there was prior knowledge of the needs they presented then, it was the perfect sample for the study since there was a prior awareness of the students' needs to promote the development of speaking skills to them.

3.4. Data Collection Procedure

The procedure to collect the information were:

- a. The information collection instrument was designed with measurement variables
- b. Measurement instruments was applied to collect data
- c. Analysis of the measurement instruments (data coding)

In this research work a survey was applied to obtain necessary data. The survey according to (Castañeda, 2011) "It is used to find out the opinion of a certain group of people

regarding a topic defined by the researcher." (p 145) this was applied to the sample of all of the twenty-five students from seven grade.

A questionnaire was implemented in the survey because, as described (Hernández, Fernández, & Baptista, 2006) "It consists of a set of items presented in the form of statements or judgments before which the reaction is requested by choosing one of the five points on the scale. Each point is assigned a numerical value". It was designed with nine structured questions and closed responses on a Likert-type scale.

These questions were created in order to obtain important information on a variety of opinions and attitudes of students towards different English Language learning strategies. The first questions had two choice options of yes or no. Secondary questions were more specific with multiple choice option of level of satisfaction, such as: strongly agree, agree or disagree. Third kind of questions had frequency scales to get information of incidence of practice speaking and teaching strategies during class, with a scale of: always, sometimes, rarely and never. And finally, a fourth kind of question with numerical scale to register the frequency of attendance in English classes. This question had a scale from one to four hours.

3.5. Data collection

The results obtained from the instrument applied to each study subject are presented and analyzed, which in this case are the twenty-five students of the seventh grade of the Matilde Hidalgo de Prócel school of the 2021-2022 academic year, in order to propose didactic strategies to develop the oral communicative ability of the English language through the tongue twister.

The instrument that was used was a list of questions that were answered by a specific number of students in order to collect the information effectively. It was carried out through the google forms platform because in this way the data is was able to collect quickly and was not required the investigator to be present when the questionnaires were completed. After receiving the survey data, tabulations were made in an excel file with their respective results with percentages obtained.

3.6. Data analysis

The data analysis has various tables of collected information that represents all the questions answered from the survey: questions yes or no, level of satisfaction, incidence of practice speaking, and frequency of attendance; which is represented on table 1. Each of the following tables and graphs specify descriptive statistics from each variable.

Tabla 1 Summary of response quantity and percentage for each item

Item	Strongly Agree		Agree		Disagree		Totally Agree		Total Disagreement	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Quantity	Frequency
1	0	0	2	15,39	3	23,08	7	53,85	1	7,7
2	1	7,7	4	30,77	2	15,39	6	46,16	0	0
3	0	0	6	46,16	2	15,39	5	38,47	0	0
4	2	15,39	7	53,85	0	0	3	23,08	1	7,7
5	0	0	4	30,77	1	7,7	8	61,54	0	0
6	0	0	2	15,39	0	0	7	53,85	4	30,77
7	0	0	8	61,54	0	0	3	23,08	2	15,39
8	0	0	5	38,47	0	0	7	53,85	1	7,7
9	0	0	3	23,08	0	0	10	76,93	0	0

Source: Survey applied to students from 10 to 11 years old at Matilde Hidalgo de Prócel school

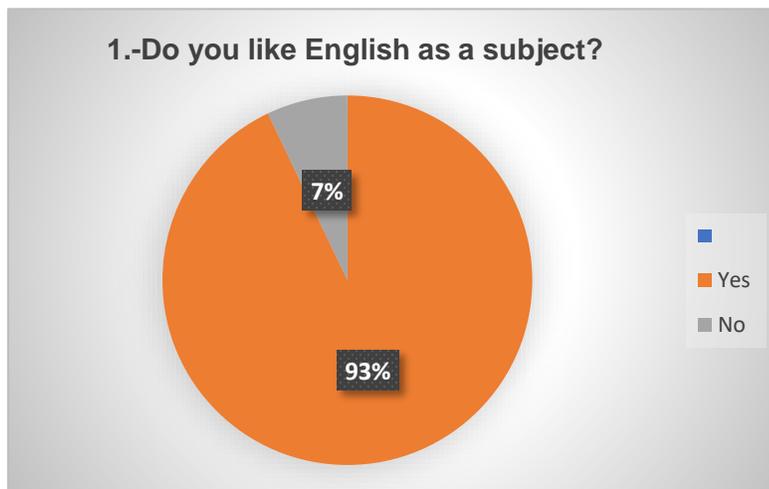
Author: Nelida Yumbo Gref

3.7. Analysis and Interpretation

Survey to the students

Sample: 25 students

Statement 1: Do you like English as a subject?



