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UNIDAD ACADÉMICA DE CIENCIAS SOCIALES

CARRERA DE CIENCIAS DE LA EDUCACIÓN MENCIÓN  
INGLÉS

TECHNIQUES APPLICATION TO DEVELOP SPEAKING SKILLS IN THE  
TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN  
LANGUAGE.

REYES SÁNCHEZ JOSELYN PAMELA

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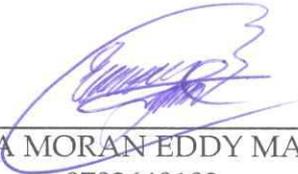
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## **GRATITUDE**

To God for being present guiding each of my accomplishments, my parents who have been my mainstays who have given me their support to achieve each objective, my husband for support me and be with me in different situations we have experienced and my son to be the engine that drives me every day to move forward.

## **DEDICATION**

I dedicate this work to my parents, my husband and my son, who have been instrumental part in my school and university life, because it is they who have supported me each of my steps on the achieved goals, and each one of the people that with a grain of sand they made this possible.

## **RESUMEN**

La más hermosa del aprendizaje es la forma en la que los maestros que logran que sus alumnos ven en ellos mucho más que un maestro, la educación es el arte más complicada pero a la vez la más gratificante, ya que un maestro es el que ve una vida naciendo cada nueva vida de manera cognitiva. Un maestro para lograr un buen aprendizaje debe utilizar estrategias que garanticen que los alumnos desarrollen al máximo su potencial, especialmente si hablamos de técnicas para desarrollar la habilidad de hablar. Sabiendo que la habilidad de hablar es uno de los más complejos en el aprendizaje del idioma Inglés, Porque es el profesor el que cada día se enfrenta a un nuevo reto, ya que todos los alumnos tienen no el mismo nivel de aprendizaje ni la misma capacidad cognitiva para aprender con las mismas técnicas. En Ecuador hay maestros que no uso en una forma adecuada técnicas que garantizan un buen aprendizaje lo que causa un gran problema en el aprendizaje de los alumnos que toman sus clases de una manera monótona. El objetivo de esta investigación es la aplicación de técnicas para desarrollar habilidades para hablar en el proceso de enseñanza-aprendizaje de inglés como lengua extranjera. En esta investigación explico la importancia de las técnicas para el desarrollo de habilidades en el proceso de enseñanza-aprendizaje del inglés, centrándose en cómo desarrollar la capacidad de hablar. Hay muchos técnicas de enseñanza que los maestros pueden utilizar para desarrollar la capacidad de hablar.

## **PALABRAS CLAVES**

Aprendizaje – estrategias – Idioma Ingles – habilidad de hablar – proceso de enseñanza- aprendizaje.

## **ABSTRACT**

he beautiful thing of learning is the way in since the teachers they achieve that his pupils see in them mas that a teacher, the education is the most complicated art but simultaneously the most gratifying, since he is a Teacher he is the one who sees a being every new day is born cognitive. A teacher to achieve a good learning must use strategies that guarantee that the pupils develop to the maximum his potential, especially if we speak about technologies to develop the speaking skill. Knowing that the speaking skill is one of the most complex in the learning of the English language, Because is the teacher the one that every day faces a new challenge since all the pupils have neither the same level of learning nor the same cognitive aptitude to learn with the same techniques. In Ecuador some teachers do not use in a suitable way techniques that guarantee a good learning what causes a great problem in the learning of the pupils who take his classes of a monotonous way. The aim of this investigation is techniques application to develop speaking skills in the teaching-learning process of English as a foreign language. In this research I explain the importance of the technique to develop speaking skill in the process teaching - learning English, focusing on how to develop the ability to speak. There are many teaching technique that teachers can use to develop the ability to speak.

## **KEY WORDS**

Learning – strategies - english language - speaking skills - ability to speak - teaching -learning process.

## 0. INTRODUCTION

The English language is considered as the included language or the language of the current world, It has turned into one of the most popular acquisitions between the inhabitants of a nation, It is of supreme importance and of great need, The learning of the English language like a way of communication and in occasions up to determinant of our success so much personal as professional, especially in the teaching – learning process of the same one. The main objective of this research was **TECHNIQUES APPLICATION TO DEVELOP SPEAKING SKILLS IN THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE.**

In Ecuador the English Language is given by the purpose of which the students in process reach an Englishman's ideal level and they can manage express since the most important skill is this to the moment to communicate. To learn to speak in English needs of creativity and ingenuity on the part of the Teachers, Those who to motivate his students, must resort to different strategies that allow that the students should reach the wished level.

But the learning of the skill of speaking not only depends on the technologies that the Teacher uses, But also the environment that offers the educational institution to the pupils in order that one makes possible this skill And they in turn reach the level proposed by the Department of Education according to the Common European Framework of language.

