TEMA:
APPLICATION OF METHODOLOGICAL STRATEGIES FOR AN EFFECTIVE SPEAKING SKILL LEARNING OF THE STUDENTS OF SECOND YEAR OF HIGH SCHOOL.

TRABAJO PRÁCTICO DEL EXAMEN COMPLEXIVO PREVIO A LA OBTENCIÓN DEL TÍTULO DE LICENCIADA EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACIÓN INGLÉS

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DEDICATION

I want to dedicate this work to God, whom gives me the strength to my spirit to go forward, and complete the goals in my life. To my parents because they supported me and believed in me, and also gave me good advices for do the right thing and take the right decisions. Finally I want to dedicate this work to my girlfriend Katherine because she is always stood by me in the hardest moments and with good advices I have had a different perspective
APPLICATION OF METHODOLOGICAL STRATEGIES FOR EFFECTIVE SPEAKING SKILL LEARNING OF THE STUDENTS OF SECOND YEAR OF HIGH SCHOOL.

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ABSTRACT

The objective of this research paper is to award with theoretical resources to the teacher to apply as methodologies, and reach a constantly speaking skill development in the students of second year of high school. For the performing of researching work, the author’s theoretical argumentation will be used, based in the experiences about the observation, in addition scientific theoretical resources from different documents about this topic, through these guides the teacher will get an appropriate methodological strategy which will enable students improve their speaking skill level, and advance the sub-skills too; which are accuracy and fluency. The method applied to this research will be Hypothetic-deductive because the knowledge of the author will be used, based around four years of studying, and also it is very imperative gives support the thoughts with scientific documents. Once the research has been performed, and the teacher has applied efficiently these methodologies, a better performance is expected on the student when he expresses his ideas in the class using the speaking skill in an accurate and fluent way since he began to learn. It is necessary to understand that speaking a foreign language can take time because our senses need to adapt the phonemes, new words, new expressions, to relate each word with the correct pronunciation, finally can talk without problems. A powerful resource can be used by the teacher are pictures with a set of words according to the picture, but first is essential that the teacher show the correct pronunciation of each word, students can use in any activity and remember the new words they have learned for the next class. The frequent use of a foreign language in classroom can be also very influent in the students’ learning process.

Key Words

Methodological Strategies          Students
Speaking                          Learning
Skill
RESUMEN

El presente trabajo investigativo tiene como objetivo dotar con herramientas teóricas al docente para aplicarlas como metodologías y alcanzar un desarrollo constante en la habilidad de hablar en los estudiantes de segundo de bachillerato. Para la realización del trabajo investigativo se utilizará la argumentación teórica del autor basadas en experiencias, así como las referencias teóricas basadas en el tema a desarrollarse como de los diferentes artículos científicos los que a través de estos se dará las guías necesaria para que el docente aplique una apropiada metodología de enseñanza que le permita a los estudiantes mejoren su nivel de hablar de igual forma para potenciar las sub-habilidades como es la fluidez y la precisión. La metodología a aplicarse será el hipotético-deductivo dado que una vez planteados nuestras conjeturas basadas en los cuatro años de estudio es necesario sustentar lo anteriormente expuesto con documentos científicos. Tras haber realizado la investigación y que el docente haya aplicado eficientemente lo expuesto en la misma se espera obtener un mayor desenvolvimiento del estudiante al momento de expresar sus ideas en frente de la clase utilizando el idioma de manera más precisa y fluida de cuando inicio. Es necesario comprender que el hablar un idioma extranjero puede tomar un tiempo considerable para que nuestros sentidos, auditivo se adapte a los fonemas, nuevas palabras, nuevas expresiones y nuestro cerebro relacione cada palabra con su correcta pronunciación para finalmente poderla hablar. Una herramienta muy eficaz que el docente debe usar son las imágenes y un conjunto de palabras que guarden relación para que los estudiantes puedan usarlas en diferentes actividades y recordar las palabras que han aprendido para la siguiente clase. El uso constante del lenguaje extranjero en el aula de clase también es muy influyente en el proceso de aprendizaje del estudiante.