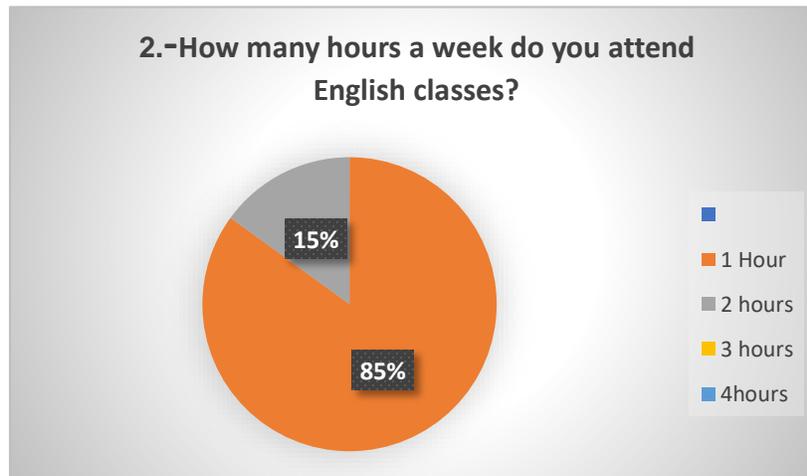
Graphic 1: Do you like English as subject?

Source: Survey applied to students from 10 to 11 years old at Matilde Hidalgo de Prócel school

Author: Nelida Yumbo Grefa

According to the results, 93% of the students like the English language as a subject, only 7% of the students dislike the English subject, which means that the majority of students cares about learning a second language. This result also shows the importance of adapting motivational strategies to help increase learning experiences.

Statement 2: How many hours a week do you attend English classes?



Graphic 2: How many hours a week do you attend English classes?

Source: Survey applied to students from 10 to 11 years old at Matilde Hidalgo de Prócel school

Author: Nelida Yumbo Grefa

There are 85% of the students who answered that they attend English classes only one hour a week, and 15% answered that they attend two hours a week, which means that most students do not have enough hours per week to develop learning skills. This result validates the reason behind the problem of underperformed communication and attention in class. A high rate of unattendance in English classes can provoke academic disengagement and poor academic performance that damages the students change to evolve in competitive citizens. This can only be solved by encouraging attendance.

The use of learning strategies, such as tongue twisters can improve attendance rates, because it is a fun way to practice and eventually master a language. In this sense, tongue twisters could be a possible solution to develop students' speaking skills.

Statement 3: What kind activities does your teacher use to improve your speaking skills?



Graphic 3 What activities does your teacher use to improve your speaking skills?

Source: Survey applied to students from 10 to 11 years old at Matilde Hidalgo de Prócel school

Author: Nelida Yumbo Grefa

The results show that 80% of the students responded that English teachers use dialogues as a strategy to improve speaking abilities, as oppose to the 20% of the rest of students who responded that teachers use music to develop speaking. This result illustrates the necessity of new academic curriculums and strategies that can not only unified education, but also balance the gap between higher English level students from beginners on the language.

Statement 4: Would you like to learn English through tongue twisters?



Graphic 4 Would you like to learn English through tongue twisters?

Source: Survey applied to students from 10 to 11 years old at Matilde Hidalgo de Prócel school

Author: Nelida Yumbo Grefa

Majority of students, 70%, agreed on implementing Tongue Twister as a better way to learn to speak English. On the other hand, there are a 30% of students who strongly agree in this strategy. And a 0% of students who disagrees, which means that students greatly accept the acquisition of new leaning strategies, such as: Tongue twisters. Tongue twisters will effectively improve the process of learning a second language as English.