So to achieve a good speaking the Teacher has to use technologies that facilitate the process of education - learning And in turn that wrap the students inside the classroom of class since this helps to achieve the domain of a certain content and wake up the motivation and the access to the acquisition again vocabulary that could be used in a communicative context.

In El Oro, few teachers have a good level with regard to the use of strategies of education that promote the aptitude to speak in the language English, The use of strategies can achieve that the students express and learn to continue since the grammatical rules to the moment to speak the second language.

## **1. DEVELOPMENT**

### **TECHNIQUES APPLICATION TO DEVELOP SPEAKING SKILLS IN THE TEACHING-LEARNING PROCESS OF ENGLISH AS A FOREIGN LANGUAGE THAT TEACHER USES.**

According to (ROSALES, 1981) " The Englishman, is the official language of the included world through that we are living, this language is very important especially in the labor world, of the business, the learning and the computation."

### **TEACHING-LEARNING PROCESS**

The teaching-learning process is the space created between teacher and student where the main feature is the transmission of information and the aims to ensure that students acquire a wide range of knowledge.

It should be emphasized that presently in our country the teaching-learning process emphasizes the active participation of not only educators and students, but also of the parents and the community in general.

### **CONCEPTUALIZATION OF LEARNING.**

The learning process refers to the human capacity there is characterized by the study and the development what leads to catching certain information, in addition it is a process by which there are acquired knowledge, skills and skills that depart from the study.

## **CONCEPTUALIZATION OF TEACHING.**

According to (GIMENO, 1985) "Teaching is to indicate something to someone. It is not to teach anything; it is to show what is not known " Its mean that teach is mas complex that to stop at the head of the pupils and give the lessons as we planned, But it is give the lessons of a spontaneous way following the lesson plan and the best part is to wrap each of the pupils achieving that the New knowledge stays in them in a significant way.

According to (GEIJO, 2008) " The Styles of Education, from the perspective since we approach them are considered to be how categories of behaviors of education that each of the Styles favor of Learning, which in turn they are a fundamental seat where some of the premeditations become visible of the process of education - learning " .

That is to say, the education is the interaction between the teacher and pupil, where the teacher is the source of the knowledge and knows which is the best strategy to achieve that his pupils understand the class, education means that the teacher must plan, to direct and to control the learning of his pupils, that is to say, to be dependent on the needs that each one has this way like also of his achievements.

## **PARTICIPATIVE TECHNIQUES TO DEVELOP THE PRODUCTIVE SKILLS OF THE ENGLISH LANGUAGE**

**That are the participative techniques?**

They are tools that stimulate the participation in a certain activity, It is applied to acquire knowledge departing always from the practice, Relating to the technique to develop the speaking skill it helps itself the students to express easily.

According to (Ausubel, Novak, & Hanesian, 1990) they affirm that the participative techniques "They stimulate the participation of the pupil in the works of the class". It is to say that the participative technologies help in a crucial way to the participation of the pupil inside the classroom of class, By means of which they develop and improve the skill of the speaking while they take part of way entertained with his partners.

## **Speaking**

Nowadays the speaking is considered to be an interactive process, in which we use the language to transmit a message in a certain context. (Hedge, 2000) defines speaking as a skill by which people judge and are judged while first impressions are being formed" Its mean that this skill must be considered to be the important mas because it is the first impression so much like a mother language and foreign language because it reflects people's thoughts and personalities.

(Furthermore, 1983) "defines speaking as development of the relationship between speaker and listener. In addition speaking determining which logical linguistic, psychological a physical rules should be applied in a given communicate situation". its mean that speak is a communication between speaker and listener, and for it communication people have to know the differents rull to aply in the context.

## **Characteristics of speaking performance**

### **Fluency**

(Thomson, 2004, p. 661) "Fluency is considered an important characteristic of foreign language speech for a variety of reasons. EFL learners' need to speak

fluently range from a mere desire to feel confident when talking to others in English, to an urgent need to pass a language test of spoken English”.

Its mean that fluency is the capacity of the person to realize a dialog of a fluid way and each of the words expresses in a clear way.

When we speak in a foreign language fluency is the major factor, it makes that the conversation have sense and the manner of speak do not confuses to the listener.

According to (Fillmore, 2000) “fluency is “the ability to talk at length with few pauses, the ability to fill time with talk, the ability to talk in coherent, reasoned, and semantically dense’ sentences, ability to have appropriate things to say in a wide range of contexts, the ability to be creative and imaginative in language use.”

### **Accuracy**

(Skehan, 1996) Define accuracy as referring to “how well the target language is produced in relation to the rule system of the target language”. It is the capacity of the speakers each of the words declares in an exact way without losing the sense of what is going to express.

