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CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN INGLÉS

TEACHING METHODS TO IMPROVE THE SPEAKING SKILL ON 9TH
GRADE STUDENTS OF. CAMILO GALLEGOS DOMINGUEZ HIGH
SCHOOL, ARENILLAS. PERIOD 2016-2017

AJILA APOLO SONIA ELIZABETH
LICENCIADA EN CIENCIAS DE LA EDUCACIÓN

TORO VILLAMAR ALICIA ESTEFANIA
LICENCIADA EN CIENCIAS DE LA EDUCACIÓN

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TRABAJO DE TITULACIÓN
PROYECTO INTEGRADOR

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TORO VILLAMAR ALICIA ESTEFANIA
LICENCIADA EN CIENCIAS DE LA EDUCACIÓN

CHAMBA ZAMBRANO JOHN MARCELO

Machala, 29 de septiembre de 2016

MACHALA
2016

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CHAMBA ZAMBRANO JOHN MARCELO

0702018177

TUTOR



CHAMBA ZAMBRANO JOHN MARCELO

0702018177

ESPECIALISTA 1



JIMENEZ BARRETO TANIA DEL ROCIO

0701906299

ESPECIALISTA 2



CHAMAIDAN ROMERO MARIA CECILIA

0703774034

ESPECIALISTA 3

JIMENEZ IDROVO ITALO VINICIO

0702657982

ESPECIALISTA SUPLENTE

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TORO VILLAMAR ALICIA ESTEFANIA
0705340727

CARATULA

PORTADA

FRONTISPICIO

PAGINA DE EVALUACIÓN O VEREDICTO

DEDICATION

For their understanding and constant encouragement, for their unconditional support and mainly because they never had a doubt about my ability both throughout my studies and in many other stages of my life. I dedicate this work to my mother, especially my husband and my son because they have been my inspiration and my strength in each day of my life.

Sonia Ajila

This work is dedicated to my parents, who have been my guide and my inspiration to achieve my goals and to start my career, and to my husband, who has given me his unconditional support and understanding during my preparation as a teacher.

Alicia Toro

GRATITUDE

First, we would like to express our gratitude to God for giving us the strength and guiding us on the right track to achieve our goals. We also thank the authorities of the Universidad Técnica de Machala and the teachers during our journey who gave us the necessary academic and humanistic training to enable us to efficiently perform in our future workplace.

The professionals who integrate the English Area; especially to the teachers Eddy Zaldúa and John Chamba: who have given us their guidance, support, and their invaluable assistance to design and develop this work.

RESUMEN

El presente trabajo investigativo tuvo como propósito analizar y dar a conocer cuáles de todos los métodos de enseñanza es el más adecuado para poder ayudar a los profesores en la mejora de la habilidad del speaking en los estudiantes, el cual debe estar centrado en el entorno y las necesidades de los educandos. En el campo de la enseñanza de un idioma extranjero como el inglés, existen varios métodos orientados a mejorar la habilidad oral, los cuales permiten promover una práctica activa; entre los cuales los más recomendables son: el método directo, el método audio-lingual, el total Physical response y el método comunicativo, entre otros.

El proyecto de investigación contribuye también a asumir las características en relación al tipo y diseño de investigación descriptiva en el colegio, porque describe los hechos, causas y manifestaciones del fenómeno o problema tal como fue observado en su contexto natural. Del cual mediante el análisis de la investigación de los resultados de la encuesta; se llega a la conclusión que se debe elaborar una guide for the metodología implementation of activities based on the communicative Approach to improve Speaking on students of 9th grade B.G.E at DR. CAMILO GALLEGU DOMÍNGUEZ HIGH SCHOOL IN ARENILLAS que ayude como guía a los profesores y a los estudiantes para que así obtengan un aprendizaje significativo de la asignatura del Inglés al descubrir sus habilidades y destrezas al hablar y escuchar la segunda lengua que es un idioma extranjero. Con esto se los motiva a que lo aprendan ya que les puede ofrecer mejores oportunidades en un futuro.

El speaking es una de las habilidades productivas que involucra varios factores que inciden directamente en el desempeño y manejo de la habilidad oral tales como: la pronunciación, la gramática, vocabulario y la fluidez, el conocimiento y práctica de todos estos aspectos es fundamental por lo que contribuyen al dominio del speaking. En la actualidad los docentes enfrentan muchas dificultades cada día en el aula de clase, las cuales pueden distraer la atención de los estudiantes de la lección o actividad que están haciendo en ese momento, siendo esta una de las razones para involucrar a los estudiantes en las actividades de manera participativa.

Cuando los estudiantes notan que el docente se interesa en lo que a ellos les gusta o cómo se sienten, ellos demuestran interés en el aprendizaje del idioma para expresar sus sentimientos e ideas porque de esta manera comparten sus experiencias, logrando

los docentes que los estudiantes obtengan el aprendan del inglés a través de la práctica, situando al estudiante en diferentes contextos con el fin de familiarizar a los educandos con las diferentes situaciones en las que ellos se verán involucrados en un determinado momento. En la institución educativa Colegio Dr. Camilo Gallegos Domínguez, el manejo del speaking es esencial para lograr la interacción estudiantil en el aula de clase de la lengua meta, lo cual contribuye también a la práctica de Listening, la cual es una habilidad que se practica a la par con el speaking.

Al finalizar la investigación científica del presente trabajo se llegó a la conclusión que la falta de capacitación de los docentes en los métodos y técnicas de enseñanza basados en una comunicación activa promueve el speaking en clases, y la falta de recursos ilustrativos y tecnológicos es otro factor que influye en la institución; lo cual no permite que mejoren los estudiantes en el aprendizaje y habilidades cognitivas del idioma Inglés.

Palabras claves: Métodos de enseñanza, speaking, idioma extranjero, estudiantes y docentes.

ABSTRACT

The current investigative work has had as purpose to analyze and state which from all the teaching methods are the most adequate in order to help teachers in the improvement of the ability of speaking in students, which should be focused on the environment and the needs of the learners. In the field of teaching a foreign language like English, there are several methods aimed to improve oral skills which allow us to promote an active practice; within several ones, the most desirable are: the direct method, audio - lingual method, the Total Physical Response, the Communicative Approach, among others.

The investigative project also contributes to assume characteristics in relation to the type and design of descriptive investigation in high school because it describes the facts, causes, and manifestations of the phenomenon or problem as it was observed in its natural context. Of which through the research analysis of the results of the survey; it comes to the conclusion that it should be a guide for the implementation of activities based on the Communicative Approach to improve Speaking on students of 9th grade B.G.E., at DR. CAMILO GALLEGU DOMINGUEZ HIGH SCHOOL to help as a guide to teachers and students so that to obtain a meaningful learning of this subject to discover their abilities and skills in speaking and listening English which is a foreign language. With this, we encourage students to learn it as it may offer them better opportunities in the future.

Speaking is one of the productive skills involving several factors that directly affect the performance and management of oral skill, such as: Pronunciation, Grammar, Vocabulary, and fluency, knowledge and practice of these aspects is essential and they contribute for the mastery of speaking.

Nowadays, teachers face up many difficulties every day in the classroom, which can distract the students from the lesson or activity they are doing at that time and that is one of the reasons for engaging students in participatory activities.

When students find that the teacher is interested in what they like or how they feel, they show interest in learning the language to express their feelings and ideas because this way they share their experiences and manages to get them to learn English through practice, placing the student in different contexts in order to familiarize them with the different situations in which they will be involved in a given time.

At Dr. Camilo Gallegos Dominguez High School, Speaking Management is essential to achieve the students' interaction in the classroom in the target language, which also contributes to the practice of listening, which is a skill that is practiced with Speaking.

At the end of the scientific research of this work, I get to the conclusion that the lack of teacher training about methods and teaching techniques based on active communication do not promote the speaking practice in the classrooms, and the lack of illustrative and technological resources are other factors that affect to the institution; not allowing that students get better in their learning as well as with their cognitive skills of the English language.

Keywords: Teaching methods, speaking, foreign language, students and teachers.

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INTRODUCTION

The use of adequate teaching methods to improve speaking skills in students is very important, because the correct selection of them allows the teacher to guide them in a proper manner to achieve improvements in handling this ability.

Teaching methods are those that allow the teacher directs actions to organize the practical and cognitive processes in students that allow the acquisition of skills in the English language. There is an extensive list of methods, of which the teacher can and should select the most successful, they must be stimulating and effective so that allow the student to learn English in a motivating way.

The methodology used by teachers in teaching the English language has not been the right one, so that learning and use of English has had serious limitations, which makes it difficult for students to adapt to the changing world every day and changes in the environment in which they are immersed and of which they belong to.

The traditional methods that have been applied in the teaching of English, demonstrate their limited effectiveness, which is found in evaluating the knowledge possessed by students who have failed to develop basic language skills, thus reflecting poor performance in a particular way, as is the speaking.

It is possible to identify several factors that influence the development of communicative English language skills, especially in Speaking. Which are derived from family, social and school environment that surround students to determine the pace and ease of learning each one. Therefore, we have designed a proposal which is a guideline for the implementation of the approach/communicative method and its respective techniques to improve and strengthen the ability to encourage the students to speak.

This research is composed of four sections, which contains three chapters listed below: In the first part of this document is the preliminary pages, the same that identify the authorship of it and others such as the dedication, appreciation and indexes content.

Chapter I is the diagnosis of the problem under study, concepts, standards and approaches, the diagnostic process is described, in addition to the analysis of the context and development of the matrix of requirements, and finally the selection requirement and the respective justification are exposed.

In chapter II it is presented the description of the proposal, its objectives that will provide answers to several questions directly related to the object of study, structural components, stages of implementation and logistical resources required to carry it out:

In Chapter III the feasibility study of implementing the proposal designed to the high school is presented; where the problem was detected.

1. DIAGNOSIS OF THE OBJECT OF STUDY

1.1. Background of the problem selection.

The selection of methods for teaching, practice and improvement of the English language have evolved through time, however most teachers have simply followed a set pattern, which it is to follow the instructions of the work text used.

The wrong choice of methods has affected students in areas such as; acquisition of vocabulary, pronunciation, poor practice, which has caused disinterest in students to learn the language.

It is important to highlight that the teacher must also implement the exercises contained in the texts of teaching methods and techniques that encourage students to use the English language, which will allow them to get involved with the language directly in connection with the everyday reality.

The knowledge of English language has become essential worldwide, as well as its use in the business world and to the understanding of texts and simple instructions for everyday instruments like a cell. From here, the importance of learning English as a need for the people to adapt to the globalized world.

1.1.1. *Analysis of the research context.* College Dr. Camilo Gallegos Dominguez is in the study for the development of the integration project therefore, it is based on the experience gained in the pre professional practices through which we have had the opportunity to perceive some of the issues within a group students of the mentioned institution, which will allow us to study the problem, and especially its causes and based on it to submit a proposal for a viable solution.

The problem encountered has to do with the methods of teaching a foreign language, which was one of the big problems detected in the high school that blocks the students to improve the speaking skill.

The improvement of the speaking skill, it is subject to various aspects among which: Cultural factors, which includes the environment where the student is located, and pretends to interact.

When analyzing the aspects mentioned before. it is important to take into account that are particularly influential when the student establishes comparisons when they

formulate a sentence in their mother tongue and transfer it in the foreign language, which becomes a conflictive process, in which the teacher's support and supervision plays a crucial role for the proper instructions to improve the ability of speaking .

1.1.2. *Matrix institutional requirements.* Current institutional educational requirements are understood as a deficiency state for students; in the case of the students of the 9th general basic education of the College Dr. Camilo Gallegos Dominguez; those requirements can be summarized in the following matrix:

COMPONENTS	CURRENT SITUATION	DESIREABLE SITUATION
Physical infrastructure	<ul style="list-style-type: none"> - It is necessary a new classrooms block. - It is necessary a new lab for English teaching. 	<ul style="list-style-type: none"> - To build new classrooms. - To create new English labs.
Educational and communication technology	<ul style="list-style-type: none"> - New Computer programs base on interactive games multimedia encyclopedia, etc. - Lack of e-mails or blogs which are necessary to keep the students up to date on the learning improvement. - Lack of TV and interactive videos. 	<ul style="list-style-type: none"> - Existence of interactive games multimedia encyclopedia, etc. - Existence of emails and blogs so both teachers and students can interact among themselves. - Existence of a TV and an interactive video set.
High school furniture	<ul style="list-style-type: none"> - Deteriorated chairs and desks. 	<ul style="list-style-type: none"> - Well-furnished desks and chairs.
Student's learning and formation	<p>Weak skill development on the student skills, lack of use of an appropriate methodology to stimulate Speaking.</p> <p>Scarce contribution in technology for the development of meaningful learning foreign language</p>	<p>Strengthening for the development of abilities and skills in the student, using an appropriate methodology to stimulate speaking.</p> <p>To maximize the contribution of technology for the development of meaningful learning foreign language</p>
Teacher's training	<p>Lack of training and methodological training for the application in the development of activities and tasks in the classroom to strengthen speaking</p> <p>Scarce management training technological resources.</p> <p>Low mastery of the methods in teaching English.</p>	<p>Formation and training in the methodological application for the development of activities and tasks in the classroom to strengthen speaking.</p> <ul style="list-style-type: none"> - Training in management of technology resources. - High knowledge of the methods for teaching English.

	- Limited training in interactive development of basic English skills techniques	- Training in interactive development of basic English skills techniques. -
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1.1.3. *Selecting the requirement to be intervened.* The matrix contains institutional requirements summarizes the main conditions that need to be addressed in the school. Among which we proceeded to select which clearly expresses the poor mastery of the methods of teaching English language, according to the level of knowledge and management methodology by teachers in the area, which does not contribute to a better management ability of speaking and therefore meaningful learning in students. The problem presented in the requirements matrix it was established as the following issues:

- Weak skill development and student skills, lack of use of an appropriate methodology to stimulate speaking.
- Lack of training and methodological training in the application for the development of activities and tasks in the classroom to strengthen speaking.
- Low knowledge of the methods for teaching English.

1.2. Description of the research problem

From the teaching methods used by the teacher depends largely on the success of student's learning, because they represent the stages and the way in which the teacher delivers knowledge to the students. Generally; educational institutions have used a teaching method based on repetition, and limited to the activities set in the rolling text.

The search for effective teaching methods to improve speaking ability in students go together with the appropriate techniques to encourage the improvements in the management of oral skill and this way to achieve adequate academic training.

Among the most suitable methods to be considered for teaching English and improve oral skills in the students are: the audio-lingual method; which it is the repetition in order to monitor the pronunciation of the students, the direct method which aims to introduce the new language without translation and directly which is familiarized with the student's language and environment. And the communicative method that aims to approach to the student's real and everyday situations.

Some of the aforementioned methods have been being used by teachers and also the traditional techniques designed to support each one, however; the few good results show a scenario that is not favorable to obtain improvements, management practice and oral skills of the students and their performance in the target language.

The English level of the institution where the research is carried out, as well as the establishments of Ecuadorian education, they are performance on language functions, which are: apologizing, expressing a wish, asking permission, and others that are essential contents in teaching English. From here, the importance of communicative approaches are derived because they lead to a guided and supervised learning by the teacher, who is not only the judge but also becomes part of the environment and communication element in the schools to give a suitable environment to promote the student's participation in the process of building knowledge, practice and feedback, so as; to achieve meaningful learning.

1.3. Theoretical foundation of the problem to be studied: (prior art)

1.3.1. Utility, importance and contribution of teaching methods in Education

1.3.1.1. *Teaching Methods.* To speak about teaching methods; it is first necessary to know and define what method is going to be used in education, how it contributes to the process of teaching and learning, what importance represents for the teacher and what we want to obtain from its usage in the classroom.

Method in its etymological conceptualization means the path through which it aims to reach a predetermined order. The method is a set of processes that helps the teacher to guide in the task of teaching, this is useful for the teacher to get the starting point that allows to direct the actions in a given time, practical and organized manner. (SANCHEZ PEREZ, 2009, pp. 10-11)

The implementation of teaching methods in school schedules contribute significantly because they determine the different stages in which the teacher must be evaluating the learning and modifying actions according to the reality that is presented and the group of students who have under his responsibility because each student has different learning styles which that is another important aspect in the educational field.

For teachers in general, the choice of method is a key part in the planning of the contents to be taught and the techniques used to achieve the stated objective for each class. The way in which directs the actions, coordinates and implements the activities the teacher

is what ultimately provides optimal results in the students; the method used should be the most successful in the teaching process, and should be geared towards the development or strengthening of a particular skill or obtaining knowledge, because this is what will lead to the student to the apprehension of significant knowledge and papers valid at a certain time, the same ones that will represent utility and profit for the student.

When speaking of methods for teaching English, you may find several of which will be analyzed more closely to those who are oriented to the development and improvement of speaking skills in the students.

1.3.1.2. *Types of Methods.* There is a variety of methods that can be used by the teacher for teaching a foreign language; however the types of methods at the same time will delimitate according to the ability the teacher needs to develop, strengthen and / or improve in the students, for such reason; it must also take into account the level of knowledge they already have about the language, and allow them to consolidate a common base as a starting point to incorporate the new content that will be part of their education.

Usually in the Ecuadorian educational institutions have been using repetitive instruction methods for teaching the language, the same ones as are used for the development and / or strengthening of the four skills within this group are the following: The Direct Method, Audio-lingual method and the Total Physical Response method, the same that are traditionally chosen by the teacher. In addition to the Communicative method, which proposes an active and proactive communication to the student, but it certainly is poorly used by teachers nowadays.

The first three methods mentioned at the same time contain various teaching techniques, but still present models of mechanical repetition. On the other hand, these methods have their field of use in other phases of language learning, such as in teaching vocabulary prior to the study of a particular topic.

For teaching the different tenses such as; simple present, simple past, future, present perfect, etc. There are additional phrases that help students to recognize the different tenses in which the sentence is presented, however, this at the same time is only part of the skills required for the student to develop the productive skill of speaking.

Therefore, the constant practice of a productive skill such as speaking through the use of techniques represents the means by which students will acquire the perfection of the skills during the process for obtaining a solid knowledge.