Palabras Claves

- Estrategias Metodológicas
- Hablar
- Habilidad
- Estudiantes
- Aprendizaje
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1. INTRODUCTION

Applying speaking skill is essential in communication process, to produce a social interaction, share experiences and get necessary information to expand the human being’s intellectual level. “The importance of speaking skill hence is enormous for the learners of any language. Without speech, a language is reduced to a mere script. The use of language is an activity which takes place within the confines of our community” (Aamer Qureshi, 2013). Unfortunately, it is hard when the speaking skill is limited. It happens constantly when we want to learn foreign language, for the reason that some elements are needed, such as grammar for giving the correct sense to the sentences, a wide vocabulary for being able to apply according the context, another is correct pronunciation of the words, and through this way the ability will flow in a natural and correct way. If the learner does not possess those valuable elements, it will have some difficulties such as fear of talking in another language (English), express an incomplete idea or, the message is distorted or it does not have sense for bad pronunciation. Issues as mentioned before could get worst if the teacher does not apply a correct methodology to his students.

Situations like mentioned before can be observed the high schools especially in government educational institutions where the ninety percent of the time, teacher uses mother tongue to give a foreign language class, and students use the same language in the class. There is when one cause of the problems is found. The lack of an appropriate foreign language learning environment hinders the development of students in the speaking skill. This problem happens when the teacher has not developed the speaking skill in a way to teach without problems of fluency or accuracy. “A reason for poor speaking skills; Teachers’ limited English proficiency” (Richards, 2008). Another situation can be observed in the classroom is the teacher gives less importance than the others skills in the classroom, and as a consequence, students have just a little of chances to practice avoiding he has a progressive learning. The insufficient knowledge of methodologies to teach can be a reason the teacher refuse to put in practice the speaking skill frequently. A poor usage of didactic material complicates the learning process on students because the brain links the information with images, absorbing it in a better way.
For the performance of this research paper were taken the students of second year of high school and most of the problems mentioned before were found there.

That is why the elaboration of the present research paper is needed because it has as general objective to award with theoretical resources to the teacher to apply as methodologies, and reach a constantly speaking skill development in students.

The application of suitable methodologies for level improvement of the speaking skill on students will have as advantages participative pupils in classroom, also the classes will be more interactive and fun. “If the right activities are taught in the right way, speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be.” (Lawtie, 2003)
2. DEVELOPMENT

Second year of high school students have been detected some problems of speaking skill. Through this section; the solution will be given with methodological strategies to get the goal of a progressive learning about this skill. It is necessary an analysis of speaking skill is in order to find which parts are the hardest for students, how it can change those weakness into strengths.

2.1 Speaking skill.

It is one of the productive skills. This ability helps to express thoughts that come out from the human being’s mind. It uses vocal chords and mouth to produce sounds that through phonemes words are formed. (SIL International, 1999) Considers that Speaking is the productive ability in spoken type, this skill is more difficult that looks because it is more than just pronouncing words. It means to develop the speaking subskills.

This skill it cannot be analyzed in a general way. It is necessary to know that there are sub-skills that need to be considered in this research paper.

2.2 The speaking sub-skills.

These sub-skills provide to learners, necessary elements to improve speaking skill in real life as long as teacher can identify which of the sub-skills is difficult for his pupils. Once the teacher identify what are the problems he can prepare several activities in order to get progresses in his students. (Lackman, 2010) Says that it is essential to increase the perception of subskills and providing classroom practice with the learners, teacher will be giving to the students the strategies to improve their communication in real life, which must be the decisive goal.