Statement 5: *How often do you practice English speaking skills outside the classroom?*



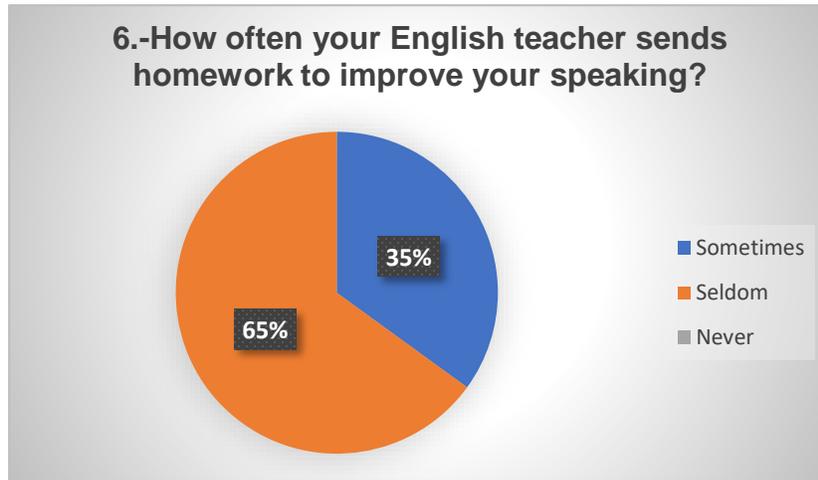
Graphic 5: How often do you practice English speaking skills outside the classroom?

Source: Survey applied to students from 10 to 11 years old at Matilde Hidalgo de Prócel school

Author: Nelida Yumbo Grefa

As the graph shows there are 53% of the students who rarely speak or practice English outside the classroom. There are 40% of students who never speaks English outside school, and a 7% of students who always speak or practice this language outside classroom. These results show a poor incentive from both school and family to encourage children to actively learn by practicing in an autonomous way. This problem could probably be a result from monotonous and boring methodologies that drives students away of learning, in which tactics like Tongue Twisters can become a unique and revolutionary strategy to increase students' performance in school.

Statement 6: How often your English teacher sends homework to improve your speaking?



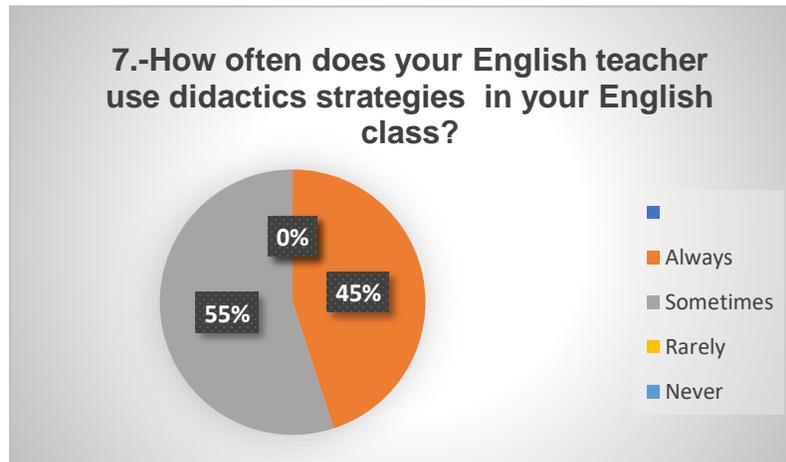
Graphic 6 How often your English teacher sends homework to improve your speaking?

Source: Survey applied to students from 10 to 11 years old at Matilde Hidalgo de Prócel school

Author: Nelida Yumbo Grefa

More than 65% of the students responded that the English teacher rarely sends related tasks to improve speaking skills. On the other hand, 35% of the students responded that the teacher sometimes did send related activities to improve speech. For this reason, Tongue Twisters would be a good strategy to develop certain abilities, such as fluent speaking skills.

Statement 7: How often does your English teacher use didactics strategies in your English class?



Graphic 7: How often does your English teacher use didactics strategies in your English class?

Source: Survey applied to students from 10 to 11 years old at Matilde Hidalgo de Prócel school

Author: Nelida Yumbo Grefa

The evidence in this graph reflects that 55% of students responded that the teacher sometimes uses didactic strategies during English classes. The graph also shows that 45% students agree on always seeing didactic strategies during English classes. However, there is a significant ambiguity where almost half of students agree on witness didactic approaches by an English teacher, and the other half disagrees, which indicates the probability of wrong approaches from the school to keep trying new learning strategies. In this case, Tongue Twister becomes a reliable option for this kind of problems where there are lower rates of creativity.

Statement 8: Do you consider that strategies applied by your English teacher encourage you to develop your speaking skills?



Graphic 8: Do you consider that strategies applied by your English teacher encourage you to develop your speaking skills?