- *Direct Method.* The direct method expresses that a second language should be taught without translation, and through demonstrations that allows the student to deduce its meaning, it is considered as part of the natural methods. (RICHARDS & RODGERS, Approaches and Methods in language teaching, 1986, p. 9)

This method declares that the acquisition of a language is primarily a natural process of human beings, which occurs gradually and association in the case of the mother tongue; from here it is derived its main feature which is based directly to teach a second language without translation.

The effectiveness of this method revolves around the human being that acquires the language to be presented in the environment in which interacts, and that constitutes a learning process for every individual.

By analyzing the way how the individual acquires the language it is possible to identify some factors that determine its acquisition, but among which interaction is considered as an important component, since it promotes the development and improvement of oral skills through practice in the target language.

Based on the above definitions, the teacher should avoid using the mother tongue and check understanding of knowledge through questions to students. However, it is a method that is difficult to apply to large groups in public schools, since it does not use the mother tongue in language teaching, can make it difficult to dominate the explanation of concepts that must be recognized by the student, which causes poor result in relation to time spent in class.

Besides; It is also important to remember that the teacher receives a curriculum which should be subjected to the planning topics to be taught, they are not always adjusted to the level or degree of preparation the student is, which can be a result from failures that occurred in the process of teaching learning of student previously; and it contributes to leave gaps in students' knowledge.

- *Audio - Lingual Method.* This method expresses the practical fact of language, as it is based on learning the language through play and / or repetition of sounds (words or sentences), and seek linguistic correctness. According to (HERNANDEZ REINOSO, 1999-2000, p. 144)

The audio - lingual method has been traditionally used in educational institutions for the teaching process, through which the teacher seeks to monitor the student's pronunciation. In this regard the preparation of teachers and management skills play a crucial role, as the students assimilate the contents transmitted by the teacher, which includes the skills knowledge.

Generally in public educational institutions, the English lab and / or instructional material is not optimal, which leads to the student to learn the skills from the teacher. However, when the teacher presents weaknesses in oral skills, the process will become difficult to continue to strengthen the speaking skill in the students.

This method can be considered useful for learning vocabulary, if the sound repetition is associated with a word. The audio-lingual method as its name suggests part of the conception of repetition of sounds (words or sentences) which are perceived by the individual by hearing and imitating specific patterns.

For these reasons, a mechanical and repetitive process does not let being a memorizing process, leaving aside the contribution of the student. Because it does not promote the fast production and it is limited to the imitation of knowledge presented by the teacher

However, the teacher may use materials such as; the tape recorder or the use of projectors and subtitled videos, which represent advantages for both teachers and students.

- *Total Physical Response Method.* This is based on the coordination of the spoken word that is established or proposed by the teacher and the action that entails, resulting in learning through movement. (RICHARDS & RODGERS, Approaches and Methods in Language Teaching, 1986, p. 87)

This method is one of the most common that has been implemented for a long time in the most of educational institutions in Ecuador and the Province since the early years of basic education, it is a process of coordination of phrases and actions, in which the students give a response motion - action and / or reaction to hearing English language commands given by the teacher.

However, it is not the most suitable method to be used in strengthening and seeking improvements speaking skill since it focuses on executing commands and phrases to be used in a few scenarios

While for developing the skill of speaking in students requires a method that allows them to express ideas and opinions completely similar to those of everyday students' life situations, and to allow them to relate in a proper manner within the society, and in all environments such as the family, school and social.

This method is limited to the generation of orders and commands already established for simple situations, where the student does not contribute significantly. According to the above, the Total Physical Method does not meet the requirements to generate improvements in communication skills of speaking in the students, and does not test the student's creativity to respond to the different situations which they are involved every day.

However, this method is still used and known in educational institutions since it is considered to be a mechanical method that requires memorization and facilitates the students remembering simple imperatives of easy assimilation, but on the opposite does not cultivate the prior ability proposed.

- *The Communicative Method.* This method establishes that the practice of oral skills, in addition to group work; it is the way that leads the student through the use of language, and the different functions to the development, strengthening and language practice in a more spontaneous way. (NIETO DOMINGUEZ, 2012, p. 4)

The communicative approach gives great importance to the interaction as a fundamental part of the process of learning a language because it promotes the student to use the language in various contexts and attaches importance to learning the functions of the foreign language, aspects that can be evaluated by taking into account how the student develops, strengthens and gradually improve their communicative competence, the last information refers at the same time to the student's ability to use the acquired knowledge about the sociolinguistic aspects that guide them when they use the language properly. This method helps the student to think and form meaningful phrases that allows them to interact with the surrounding environment and in different social environments, motivating the student to unfold spontaneously in everyday situations.

It should be mentioned that this method allows to attach importance to the experiences of the students, which will constitute elements that contribute to the development and improvement of speaking skills in the students. In addition; we can say that by the respective technical and practice in class the aforementioned ability is strengthened, especially if those activities are directly related to daily or common occupations of the students.

Another important aspect that the method focuses on; it is that the teacher in his-her role as a guide, monitors the proper use of the syntax for the student to express complete thoughts in English.

In difference to other teaching methods applied to foreign language, the communicative method does not focus on teaching grammar, however; this important aspect is implicit in the process of learning the language.

1.3.1.3. *Approaches for the foreign language teaching.* Another definition of approach refers to "a set of interrelated actions focused on the nature of English language teaching and learning ". (SALAZAR & BATISTA, 2003, p. 10)

The difference between approach and method is as follows: One approach is axiomatic and that is when they describe the nature to be taught; while the method is a general plan that serves to introduce an orderly linguistic material and everything is based on the selected approach. In other words; the focus is axiomatic and the method is procedural. Some of the focuses and methods for teaching foreign languages are the following:

The Oral Approach or Situational Teaching of the Language. This approach emphasizes the oral aspect of the language for which the teacher must make situational practices for such development. Besides; reading and writing whose aspects are also considered; they address only when the student acquires a sufficient lexical and grammatical competence by the oral environment.

Systematic principles of vocabulary selection and progressive and gradual presentation of grammatical structures; they are its main characteristics. Since this approach focuses on particular situations in which the language is acquired, this approach is also known as situational language teaching. For such reason, the one who is responsible for modeling exercise is the teacher; controlling the presentation of content gradually. Faithful imitators of the received oral stimulation are students and their progress depends on the accuracy in their imitative ability. (SALAZAR & BATISTA, 2003, p. 14)

Therefore; it is necessary to apply educational theories because they create a union between research and education. The influence to investigate the students to develop a theory on how to understand the learning process of the individual and educational practices. Another factor that is related to learning a foreign language is behavior, and thanks to the individual character; thus; learning and behavior are initiated and controlled by the environment.

Communicative Approach. In this focus, the language is communication, therefore, learning a language is to learn to communicate effectively. The objective of teaching a second language is that in a balanced way can be developed grammatical competence, socio linguistic, discursive and strategic of communication.

The student is the center of the teaching-learning process in the sense that the needs of students determine the organization and the design of the courses.

When teachers teach English as a second language, they have to be creative in order to maintain the interest of students; even though; to provide a good learning efficiently. An innovative tool for this; It is to use songs in the classroom to teach a foreign language. Music is a source of motivation and students enjoy the class because it is easy for them to remember what they learn; music is also very important to teach. The sound, rhythm of language and of course to reinforce vocabulary or grammar. (MONJE & PERALTA, 2013, p. 29).

Natural Approach. It is based on the theory of language acquisition and learning based on the cognitive structure the learner has on his tongue. The learning material is authentic, relevant and interesting situations of daily life. The teacher monitors language acquisition and is also responsible for collecting and design own materials to satisfy the student's needs.

A non-traditional method for teaching speaking is the use of games to work with the students in the foreign language classes, but the teacher must be very careful how they use them in the classroom. So it is necessary to establish rules so that can work out well. These games should not be seen as a tool to waste time in the classroom; but as an activity that helps students to develop teaching a foreign language in a natural way. (MONJE & PERALTA, 2013, p. 26).

Comprehensive Approach. It establishes that learning a language involves the learning from it and through it, with the help of authentic contexts. This approach includes the functional use of guided by personal purposes of the learner to satisfy their own language needs. The teacher in this focus is the monitor that builds knowledge beginning with an outline for each students.

The student participates actively sharing their experiences with the mediator and the classmates. What the teacher achieves with this learning is the ability of the learner to link their mind outlines related to the foreign language proficiency, as well as the general knowledge about the topics addressed.(SALAZAR & BATISTA, 2003, p. 16).

Teachers should use tools at their disposal to help create in the students to enhance their English. When students perform their speaking either through songs or conversations among peers; they feel the confidence to act in the classroom and improve their pronunciation through practice. It is said that one of the ways to achieve knowledge of English is through English songs.

It is important to take as a starting point, to stimulate the student through curiosity and desire to learn more. For this, the teacher must create situations in which students receive their knowledge positively. This may involve the use of long dialogues accompanied by vocabulary lists and comments on grammar points. (MONJE & PERALTA, 2013, p. 30).

Students should discuss and discover the importance of language as a second language daily; and teachers must provide class to gain a better understanding of foreign language culture encouraging students to maintain participation in the classroom.

As we can see, the choice of methods and approaches depend on the development of the language skills. For this, the trainee needs to dominate the foreign language skills within four types of skills, such as productive skills involving speaking and writing and also receptive skills enclosing; read and understand what they hear. The skill to be used depends on the needs and interests of the students.

1.3.1.4. *The educational process.* The educational process involves several strongly related factors and actors, which must come together to enable educational work, it is not only the transmission of knowledge from teacher to student, also has to do with the interaction that occurs between those and generally integration of the class, without

neglecting the fulfillment of the roles of student and teacher during the process. (DIAZ, MARTINEZ, ROA, & SANHUEZA, 2010, p. 422)

Within this process the teacher must consider important aspects such as the content to be taught, which is previously determined according to the curriculum and student level, you must take into account what the objective is, the method used, which skills you want to develop and / or strengthen in the student, and how they will achieve it, what techniques, materials and resources are required for success in teaching.

Because the task of teaching should not become a mechanical and repetitive process for the student, teacher must create an enabling environment in which the student is not only a receiver of the content, in contrast; the teacher should encourage participation, so that students can reflect and integrate new knowledge and relate what they have learned.

The teacher should not be separated from the objective stated at the beginning of the class, because it represents the goal to be achieved at the end of the training lesson and that is related to the skills you want to wake up in the pupil, which he gets it not only by theory but by practice, so that the student can demonstrate that he has acquired his knowledge.

Generally in most of public institutions teachers are satisfied with the material imposed by the government for teaching a foreign language; and the absence of a well-equipped laboratory and appropriate teaching materials, teaching becomes monotonous which also causes disinterest in the students.

But the lack of these resources should not mean the failure of the teaching process, on the contrary, it is where the teacher's creativity plays a key role in the implementation of teaching materials and the use of an appropriate method of teaching to help in the process of student's learning.

It is part of the teacher's role to stimulate the student's interest in learning, and monitors his progress, which requires a method and appropriate skills to enable them to know the potential of their students to achieve the gradual development and improvement of skills in the English language.

- *Components of the educational process.* The educational process involves a social and humanistic transformation by which a man is subjected and by which it manages the development and strengthening of their potential and skills. This process is composed of non-personal and personal elements within the group of non- personal

elements are the following: *Problem, aim, method, means, evaluation and form of organization*. (ALVAREZ DE ZAYAS, 1995, pp. 23-24)

The problem, which relates to the present needs in the social environment, where the student is a part and should then provide adequate training not only about knowledge, in addition to social consciousness and altruistic that will allow them to lead to a personality with responsibility and values that guide them correctly for the active participation to contribute to the progress of the community.

As a second element is the objective, which expresses the results after internalizing a certain achieved knowledge in the student and it expresses what the student will be able to perform independently.

The third element or component is the method of teaching, this particular method is the one who directs the teaching-learning process, it becomes feasible and so this guides to answer the question of how to carry out the process. Here the importance in choosing an appropriate method of instruction for the teaching process, which must be oriented to optimize the learner's skills and contribute to their continued academic training.

The fourth element is the teaching means, as its name suggests; it has to do with the material resources and at the same time, it could be considered the human as guides teachers are responsible for carrying out the educational process. Within the group of material resources include: board, marker and / or books of teacher and student; however for optimal learning, in some branches of knowledge, including; productive English language skills like speaking; it is necessary for educational institutions to own audio and video, equipped laboratories and trained teachers.

As a fifth element is the assessment by which the teacher can verify the success of the teaching process, the degree of compliance with the stated objective and that is determined by the knowledge acquired by the student

The assessment is the component that gives the pattern to the teachers to review possible lacks that were presented to relevant modifications and changes that could improve the procedures for obtaining better results.

As the sixth and final component; it is the form of organization of the teaching process, which respond to the connection between personal and non-personal items; regarding non-personal items, they already have been facing, while personal items have to do with the relationships established between teacher and student, also involves the organizational capacity of teachers on the process and implementation activities in the

classroom, which can be; in group, directed, distance, correspondence, consultations, among others.

1.3.1.5. *Characteristics of a good class.* In the first instance, the educational institution must have the necessary conditions in terms of resources to offer knowledge to the students; when mentioning resources, it takes into account areas such as laboratories or equipped classrooms with the tools necessary for teaching.

However, human resource is qualified itself as a crucial factor, since they will be responsible for guiding the students throughout their education process. Teachers must not only have the knowledge of skills; they must also have the ability to develop and strengthen competencies proposed in their students, in order to achieve compliance with the objectives previously stated. To do this, the teacher must take into account aspects such as: The interests of the students regarding to the subject, but without departing from the teaching objective, meet their expectations and prior knowledge; teachers must promote communication, participation in the classroom about their concerns.

In addition, teachers must be flexible about teaching methods that do not work the same with all groups or levels, they should not limit to the proposed content, the teachers have to motivate the students while instructing; they have to keep in mind the diversity of the student community.

A good class it is not the one in which the teacher exposes or explains several topics, it must be the one in which knowledge is given to the student assimilated and internalized significantly.

The student must be able to put into practice what they learned in class, which represents the starting point toward knowledge in a particular skill, in the case of speaking; practice is essential because the student becomes familiar with the language and brings it to identify its usefulness in everyday life.

1.3.2. Speaking Improvement

1.3.2.1. *English teaching as a foreign language and learning styles.* Teaching English as a foreign language has been one of the great challenges of Ecuadorian teachers, because students do not consider it as an opportunity for the development or strengthening of language skills.

Generally, most of the public institutions in El Oro Province do not have specific areas or adapted ones to facilitate the teaching labor and making it more difficult; it involves the lack of training of those who teach English subject. Teachers must consider the different aspects that are involved in learning a second language, the way in which a student learns may differ from another, and hence the teacher must recognize their students learning styles. (PASHLER, MCDANIEL, ROHRER, & BJORK, 2008, p. 105)

According to Willing, K. (1994). *Learning Strategies*. National Centre for English Language Teaching and Research, Sydney. Cited by (WONG & NUNAN, 2011, p. 145) He determined four main learning styles, those were: Communicative, analytical, authority-oriented and concrete.

The first one is the Communicative, in this group are those students who like to learn through interaction in the target language, especially listening to native English speakers, using the language to communicate and practice constantly. The second style is analytical, in which students prioritize the learning of grammatical structures and rules, and they focus on grammatical correction.

The third style is known as authority-oriented, in which students recognize the teacher as the authority of teaching, and the person in charge of providing knowledge given in the book, it is a style in which the student does not have a greater role than to follow the instructions given by the teacher.

The fourth and final style is concrete, the student learns by looking graphics, videos or representations executed by the teacher or their classmates, games, movies, songs; and it lets students to be in contact with the target language.

On the other hand, the teachers decisions about individual or group work has its advantages and disadvantages because being part of a group does not guarantee that every student contributes in the production or elaboration of the activity or knowledge; some of the group members may work harder than others which happens because not everyone has the same learning pace, at this stage are some distractors also involved that occur during the process and without neglecting the number of students the teachers work with.

Because of these and other factors that must be controlled by teachers, learning styles of their students must be identified because not all groups learn at the same rate or pace, even within the same group of students teachers can find different styles.

The methods selected by the teacher to teach English language, have to be applied in the right way in each group and those ones should keep a close relationship with the skill that teachers want to develop or strengthen in the students, and it must be complemented with an adequate practice.

In recent years, the need for learning English has become essential not only in the scholar field, it has also influenced the commercial, business, and tourism areas. Therefore English language is considered as a requirement for every professional in all areas, and it has been categorized according to the different specializations and careers.

However, learning this language should be seen as more than a requirement, because it is a tool of global communication for an educational and professional growth. In the teaching process is also possible to identify other factors which are involved in learning, these are: biological, psychological factors that contain aspects such as age, anxiety, and personality.

About the biological factors, Bernaus considers that adults can learn faster than children, although children have a better degree of accuracy in pronunciation, while young people have better proficiency in vocabulary and grammar. (MANGA, 2008, pp. 5-8)

It is possible to consider that adults learn faster because of the wealth of experience and knowledge they already have and help them to associate new knowledge. However, children are in a formation, growth and knowledge discovery stage, and it helps them to correct learning content which also helps them to prevent fossilization and errors that can be difficult to rectify later; this aspect is related to skills such as pronunciation within the speaking skill.

During the learning process, young learners develop language skills and incorporate knowledge about the language; students need to domain some aspects like grammar, vocabulary and pronunciation to express ideas on the target language. Teachers should include practice activities to encourage their pupils to use the second language.

Fear of speaking is another difficulty that teacher has to deal with, because it is related with anxiety problems that students may experience during practice; the teacher should lead the teaching process and classroom activities in a harmony environment, giving confidence to their students to motivate them to participate and give them the opportunity to have an active role in the construction process of learning.

Teachers must also deal with different personalities in the classroom, which in many cases determines the frequency of student participation and integration of the group.

1.3.2.2. *The linguistic components.* The speaking skill is the most common way to communicate, to exchange information, think and learn. (RICHARDS & SCHMIDT, Language and Communication, 2013, pp. 6-11)

Talking is the ability to express orally opinions, ideas and criteria. This skill has a direct relationship with the vocabulary each person has, and let them to have a better fluency and wealth of content.

The speaking skill not only refers to the activity of talk and express ideas and feelings, it also involves acquiring knowledge of a specific language, to understand and use it adequately.