2.2.1 What are the Speaking Sub-Skills? Some authors have different perception about amount of sub-skills, but all of them in their theories mention two sub-skills as the most important.
The speaking sub-skills are:

**Fluency**

Accuracy using of words and pronunciation

### 2.2.1.1 Fluency

It is the ability of speaking without interruptions. To be fluent, the speaker does not have to practice, or think too much the idea he is going say in a conversation. For instance, a person whom thinks in Spanish, then translate into English taking a lot of time. On this sub-skill a person could not have the accuracy sub-skill, but it is necessary in order to be understood for the receiver. (Lackman, 2010) Says that fluency consists to speak in a natural way, he is not need to think too much about the things he is going to say. Fluency activities involve students concentrate on sense in communication, it is not necessary to worry about accuracy because mistakes can be revised later.

A relevant difficult of develop this sub-skill is the absence vocabulary or grammar or both. This problem carries as a consequence that students have to choose the best words in their poor vocabulary bank to use in a conversation. (Lackman, 2010) Considers students have problems to produce fluent speech because they do not have a vocabulary or grammar they need to communicate the ideas they want to express normally.

### 2.2.1.2 Accuracy

It can be defined as the way of speaking correctly. It means using right words depending the context, correct grammatical structures, and correct pronunciation. Therefore, three important elements are considered by this sub-skill, but why are they relevant? Because talking about a vocabulary. A person could be in different realities, where a formal conversation is needed, or a conversation with friend it is required an informal vocabulary. Having a correct grammatical structure can be helpful to speak, using the correct verb conjugations, and talk appropriately.

Finally pronunciation has the same importance than the other elements of accuracy because some words could have similar phonetic sound and if English speakers do not articulate well the message would be misunderstood. (Lackman, 2010) Says that for developing this sub-skill it is imperative the use of vocabulary, structures and pronunciation accurately. Pronunciation of the words, structures, and
grammar need to be used by the students in a correct way in order to be understood. Activities like this need to be monitoring by the teacher to get better results in spoken accuracy.

Both speaking subskills are essential to become good English speakers. Once, those two sub-skills are known well. Now it is necessary how to develop those skills on students. What activities should teacher apply in classes in order to improve his teaching quality about speaking skill.

2.3 Improving the speaking skill.

The best method of getting good results is distributing the speaking skill into sub-skills. Through this way students’ problems can be identified better, and a progressive learning can be gotten. (Lackman, 2010) Considers that students do not only need to speak in classroom, the teacher, must provide them, detailed speaking skill, known as sub-skills or micro skills to maximize the language learning. Frequent practicing is indispensable to catch students’ attention for learning and teacher can do this through class activities.

2.3.1 Activities for improving fluency sub-skill. There are some activities chosen specially to maximize fluency in learners.

2.3.1.1 Giving Details. This kind of exercise gives the support to students to activate the necessary words in a way they flow naturally because the topics or facts of their lives, they know very well, also can use a simple vocabulary adequate to the English level, finally through this activity practice the receptive skill of listening is imperative to give answers relating to the questions. “This activity is designed to get them to speak at length about something they are very familiar with. To start, choose a topic that you know students can speak about and then let them know what it is. At lower levels, it could be what they do in a typical day. Also, let the listeners know that you will be asking them some questions about what their partner says (this ensures they listen).
After the designated time, stop the activity and ask some of the listeners some simple questions about what their partner said. Then have them switch roles and repeat the activity”. (Lackman, 2010)

2.3.1.2 “Selling Objects”. In this activity students have the chance of practicing the fluency, and also the capacity of using the creativity showing the features of a product and persuade to the costumer. “This is a fun activity that gets students involved in a communicative task, with one student having to elaborate on a particular object in order to “sell” it. To begin, give each student an everyday object (e.g., pen, coin, notebook, paper clip, marker, etc.). Tell students that they will have to sell the object to another student. Establish the same price for all the objects, one that is far more than they are worth, say $100 or $1000. Explain that every student in the class has to buy one and only one object. Students will be competing to see whose object is the one that most students want to buy. To sell the object students will need to think of some special properties that make the object really valuable (e.g., material it’s made from, a famous person who owned it, magical properties it has, etc.)”. (Lackman, 2010)

2.3.2 Activities for improving accuracy sub-skill. It is important to remember that the objective of this kind of activities is the improvement, and the correct application of the vocabulary, grammar structures and pronunciation. Students can have enough vocabulary and grammar to talk about specific topics, but the main idea is use correctly, according to the context.