Source: Survey applied to students from 10 to 11 years old at Matilde Hidalgo de Prócel school

Author: Nelida Yumbo Grefa

The graph shows that 40% of students who strongly agree on the strategies applied by an English teacher actually helps their speaking skills. There is a 33% of students who disagrees with this statement, and a 27% who also agree with the statement of English teacher encouragement by innovate strategies. In this case, it is clear that besides a greatly percentage of students who agrees with the statement, other, 33% do not find productive the approach that English teachers are doing. For which, it indicates warnings that need to be address by changing the academic curriculum or by implementing teaching skills such as Tongue twisters.

Statement 9: How often do you practice speaking outside the classroom?



Graphic 9: How do you consider English pronunciation?

Source: Survey applied to students from 10 to 11 years old at Matilde Hidalgo de Prócel school

Author: Nelida Yumbo Grefa

In this graph it is showed that a 100% of students find important English pronunciation. This means that all students are interest in learning English somehow. It seems relevant to point out that students could found English as an important tool to accomplish their dreams and desires of personal growth, for which English pronunciation stands as the most important skill to be develop outside writing and grammar.

3.8 Discussion

As it was showed in the Theoretical Framework, there is the significant importance to promote oral expression in both educational and work environments, which can be especially exemplified in the results obtained on graph 9, where all of the students found English pronunciation very important for life in general. Oral expression as explained before helps to communicate with different people from a variety of countries. It helps to accumulate experience and share diverse cultures.

In addition, it was to determine learning strategies used to promote the development of oral communication skills in seventh-grade students of basic education at the Matilde Hidalgo de Prócel School. As the results showed, there are few learning strategies that students have applied, for example to speak English outside the class, for which graph 5, represented that only 7% of students do practice English outdoors. Other learning strategies is to do several home works and activities to reinforce what it had been learned on class, but as graph 6 indicates, teacher most of the times do not send activities for students to work on, which makes even more difficult to develop speaking skills.

The other objective was to design didactic strategies to promote the development of oral communication of the English language in students of seventh grade of basic education at the Matilde Hidalgo de Prócel school. In this sense, by witnessing all of the results, it has been clear that Tongue Twister exercises can be implemented as a specific strategy because it is easy to apply, has many advantages, and makes it simpler for students to learn. Tongue twister creates a linguistic challenge that can only be accomplished through repetition and perseverance. Students find it fun and creative

A fluent expression is needed in order to communicate with foreign people. However, as the results show in graph 5, there are high rates of students who do not practice English outside the classroom. The culture of learning in an autonomous way hasn't been implemented in Ecuadorian high schools, which can cause a great problem and educational recession, that could ultimately compromise the future generation's opportunities for jobs and well-being.

English Language teaching needs to be developed every time as technology advance. the excellent type of teaching approach can emphasize student's development of speaking skills, such as vocabulary, smooth communication, and active student participation during the classes. However, as the results showed on graph 7, students do not consider that the teacher is using enough didactic activities. In other words, most students get bored during English classes., which can be seen in graph 2 where more than 85% of students do attend English classes for an hour or less every week. The problem of English teaching can be spread in a variety of ways, for which it is important to make a quick change to create an environment where the afraid of learning a second language disappears.

Hypothesis

“if tongue twisters, as a didactic strategy, is used by teachers, students will improve speaking skills in seventh-grade students at Matilde Hidalgo de Prócel School”

CHAPTER IV

The Proposal

4.1 Name of the Proposal

Didactic guide on tongue twisters to promote the development of speaking skills in the students of the Matilde Hidalgo de Prócel School

4.2 Antecedents

After studying the problematic situation presented in Matilde Hidalgo de Prócel school, the following guide is designed: Didactic guide on tongue twisters to develop speaking skills on the seventh-year class students, which might contribute to both, teaching and learning English. This approach will be focus on the development of speaking skills in a fun and entertaining way, which will improve: communication skills, fluency, stage fright, stuttering and low awareness of linguistic intelligence.

4.3 Justification

The proposal is settled to help teachers as a didactic material for learning and teaching processes in the educational system. In this sense, educational system exists through three elements: first the child; second the content, which is the object of teaching-learning development; and third, the teacher who helps to build the student's education. This project is born as a way to face the constant demand of the evolution of education.

It is important for teachers to have a vast variety of pedagogical resources that can contribute to create better programs for a successful learning process. The application of this proposal will help Matilde Hidalgo de Prócel School by enhancing the academic curriculum which can be change in a more didactic and fun agenda, flexible for both teachers and students.

The didactic material will drastically improve speak abilities, listening and even grammar. The didactic guide proper application will be in agreement with the Curriculum Reform to reach a B1 level at the end of high school.