The teacher should encourage students to strengthen the communicative competence through the implementation of practical and effective methods, which includes to know about grammar, linguistic elements to generate sentences constructed correctly and a good use of the second language.

Through the speaking competence, people has the opportunity to know what, when, and how to express their criteria in the environment; the teacher helps to create situations where the students face different realities for the speaking production according to the topic. The correct use of language and the aspects involved contribute to the oral competence proficiency by students.

(PILLEUX, 2001, pp. 143-152) He states that "communicative competence is complementary to the light of its progress in disciplines such as pragmatics, psycholinguistics and philosophy".

This competence lets students to develop their ability to use and properly interpret the meaning of language to communicate, and taking into account social and cultural factors among the speaker-listener.

It is important to emphasize that communicative competence involves more than just knowing how to speak, because the speech may result from the mechanical repetition, while the communicative competence is also to know how to articulate the words, how to pronounce them correctly according to its phonetics; it implies to know words definition and meaning, that is to use the language and understand it in several contexts.

According to that, teachers must provide their students the necessary knowledge about English as a second language, and stimulate them to be creative to communicate effectively. In addition, teachers have to involve their pupils in the learning process.

To know the importance of the communicative competence, its components will be detailed in the following lines, those are: the linguistic competence (grammar), discourse competence, pragmatic, socio-linguistic competence and strategic competence. (RICHARDS & SCHMIDT, *Language and Communication*, 2013, pp. 6-11)

The first component is linguistic, and it is related with the ability to use and produce correct grammatical structures, being one of the aspects in which the teacher has an important influence to avoid grammatical errors that can fossilize in students.

The second component is discursive and it is related with the ability to create coherent expressions, and with the way that words and phrases are joined to create sentences and dialogues. In addition, how the student constructs and interprets the different statements.

The third component is pragmatic, which is related to the functional use of language, that is, how the message is understood or what the intention of the speaker is, and it is possible to identify it in the following example: Speaker: *Son, your room is a disaster !*, the implicit message is, *clean your room!*.

The fourth component is the socio-linguistic competence, it engages closely with the scenario, context and culture in which the speaker is located. It takes into account, the social environment, how to properly express an attitude of courtesy, authority, or friendship according to the context in which the communicative act happens.

The fifth and final component is the strategic competence, which is linked to the language for its role to recognize and repair faults in the use of language for communication; therefore, the learner develops the ability to understand and express a determined message in a timely manner. The teacher must guide the process and helps the student to overcome obstacles in the development of the communication, to work on the skills shortcomings.

1.3.2.3. *Speaking skill components.* The speaking skill can be developed on students at early age and consequently improve the English language acquisition; it can be done through the practice and learning necessary components to master the target language and its skills. (WANG, 2014, p. 111)

Nowadays, students besides the teacher assistance in classes can use important tools as technological ones to improve their speaking and practice it in different places through chat, video tutorials, online courses and others.

Therefore, the frequent and continuous practice of speaking skill is essential to strengthen the oral skill; speaking English is a productive and complex skill that involves many components. Speaking involves selecting the right words and make right grammatical constructions, besides to know the elements for the development and strengthening of speaking skill. Those are:

- Grammar
- Vocabulary
- Pronunciation
- Fluency

Grammar, some experts believe that grammar is not essential to develop or improve the speaking skill; however grammar knowledge lets students to organize ideas to enunciate phrases and sentences correctly in a conversation.

Vocabulary, learning new words and phrases that students integrate to their knowledge help them to communicate effectively and express their ideas orally; because of that reason it is important that students learn new words in every English class.

Fluency is one characteristic of oral communication which is obtained once dominated the others elements such us: grammar for a proper composition, but it is possible if the students has an adequate knowledge level of phrases and vocabulary needed. And once they can differentiate phonetically words and its functions within a context.

The pronunciation, the continuous practice contributes to the improvement of speaking and it is one of the areas in which the teacher must have an active role to help students achieve a proper pronunciation, taking into account that every word has its own sound and meaning.

Therefore, pronunciation is defined as the way in which the voice rises and falls at the time the students speak; that is, different tonalities. Pronunciation involves two important components, those are: the tone and the intonation. Pronunciation is also known as the sound of speech that refers to many characteristics that include; individual sounds, tone, volume, speed, pause, stress and pace.

According to (BELTRAN, 2015, p. 25): Pronunciation is one of the elements that have greater relevance within the communication process in learning a second language,

when the speaker want to give a clear message to the listener. Hence, the pronunciation determines when a student produces a correct interaction, and he/she has to differentiate the way in which pronounces sounds, in the mother tongue and the target language.

1.3.2.4. *The teaching of pronunciation.* It is possible to say that consciously or unconsciously teachers in service are always teaching pronunciation in English classes, they represent one of the mean sources of language teaching for students. So, there are four different levels that teachers can use to teach pronunciation, and those are the following:

- **Mechanical:** Repetition in pairs.
- **Contextualized:** Repeating keywords.
- **Meaningful:** Role plays real life.
- **Real:** Analysis of real situations or student concerns.

However in classrooms, teachers teach pronunciation through mistakes correction, and explanations which are hardly ever explicit and detailed to the students.

Exercises of listening that are included in readings, help students to develop productive skills, which should be exploited to teach pronunciation. While students work on listening, teachers can work on individual sounds that help to increase the intelligibility, and it helps teachers to realize the properties of speech such as: rhythm, stress and intonation.

However, if teacher assigns to students to read aloud, they will have the opportunity to practice and work on pronunciation that can influence and practice the spelling system of the mother tongue; so, it can obstruct a successful pronunciation. Other techniques that can help students improve pronunciation are: tongue twisters and explanations.

According to (TLAZALO & BASURTO, 2014, p. 153) Teachers should focus on their students' needs instead of generalizing the teaching of pronunciation, especially if they are teaching to native Spanish speakers.

Consequently, it is likely that students who are native Spanish speakers, share most of the common problems of English language pronunciation. So, teachers should be aware of it and integrate a good technique to develop a correct pronunciation, because it is a neglected issue by teachers. When students make mistakes at the moment of speaking, teachers must pay attention on them to deal with the problems and help students to improve their performance.

According to (TLAZALO & BASURTO, 2014, p. 154): The learner has to think on the target language, to deal with the new grammar and vocabulary, and also the student has to be willing to sound different.

On daily classes, students are constantly adding new words to their linguistic vocabulary. In addition to the different sounds of the words they learn, a problem related with this aspect of language is that when students make mistakes at the moment of speaking, their classmates laugh, and it causes lack of confidence when they have to talk.

It is possible to identify students who want to be corrected at the moment they do the oral practice in class, but most of the teachers consider that it is not acceptable, they think that analyzing failures by students when the activity is finished can generate a greater mistakes understanding, and through the feedback consolidate the knowledge on the pupils.

1.3.2.5. *Speaking Styles*. Just as in Spanish, in English language, we can also find different styles of speech, which has to do with the different ways people express their ideas, postures or feelings, and it is linked to the situation, circumstances, mood, the person to whom the message is addressed, and the place where the communication takes place, that it is also known as the social environment. (RICHARDS, Teaching Listening and Speaking from Theory to Practice , 2008, p. 21)

In addition, it is possible to mention other features such as: educational background, gender, age, and status. These factors can determine the style of speech when the result to be obtained can be a formal or informal communication. For example: greetings among students are simple on their structure and it can be: *Hi, Hello, or what's up*; but the greeting from a student to a teacher will be structured in a formal way and it can be: *Good morning Mr./Miss/ Sir/Professor* and so on.

The grammatical structures, vocabulary and lexicon are linked to changes to create a style of speech, in which speakers feel comfortable during the communicative act. The perception of speaking styles has a direct impact on the roles that everyone has within society and the scenarios in which it occurs.

1.3.2.6. *Functions of Speaking*. The functions of the productive skill of speaking help people to establish and maintain social relationships and according to that, it is possible to identify 3 categories, those are: talk as interaction, talk as transaction, and talk as performance. Which will be explained below. (RICHARDS, Teaching Listening and Speaking from Theory to Practice, 2008, pp. 21-28)

- *Talk as interaction*

This function is linked to the regular way in which a dialogue is started between two or more people, on which they express thoughts or phrases using simple grammatical structures that goes from a greeting to a short dialogue or share an anecdote in a comfortable atmosphere. Consequently, this function of language denotes a function of social interaction and relationships that arise into it, and occur in several scenarios within the society.

- *Talk as transaction*

Speech as transaction has relation and pay special attention to the emitted message during the communicative act, and it is used to exchange information. So, in this speaking style, the speakers pay particular attention to the message to provide a timely response according to the request, it can be done in classes when the teacher makes questions about a topic, through this process the teacher can confirm or reject the information expressed by students. Another example is when a customer asks information about a good or service, on this process the seller will ask some information to the prospective customer to provide an accurate information and help him according to his needs.

- *Talk as performance*

On this kind of speech, the objective is fundamentally provide specific information addressed to a specific audience, in which there is no a dialogue like in Talking as interaction, where a natural and relaxed conversation among two people is produced, or an information exchange among people in a dialogue like in Talk as transaction, where the people involved in the communicative act require to know specific information to give an answer or supply a necessity.

Talk as performance is about giving messages or advertisements, in which the speaker does not require a response immediately from the listener (s). The speaker just need the listener (s) attention.

1.3.2.7. *Motivation to acquire the speaking skill.* Cognitivists explain that students are motivated to something when they feel that it is a goal to achieve, when they face a challenge and realize the benefits they can get from it. Therefore, teachers should encourage students to improve their speaking skill, and explain to the pupils the benefits they will get once they master that skill.

The motivation depends on several psychological mechanisms such as: the need of achievements, managing expectations, hopes and values. There are some elements that are part of motivation, those are: The desire to learn, energy, perseverance, incentives, enjoy the activity, the benefits from knowing the language.

Most of those elements are not under the teachers control and some are related to the learning outcome. (Knowledge, grades, desire of being good at something). (ESPINAR REDONDO & ORTEGA MARTIN, 2015, p. 3)

Madrid considers motivation as a proper state of each person, in which various aspects are involved and they influence in one way or another in the teaching process.

Teachers should not think that motivation depends just on students, because there are other factors that influence to make the English language a subject of interest for students, and from this point, it is important to emphasize the role of teachers in the difficult work to get students attention and the necessary predisposition for learning.

In most of Ecuadorian educational institutions there is a preset pattern, which determines that a quick assimilation of content explained by the teacher, means that some children are more intelligent than others and because of that, students show stress, feel discriminated and unmotivated.

To get students motivated in classes, they have to be influenced by internal and external factors. Internal factors such as: curiosity, the challenge, attitudes, gender, age, among others; and external factors such as: parents, teachers, partners/ classmates, a comfortable learning environment and others. External factors have a direct impact on the learner and can contribute to the improvement of speaking.

(PRIETO, 2007, pp. 75-90) Considers that one of the problems that teachers have to face in order to teach a foreign language is to prepare students to be able to use that new language.

In the labor of teaching a foreign language, the teacher must face several difficulties including how to motivate the student to use a second language, which involves preparation of students to respond appropriately to the necessity or problem established by the teacher to use the target language.

The first step is to determine the level of knowledge students already have and according to that, prepare the level of difficulty that different activities will have, in order not to confuse them. Teachers should provide the necessary basis to level students and to achieve compliance the objectives established at the end of each class session.

It is essential that teacher does not assign more complex tasks than the ones estimated for the group of students, because teachers must take into account the English level established for each group, according to their level of education.

1.3.2.8. Suggestions for teachers on teaching to develop and improve the speaking skill.

Teachers must take into account several aspects to help students to develop and strengthen speaking skill such as:

- Increase students' participation in comparison to the teacher role.
- To give the opportunity to students to practice the target language; to get it, the teacher has to provide resources such as vocabulary and the necessary guide.
- Involve the student on each practice activity in classes.
- Teacher must provide feedback at the end of each activity, or class session, to prove the learning of the topic.
- Monitor the performance of students during group work, to ensure the participation of each member in the final product of knowledge.
- Avoid correcting pronunciation errors to students during their participation, the teacher must do it on feedback. (KAYI, 2012)

1.3.2.9. The importance of feedback on teaching speaking skill. Another aspect to be taken, into account by the teacher is the feedback phase; because at the stage the teacher can verify how well the learning was assimilated, and based on that, give a reinforcement about those points or details that were not clear at first.

Feedback is important and necessary in every class because through it, the student has the opportunity to restructure the information and convert the acquired knowledge on solid principles. (HATTIE & TIMPERLEY, 2007, p. 83)

The feedback is considered an influential factor in the learning process because it is the phase that will determine the correct or incorrect assimilation of the contents of a class. So when teachers run this phase, they should do it carefully, taking into account the parts that can represent more difficulty for students in order to simplify, improve and clarify common questions from students.

The same process can also be used to give support, in order to guide them in the development of a task to ensure its compliance. In addition, to contributing that students self-assess their learning and knowledge assimilated.

As a result of teaching, feedback becomes the process by which the teacher assesses the methods and techniques employed in the teaching process, its effectiveness in the development or strengthening of the proposal skill and insofar as the preset objectives were achieved.

It is important that teachers prepare an adequately planning for every class stage and provide students the information and instruction required to learn relevant content to get the practical and independent production by students. For that reason, feedback should be used to clarify doubts and verify understanding of the given information, and not to add information or knowledge that should have been delivered during the process, because it can cause confusion.

1.3.2.10. *Techniques for oral production.* The success of using different techniques that stimulate and contribute to oral production in students has to do with the spontaneous use of the second language linked to the context. (RICHARDS, Communicative Language Teaching Today, 2006, pp. 14-21)

There is a great variety of techniques or activities that teachers use regularly in class to practice the four skills, which are often similar for both young and adult learners and for an advanced level; the difference is in the difficulty of the activity assigned to every group of students.

Among the techniques used to improve and strengthen oral skills are included the following:

- *Dialogues.* In assigned textbooks for teaching English, the student can find several dialogues that places him in different situations related to the daily routine of school, home and hobbies in general, which generates interest in students; the teacher can start or create an open discussion with the class, on which he shows curiosity about occupations or students' own situations.

Through this activity it is possible to capture students attention and at the same time their interest of using and express ideas in the target language with the teacher assistance, because if what they are going to express is part of their own experience, it will become in a meaningful learning for them.

- *Interviews.* Generally, it is an activity that is done in pairs and with the guidance of teachers based on a questionnaire, it promotes the students own production and the degree of difficulty is determinated according to the answers extension given by the student to each question.

However, in groups of students with a higher English level, this activity would represent an opportunity on which they can add more details and provide specific information according to the topic selected for the interview.

- *Comments.* This activity requires the use of a previous situation exposed by the teacher or shown to students through a video; with younger learners it is possible to use just one or a couple of scenes, and referring to those ones the student will have to give his/her opinion about different aspects like: What was the topic?, What were the characters? Does she/he agree with the characters attitudes? These questions are made about a determinated situation that is shown in the video. In addition, the teacher can ask students an explanation about why they agree or disagree. Finally, the difficulty of this activity like in others depend on the knowledge level of students on English language.
- *Descriptions.* This activity is simple to implement and arouses the class interest easily because it involves using visual material. The teacher shows a picture to the class or can stick it on the board, then every student has to go to the board and write an adjective or feature to describe it, on this way the teacher gets most of students' participation and let students remember the words used by their classmates. This activity can also be done with a volunteer student, who will be described by his/her partners.
- *Free time activities.* This activity lets students use the language to interact with a partner or group, in order to exchange information about their leisure activities at the same time they learn. The teacher must give them support to let students express their opinions in the right way in the target language.
- *Role play.* It is a technique of teaching-learning, which in a collaborative way students learn by playing, experimenting and the teacher reinforces the content. (LADOUSSE, 1987, pp. 6-7)

As its name suggests, it is an activity that involves creativity and sometimes the student's personality plays an important role in the development of this activity. This technique can be done in pairs or group of students according to the dialogue to be represented, and involves an active participation in which the students can contribute with their own ideas to add details to the dialogue.

- *Guessing.* Riddles are a very creative activity that can be used by teachers to stimulate students' interest to learn English, because those are short texts that can include pictures or representations made by the teacher in front of the class which encourage them to participate.
- *Talking about vacations.* This activity can be applied to groups of students with different English levels, because its difficulty lies on the content to be expressed orally; which can be simple like mentioning just places and activities or a more complex and complete description of an event. The frequent practice, the use of simple structures, and common expressions will help students to build and increase their vocabulary to write and enunciate more complete sentences.

The speaking skill is a productive skill whose results are not limited to repetition or reproduction of phrases and sentences in the target language; it is directly linked with the communicative skills that students must develop and improve to provide timely responses according to context to which he/she is situated.

Teachers use daily several techniques already described; however one of the major difficulties in the teachers' daily work is the period of time established for classes. Therefore, to achieve the development and improvement of any communicative skill in English language the teacher must provide and distribute the required times, as well as create favorable scenarios for learning.

1.3.2.11. *The oral communication process.* Oral communication is the exchange of information within a group of people and by which it is possible to establish and strengthen interpersonal relationships; in the education field are identified the interaction among student-student, and student-teacher, these ones make reference to the relationships into the classroom. Consequently, there are a variety of resources which help in the teaching process and promotes the understanding of contents such us: pictures, recordings, multimedia devices that contribute in the process to decode messages and class content for students; these tools are useful for their learning.

According to (VELENTZAS & BRONI, 2015, p. 121): Oral communication includes speeches, presentations, discussions, and aspects of interpersonal communication. As a type of face to face communication, body language and, choice of tonality plays an important role and can have a greater impact on the listener.

Therefore, students have to receive a clear and precise information in order to activate and develop their own mechanisms for learning. Students through language exchanges among peers or native speakers are testing the efficiency of production and the ability to give the message. In addition, they test their ideas about language and the creation of meaning through communication.

According to (MONSALVE & CORREAL, 2006, p. 133): The success of learning a second language also requires opportunities that allow the student to communicate to get a wide feedback.

Through the interaction with teachers and peers, students can improve their oral production. Similarly, when error correction is made, the student must accept it as an opportunity to get a clear idea about the content, ask questions and strengthen his/her knowledge of the language and its use.