2.3.2.1 “Semi-planned conversations”. Students need to consider that on this activity they will have to use a correct grammar structure and a good vocabulary, appropriate for the topic was given by the teacher. The teacher must to give a period of time in order students pick what set of words and grammar structure will be the best. “This activity gives students a chance to think about accuracy before they speak. To start off, give students a general topic (e.g., last weekend). Then put students in pairs and the pairs discuss what grammar, vocabulary and/or expressions they need to talk about the topic. For example, for talking about their weekend, they will need past simple, vocabulary for times of the day, etc.” (Lackman, 2010)
2.3.2.2 "Selecting Structures for a Role Play". Teachers usually use speaking skill just for practicing the topics they learned in class, but the real objective of speaking skill is to prepare students, to use English language in real world, when it must be necessary.

So it is so important to use this activity in class because the students’ knowledge can be expanded with new expression, new words, and grammatical structure, perfect for different contexts. “This activity gets students to think about the language functions involved in a particular situation and the structures they can use to for the function. Therefore, it is excellent practice for those tasks in the outside world. What needs to be done in class is that the students need to be given a role play to do and the outcome that they must achieve". (Lackman, 2010).

So far, different activities were observed to improve the speaking skill divided into sub-skills. More activities can be found on internet, books, magazines, etc. But it is necessary to understand why the teacher has complications when use them, and why students have fear of practice this skill.

2.4 Frequent Problems of teachers in speaking skill.
Teachers do not like to use English language in classroom. Generally it happens for the incorrect pronunciation or a poor vocabulary to keep teaching for a long period of time, but those problems affect also the learners because they have few chances to practice in class and adapt the audition sense to the target language. “The more you practice the more you will improve your own oral skills as well as help your students improve theirs”. (Lawtie, 2003)

Teachers need to understand the necessity of expanding vocabulary, and also listen as much as possible the correct pronunciation of the words for each class in order to increase the teachers’ knowledge and students. “The teacher must develop approaches and classroom talk” (Integrate Ireland Language and Training, 2004)
2.5 Frequent Problems of students in speaking skill.

Fear of talking in English, bad pronunciation, lack of motivation, a poor comprehension of instructions are the most common problems for students. Students usually feel fear of talking because they do not feel a comfortable environment for the reason that the rest of the students mock of him, in this case teacher must to set a list of rules, and make conscience the whole class that they are in a learning process, and that behavior is unacceptable.

Regarding bad pronunciation, most of the time depends of the teacher. He must to correct the student’s mistakes during or after of his intervention. It depends of the teacher, and also he must perform activities related with it. “Pronunciation and intonation may be developed through a range of classroom activities”.
(Integrate Ireland Language and Training, 2004).

Lack of motivation unfortunately stops the students' learning. It takes place when the teacher does not apply a methodology, which can catch students’ attention. Another problem is the same methodology, it change the class into a boring routine. The best way to overcome this issue is changing the methods and tries to encourage the students to participate in class. “If pupils are given the opportunity to make choices and decisions about what they do, they will be more motivated to engage with learning activities”. (Integrate Ireland Language and Training, 2004)

2.6 Methodologies for the improvement of effective speaking skill learning.

There are cases where the teacher provides the theoretical contents such as vocabulary, grammar, pronunciation; even students know very well the appropriate use. But when they have to prove using speaking skill, they do not know how to express correctly. So through the use of specific methods, students will be helped throughout the English speaking adaptation process in order to get positive results. For example it is the when a father helps to his son to ride a bicycle. He goes behind him giving support for not falling. Once the kid take the control and get the balance to go alone, the father take his hands out from the seat and let his son ride alone. It is the same with learner. Meanwhile the student is telling a story the teacher has to be ready to give support with words, expressions pronunciation, etc.
2.7 What methodological strategy can be applied in class?