4.4 Objectives of the General Proposal

To propose tongue twisters as techniques to improve speaking skills in seventh grade students at the Matilde hidalgo de Prócel school.

4.3.1 Specifics

- 1.To contribute to the Institution by providing a didactic guide to develop speaking skills.
- 2.To keep students motivated by interesting English classes that will improve pronunciation.
- 3.To increase vocabulary and fluency by Tongue Twisters.

4.5 Information

Field. - Educational Area

The use of Tongue Twisters

Aspect. - Development of creativity

Institution: Mathilde hidalgo de Prócel school.

Beneficiaries: Teachers and students.

Location: Libertad- Santa Elena

4.6 Description of the Proposal

This project lies on designing a didactic guide with short Tongue Twisters to motivate students to participate, speak English outside classes, and to reinforce knowledge through repetition and constancy. Tongue Twisters will improve pronunciation in a fluent way. It will also help to acquire vocabulary through the association of images and words.

The proposal will be a teaching guide that will help to improve creativity among the high school professional staff and the educational community.

The guide can be use inside and outside the classroom for educational purpose where planification would not be a problem. The guide will provide order to every teaching lesson, as well as joy, trust, and security. The benefits behind this guide will be great in improve speaking skills, listening and grammar.

4.7 Design and Development of the Proposal

TONGUE TWISTERS*



Didactic Guide Booklet FOR KIDS



Author: Nelida Yumbo. G



Lesson plan 1		
Teacher: Nélide Yumbo	Course: 7th Basic year	Numbers students: 25
General objective: To use nouns through didactic strategies, and to apply them with family and friends.	Specific objective: To recognize the meaning of nouns. To practice the pronunciation of nouns. To relate words through images.	
Time: 30 minutes	Learning outcomes: Students will be able to use the nouns to interact with their classmates using the correct vocabulary.	Topic: Identifying nouns
Methodology: Community Language Learning		Resource: Laptop, marker, speaker
<p>Strategies: REVISAR NORMA APPA</p> <p>Presentation:</p> <p>Warm up: Teacher will sing with the students.</p> <ul style="list-style-type: none"> ❖ Repeat the tongue twister ❖ Introduction of Tongue Twisters to students. ❖ Explanation of what are Tongue Twisters. <p>Practice:</p> <ul style="list-style-type: none"> ❖ Present pictograms of the characters of the Tongue Twister ❖ Teacher will read tongue twisters for students to relate images and words. ❖ The teacher will ask students to write the words that were difficult to them. <p>Production: Students will create sentences with the words learned.</p>		
Feedback: The teacher will ask the students remember the word from the lesson.		



*Brad wants breakfast in bed.
The boy bothers his brother to buy a birthday cake
but the birthday cake is bitter.
It's better to buy butter and bread for Brad.*



*The witch Britney brought a brush along with broom. The
broom broke but it's bright.*



Worksheets

write the nouns found in the tongue twister in the box.

NOUNS
1
2
3
4
5

Evaluation # 1

Name:

Date:

Course:

Connect with a line the nouns with their respective images.



Boy

Bitter



Birthday cake



Breakfast



Butter



Bread

Production: To speak two sentences with the following words butter, bread, bitter.

Lesson plan 2		
Teacher: Nélide Yumbo. G	Course:7th	Numbers of students:25
General objective: To identify vocabulary through tongue twisters using mime to recreating common situations to apply the vocabulary in daily activities with the family.	Specific objectives: To develop creativity in students. To create short phrases through the imagination using the tongue twister to communicate with classmates and teacher.	
Time: 45 minutes	Learning outcome: Students will be able to express themselves or relate to classmates without fear when speaking or in daily life.	Topic: Recreating a situation
Methodology: Communicative approach		Resource: laptop, speakers
<p>Strategies</p> <p>Presentation:</p> <p>Warm up: Describe an image.</p> <p>Procedure:</p> <p>The teacher will read the tongue twister to recreate a situation.</p> <p>Practice:</p> <p>The teacher will separate the students in pairs for the activity. The teacher will ask the students to choose a tongue twister to read and create the situation. The teacher after 10 minutes will ask the students to read the tongue twisters aloud. The teacher will engage the class to listen the tongue twister read it by other students.</p> <p>Production:</p> <p>Production: The students will use their imagination to speak and recreate common situations using the images hand out by teacher.</p>		
Feedback: The teacher will encourage the students to keep practicing.		