In addition to the aforementioned techniques within the group of activities that promote the practice and learning of the English language, it is also advisable to use another resource that will promote student participation, which is the use of songs, because they have the following advantages: It is possible to practice rhythm, stress and intonation, teach vocabulary and emphasize on grammar.

The use of songs to improve speaking skill is beneficial as long as it is not used in excess, because this activity has to be supplemented with others to get the desired effect, achieve language practice and communication in target language.

1.4. Epistemological and methodological foundation of research

1.4.1. *Epistemological approach to research.* The proposed research study is based on the empirical-inductive approach of positivist nature, historically used for the knowledge production or to solve problems that limit development; and in the case of the educational field, about the limitations of an appropriate methodology for English teaching and the domain of its productive skills; In addition, there are other types of approaches (especially qualitative) that could be used. However, it is important to emphasize that due to the nature of the problem, it arises the need to follow a positivist pattern, that is, to follow a quantitative measurable procedure and the data collected must be validated using statistical methods.

The empirical-inductive approach underlying the research is exposed by the methodological use of systematic observation of selected research problem; by identifying cause-effect relationships between subject and object; by a construction of variables system; for collecting data information based on the application of structured instruments (questionnaires, interviews); by the organization and processing of information under descriptive statistical techniques; by the use of inductive reasoning method; and, by the use of arithmetic language to communicate and spread research results.

1.4.2. *Methodological approach of the research.* The proposal research assumes characteristics of the quantitative approach that includes the data collection based on the measurement of variables, to make the data analysis and answer research questions. That procedure is supported on numerical measurement of empirical information, on the use of statistics, in the logical interpretation of the results and the generalization of those results.

This type of approach is based on logical positivism, it requires methodological adherence to strict rules of logic, truth, laws and predictions, leaving aside the burden opinion of values and beliefs of the researcher that may affect or alter the results of the investigation.

According to that, the quantitative approach of the research develops a holistic-positivist conception of the problem; which has been described as the low mastery of teaching methods to enhance the speaking skill on students. This problem involves the teachers' role about how to contribute to produce meaningful learning for students of 9th grade General Basic Education. The results obtained from this research will provide reliable data to explain the causal system problem. In addition, to collect the empirical data were used as a research tools: the interview and the questionnaire tested by validity and reliability. On this methodological process, it is a priority the use of the statistical technique, data analysis and the generalization of results.

1.5. Diagnostic methodology

1.5.1. *Type or design of the research.* The proposed project assumes the following characteristics in relation to the type and design of research:

Descriptive study: Because it pretends to describe the facts, causes and manifestations of the phenomenon or problem as they are observed in their natural context. It is a

descriptive research because it was possible to know the methods that are used by teachers to teach English and improve the speaking skill.

In addition, the activities applied by teachers during the teaching process were analyzed to know why they have not contributed to the speaking skill improvement in the students.

It is a correlational study. It studies the relationships between dependent and independent variables; it attempts to study the correlation between two variables.

It is an explicative study. Because it pretends to determine the reasons of the facts; to establish cause-effect relationships. (Level)

It is mentioned the causes about why teaching methods to improve speaking skill have not been effective or have not produce positive results, and consequently the effects on the students are described.

Besides it is detailed the techniques that produce changes in learning and allow meaningful improvement of the communication skills in students.

It is a purposeful study. From the conclusions system construction generated by empirical research, it can design a proposal to intervene and change the reality caused by the problem.

1.5.2. Operationalization of variables

OBJECTIVES	VARIABLES
<ul style="list-style-type: none"> To establish what teaching methods are used by English teachers to improve the speaking skill on students of Dr. Camilo Gallegos Dominguez high school. 	<ul style="list-style-type: none"> Teaching Methods Teachers Speaking skill Students
<ul style="list-style-type: none"> To identify the techniques used by teachers to improve the speaking skill on students. 	<ul style="list-style-type: none"> Techniques
<ul style="list-style-type: none"> To establish the language skills that are commonly practiced in English classes. 	<ul style="list-style-type: none"> Skills Practice English classes
<ul style="list-style-type: none"> To determine the main problems that interfere in the improvement of speaking skill. 	<ul style="list-style-type: none"> Problems
<ul style="list-style-type: none"> To identify the resources used by teachers in English classes. 	<ul style="list-style-type: none"> Resources

1.5.3. Universe and sample according to research units.

The research units in this investigation are the following:

- A. English teachers** at Dr. Camilo Gallegos Dominguez high school.
- B. Ninth year students** of General Basic Education of the same institution.

- **Universe**

It was determined 80 people in total (38 students on each course; these are: 9th "A" and "B", and four English teachers), who are directly related to teaching methods, techniques and activities used to improve speaking skill on students of Dr. Camilo Gallegos Dominguez high school.

The number of people involved in this research is manageable and it will not be necessary to establish a sample, because the students and teachers units will be interviewed and surveyed according to the case.

1.5.4. Description of the diagnostic process

This project began by selecting an issue for intervention that was identified in the English area, which corresponds to the limited use of teaching methods, techniques and activities to improve the speaking skill in 9th year students of Dr. Camilo Gallegos Dominguez high school located in Arenillas.

It started with a bibliographic research and were several authors quoted according to the standard of 25 papers required by this work to make a conceptual approach about the issue. Then, the data were collected through the research techniques and the respective instruments; consequently it was proceeded to the tabulation of that information, which was represented in statistics tables and graphics, whose interpretation helped us to make some conclusions and recommendations and it has been designed a proposal to intervene.

1.6. Results of empirical research

1.6.1. Results tree problem construction

By developing the problem tree, it was possible to observe the relationship between the studied problem and its direct link to the aforementioned causes and effects presented, about the poor use of methods, techniques and teaching activities to improve speaking on students.

1.6.1.1. Empirical manifestations of the problem to be studied

- Students do not improve speaking skill
- Unproductive and monotonous classes
- Students little participation and production
- Students do not improve the phonetic aspect of language
- Students have difficulties in understanding and practice of speaking.
- Demotivation of students about learning English language.

1.6.1.2. Causal explanatory approximation to the problem to be studied

- Teachers do not implement productive speaking activities to practice in classes.
- Few educational and technological resources to learning English language.
- Disorganization in planning activities to be done in class.
- Poor oral production monitoring in classes.
- Low level on mastering speaking skill of teachers.
- Teachers have poor level of training on teaching methods and techniques.

1.6.2. Results of the research instruments application

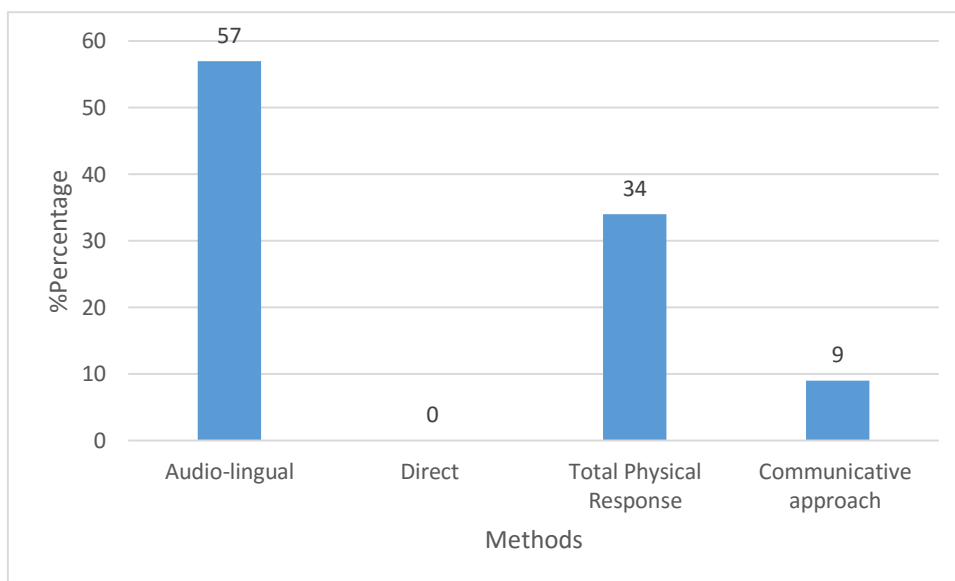
1.6.2.1. Results of the survey applied to students

- *Teaching methods.* The method is a set of processes that help teachers and guide them in their labor of teaching and allows them to organize the processes in the classroom.

Therefore, teaching methods are an important element in the arduous labor of teachers and it is part of the planning stage. In the educational field, the teaching method selection is related to the techniques and the skills to be developed in the students to give them an active role in their learning. Therefore, it was important for this investigation to know what methods teachers to develop speaking skill apply, and the results are the following:

Table Nº 1. Students, about teaching methods used by teachers		
Methods	Frequency	%
Audio-lingual	43	57
Direct	0	0
Total Physical Response	26	34
Communicative approach	7	9
TOTAL	76	100
SOURCE: Direct research		
ELABORATION: The authors		

Graphic Nº 1. Students, about teaching methods used by teachers



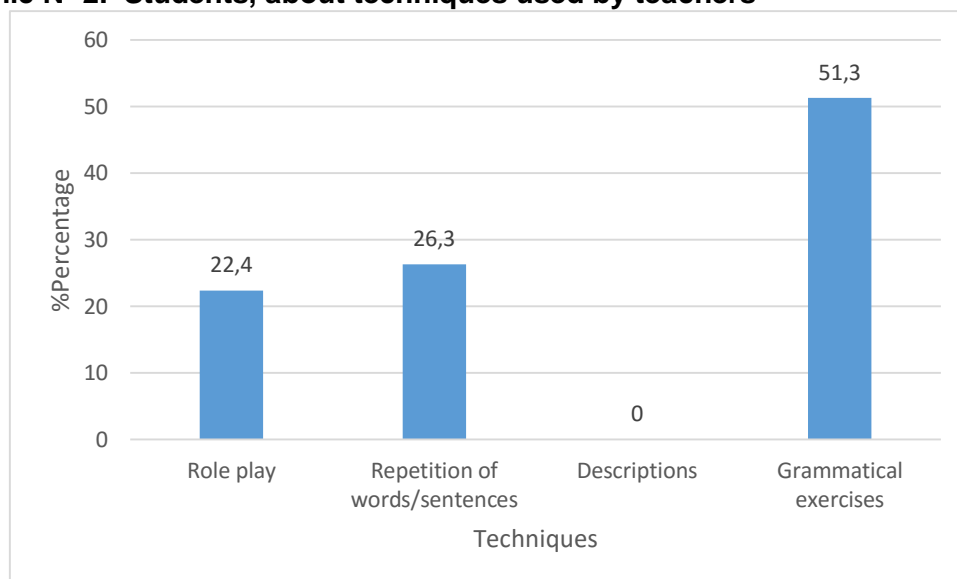
The information shows that in a 57%, the teachers use the audio-lingual method; a 34% they use the Total Physical Response method, and only a 7% of times use the communicative approach, which means that mostly they employ methods that promote a mechanic learning based on the repetition of preset patterns, because of the lack of training on teaching methods based on active communication.

- *Techniques or activities used by teachers.* Techniques define the activities to be implemented to practice language skills; these involve the processes that strengthen the knowledge previously acquired.

Therefore, a technique is a tool to facilitate the study of a language and improve the achievement of learning; techniques actively promote the practice of what they learn. So, it was interest of the investigation to know what techniques teachers apply to improve the speaking skill, and the results are the following:

Table Nº 2. Students, about techniques used by teachers		
Techniques	Frequency	%
Role play	17	22,4
Repetition of words/sentences	20	26,3
Descriptions	0	0
Grammatical exercises	39	51,3
TOTAL	76	100
SOURCE: Direct research		
ELABORATION: The authors		

Graphic Nº 2. Students, about techniques used by teachers



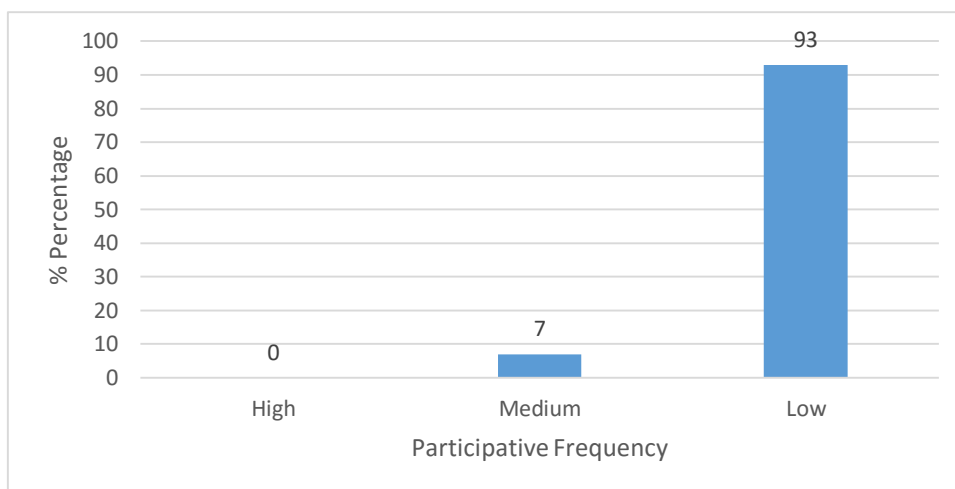
The information shows that teachers use in a 22,4% the role play technique, in a 26,3% they use the repetition of words and sentences, while in a 51,3% they use grammar exercises, which means that most suitable technique is used in a low frequency and mechanical techniques are more used in class. It is related to the lack of knowledge that teachers have about the more active techniques application to promote speaking in class.

- *Practicing speaking skill.* The practice of speaking plays a key role in strengthening the oral skill, because it can determine the student master the language.

So, the English language practice in the classroom and at home has an important effect on improving the oral skill, the guided practice by the teacher in the classroom provides the students the opportunity to overcome difficulties and correct mistakes on time, because the practice that students have to do at home is not supervised by the teacher. In this way, this investigation focuses to know the regularity of the practice established by teachers in class, and the results are the following:

Table Nº 3. Students, about the speaking practice in class		
Participative Frequency	Frequency	%
High	0	0
Medium	5	7
Low	71	93
TOTAL	76	100
SOURCE: Direct research		
ELABORATION: The authors		

Graphic N° 3. Students, about the speaking practice in class



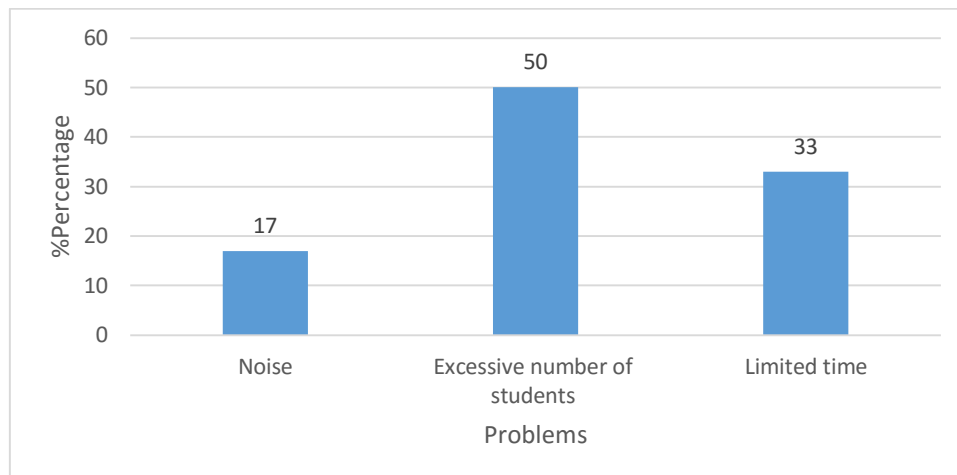
The information shows that a 93% of students expressed that English language practice in class is low, and a 7% said that it has a medium frequency, which means teachers do not promote target language practice in class, and it is related to the theoretical content given by teachers which is oriented to the mastering of grammar structures.

- *Problems faced by students in the classroom during the speaking practice.* There are several factors that influence directly and indirectly during language practice in the classroom and it has an impact on the final learning result of students.

Therefore, teachers must be prepared to face those and other potential difficulties in the classroom, the control capacity the teacher has over those aspects will depend of his organization and the proper planning of his daily labor, which will let him to meet the preset objectives. And, it was an interest of this investigation to know the problems that interfere on the students English language learning. The results are the following:

Table N° 4. Students, about problems that interfere in the speaking practice in classes		
Problems	Frequency	%
Noise	13	17
Excessive number of students	38	50
Limited time	25	33
TOTAL	76	100
SOURCE: Direct research		
ELABORATION: The authors		

Graphic Nº 4. Students, about problems that interfere in the speaking practice in classes



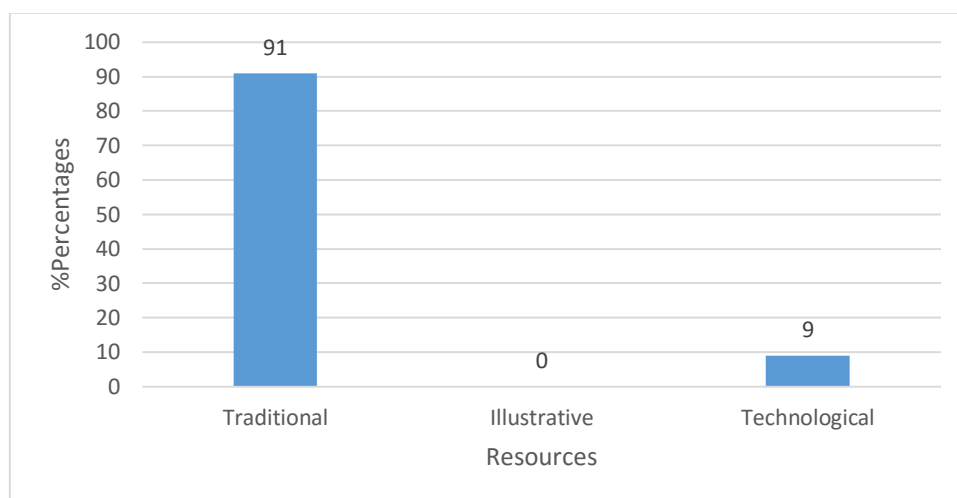
The information shows that 17% students have problems with noise, 50% made reference to the large number of students in the classroom, while 33% mentioned the limited time; which means that an excessive number of students in the classroom limits the quality of teaching and it also decreases the possibility of an optimal learning, it is because of the poor classroom management, and an adequate prevention of difficulties during classes.