In the following strategy makes the teacher plays a very important role in students learning process. This strategy can be used for different speaking levels, mainly beginners.

2.7.1 The Helper Whiteboard. Meanwhile the student is talking about any topic in front of the class. The teacher has to stand in front of him with a Little White board as an auxiliary to help with the following mistakes:

The Student has a wrong pronunciation in any word; in this case the teacher rise up the little whiteboard showing the correct pronunciation but not phonetically. He has to write the words as we pronounce and also using an imaginary accent mark. After that the student has to repeat the word correctly.

A missing word not is enabling to continue with his narration. The teacher must be ready to show the most suitable word, in order to be completed the narration by the student.

Once the student finished his narration, he must to repeat once again using a correct pronunciation, and the words provided by the teacher.

The objective of this methodological strategy is to encourage the students to complete any story, narration, for creating a good environment where student feel supported by the teacher.
3. RESULTS

Once the problems were identified from the teacher and students, and also some activities and strategies were set. The teacher already knows methodological tools to get progressive speaking skill learning, but it is necessary to check, if those methodological strategies were useful.

The research solution was verified in two different classes of second year of high school, considering the different English levels. The first step was selecting twenty students from two different classes. Then the teacher requested to students talk about any topic. Students had many problems such as pronunciation, poor vocabulary, etc. After that, teacher asked the students talk about the same topic but this time the teacher helps the students, using this Methodological Strategy.

Students of second year of high school began with low English speaking level. After two demonstrative classes we observe a significant change. When teacher applied “The Helper Whiteboard” students get more confidence because they did not worry about mistakes. The silent moments, when students do not know what to say, can be more disturbing than mistakes; as a consequence they do not want to practice anymore. Through this methodological strategy a progressive learning has been gotten. After the teacher gave support, the whole idea was completed without problems by most of the students.

In second year “A”, from ten students selected, eight students were not helped, the second time that they had to do by themselves. Regarding the other course, second year “B” from ten students selected, seven students were not helped second time that they had to do by themselves. The rest of the students needed more support because their vocabulary was very limited to form sentences, in relation to their classmates. Therefore they will need extra classes to catch up the students’ level.

The results of this research were as expected because most of the students take advantage of this strategy.
Therefore teachers can apply this Methodological strategy when they notice his students are stuck, in order to help students with English speaking problems. A special recommendation is not to use this methodological strategy as unique resource, remember here we can find some activities.

Teacher has to apply the activities to improve the speaking sub-skills in his students. Students will not progress in accuracy unless the teacher performs activities, associated with it. About fluency, take more time to adapt than accuracy because the student has to think fast so this subskill will need more attention.

A valuable tip, the performance of gestures in order to make the methodological strategy funny, and relaxed, this will encourage those students, whom do not like to participate in class frequently.
CONCLUSIONS

Fear of talking is most relevant problem, and it takes place when students have bad experiences in classroom, trying to speak in English. If teachers do the speaking practices funny without pressures and with a constantly support great results are gotten.

The more the teacher encourage students for practicing speaking skill in class, students adapt better to the words, expression, grammar, pronunciation,etc. The pronunciation of the students depends of teacher’s pronunciation.

The methodological strategy of “The helper whiteboard” changes that old habit of a teacher, sitting on his desk and the nervous student in front of all classmates looking at him because it creates a teacher-student interaction constantly.

Activities for the improvement of speaking sub-skills works better when the teacher gives a previous vocabulary, and then go to the practice stage.

The activities for the improvement of speaking sub-skills works better when the teacher gives a previous vocabulary to students, and then go to the practice stage.

Patience is an indispensable element to maximize this skill.
BIBLIOGRAPHY