### **Techniques to speak fluidly**

The best Technique to improve the speaking skill is know the structure of English, for example sentences structure, spelling and punctuation.

(Newton, 2009) “Offer some techniques and procedures of teaching Speaking like the best recording, ask and answer and rehearsed task. These procedures refer to the activities during the teaching of speaking”

- Learn a new word every day.
- Practice Grammar.
- Record yourself while you are speaking.
- Do not be afraid to Speak in English.
- Watch on Tv. English tv shows.

## **Speaking as a productive skill**

The Speaking Skill is called too as a Productive skill because is an skill where the students acquire a knowledge and produce all they learn from their teacher.

When a student try to express in English the teacher have to motivate he in espite of it was wrong, thus the student will feel in a good enviroment, and with it, we can get a bi-directional class, and all the Students feel motivate the other wise the student.

## **Techniques to develop the speaking skill.**

According to (MARQUEZ, 1981)“There exist several technologies that Teachers can be in use for developing the productive skills of the language”

There exists a wide range of techniques that as educational futures we can use in order that our students develop in a significant way his skill of speaking, Here some of the most effective to achieve not only the participation of the pupil but also the development of the skill of the speaking. In the teaching–learning process of English like a second language, it is possible to find a lot of methodological identical strategies to the needs of the students

**Role play.** The teacher can make a few small conversations with a vocabulary that the student to understand and then to practice conversations

**Post Cast.** We can use this fantastic tool for students to be taxed himself and be heard making to identify errors in pronunciation.

**Common phrases.** Create a list of common phrases that students use daily and repeat the pronunciation with students.

**Tongue twister.** With the help of tongue twisters we will practice pronunciation with some fun.

**Interview.** Students can work in pairs; they ask to their partners some questions that they do not about their pair, at the end of interview each one can tell to rest of the class a short presentation of their pair.

**Speech:** Each student has to choose an interesting topic and develop a short speech then they have to present in front of the class. It helps to the students to practice fluency, and develop their communication capacity.

**Yes or not:** it is a game, the teacher choose the students that he wants to participate and put on your back a paper with the name of a famous person, the roll to the students is ask some questions to the rest of the class but the rest of the class only can answer with yes or not.

**Choral Drill:** It is the strategy mas used in order to improve the pronunciation of the words, is a way easy to manage to increase the vocabulary then to include it in a conversation.

**Group work:** Do small activities are realized in the classroom that they need that the students exchange ideas using the language. This helps them with the practice of the same one improving his fluency even it gives them opportunity to be corrected between them themselves.

Learning speak English can be fun, if like a teachers use technique that involve to the students and the teacher to give all of us to be better.

In the teaching–learning process of the English we can find a lot of number of methodological identical strategies to the students need.

For the TECHNIQUES APPLICATION TO DEVELOP SPEAKING SKILLS IN THE TEACHING-LEARNING PROCESS OF ENGLISH are effectives The student inside the classroom of class must have so many opportunities to express since be possible, and in each participation to raise his degree of complexity in order that after every unit the student can express and communicate in different situations and contexts.

According to (Graells, 2000) "The educational manuals are books that contain the essential notions of an art or science" which it leads me to think that all the techniques to develop the SPEAKING SKILL within the teaching-learning process are good but as teachers must know how to distinguish the techniques that will be effective for the learning of each student because as we know not all students have the same ability to learn.

Departing from this investigation the solution that I believe it is the most suitable to develop the speaking skill is that the teachers must be innovators and choose technologies that achieve that the students to developing his knowledge metacognitive, which is crucial for the development of a strategic learning.

## 2. CONCLUSION

This research shows that English teachers in recent years do not use effective techniques to develop the speaking skill, and if they use mostly of their techniques are inadequate, lack of implementation of techniques creates a great demotivation in students in English classes, which results in poor academic performance.

From the methodological point of view, the techniques used by teachers are not suitable when they try to use them, and do not achieve the target proposed by the teachers which is to draw attention of students and involve them in learning new topic.

- The teachers have to apply creative and participatory techniques, for students in order to make their classes interesting and interactive
- It is important to do your best as teachers as the only way to engage students in a new issue of class is making a fun class.
- Is recommended frequent use of techniques that contribute to the development of speaking ability.