- *Didactic resources used by teachers.* The selection and handling of appropriate didactic resources for teaching has a meaningful importance in the academic teaching-learning process and the assimilation of contents by students.

So, the use of teaching materials to motivate students and encourage their interest in learning is essential. Currently, there is a wide variety of physical and technological resources that contribute to meaningful learning. In this regard, it was an important aspect to know what didactic resources are used by students daily, the results were the following:

Table Nº 5. Students, about didactic resources used to work in class		
Resources	Frequency	%
Traditional	69	91
Illustrative	0	0
Technological	7	9
TOTAL	76	100
SOURCE: Direct research		
ELABORATION: The authors		

Graphic Nº 5. Students, about didactic resources used to work in class



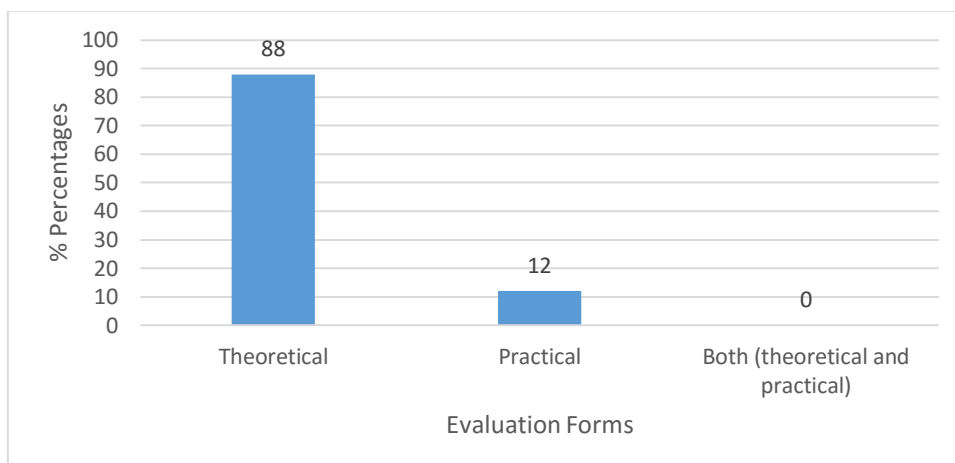
The information shows that traditional resources are used in a 91%, illustrative ones are not used, while technological ones are used in a 9%, which means that most appropriate teaching resources are not used by teachers for English teaching. In contrast, they use more traditional resources it is because of the lack of illustrative and technological resources in the institution.

- *Speaking skill assessment.* The assessment is part of the teaching process, it is the stage in which the teacher can verify if students have understood and assimilated the content appropriately.

Therefore, evaluation is not just a component of educational process, it also represents a useful tool that allows teachers to check learning and if teachers want students to develop a communicative skill like speaking; evaluation helps to determine those aspects that require more attention as grammatical structures, pronunciation, accuracy and fluency. In this regard, it was important for this research to know how teachers assess to their students and the results were the following:

Table Nº 6. Students, about speaking evaluation by the teacher		
Evaluation Forms	Frequency	%
Theoretical	67	88
Practical	9	12
Both (theoretical and practical)	0	0
TOTAL	76	100
SOURCE: Direct research		
ELABORATION: The authors		

Graphic N° 6. Students, about speaking evaluation by the teacher



The information according to the surveys applied to students showed that speaking skill is evaluated in a theoretical way in 88%, in a practical way a 12%, while teachers do not use the evaluation constituted by the theoretical and practical part. That means the most appropriate way to evaluate is not applied to verify language learning; in this regard, language teaching is based on the grammatical part and there is lack of an assessment that integrate the theoretical-practical learning to allow teachers to monitor students progresses.

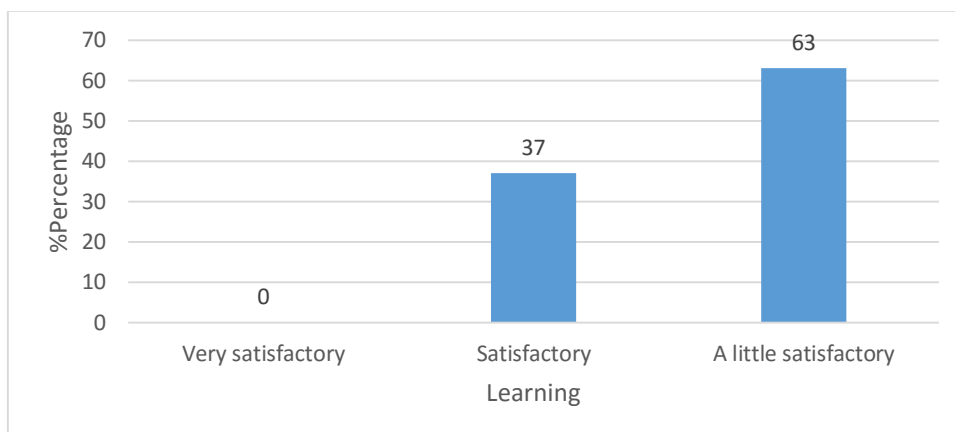
- *English Learning.* The English language knowledge is an essential part of academic training at all levels of education, because it is considered as a universal language, which is essential for communication in all aspects.

Therefore, teaching-learning of English as a second language must be addressed to students adequately, taking into account the assimilation level of students which is related to the effectiveness of methods and techniques used in the learning process. So, it was interest of this research to know the levels of assimilation of content taught to students and the results were the following:

Table N° 7. Students, about assimilation levels (Learning)

Learning	Frequency	%
Very satisfactory	0	0
Satisfactory	28	37
A little satisfactory	48	63
TOTAL	76	100
SOURCE: Direct research		
ELABORATION: The authors		

Graphic N° 7. Students, about assimilation levels (Learning)



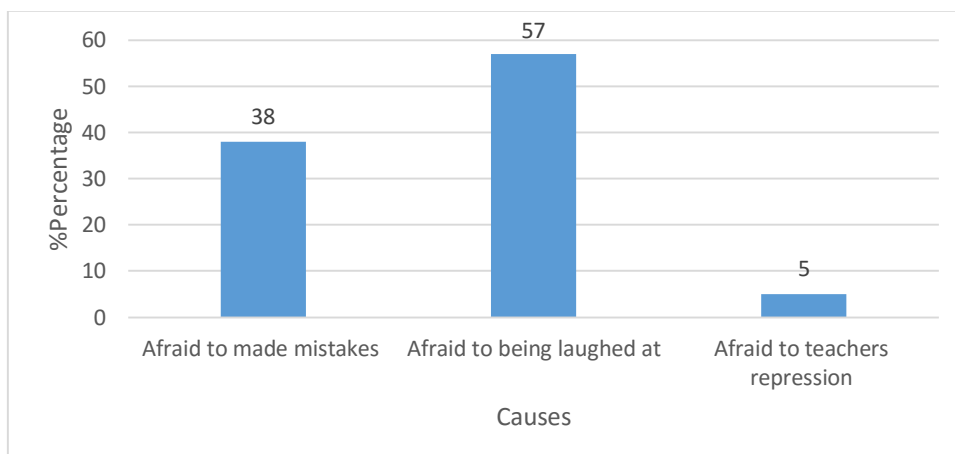
The information shows that 63% of students expressed to have an unsatisfactory learning, 37% mentioned to have a satisfactory learning, but no one said to have a very satisfactory learning, which means that expectations and potential of students are not taken into account and, it is because of the lack of an active methodology that promotes students learning.

- *Causes that limit the learning.* It is possible to identify several causes that limit students learning, the most common is the fear to make mistakes in front of the class, afraid of ridiculous, or teacher repression.

Therefore, the teachers' obligation is to minimize the causes that limit student learning, because in the classroom the teacher represents the authority to regulate the process, he has to motivate students to participate actively to construct their own learning, even mistakes are opportunities to learn and not to be ashamed, to research and increase their knowledge about the language. According to that, it was interest of this research to know the main causes that limit students learning and the results were the following:

Table N° 8. Students, about causes that limit students learning		
Causes	Frequency	%
Afraid to made mistakes	29	38
Afraid to being laughed at	43	57
Afraid to teachers repression	4	5
TOTAL	76	100
SOURCE: Direct research		
ELABORATION: The authors		

Graphic N° 8. Students, about causes that limit students learning



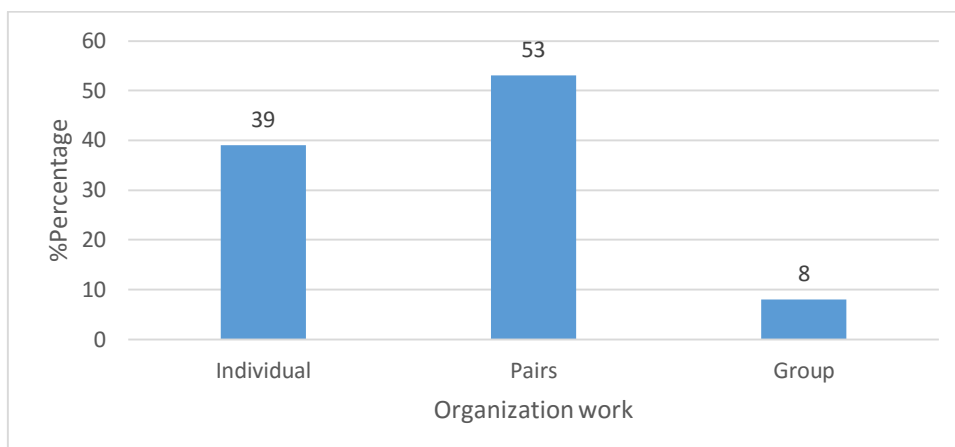
The information shows that a 38% of students sample is afraid to make mistakes, a 57% is afraid of mockery, and only a 5% is afraid of teachers' repression, which means that the fear of mockery is the obstacle that limits students learning most of the time, it is because of the lack of discipline in the classroom, which should be controlled by teachers during the class and while students solve the different activities and exercises.

- *Organization work in the classroom.* The teacher must define in advance how he will organize the activities in class, especially those ones that require more control like those oriented to improve speaking skill.

Therefore, the appropriate organization will give teachers the time needed for the activity and its evaluation, it is important that teachers take into account the estimated time for the development of each activity in class in order to complete with all the planned activities for every day. On this way, students will receive the knowledge to practice it and receive feedback after the practice in class. For the importance of this topic, was interest of this research to know how teachers organize the classroom work, and the results were the following:

Table N° 9. Students, about organization work in class		
Organization	Frequency	%
Individual	30	39
Pairs	40	53
Group	6	8
TOTAL	76	100
SOURCE: Direct research		
ELABORATION: The authors		

Graphic Nº 9. Students, about organization work in class



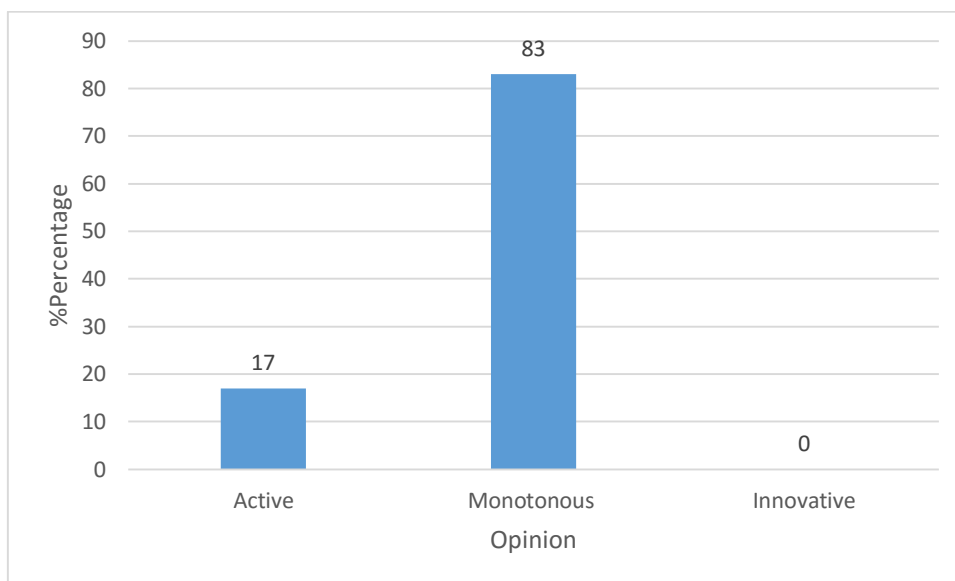
The information collected shows that a 39% of times students work individually, a 53% students work in pairs, while only an 8% of times they work in groups; which means they use one of the most suitable ways of organization, however teachers also should take into account the number of students on each class and organize them in groups. Teachers do not know the benefits of group work in the teaching-learning process, which can contribute to the students experience because every one learns from his/her partner.

- *Class dynamics.* The class dynamics refers to the way in which teachers organize the processes in order to get students attention and transmit the knowledge to students.

Therefore, class dynamics teachers use is transcendental, because it is one of the factors involved on students learning and content assimilation, it also contribute to arouse the students interest about English language learning.

Table Nº 10. Students, about the class dynamic used by teachers		
Opinion	Frequency	%
Active	13	17
Monotonous	63	83
Innovative	0	0
TOTAL	76	100
SOURCE: Direct research		
ELABORATION: The authors		

Graphic Nº 10. Students, about the class dynamic used by teachers



The information shows that a 17% of students sample think that English classes are active, a 83% think that English classes are monotonous, while no one thinks that classes are innovative, which means that English classes do not include an active students participation and it limits their creativity and learning which is the result of the lack of initiative, teachers need to promote an inclusive learning through activities that encourage to students to use the target language.

1.6.2.2. Results of the interview made to teachers of Dr. Camilo Gallegos Dominguez high school.

The interview results are presented descriptively, because it was structured with open questions addressed to qualified professionals as the English teachers and the results were the following:

- *Teaching methods.* The teachers' answers about the methods they use to improve the speaking skill were; in first place, the Communicative Approach, the Audio-lingual method and the direct one; which differs in part with the students' answers about the methods teachers use and emphasize the need of methods to help students to interact and improve the speaking skill.
- *Techniques.* It was asked to teachers about the techniques they use to improve speaking skill and their answers were: the use of flashcards to teach vocabulary, dialogues and practical activities because they consider that these techniques help students to support the communicative aspect, which do not match with the students'

answers because they said that flashcards technique is used to promote repetition of words or sentences, and in the dialogues there is not a remarkable students' participation; it confirms the lack of adequate techniques to promote student participation/ contribution in the speaking practice.

- *Practice in class.* About the speaking practice, most of the teachers expressed a variation from one to 3 times a week, which does not match totally with the students' criteria, and let us to corroborate the poor practice of the target language in class; it is because teachers prioritize the grammatical part.
- *Problems that interfere in class.* According to the teachers answers about the problems they have to face in classes, they mentioned that the excessive number of students on each classroom was the most common, and it limits the development and improvement of English language skills because every student has a different learning style, and there is a coincidence with most of the students answers and it is related with the poor management of spaces in the classroom, and the anticipation to possible difficulties.
- *Didactic Resources.* About the resources used in English classes, most of the teachers were agreed on the use of flashcards, the traditional ones and a recorder they use regularly, which do not match totally with students' answers who said that most of the times, teachers use traditional resources. It demonstrates the need of technological resources and illustrative material to give support to the learning-teaching process.
- *Evaluation.* Most of the teachers expressed that they evaluate their students through practical activities (presentations/dialogues). However, what teachers said do not match totally with students' answers; by contrary they said that evaluations use to be oriented to the theoretical-grammatical part, it is also important to mention the need of a well-balanced evaluation which include theoretical-practical parts to support the knowledge and get an adequate practice of target language.
- *Learning.* It makes reference to the contents assimilation, teachers said that generally students shows a satisfactory learning; although it also depends of the contents. However, those answers do not match with students' criteria, whose responses support an unsatisfactory learning; and one of the causes is the inadequate methodology used to strengthen the language skills.

- *Causes that limit the students' learning.* In accordance with the interview applied to teachers about this topic, most of them said that one of the main reasons that limits students to practice the language is the fear of make mistakes, which is a secondary reason according to the surveys applied to the students. Because of that, it is part of the teachers' obligations to control students' behavior during classes, to create a sense of being respectful with everyone in and out of classroom and during the execution of different activities.
- *Class work Organization.* On this topic, teachers expressed that they organize students according to the task difficulty; it can be individual, in pairs and sometimes in groups and it matches with the students' answers. However, it shows that teachers do not know the benefits of group work and how organize it appropriately to contribute to every student experience.
- *Class dynamics.* According to it, teachers said to have an active class dynamic because they consider very important to keep students motivated for learning. However, it does not match with the students criteria. Most of the students' answers were that they do not have an active role in the learning process, which means that teachers do not involve the pupils in every single activity.

2. INTEGRATIVE PROPOSAL

2.1. Title

Guide for the methodological implementation of activities based on the communicative approach to improve speaking on students of 9th Grade B.G.E. at Dr. Camilo Gallegos Dominguez High School in Arenillas.

2.2. Background

Educational training prepares students to face life by integrating the recreation of the meaning of things, negotiation, discussion and problem solving. For which it requires the use of active methods that encourage communication and interaction between and from the students, their social integration, their ability to collaborate, improving their attitudes, meaningful development of thought and the rise of the pleasure of learning, as well as promoting the values of cooperation and solidarity.

The incorporation of activities based on the communicative approach in the teaching-learning process of English strengthens an optimal cognitive development on the student and seeks to achieve an efficient learning of a foreign language, being clear that this implies the ability to use it for real communication purposes.

Communication activities allow the teacher to stop being "the sacred speaker of science", and as a consequence its role is being redefined. Therefore, practical activities represent a participatory and inclusive proposal for teaching foreign language, based on the organization and execution sequence of activities in the classroom.