My great grandfather grasps a group of grapes in the garden, he saw some grapes on the grass,
My great grandfather gathers all the grapes and give to gray goose.



Scott is scared because he broke his arm his mother stares surprised, she smiles and supports him with hug strength.



Find all the words of the tongue twister in the alphabet sound below.

A	P	H	E	R	G	R	S	O	G
M	O	T	H	E	R	E	T	F	G
E	E	A	G	A	A	O	R	S	A
S	T	F	A	P	P	G	E	F	T
O	G	N	R	E	E	R	N	Y	H
O	A	A	M	S	S	A	G	A	E
G	C	R	S	T	C	S	T	R	R
O	B	G	N	D	S	E	H	Y	O

Evaluation # 2

Name:

Date:

Course:

Put in order the tongue twister.

Put in order the phrases	To practice the phrase twice and write.	Check if you did it.	Check if you didn't do it .
1.- Grasps a group of grapes in the garden	1.		
2.- and give to gray goose.	2.-		
3.- he saw some grapes	3.-		
4.- My great grandfather	4.-		
5.- My great grandfather to gather all the grapes	5.-		

Production: Look the pictures use your imagination to speak and recreate the situation



Lesson plan 3		
Teacher: Nélide Yumbo. G	Course: 7th	Numbers of students: 25
General objective: To use the irregular verbs through correct pronunciation and writing activities to apply them into personal information.	Specific objectives: To improve pronunciation and acquire vocabulary. To develop fluency skills.	
Time: 45 minutes	Learning outcome: The students will be able to pronounce words without difficulty in addition to being able to make short conversations.	Topic: Irregular verbs
Methodology: Community Language Learning.	Resources: pencil, laptop, speakers	
<p>Strategies:</p> <p>Presentation: Warm up: teacher to present short video about the topic related.</p> <p style="padding-left: 40px;">The teacher will ask the students know verbs.</p> <p style="padding-left: 40px;">The teacher will write verbs that the students provide.</p> <p style="padding-left: 40px;">Teacher will read the activity in 3 times. The students will listen and repeat.</p> <p>Practice:</p> <p style="padding-left: 40px;">The teacher will display a list of verbs.</p> <p style="padding-left: 40px;">The teacher will explain the meaning of verbs.</p> <p style="padding-left: 40px;">The teacher will ask the students to underline verbs.</p> <p style="padding-left: 40px;">The teacher will play an audio of the tongue twister.</p> <p style="padding-left: 40px;">The teacher will ask the students to listen the audio carefully. Then the teacher will ask the students to pronounce the words that sounded similar, and will repeat the action three more times.</p> <p>Production: The teacher will ask the students to replace the verbs with other verbs</p>		

She bought shine shoes,

it's shining when she shaking in shade,



she shares her shine shoes and shirt



with her sheep.



*Sheila is a witch,
she wishes to eat much cheese,
which cheese she chose.*



Find and identify the verbs and write in the box

Verbs
1.-
2.-
3.-
4.-
5.-

Evaluation # 3

Name:

Date:

Course:

Pronounce others verbs that you know, that starts with “sh”. Then write and draw.

VERBS	Pictures

Production: Read the tongue twister and replace the verbs you find with other verbs.

*Sheila is a witch,
she to much cheese,
which cheese she*

Lesson plan 4		
Teacher: Nélide Yumbo. G	Course:7th	Numbers of students: 25
General objective: To identify proper and common nouns through tongue twister exercises to apply in conversation.	Specific objectives: To differentiate common and proper nouns To create sentences using proper and common nouns in the correct manner.	
Time: 30 minutes	Learning outcome: Students will be able to differentiate between common and proper nouns and they will be able to create sentences and conversations.	Topic: Common and Proper nouns
Methodology: Communicative approach	Resource: flash cards, laptop paper	
<p>Strategies</p> <p>Presentation:</p> <p>Warm up: Teacher presents hangman game.</p> <p style="padding-left: 40px;">The teacher will ask the students to listen the tongue twister audio.</p> <p style="padding-left: 40px;">The teacher will ask a sheet of paper with tongue twisters.</p> <p>Practice:</p> <p style="padding-left: 40px;">Teacher will give five minutes to each student to practice the tongue twister.</p> <p style="padding-left: 40px;">Teacher will ask the students to practice with their classmates.</p> <p style="padding-left: 40px;">The teacher will ask the students to circle common and proper nouns.</p> <p>Production:</p> <p style="padding-left: 40px;">The teacher will show images to the students and he will ask what word does it represent.</p>		



Daphne has doubt drop her duck,

while a dove eats her doughnut,



but her dog eats double doughnut.



Read the tongue twisters twice then, underline the common and proper nouns.

*A maid mad sent a Mail to Mall,
to buy Meat and milk.*

*My mind wants money and monkey,
but my Mouth mention with emotion
good morning mother.*

My mom saw the moon this month.

*Jenny jumps with her jungle cat,
but her junior brother is jealous.*

Evaluation # 3

Name:

Date:

Course:

Read once more carefully and match the tongue twisters with the images.

*A maid mad sent a Mail to Mall,
to buy Meat and milk.*



*My mind wants money and monkey
but my Mouth mention with emotion
good morning mother.*



My mom saw the moon this month.



*Jenny jumps with her jungle cat,
but her junior brother is jealous.*



Production: Look carefully at the image that the teacher is showing and tell me what it is if, a common or proper noun.

Lesson plan 5		
Teacher: Nelida Yumbo. G	Course:7th	Numbers of students:13
General objective: To recognize adjectives through images and repetitions to employ them in a dialogue.		Specific objectives: To use adjectives to describe people or things.
Time: 45 minutes	Learning outcome: students will be able to describe themselves using the adjectives learned.	Topic: Adjectives
Methodology: Communicative approach		Resources: Tongue twister, chronometer Laptop,
<p>Strategies:</p> <p>Presentation:</p> <p>Warm up: Brainstorming</p> <p>The teacher will show a video related to adjectives.</p> <p>The teacher will ask the students to explain what is an adjective</p> <p>Practice:</p> <p>The teacher will explain the activity.</p> <p>The teacher will divide the students in groups.</p> <p>The teacher will hand out a set board game.</p> <p>The teacher will give 15 minutes to do to the activity.</p> <p>The teacher will ask the students to write down the correct answers.</p> <p>The professor will declare the winner who has the most hits.</p> <p>Production: The students use the adjectives learned to describe themselves.</p>		
Feedback: The teacher will ask the students to pronounce the new adjectives they learned.		



Tristan is thirty on Thursday therefore,
he is thoughtfully looking through telescope to three

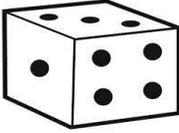
thirsty threes, now he thinks to throws

water to the third thirsty tree.



That thin thief ran away,
from the theatre as he was stealing a lot of things.

Activity choose your partners and started playing.

GOAL	30 seconds Say one name a sea animal	1 minute Three words that start with “E”	30 seconds Say a tongue twister	30 seconds Name two verbs	You have two chances
  					1 minute Say three words that start with “S”
START	30 seconds Name of an animal with “C”	1 minute Create a phrase with: House Horse	30 seconds Name of fruits	30 seconds Mention two common nouns	Return to the start

Evaluation # 5

Name:

Date:

Course:

What is the name of the character?

.....

How many “tree” are there?

.....

Draw what the character is going to do.

.....

Production: Use the adjectives learned to describe yourself.

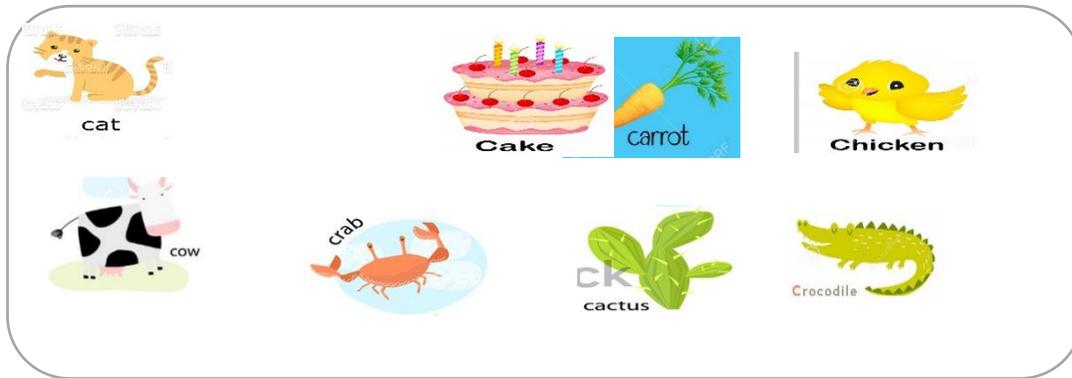
Lesson plan 6		
Teacher: Nelida Yumbo Grefa	Create own tongue twister	Number of students: 25
General objective: To use the images to create a tongue twister through the imagination to apply them in the creation of the tongue twister.	Specific objectives: To create tongue twisters that allow students to raise awareness about the language	
Time: 45 minutes	Learning outcome: Students will be able to create their own tongue twister using imagines in order to develop the capacity of imagination.	Topic: creating tongue twister
Methodology: communicative approach	Resources: paper, flash card, pencil, Markers	
<p>Strategies:</p> <p>Presentation:</p> <p>Warm up: The teacher will ask the students to say all the words they know with “f” in one minute.</p> <p>The teacher will explain step by step and demonstrate with one example.</p> <p>The teacher will explain how to create their own tongue twisters.</p> <p>The teacher will show some images for their imagination.</p> <p>Practice:</p> <p>The teacher will give the students 20 minutes to create a tongue twister.</p> <p>Production:</p> <p>The students to create your own tongue twister read aloud their creation.</p>		
Feedback: The teacher will ask how they felt when they performed their own tongue twister.		

*Frederick is on the fourth -floor,
he is buying much flour,
and fluorescence flowers for Florentine.*



Activity:

Create your own tongue twister using the images above.



.....
.....
.....
.....

CONCLUSIONS

- The use of didactic strategies contributes to the development of oral communication in the teaching-learning process of a language. Allowing developing self-confidence, helping students lose shyness and fear to interact with other people that talk the same language that they learning.
- The analysis of teaching strategies gives clear evidence of the necessity to use different strategies to promote cognitive development to the students through carried out in different enjoyable activities to permit the teachers to improve in their students speaking skills.
- This research was carried out to determine which didactic strategies are the most used by teachers to improve speaking skills, it was possible to determine the dialogue as the most used in the development of oral communication skills in the Matilde Hidalgo de Prócel school.
- This proposal was designed using tongue twisters to improve the pronunciation of the students. Moreover, it is important to mention the drills as an excellent technique to improve oral ability however the drills exercise do not used to reinforce the process of speaking skills in this regard, using tongue twisters could be an excellent strategy that will benefit several aspects, for instance, losing stage fright, increasing fluency, and to strengthen autonomous learning.

RECOMMENDATIONS

- It is necessary to use several didactic strategies within the classes to support the teaching-learning process, in this case, students can develop the ability to communicate with other people using basic vocabulary in a natural way.

- The Teachers role must be to provide interesting activities to their students also security and comfortable environment inside the class that allows them to an acquired lot of vocabulary in a pleasurable and meaningful way.

- The use of didactic strategies as drills techniques, into the amusing situations both and share these with the students to give them the opportunity to practice the language and become an intrinsic motivation to arise the level of communication skills.

- To apply tongue twisters to promote the oral communication, since it is effective to achieve good pronunciation and fluency. In addition, tongue twisters allow to develop fluency and improve pronunciation and feel confident and motivated.

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ANNEXES



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

MEMORANDO

REFERENCIA: PINE-024-2021-TT

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

PARA: Nélida Adelaida Yumbo Grefa
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: "Didactic strategies to promote the development of speaking skills in seventh-grade students at Escuela de Educación Básica Matilde Hidalgo de Prócel, Cantón La Libertad, Province of Santa Elena. School year 2021-2022", con la guía del docente tutor:

APELLIDOS	NOMBRES	CORREO	TELÉFONO
Niola Sanmartín	Rosa Elena	rniola@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

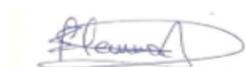
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En calidad de tutora del Trabajo de Integración Curricular denominado "DIDACTIC STRATEGIES TO PROMOTE THE DEVELOPMENT OF SPEAKING SKILLS IN SEVENTH-GRADE STUDENTS AT ESCUELA DE EDUCACIÓN BÁSICA MATILDE HIDALGO DE PRÓCEL, CANTÓN LA LIBERTAD, PROVINCE OF SANTA ELENA, SCHOOL YEAR 2021-2022" elaborado por la estudiante NÉLIDA ADELAIDA YUMBO GREFA, 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



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Sources included in the report

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W	URL: http://repositorio.ug.edu.ec/bitstream/redug/29682/1/Celleri%20Garcia.pdf Fetched: 11/25/2020 12:07:45 AM	 1