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BÁSICA DEL COLEGIO LUÍS FERNANDO RUIZ, UBICADO EN LA  
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### ESTILOS DE ENSEÑANZA: CONCEPTUALIZACIÓN E INVESTIGACIÓN. (EN FUNCIÓN DE LOS ESTILOS DE APRENDIZAJE DE ALONSO, GALLEGO Y HONEY)

Pedro Martínez Gejo

**ABSTRACT**

**RESUMEN:**

Los Estilos de Enseñanza, desde la perspectiva desde que los abordamos son considerados como "categorías de comportamientos de enseñanza que favorecen cada uno de los Estilos de Aprendizaje" que a su vez son sustrato fundamental donde se hacen viables algunas de las intencionalidades del proceso de enseñanza-aprendizaje. En, en este marco conceptual, donde se ha desarrollado la investigación para determinar los Estilos de Enseñanza de los docentes de Secundaria que ha requerido el diseño y aplicación de un instrumento que sirviese para avanzar en su diagnóstico y conocimiento. Las propuestas, marco teórico e investigación, como innovadoras, son quizá incompletas e imperfectas, pero estos adjetivos las otorga, desde una crítica constructiva, el reto de complementarlas, mejorarlas y avanzar en la relación y mayor ajuste entre la enseñanza y el aprendizaje.

**TEACHING STYLES: CONCEPTUALIZATION AND INVESTIGATION (ACCORDING TO THE LEARNING STYLES BY ALONSO, GALLEGO & HONEY)**

**SUMMARY:**

The Teaching Styles, in the sense we are considering here, could be defined as "categories of teaching behaviours that promote every single Learning Style", which are in turn the bases setting and making evident some intentions in the teaching and learning process. Our research has been developed in this particular conceptual framework in order to determine the Teaching Styles among Secondary teachers. Research has required the design and application of the suitable instrument for the diagnosis and knowledge of the said Teaching Styles. The proposals, both theoretical framework and research, might be seen as incomplete and flawed but, constructively speaking, these two adjectives also imply a new challenge to complement them, improve them and progress in the relation and better balance between teaching and learning.

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**Developing Students' Speaking Competence in "Food and Beverage Subject" in Palembang**

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**Abstract.** The title of this research is developing students' speaking competence in "food and beverage subject" in state polytechnics of sriwijaya. This research aimed at (1) finding out the most applicable teaching model to develop students' speaking competence, and (2) finding out if the teaching model was effective in developing students' speaking competence in food and beverage services subjects. The method of this study is Research and Development method. Forty three students of English Department of State Polytechnics of Sriwijaya were chosen purposively as the sample of the study. The data were collected through test, post test, questionnaires, and tryouts. By the help of the four raters, the data were analyzed using t-test. The findings showed that firstly, the students and lecturers of English Department of SPS believed that the new teaching model was effective to develop their competency both in *food and beverage* and *speaking subjects*. Secondly, the new teaching provided the students more fun in the teaching and learning process. Finally, there was some improvement in the students' gained scores between the pre test and the post test which indicated that team teaching model was effective in developing students' speaking competence in food and beverage subjects.

**Keywords:** Speaking Competence, Food and Beverage Service, Team Teaching.

**1. Introduction**

As a target of most of language students, the ability of conveying the ideas and messages through

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## ESTILOS DE ENSEÑANZA: CONCEPTUALIZACIÓN E INVESTIGACIÓN. (EN FUNCIÓN DE LOS ESTILOS DE APRENDIZAJE DE ALONSO, GALLEGO Y HONEY)

Peña Martínez Gejso

### ABSTRACT

**RESUMEN:**

Los Estilos de Enseñanza, desde la perspectiva desde que los abordamos son considerados como "categorías de comportamientos de enseñanza que favorecen cada uno de los Estilos de Aprendizaje", que a su vez son sustrato fundamental donde se hacen viables algunas de las intencionalidades del proceso de enseñanza-aprendizaje. En este marco conceptual, donde se ha desarrollado la investigación para determinar los Estilos de Enseñanza de los docentes de Secundaria que ha requerido el diseño y aplicación de un instrumento que sirviera para avanzar en su diagnóstico y conocimiento. Las propuestas, marco teórico e investigación, como innovadoras, son quizá incompletas e imperfectas, pero estos adjetivos la otorgan, desde una crítica constructiva, el reto de complementarse, mejorarse y avanzar en la relación y mayor ajuste entre la enseñanza y el aprendizaje.

**TEACHING STYLES: CONCEPTUALIZATION AND INVESTIGATION (ACCORDING TO THE LEARNING STYLES BY ALONSO, GALLEGO & HONEY)**

**SUMMARY:**

The Teaching Styles, in the sense we are considering here, could be defined as "categories of teaching behaviours that promote every single Learning Style", which are in turn the bases setting and making prudent some intentions in the teaching and learning process. Our research has been developed in this particular conceptual framework in order to determine the Teaching Styles among Secondary teachers. Research has required the design and application of the suitable instrument for the diagnosis and knowledge of the said Teaching Styles. The proposals, both theoretical framework and research, might be seen as incomplete and flawed but, constructively speaking, these two adjectives also imply a new challenge to complement them, improve them and progress in the relation and better balance between teaching and learning.

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