Currently, the communication task has become the central core of the teaching-learning process of languages, having the communicative competence as the final objective, making the student the main actor of his learning. Learning is considered a social activity; where the student learns not only from the teacher, textbooks or classrooms, but from other actors, such as: the media, which involves his classmates, society, etc.

However, implementation of practical communication activities are not part of the English classes of Dr. Camilo Gallegos Dominguez High School, in the canton Arenillas, being this the main reason of the low level of academic achievement of students in that subject.

For the above stated, and based on the results of field research, the Integrative Proposal called "GUIDE FOR THE METHODOLOGICAL IMPLEMENTATION OF ACTIVITIES BASED ON THE COMMUNICATIVE APPROACH TO IMPROVE SPEAKING ON STUDENTS OF 9TH GRADE B.G.E. AT DR. CAMILO GALLEGOS DOMINGUEZ HIGH SCHOOL IN ARENILLAS" arises from the immediate need to improve oral skills of the English language on students to ensure the construction of new and significant knowledge.

2.3. Justification

Once the investigation has been completed and after the results obtained from the application of data-collection instruments aimed to students and teachers of the educational community of Dr. Camilo Gallegos Dominguez High School, the methodological implementation of activities based on the Communicative Approach becomes imperative as a means to improve speaking, and to enhance the student participation in the learning process of the English language.

The knowledge taught by teachers must be acquired, socialized and properly addressed, promoting the development of critical, systemic and creative thinking, accompanied by an evaluation system which ensures the verification and confirmation of meaningful learning in students achieving their comprehensive training.

A set of activities based on the communicative approach is a valuable tool for the optimization of the practice which will reach students with the knowledge of the language, but its implementation is compromised as a result of the limitations of educators in the control of this methodological process.

These proven facts reveal that the incorporation of this methodological tools is scarce, generating limitations in cognitive and attitudinal development of the student as well as in his in academic training, and the exchange of information and knowledge, so that this proposal titled GUIDE FOR THE METHODOLOGICAL IMPLEMENTATION OF ACTIVITIES BASED ON THE COMMUNICATIVE APPROACH TO IMPROVE SPEAKING is directed to overcome these limitations allowing teachers of Dr. Camilo Gallegos Dominguez High School in Arenillas to receive training, improve their professional profile and update their knowledge about the incorporation of activities and active techniques in teaching of English.

It should be emphasized that for the execution of this proposal, the acceptance and support of the institution has been accepted, which it will be carried out with the support of human resources, materials and self- financing required for it.

Finally, there is also the feasibility for the implementation of this integrative proposal, because of the accessibility of empirical and specialized bibliographic information, thanks to the authorization provided by the school authorities, as well as funding, time required and professional advisory.

2.4. Objectives

2.4.1. General Objectives

To design a guide containing based activities on the Communicative Approach as an effective means to improve speaking on students.

2.4.2. Specific Objectives

To provide adequate methodological tools for teachers to enhance the development of the teaching-learning process.

To improve the academic performance of students in the English subject by incorporating communicative tasks.

Enhance the development of the actors of the educational process, making them more creative, communicative, and with an optimal management of didactic resources and its application in the classroom activities.

2.5. Theoretical foundation of the proposal

This current integrative proposal arises from a pedagogical, social and communicative perspective, tackling the problems revealed by the applied research instruments which results are shown in previous chapters, reflecting limited incorporation of appropriate methodological tools by teachers of Dr. Camilo Gallegos Dominguez High School.

In addition, the integrative proposal is also based on the application of communicative method of Mena to facilitate the development of oral skills, group work and allows the

student to strengthen the use of English language learning spontaneously. As the postulate of Richards' on the use of techniques for oral production, stimulating its development in students in the orality of the second language, linked to the context. The fundamentals are described below:

2.5.1. *Pedagogical Foundation.* Pedagogically, it deals with the educational role of teachers and school specifically. For the interpretation of this role, it is required an understanding of the position adopted towards education the cognitive model, explaining the learning based on the information, cases, experiences, attitudes and ideas of the person and how he integrates, organizes and reorganizes the same ones. Therefore, the learning process refers to a permanent reorganization of previous experiences as well as new information is acquired.

This theory considers the student as the protagonist and active agent that builds his new learning, not the teacher, which implies modification, diversification and coordination schemes of knowledge of the physical and social world, establishing networks of meaning that enhance cognitive performance of the person.

The teacher interacts in a reflexively and critical way, promoting and facilitating the processing and assimilation of information on students. In this aspect, the aim is to recognize teachers as mediators of knowledge, which involves experiences, contents, and adequate and effective materials that allow optimization of learning in their students. Active pedagogy allows teachers to develop autonomy in their students as an individual and social being, in the search for meaning, reflection, and research to transform a reality. It requires therefore, teaching in a communicative environment that enables criticism and decision making, with full openness to the truth. Transforming the learner in an active being, where the teacher guides, and is always open to a dialogue.

2.5.2. *Psychological Foundation.* The skills contained in the guide as integrative proposal enhance the practice of English speaking, building on the psychological aspect, because it takes into account the development of the learning process, and that involves the context of the environment of the students and their emotional life, being these key elements for their learning, making the achievement of meaningful learning proposed by Ausubel, referring to background and its relationship with the new ones.

It is also necessary to consider that the methodology exercised in the development of teaching-learning process, based on the constructivist approach is based on meaningful

learning and multiple intelligences, which also focuses on the theory of the development zone, self-esteem, work team, active methods, metacognitive strategies and others.

The proposal seeks to improve the speaking of English, and aims to enhance the academic level of the teacher, therefore it is essential to determine the importance of improving of the teacher which is based on the following aspects:

- The optimization of teaching practice, which seeks the exercise of professional development of teachers, understood as a continuous training, seeking reconsideration and reorientation of its educational project.

So it is necessary to consider the emotional part based on a requirement or perception of change as teacher training emerges from the desire to improve and enhance the process of teaching. It also considers the cognitive part by mental construction with a set of interrelated representations linked to changes expected in a particular context. Besides, it allows contrasting the personal objective with other individuals.

The search for teacher improvement provides an initiative towards a socio-affective dimension, offering space, real and systematic situations to express or represent feelings, emotions, conflicts, and find solutions. This generates much more than the pursuit of an atmosphere of cordiality among students, considering it as a necessary knowledge for the construction of meaningful learning.

- Another important aspect to consider is the restructure training programs, the relevance of structuring a focus formation to developing skills needed for the construction of new knowledge and not only for the acquisition of such training.
- To have, as a key base, the promotion of skills development and professional abilities refers to the development of attitudes and skills addressed to optimize affective, cognitive and social resources that lead to confront and solve situations related to the English language. Integrate competencies and related knowledge, practical know-how and attitudes which shows in contextualized situations with the practice of cognitive situations held in mental scheme.
- The scopes of the competences to develop are referred to organize and manage student learning, relying on teamwork, friendliness through communicative techniques, and practice of values for its development. For such case, it is required

to structure the contents taking into account the needs and demands of teachers, students and the educational media, relating them to updated content and communication techniques required to promote the speaking of English.

The problem-oriented learning allows the student to acquire the knowledge, as well as logic in solving a given situation; for which, the teacher does not give knowledge, but directs learners to identify the context studied as a problem, succeeding in giving solution to it, and appropriating knowledge.

2.6. General description of the proposal

This proposal is carried out through the implementation of a methodological guide for the development of applications based on the communicative approach in order to support teachers work on the improvement of the performance level of speaking in students, the same described as follows:

For the preparation of the described guide, contents and skills to develop were taken as a reference and which are identified in the curriculum reform of basic general education, as well as current needs students have for their education, suggesting teachers not to think only what to teach but to pay attention to the learning process, highlighting the learner as the main active element in teaching practice.

The integrative proposal also aims to contribute to the improvement of teaching practice, incorporating new practices to teacher's work, attitudes and techniques that allow the formation of active, participatory, and creative individuals, facilitating the achievement of the tasks set out in search of human beings committed to the values and their training.

This methodological guide for improving oral ability of the English subject becomes an optimal resource oriented to classwork because it has a methodological structure that enables students to enhance their academic performance, through its individual and group participation, raising the practice of values such as cooperation and solidarity, aimed at obtaining meaningful learning, improving their cognitive development, cultivated by reading practice, optimizing the processing and interpretation of information.

The methodological guide to optimize the skills of speaking English language was developed, considering the objectives, strategies, techniques, image-based and appropriate graphic organizers to facilitate and stimulate the necessary interest of the student for the correct learning.

Guide for the methodological implementation of activities based on the communicative method to improve the speaking skill on 9th year students of Camilo Gallegos Dominguez high school.



AUTHORS:

- SONIA AJILA
- ALICIA TORO

ENGLISH

MACHALA - EL ORO – ECUADOR

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ACTIVITIES BASED ON THE COMMUNICATIVE METHOD TO IMPROVE THE SPEAKING SKILL

play english!



OBJECTIVE: *To Improve the speaking skill on students, through the implementation of communicative activities, to raise their academic performance on English learning.*

PRESENTATION

This methodological guide provides a set of communicative activities as support to strengthen the teaching-learning process of English teachers and it lets students to get meaningful learning.

Through those activities students can focus on solving the exercises given by the teacher because that tasks arouse students' interest and let them to learn by playing, interacting or creating; the clue is to make students use their reasoning and common sense to solve them. Therefore, this methodology arouses a different attitude in the student to acquire knowledge.

This methodology encourages the learner to the exploration and development of their own learning strategies by stimulating their creativity and logical thinking, which are two very important aspects in the learning process, including the study of languages, as well as on other situations in their life as students. In addition, it is important to say that the activities contribute to the learning's motivation.

When an activity is executed in classes, it strengthens the communication process and makes possible to establish specific contexts to practice English language and to achieve the following aspects:

- Understanding the relationship between linguistic forms and functions.
- To emphasize the processes that involved to the relation among what we say and know about the context presented.
- Participate actively with the interlocutor in order to communicate to each other.

In addition, activities must offer effective communication processes, which have to be done in a collaborative way; it is, in pairs or groups. Some experts agree that activities should have motivational and interesting features for students and to be related to their own reality.

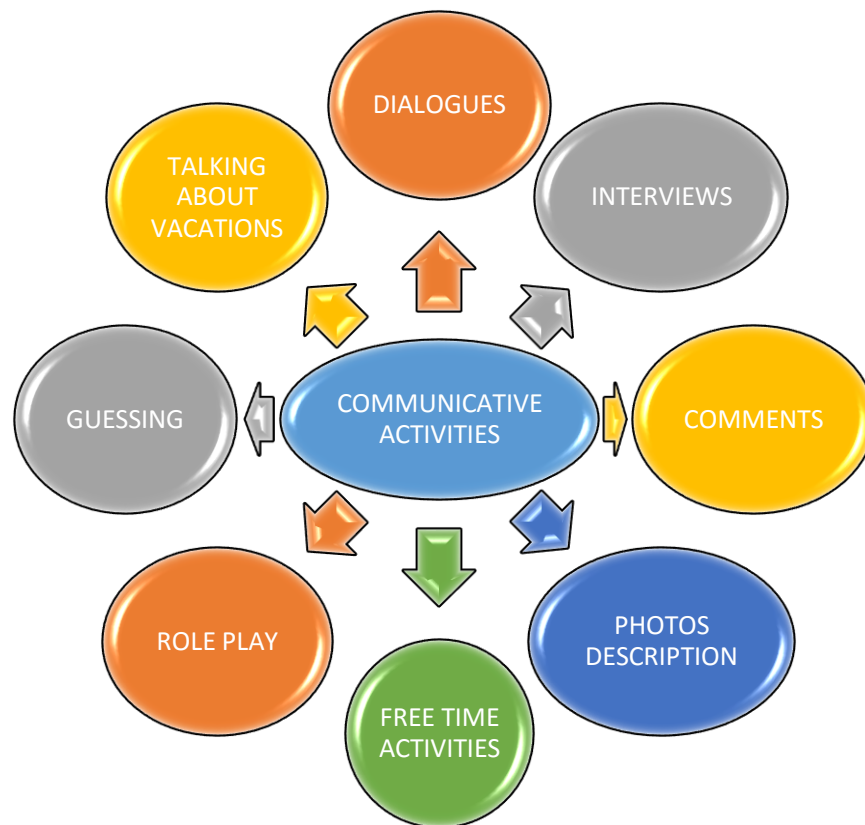
The activities should have characteristics which allow evidence from the analysis of the steps for its development, the processes given for learning, facilitating to identify the type of specific assistance in order to make them meaningful, and thus enhance the role of the learner to facilitate interdisciplinary.

The activities also constitute an efficient way to incorporate reality and consolidate communication in teaching English. Communicative activities encourage students at the moment to understand, negotiate and express meanings, to achieve a communicative goal.

It is presented in this guide, the concept of every communicative activity proposed, followed by an individual presentation using graphic organizers and examples for a better understanding of them.

**ACTIVITIES BASED ON THE COMMUNICATIVE METHOD TO IMPROVE
SPEAKING SKILL ON NINTH YEAR STUDENTS OF CAMILO GALLEGOS
DOMINGUEZ HIGH SCHOOL**

The practice of the speaking skill, and a collaborative work with students are the basic features of the communicative method.



Dialogues

Currently in the texts used for English teaching, students can find dialogues that place them in different scenarios like; school daily routines, home and hobbies that generate interest on them. The teacher selects an open topic in classes, which create and generate curiosity and help them to capture students' attention and their interest to know how to express complete ideas in English language. Consequently, through the guide and teachers' supervision it is possible to generate meaningful learnings on the students.

Interviews

This activity is developed with the teachers' supervision and its work organization has to be in pairs, students use a question and answer questionnaire proposed by the teacher. This exercise generates a very natural interaction among students, and the level of difficulty allows them to adapt it to a specific situation and the addition of extra details according to the topic.

Comments

To carry out this activity, the teacher has to show and present an explicit situation to students which can be displayed using technological equipment. To do this exercise it is required at least 2 scenes of which students will express an opinion, and to do it they can have the teacher's support to make a reference about different issues as the following: What the scene is about? Do you agree with the characters action? and so on. This activity is designed according to the students' level.

Photos' description

Besides to capture students' attention by using visual material, it is easy to incorporate this activity to the class. It consists in showing a picture to the whole class, then every student has to tell or write a feature about that on the board. It promotes students'

participation and learning, to internalize words said by the classmates. For this activity it is also possible to ask for volunteers to be described by their peers.

Free time activities

In this activity, students interact with a partner or group to exchange information about their hobbies and leisure activities. The teacher must give support to students to express complete ideas adequately; in this way it will be related with students' interest which will promote their learning.

Role play

By incorporating this activity of collaborative type in the development of the class, students learn by experimenting and besides they receive reinforcement by the teacher. This activity consists in perform a character's role in a specific situation, which involves the creativity of students, it can be done in pairs or groups according to the situation to be represented promoting an active participation; and on this procedure students can contribute with their own ideas to enhance the activity.

Guessing

It refers to popular riddles that consists in providing clues about a particular object or person, and students have to guess what or who is the riddle; when the activity is carrying out students can make some questions to the teller, which contributes to vocabulary practice and it provides an opportunity to enhance the pronunciation.

Talking about vacations

Incorporating this activity makes possible to increase students' vocabulary, because it encourages an active participation in class and arouses interest in learning a second language to express their ideas and share personal experiences, which promotes to learn and use of vocabulary and improvement of their oral expression.

DIALOGUES



LEVEL AND AGE

- Intermediate
- Adolescents upwards

TIME

- 15 minutes to socialize it with students
- 10 minutes to practice in pairs or groups.
- Evaluation time according to the activities planned by the teacher.

AIM

- To develop an interactive oral communication and body language.


PROCESS

1. The teacher uses a dialogue in audio or video previously prepared.
2. It is played in class for students. (it can be played twice)
3. The teacher makes questions to students about the dialogue played, or he can hand out a questionnaire which has to be solved by students.

ORGANIZATION STRATEGY

- Pairs or groups

Activity 1: Example of a Dialogue



Lesson 2

Celebrating Diversity

GREENWICH LAB

1. Listen and fill in the blanks with the verbs you hear.

Reporter: Welcome to another Globetrotters show. Today we're in Sevilla, Spain. People are celebrating the Sevilla's fair and watching the parades. Some others are riding horses, _____ (a) flamenco songs or _____ (b) Spanish food. Let's ask the locals and learn more about this celebration. Hola! Excuse me, what are you wearing? It's a beautiful dress.

Woman: I'm _____ (c) a traditional flamenco dress. I always wear it during the celebrations. Look! The flamenco dancers are _____ (d) now. Sorry, I need to go.

Reporter: Hola! Excuse me, what are you eating?

Man: I'm _____ (e) tapas.

Reporter: Tapas?

Man: Yeah, they're snacks. I love bread and ham tapas. They're so delicious. Here, try this one.

Reporter: Hmm, it's really good.

Reflect on Grammar

Present Progressive Tense
Use it to talk about actions that happen at the moment of speaking.

Affirmative / Negative Sentences

I	am	(not) eating	tapas.
You	are	(not) eating	tapas.
He / She / It	is	(not) singing.	
We / You / They	are	(not) dancing	now.

Yes / No Questions


Are	you	eating	tapas?
Is	he / she / it	singing?	
Are	we / you / they	dancing	now?

Wh-questions

What	are	you	doing?
What	is	he / she / it	doing?
What	are	we / you / they	doing?

Key Expressions
Here, try this one: take, eat this

Pronunciation
The sound /η/
Listen and repeat.



dancing

wearing

celebrating

singing


eating

2. Fill in the blanks with the right form of the verbs in the Present Progressive tense.

a. What are you doing (do)? I _____ (1. decorate) some eggs for Easter.

b. What _____ your husband _____ (2. do)? He _____ (3. hide) the eggs in the garden.

c. What _____ your children _____ (4. play)? They _____ (5. look) for the Easter eggs right now.



26

Source: Students' book 9th grade.

INTERVIEWS



Level and Age

Intermediate
Adolescents upwards

Aim

To promote students' interaction.

Time

15 minutes to socialize it with students.
10 minutes to practice.
Evaluation time depends on the teachers planification and number of students.


Process

1. The teacher prepares a short questionnaire with questions and answers.
2. He organizes the students in pairs.
3. Then every pair work read aloud and share his/her partners answers.

Organization Strategy

pairs or group work

Activity 2: Example of an Interview




Lesson 3

Outstanding People


1. Complete the survey with real information about you.

	Sure, I can.	It depends on the situation.	Never! I can't do that!
I can tolerate the presence of insects and bugs around me.			
I can solve mathematical problems and calculate quickly.			
I can solve puzzles easily.			
I can resist extremely hot or cold temperatures.			
I can run fast.			
I can write poems easily.			


2. Scan the texts and select the best answer to complete the following sentences.



Feliks Zemdegis is not an ordinary teenager. He is quite famous in Australia because he's the youngest Rubik's cube champion in the world. The average person takes longer than a minute to solve it, but Zemdegis does it faster because he knows all the moves by heart. But his amazing abilities don't stop there. He's also famous for solving Rubik's cubes blindfolded and for solving cubes bigger than the standard one (e. g. the one that has nine squares on each face). According to him, breaking records is more exciting than watching TV or playing video games because he loves challenges.



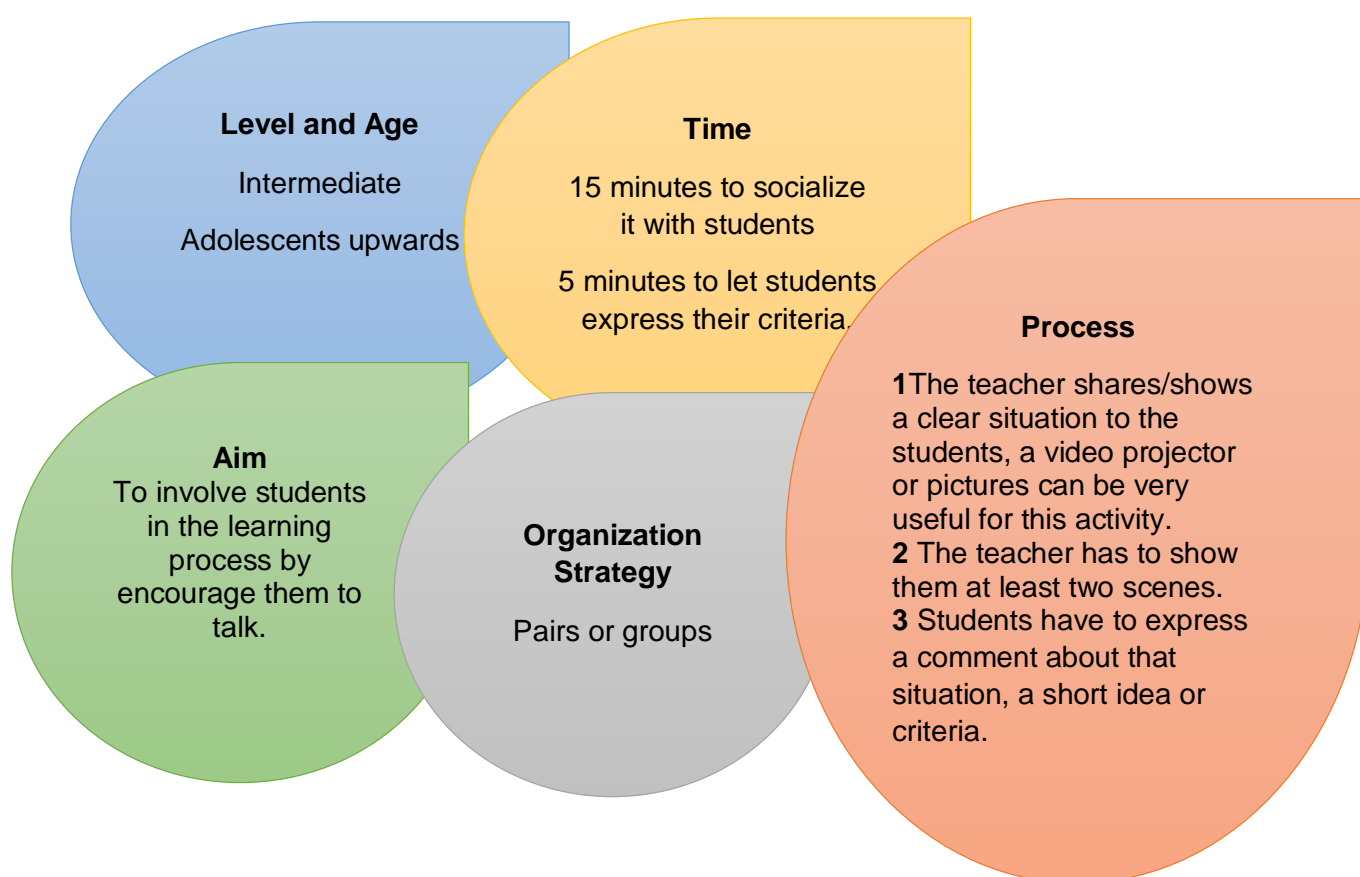
Christina Ripp is a North American paralympian. The amazing wheelchair basketball star also likes road racing because it requires discipline and self-control. However, she prefers basketball because it makes you stronger, quicker and more coordinated. Among her accomplishments, we can mention winning two gold medals in wheelchair basketball at the 2004 and 2008 Paralympics, and a bronze medal in wheelchair racing at the 2006 World Championships. Besides all this, Christina co-founded the first women's wheelchair basketball team in Denver. She is certainly an outstanding woman whose physical disability has not prevented her from being successful and enjoying life!



Dario Hernandez Gutierrez is a Colombian biologist who loves spiders. He lives with more than 120 spiders in his house. He feeds them and takes care of them. Dario wants to teach people to respect spiders because they need to be preserved. They can protect humans from diseases such as malaria and chagas (both tropical diseases). Some people are afraid of spiders because they think they are dangerous, but they ignore an important fact: among the 45,000 spider species that exist, only four can cause death. In fact, he can let a tarantula walk all over his face and arms. He's definitely the real... Spider-Man!

Source: Students' book of 9th grade

COMMENTS



UNIT

5



Lesson 1

Famous Characters



1. Use the nouns in parentheses to form the right adjective in the following sentences.

- Florence Nightingale was a compassionate (compassion) nurse. She was exceptionally courageous (courage) during the Crimean War.
- Charles Darwin's research was secret until he was brave (bravery) enough to publish it.
- Enrico Caruso was a successful (success) 21st century opera singer. He was a really passionate (passion) performer on stage.
- Michael Jackson, the king of pop, was quite popular (popularity) not only because of his music, but also because he was a generous (generosity) man.

Vocabulary Strategy

Some adjectives are derived from nouns (revolution-revolutionary). Use suffixes (-ous, -ary, -ate, -ian, -ar -ful) to form adjectives.

2. Circle the correct adjective or noun to make each sentence coherent.

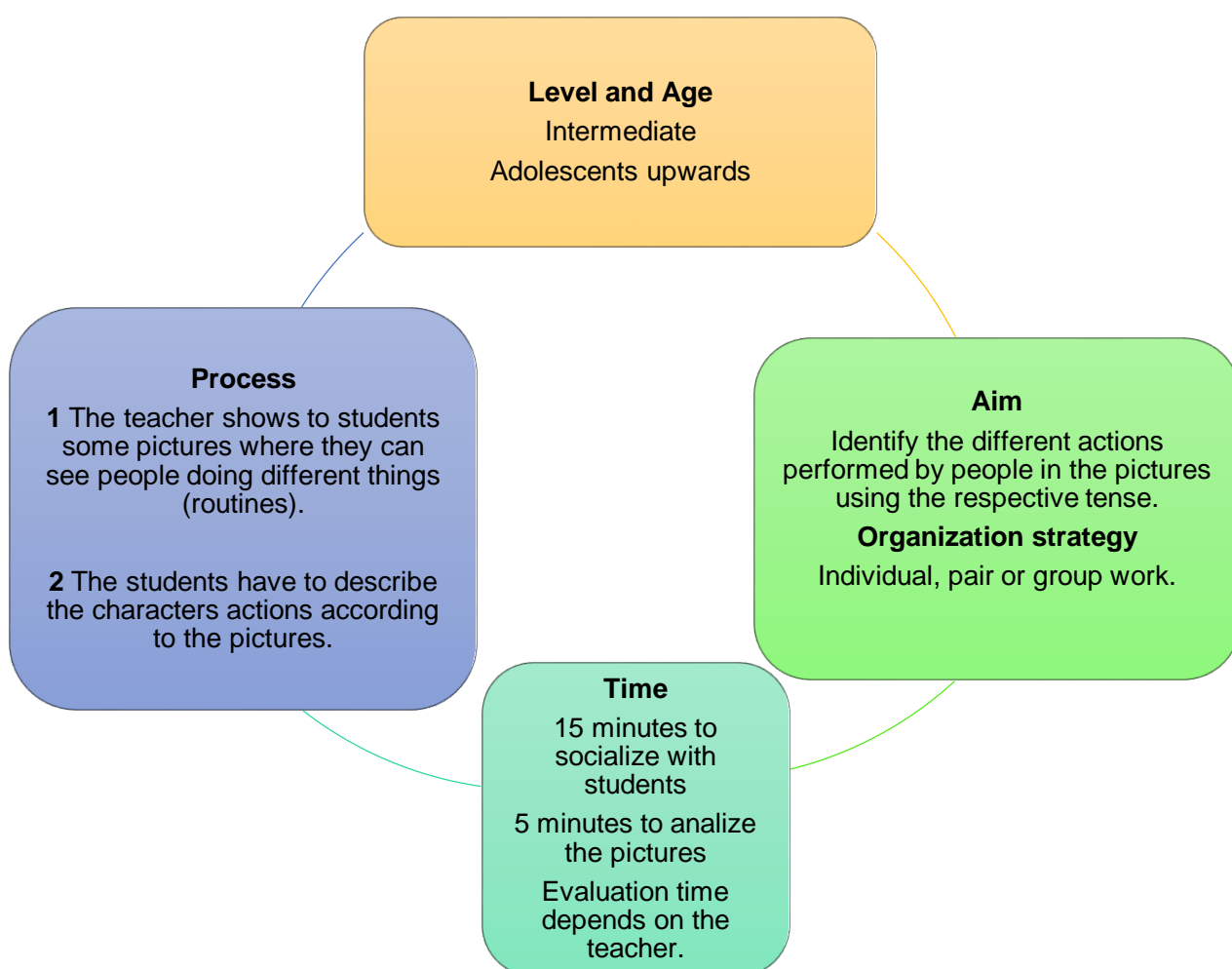
- León de Greiff, a Colombian poet, always worked with (passionate / passion / compassion). He achieved literary (successful / succeed / success) at the end of his life.
- Vlad Tepes, the Voivode of Wallachia, wasn't (humanitarian / human / humanity) with his enemies at all. His cruel methods gained him (popular / anti-popular / popularity).
- Rosa Parks was a (courageous / courage / uncourageous) Afro American woman in the 1950s. She was famous for her (revolution / revolutionary / anti-revolutionary) ideas of equality and peace.

3. Complete the text using was / were / wasn't / weren't.

Anne, Emily and Charlotte Brontë were (a.) three 19th century famous sisters and writers from England. They were (b.) afraid of social prejudices; on the contrary, they were (c.) brave enough to make their own decisions. Their literary works were (d.) equally popular. For example, *Jane Eyre* was (e.) an immediate best-seller, but *Wuthering Heights* wasn't (f.) very successful when it was published the first time.



PHOTOS DESCRIPTION



Activity 4: Example of photos description

3. Match the pictures with their corresponding descriptions.



- a. I'm from Saudi Arabia. Today I'm wearing traditional Arabian clothes. This morning I'm fasting because we're celebrating Ramadan. During Ramadan, we never eat until sunset.
- b. I'm Irish. I'm wearing green clothes today because we're celebrating St Patrick's Day. It is great. Right now people are dancing and singing traditional Irish songs. I always watch the parade in the street.



Reflect on Grammar

Simple Present Tense

Use it to describe habitual actions and routines.

I **always** watch the parade in the street.
Arabs **never** eat on Ramadan until sunset.

Time expressions: always, usually, every year, once a day

Present Progressive Tense

Use it to describe temporary actions, actions happening at the moment of speaking or to describe a scene.

The children **are looking for** the Easter eggs right now.
Now people **are singing** traditional Irish songs.
Today Arabs **are fasting** because they are celebrating Ramadan.

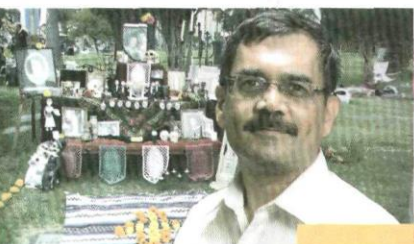
Time expressions: now, right now, these days, today, at the moment



4. Circle the appropriate form of the verb. Then, listen and check.

At the moment I **am practicing** / practice a traditional dance for the "Virgen del Carmen" festival at my school. Peruvians **are celebrating** / celebrate (a) this religious holiday event every year in July. These days many people **are cleaning** / clean (b) and **decorating** / decorate (c) the streets for the procession of our Mother Mary. On this day, people usually **are dancing** / dance (d), **are playing** / play (e) Peruvian folk music and go to church.

5. Think of a celebration in your country and describe what people usually do.



Project Stage 2

- Find a celebration that occurs in the country you are working on in this project.
- Get specific information about the celebration (date, activities, food and clothing).
- Get four pictures that represent the information about the celebration.

Grammar Strategy

Pay attention to time expressions to choose the right form of the verb.

Andres: Look! This is my dad celebrating the Day of the Dead in Mexico.
Nicole: When do people celebrate it?
Andres: The 1st and 2nd of November.
Nicole: What is he doing?
Andres: He is praying at my ancestors' graves.

FREE TIME ACTIVITIES



Aim

To arouse students participation and promote the development of meaningful learning

Level and Age

Intermediate
Adolescents upwards

Organization strategy

individual, pairs or group work


Process

- 1 The teacher organizes students in pairs or groups.
 - 2 Students interact with their partner or group and exchange information.
 3. Then, the teacher will ask about that information orally and written.
- Students will have the teacher's help to complete it.

Time

15 minutes to socialize it with students
10 minutes for students to think and write down some ideas.
Evaluation time depends on the teacher.

Activity 5: Example of free time activities



Lesson 2

Free Time Activities

Word Bank

- chat with friends
- hang out
- go to the movies
- invite out
- read
- listen to music
- play (video games, musical instruments, tennis, soccer)

1. Use the Word Bank to complete the diagram. Write complete sentences.

My teacher doesn't like

We (my family and I) prefer

Free time activities


My friend likes


Other activities
 • _____
 • _____
 • _____

My classmates love

Other activities
 • _____
 • _____
 • _____

2. Use the clues given to write about yourself. Use the verbs *like*, *love* and *prefer*.


 = Affirmative sentence: I like to watch movies.

 = Negative sentence: I don't like to watch movies.

- On Sunday afternoons, _____
- When I arrive home, _____
- At night, _____
- When I go on vacation, _____
- On Friday nights, _____

3. Select the right adjective to complete the sentences.

- My brother loves to play in the park. He plays sports for hours! He's a very (quiet / energetic / relaxed) person.
- When I go to the cinema, I prefer to be (quiet / outgoing / fun) so that I can concentrate on the film.
- Mr. Smith doesn't teach mathematics. He teaches dancing and his choreographies are great. He's a very (serious / nervous / artistic) teacher.



ROLE PLAY



Aim

Encourage students' creativity and an active participation considering the students' own ideas.

Level and Age

Intermediate
Adolescents upwards

Time

15 minutes to explain the procedure and socialize the activity with students

10 minutes to let them familiarize with the content and character's role

Evaluation time depends on the teacher and number of students.

Organization strategy

Pairs or group work

PROCESS:

1 The teacher uses a short conversation with some characters.

2 Then, he organizes the students in pairs/groups.

3 Every student performs a character of the dialogue and follow the instructions given by the teacher.

Activity 6: Example of Role play

Putting it together At the amusement park

A. Before you listen, read the dialogue. Fill in the missing responses.

1 That was a fun movie! Hey, Brian, can you drive?

2 Would you like me to ask Dad?

3 (1) _____ Sorry. Why?

4 It'd be fun to go to the amusement park tomorrow.

5 Really? Great! Uh, can I come in for a few minutes?

6 (2) _____, Joey. It's late, and we're tired.

7 Oh, OK. Andy, call me tomorrow, OK?

8 (3) _____

Sunday afternoon

1 I can't wait to go inside!

2 Me, too.

3 Guys, wait! Let's wait for Dad and Robbie.

4 OK. Wait here. I'll go get the tickets.

5 It's already one o'clock. Better hurry.

6 I'll be right back.

7 That was quick.

8 There's a problem, guys. The park's closed.

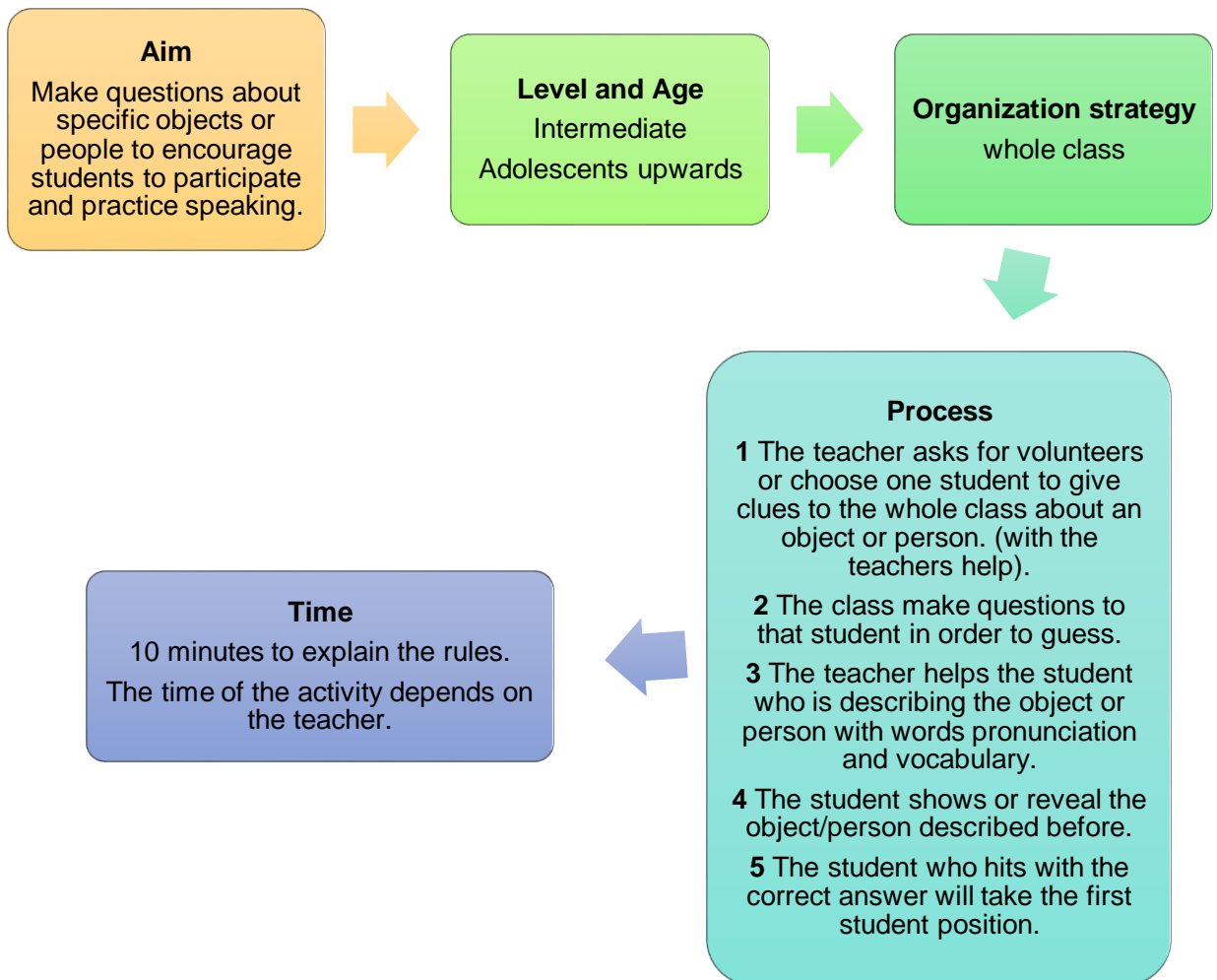
9 Well, can we go to the zoo instead?

10 Good idea. Let's tell Dad.


11 I'm really sorry.

Source: Students' book 9th year.

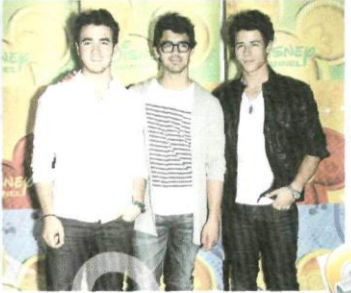
GUESSING



Activity 7: Example of Guessing



 Lesson 3

Meet Celebrity Families




- Look at the picture and guess the answer to the questions.
 - Who are they? They're the Jonas Brothers.
 - What's their profession? _____
 - Where are they from? _____
 - What do they like to do in their free time? _____
- Read and confirm your guesses.


Meet the Jonas Family!

- The Jonas Brothers is an American pop music band. The members of this band are the three brothers Kevin, Joe and Nick Jonas. They are special artists because they spend time with their family **and** have a foundation to help children. Let's take a look at the Jonas family members.
-  Her name is Denise Jonas. She's a loving mother, **but** she's strict, too. She goes with her sons to all concerts **and** interviews.
-  This is Mr. Kevin Jonas, the father. He is a public figure, **but** he doesn't like to be on camera. He's the manager of his sons' band.


Key Expressions
Work out: to exercise



- Kevin Jonas is 25 years old. In the band, he plays the guitar **and** sings. He is romantic. He likes to practice pole vaulting, **but** he doesn't have a lot of time to practice it now. He supports many causes as a volunteer and contributor.



- Joe Jonas is 23 years old. He is the lead singer in the band. He's the fun **and** sporty brother. He loves to work out **and** play soccer in his free time. He supports Special Olympic organizations in their foundation.



- Nick Jonas is 21 years old. He is quiet **and** sensitive. He doesn't talk a lot, **but** he is a good songwriter. He plays the drums. He supports children who suffer from diabetes. He likes to write songs and play baseball in his free time.

Source: Students book of 9th grade

TALKING ABOUT VACATIONS



Aim

To ask and answer questions about activities and hobbies for practice and learn vocabulary.

Level and Age

Intermediate
Adolescents upwards

Time

20 minutes to give instructions and let Ss' write some notes about activities they do on vacation


• PROCESS:

- 1 Teacher organizes the students to talk about vacations and give them instructions.
- 2 Students have to take notes about two things his/her partner likes the most and two he/she does not.
- 3 The teacher choose some students to share their information with the whole class.
- 4 Students hand out the information they got from his/her partner to the teacher on a piece of paper.

Organization strategy

Individual, pair or group work


Activity 8: Example of a conversation


 Lesson 3


Enjoying a New Culture

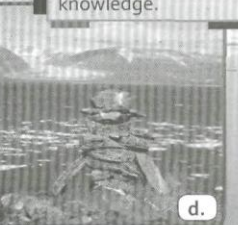
Reading Strategy
Use pictures to predict the content of a text and activate background knowledge.

1- Look at the pictures and write what you associate them with.


a.


b.


c.


d.

2. Read the text and write the corresponding letter from the pictures above.

Internet

www.internet.com

To: Susana Quispe

Subject: My Christmas in Iqaluit

Font 12 N K g

Hello Susana,

How are you these days? I hope you're doing well. My vacation trip around the Arctic Circle is going great, and I'm learning lots of things about the beautiful people here. They call themselves Inuit, which is a plural word to indicate the families that are part of the Eskimo culture. Eskimos live in the northern part of Canada, Russia and the island of Greenland ☐. Today I'm visiting Iqaluit, the capital of Nunavut, an Eskimo reservation with amazing landscapes. From my window I can see a frozen lake ☐ and such majestic mountains. The landscape is absolutely amazing. I'm writing this letter while Aguta, the mother of the Haktanooch family, is getting ready to celebrate Christmas. Usually families eat together and sing traditional Inuit songs. The food is completely different because they love raw meat (it's not cooked!). They usually eat caribou (similar to an antelope), seal and char (a type of fish from the Arctic zone) ☐.

Christmas takes place on December 25th, as in Peru, but it's celebrated slightly differently. Amak, the grandfather of the family, is teaching me how to eat with my hands and cut the pieces of meat. I enjoy the taste of raw meat, but I prefer traditional Peruvian food. Right now, Aguta's children are singing and their uncles are playing tambourine-like drums.

Inuit people love nature and live in harmony with it. For example, they don't use cars or buses for transportation as we do. They use sleds, which are pulled by dogs. ☐ They are an effective means of transportation. I'll take lots of photos to show you when I come back. Please say hello to Pedrito, Ramón and Clara. I miss you all so much!

Lots of love,

Alicia

130

Loading ...

Source: Students book of 9th grade

2.7. Structural components of the proposal

The structure of the proposal is composed by key and necessary aspects to the proper implementation of communicative activities presented in the methodological guide, those are:

- Introduction to the use of communicative activities.
- Description of the benefits of each proposed activity.
- Practical examples of the application of each activity.
- Reinforcing tasks of each activity to strengthen the knowledge.

2.8. Implementation phases of the proposal

The proposal presented was implemented through fundamental aspects required such as:

- Meeting with high school authorities (The Principal).
- Meeting with the English teachers.
- Identify the proper communicative activities proposed in the students' book to promote meaningful learning and the speaking skill's improving.
- Development of a methodological guide that allows the teacher and students to interact actively, keeping in mind that students are the main character of their own learning.
- Presentation and delivery of the guide to English teachers and high school authorities.

2.9. Logistical resources

To elaborate these proposal resources of the institution were not necessary, because it was relied on bibliographic research, which was done with the assistance of English teachers who belong to the Facultad de Ciencias Sociales of Universidad Tecnica de Machala.

About the presentation and delivery of the material designed, it was done in the institution with the presence of authorities and English teachers.

2.10. Budget

Budget				
A.- HUMAN RESOURCES				
Nº	DENOMINATION	TIME	COST	TOTAL
1	Project Manager	30 hours	10,00	\$300,00
1	Project Coordinator	30 hours	10,00	\$300,00
SUBTOTAL:				\$600,00
B.- MATERIAL RESOURCES				
DENOMINATION		QUANTITY	C/UNIT	TOTAL
Folders		20	\$ 0,25	\$ 5,00
Handouts		20	\$5,00	\$100,00
Packages of Cd – R		1	\$ 10,00	\$10,00
SUBTOTAL:				\$115,00
C.- OTHERS				
Transportation				\$25,00
Various and Miscellaneous				\$25,00
SUBTOTAL:				\$50,00
D.- INCIDENTALS 5% DE A+B+C				\$38,25
TOTAL COST:				\$803,25

3. FEASIBILITY ASSESSMENT OF THE PROPOSAL

3.7. Technical Dimension Analysis for the implementation of Proposal

The pedagogical tools presented for the development of this proposal, reveals a suitable technical support for the success of it, since with the addition of the communicative approach, will facilitate the achievement of meaningful learning, promoting the Speaking in students.

As a product of the great changes that constantly occur in education, which directly influence the rethinking of the methodology in teaching foreign languages, it is imperative to carry out technical contributions based on the study and analysis of the current behavior of people and children to enable the development of communicative language teaching.

3.8. Economic Dimension Analysis for the Implementation of Proposal

The implementation of this proposal in this research will bring many economic benefits to parents of students in the 9th year of B.G.E. at Dr. Camilo Gallegos Dominguez High School, since this methodology will allow the learner get new learning difficult to forget

because the predefined subject competences are achieved, it will save money in the future, because he will not require special “paid” courses to update knowledge of the foreign language.

Moreover, being a public educational institution, parents will not spend money to their children for the access to this subject and will benefit from the advantages offered by implementing the proposed methodology, similarly, the institution will not assume extra costs for being a public matter.

3.9. Social Dimension Analysis for implementation of Proposal

The execution of the integrative proposal to improve Speaking skills is becoming noted in the social environment due to the so-called knowledge era we are living, where we have access to information from all over the world, and in many different languages. English, being the dominant language globally, shows a lot of information easy to find, so it is becoming a fundamental requirement for communication in this era, as well as in academic education of a student.

Diagnostic Investigation Conclusions

- Inadequate teacher training in teaching methods to improve the speaking skill.
- Need of techniques based on active communication to promote speaking in class.
- Most of the time teachers deliver theoretical contents in order to provide students the ability to use and create grammatical structures.
- Poor classroom management and prevention of possible difficulties during classes.
- Lack of illustrative and technological resources in the institution.
- Lack of a well-balanced evaluation which include theoretical-practical parts to support the knowledge and get an adequate practice of target language.
- Lack of an active and inclusive methodology of process, which contributes to strengthening the knowledge and the productive skills.
- Lack of classroom discipline which must be controlled by the teacher in charge during the execution of the different activities in class.
- Teachers do not know the benefits of group work and how organize them appropriately to contribute to every student experience.
- Teachers do not have initiative to make a dynamic class that promotes an inclusive learning through activities that encourage the students to use the target language.

Recommendations

- Give training to teachers and implement teaching methods to promote interaction and strengthen oral skills.
- Selection of activities that encourage creativity and productivity of students about the use of language.
- Improve the organization and distribution of class time to develop oral activities appropriately.
- It is required a proper planning of school activities, which include to establish standards and regulations to avoid situations of indiscipline, besides overcome difficulties that are part of the school.
- Provide technological and illustrative teaching materials to the institution to contribute in the learning process.
- Implementation of an assessment that integrates the theoretical and practical part well-balanced to strengthen the knowledge and promote the speaking skill.
- Use an active methodology to promote students' interest on the target language to get a successful learning.
- The teacher must create a comfortable environment where students can feel confident, and forget their fears to get a good oral performance; at the same time the teacher must control the students' discipline.
- Use new organizational ways of class work to minimize problems and maximize opportunities for oral practice.
- It requires teachers training about class dynamic to engage students in every activity and achieve meaningful learning.

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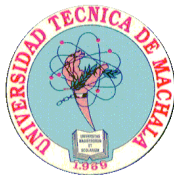
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Anexos





ENTREVISTAS



**UNIVERSIDAD TÉCNICA DE MACHALA
UNIDAD ACADÉMICA DE CIENCIAS SOCIALES
ESCUELA DE CIENCIAS DE LA EDUCACIÓN
ESPECIALIZACIÓN DOCENCIA EN INGLÉS
TRABAJO DE GRADUACIÓN**

BOLETA 1 DE ENTREVISTA A PROFESORES

TEMA DE LA INVESTIGACION:

“Métodos de enseñanza para desarrollar el speaking en los estudiantes del 9no. Año del Colegio Dr. Camilo Gallegos Domínguez de la ciudad de Arenillas.

OBJETIVO DE LA ENTREVISTA:

Conocer qué métodos de enseñanza y técnicas utilizan los docentes del área de inglés para mejorar el speaking en los estudiantes de la institución educativa.

1. DATOS INFORMATIVOS:

Entrevistada:

Género: m () f ()

Lugar de trabajo:

Título:

Fecha de la entrevista:

2. PREGUNTAS

1.- ¿Qué método (s) de enseñanza utiliza para mejorar la habilidad de speaking en los estudiantes?

2.- ¿Qué técnica (s) utiliza durante las clases para mejorar el speaking?

3.- ¿Con qué frecuencia practican los estudiantes la habilidad de speaking en clase?

4.- ¿Qué tipos de problemas enfrenta Ud. habitualmente en el aula de clase y en particular en la práctica del speaking?

5.- ¿Qué recursos didácticos emplea en el desarrollo de las clases de inglés?

6.- ¿De qué manera evalúa a sus estudiantes la habilidad de speaking?

7.- ¿Qué nivel de aprendizaje logra obtener de sus estudiantes?

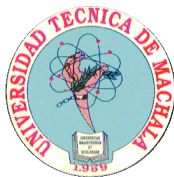
8.- ¿Desde su experiencia como docente cuales considera Ud. son las causas que limitan al estudiante en la práctica del idioma?

9.- ¿Cómo organiza Ud. el trabajo de los estudiantes en el aula?

10.- ¿Qué dinámica emplea en sus clases de inglés?

OBSERVACIONES.....
.....

Entrevistador:



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TRABAJO DE GRADUACIÓN

BOLETA DE ENCUESTA A ESTUDIANTES

TEMA DE LA INVESTIGACIÓN:

“Métodos de enseñanza para desarrollar el speaking en los estudiantes del 9no. Año del Colegio Dr. Camilo Gallegos Domínguez de la ciudad de Arenillas.

OBJETIVO DE LA ENCUESTA:

Conocer qué métodos de enseñanza y técnicas utilizan los docentes del área de inglés para desarrollar el speaking en los estudiantes.

1. DATOS INFORMATIVOS:

Género: m () f ()

Edad:

Curso.....Paralelo.....

Fecha de la encuesta:

2. PREGUNTAS

1.- ¿Qué método (s) de enseñanza utiliza el docente para desarrollar la habilidad de speaking?

Método Audio-lingual

☐

Método Directo

☐

Método Total Physical Response

☐

2.- ¿Qué técnicas utiliza el docente durante las clases para el desarrollo del speaking?

Role Play

☐

Repetición de palabras/oraciones

☐

Descripción de figuras

☐

Otras (ejercicios gramaticales)

☐

3.- ¿Con qué frecuencia practican la habilidad de speaking en clase?

Alta

☐

Media

☐

Baja

☐

4.- ¿Qué tipos de problemas enfrenta Ud. habitualmente en el aula de clase y en particular en el desarrollo y práctica del speaking?

- Ruido ☐
Gran número de estudiantes ☐
Tiempo Limitado ☐
Indisciplina ☐

5.- ¿Qué recursos didácticos utiliza el docente en las clases de inglés?

- Tradicionales de trabajo: pizarrón, marcador, libros de texto ☐
Ilustrativos: Carteles, esquemas, cuadros. ☐
Tecnológicos: computador, proyector, audio y video ☐

6.- ¿De qué manera evalúa el docente la habilidad de speaking?

- Práctica (técnicas) ☐
Teórica (reglas) ☐
Ambas (práctica y teórica) ☐

7.- ¿Qué nivel de aprendizaje logra con su maestro?

- Muy satisfactorio ☐
Satisfactorio ☐
Poco satisfactorio ☐

8.- ¿Cuáles consideras que son las causas que le limitan en la práctica del idioma?

- Temor a equivocarse ☐
Temor a ser objeto de burla ☐
Temor a la represión del maestro ☐

9.- ¿Cómo organiza el docente el trabajo en el aula?

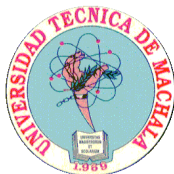
- Individual ☐
Pares ☐
Grupal ☐

10.- ¿Cómo caracteriza las clases de inglés impartidas por el docente de la materia?

- Dinámicas ☐
Monótonas ☐
Innovadoras ☐

OBSERVACIONES.....

Entrevistador:.....



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TRABAJO DE GRADUACIÓN

GUÍA DE OBSERVACIÓN

TEMA DE INVESTIGACIÓN:

“Métodos de enseñanza para desarrollar el speaking en los estudiantes del 9no. Año del Colegio Dr. Camilo Gallegos Domínguez de la ciudad de Arenillas.

OBJETIVO DE LA OBSERVACIÓN:

Recopilar información de la infraestructura física, materiales pedagógicos de enseñanza, participación estudiantil y preparación docente.

1. DATOS GENERALES:

Colegio:

Ubicación: cantón: Parroquia:

Dirección:.....

2. ASPECTO A OBSERVAR	DESCRIPCIÓN
1. Laboratorios	
2. Materiales de enseñanza	
3. Manejo de espacios en el aula	
4. Participación de los estudiantes	
5. Dominio del idioma (docente)	
Nombre del Observador:	Fecha de la observación: