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THESIS PROJECT

"METHODODOLOGICAL STRATEGIES AND THEIR INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE ENGLISH SPEAKING SKILLS IN THE LEARNERS OF 8th YEAR AT "TOMAS OLEAS" HIGH SCHOOL LOCATED IN PARROQUIA CAJABAMBA, CANTON COLTA, CHIMBORAZO PROVINCE DURING THE SCHOOL YEAR 2014-2015"

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The present thesis: METHODOLOGICAL STRATEGIES AND THEIR INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE ENGLISH SPEAKING SKILLS IN THE LEARNERS OF 8th YEAR AT "TOMAS OLEAS" HIGH SCHOOL LOCATED IN PARROQUIA CAJABAMBA, CANTON COLTA, CHIMBORAZO PROVINCE DURING THE SCHOOL YEAR 2014-2015, carried out by Erika Patricia Tenezaca Yadaicela and Luis Jairo Mullo Naula have been directed and reviewed along the research process. It meets all the methodological and essential requirements as per of the general ruling for undergraduates. It has been authorized to present the public dissertation and the corresponding evaluation.

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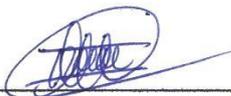
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COMMITTEE MEMBERS CERTIFICATE

METHODOLOGICAL STRATEGIES AND THEIR INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE ENGLISH SPEAKING SKILLS IN THE LEARNERS OF 8th YEAR AT "TOMAS OLEAS" HIGH SCHOOL LOCATED IN PARROQUIA CAJABAMBA, CANTON COLTA, CHIMBORAZO PROVINCE DURING THE SCHOOL YEAR 2014-2015, written work for English – Teaching Bachelor's degree. It has been approved by the following committee members in representation of Universidad Nacional de Chimborazo in the month of June 2015.

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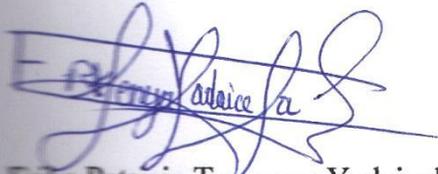


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CERTIFICATE OF AUTHENTICITY

The undersigned, as undergraduate students of the Language Carrier, confirms that the Contents of this research study are original, authentic, personal and of sole academic and legal responsibility of the authors.

Riobamba, June, 1st, 2015.



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DEDICATION

First we thank our family: our parents for giving us life in the first place, for educating and giving your unconditional support and encouragement to pursue our interests; our esteemed couple and children for their patience, understanding, love and care. Their unconditionally supporting makes us to reach successfully the culmination of this stage. For this reason they consecrate the altar of our hearts.

Erika and Jairo.

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INTRODUCTION

Nowadays the use of methodological strategies in the productive English speaking skills play an important role in the teaching-learning process which are presented to the teachers to develop their classes and advantages obtained on their students. The goal of this research is to determine the influence of the strategies in the development of the productive English skills speaking of students in the 8th year of Basic Education at "Tomas Oleas "High School. They will not be afraid of making mistakes or being blamed. The necessity of confidence in articulation is that when teaching pronunciation, working through a list of sounds and practice are important, with regular practice, learners improve their performance and feel confident.

In chapter I there are important contents such as: formulation of the problem, objectives, justification and importance of the problem. In chapter II talks about methodology, strategies definition and all education reference for the development of this research also there is a deep study about how to develop the communicative competence for students studying English in "Tomas Oleas" high school. This study investigated pronunciation training, vocabulary check and language learning strategies, how they influenced the learning behavior in the students studying English and improved their speaking confidence. The purpose of these strategies was to improve students' pronunciation and spoken intelligibility.

In chapter III and IV, there is an analysis and comparison of the surveys applied to teachers and students. It drew upon data collected in these three specific speaking strategies in one high school located in Parroquia Cajabamba, Canton Colta, Chimborazo Province using language learning strategies, pronunciation training and vocabulary check and evaluated improvement after being trained in developing speaking confidence. Finally in chapter V there are conclusions, suggestions and resume.

CHAPTER I

1. REFERENCE FRAMEWORK.

1.1 PROBLEM.

The main problem that we can find in this research is: Students do not feel confident at the moment to speak English, because they are afraid of making mistakes and are embarrassed and therefore they have problems either making themselves understood or understanding others. Teachers have to find additional information and interactive activities for their students and encourage them to participate during the class. However there are some teachers do not use extra bibliography to bring their class to avoid the students are boring. Other cause is a great number of students have many difficulties to speak in front of the class and they feel uncomfortable and as a result they stay passive in class. English teachers need to pay more attention to the development of learners' competence and focus on a more effective and successful method. On the other hand language teacher's focuses on grammar only and full fill the activities in the books in such a way as students copy the activities but they do not develop knowledge and less their speaking.

As we indicated the causes in the first paragraph, we find many effects that students do not speak English in a basic way, some of these are: lack of opportunity to participate in class, students get bored with a traditional class and students are not confident. Class participation also is a valuable learning tool for teachers. Through students' questions, the teacher learns what they do not understand, and can adjust the instruction accordingly. But what happen when the teacher is in front of the class and the teacher speaks all the time, trying to explain and writes on the board, he asks and answers himself, while his students listen to him and writes notes down and rarely answer his questions, this means less participation and thus less meaningful learning. The use of a passive and traditional classes cause boring students during English class. The teachers are reluctant, uncomfortable and use passive strategies and it

generates on the students a poor interest and participation during the teaching- learning process. The learner who lacks confidence in their ability to participate successfully in oral interaction often is quite. They are afraid of making mistakes or being blamed, for this reason the students do not feel confidence when speaking English. We could feel this experience after we finished our practice class in “Tomas Oleas” high school. Our interest has focused on this area since then.

1.2. FORMULATION OF THE PROBLEM

How do the methodological strategies influence in the development of the productive skills, speaking of the students of 8th year at "Tomas Oleas" High School located in Parroquia Cajabamba, canton Colta, Chimborazo Province during the academic period 2014 -2015?

1.3 OBJECTIVES

1.3.1 General Objective:

To determinate the influence of methodological strategies in the development of the productive English skills speaking of students in the 8th year of Basic Education at "Tomas Oleas" High School, to generate suggestions about methodological strategies.

1.3.2 Specific Objectives.

- To detect the methodological strategies used by teachers during the English classes.
- To apply some methodological strategies to motivate the development of speaking skill.
- To raise the learners' confidence and improvement in speaking through some methodological strategies.

1.4 JUSTIFICATION AND IMPORTANCE OF THE PROBLEM

One of the most important objectives in teaching English is developing the productive and receptive competences. The main goal of this current investigation is principally focused on speaking skills because there are schools which have a tiny fraction of students can communicate in oral form using English in basic form. For this reason this research proposes the use of methodological strategies in the development of the productive English skill specially speaking in the students. So that there will be a proportional increase of students can speak English in basic form.

Other important aspect that this investigation considered is the need to change a traditional methodology into active methodology, boring class into a participative class, passive and shy students into active and confidence students at the moment of speaking English. Improving these aspects will cause a positive learning in the students. In addition this investigation is focusing on how the methodological strategies increased confidence and improved learners to become intelligible speakers.

On other hand, this study is important and interesting because the society demands a high educational level in the students and it suggests and requires that learning- teaching process supports in modern and active methodological strategies. There are a lot of technological tools and new methodological strategies which provides opportunities to improve the speaking skill to the students and teachers. When these resources are used in a good way, students can develop their potential in an easy way.

In addition the world today requires professionals who get innovative knowledge and innovative methodological strategies to change traditional education for meaningful learning.

The main beneficiaries of this research will be students, because they ultimately receive proper and adequate English language teaching; it will allow students improve their basic knowledge and become more confident using the foreign language.

This investigation is feasibility and there are relevant resources such as: human, economic and technological because it has the authorities and teachers support who give every facility to meet all the investigative process and this research is what motivates us to work efficiently within a given time. Also the total income is self-funded by the responsible of this research.

CHAPTER II

2. THEORETICAL FRAME

1. Background about previous investigations regarding the problem will be investigated.

Previous researches about this thesis have been reviewed at Universidad Nacional de Chimborazo, Facultad de Ciencias de la Educación Humanas y Tegnologias' library and there are not similar researches about Methodological Strategies and Their Influence on the Development of Productive English Speaking Skill.

It was also reviewed the online databases about the thesis in Ecuador and there is a research related to Methodological Strategies and Their Influence on the Development of Productive English Speaking Skill at Universidad Técnica de Ambato but it does not specify methodological strategies to develop a speaking skill such us: Pronunciation Training, Language Learning Strategy and Vocabulary Check.

The data base from Escuela Superior Politécnica del Chimborazo was also reviewed and there are not similar researches to the topic of this thesis.

There is research on the online database at Universidad Técnica del Norte about Methodological Strategies but it is totally different from this thesis because it focuses on how to teach speak English in correct way.

So, the thesis is feasible for further possible solutions to the mentioned problem.

2. Theoretical Foundations

2.1 Pedagogy

It is the science and art of education. Its aims range from the full development of the human being to skills acquisition. Paulo Freire (2010) says. This method of teaching people as "critical pedagogy". In correlation with those instructive strategies the instructor's own philosophical beliefs of instruction are harbored and governed by the pupil's background knowledge and experience, situation, and environment, as well as learning goals set by the student and teacher” (p.90)

Both the Dictionary of the Spanish Language of the Royal Spanish Academy, and Salamanca Spanish Language Dictionary define pedagogy as "The science that deals with education and teaching. It aims to provide guidelines for planning, implementing and evaluating teaching and learning, according to contributions and influences of various sciences. "

This definition is much broader and more specific, where an aspect of this science which handles and also indicates that the main object of pedagogy study is education is clearly stated.

2.2 Teaching

Teaching is imparting knowledge or skill in the intentional human activity; it has an object into didactic act. It consists in prepared strategies for the attainment of the planned goals. So that teaching converted in an “educational teaching” using the teach contents with truthfulness and taking into account what is impart and adapting in the class.

The teaching is a process, on which information transmitted of diverse ways using communication. In the teaching shorten knowledge; it goes from simple to complex. It is a dynamic development and therefore has uninterrupted changes successive in human activities.

Teaching is a complex dialectical process with evolutionary movement in which acquires the knowledge, as consequence in which the reality will have changed, with different characteristics; the limitation is not theoretical concept in real process.

EINSTEIN Albert. "Teaching should be such that what is offered is perceived as a valuable gift and not as a hard duty."

EINSTEIN Albert said teaching should be taken as a gift to every human being can acquire, and it is development of the society, also the teachers carry out with the students, however the reality is there are people who take it with a duty that must be met.

These objectives serve to guide the teacher's work and pupils into teaching process, in which they constitute. However the teacher must be evaluate the effective teaching, in the evaluation results achieved with its development will observe student success.

According to the definitions of some authors, we can conclude that teaching is undertaking certain ethical tasks or activities the intention of which is to induce learning.

2.3 Methodology

The methodology is a technique used by the teacher, it helps to facilitate and understand the problem. It should be used to refer to practices which are widely used across an industry or

scientific discipline, the techniques used in a particular research study, or the techniques used to accomplish a particular project. Also methodology is familiar by students, it is an indispensable part in the human being, and it promotes the students' confidence and helps them interact.

To research action in teacher helps to improve student learning, because develop their own practice and contribute to their professional learning using common experiences by the teacher's classrooms, data sources included journals, classroom observations and dialogue. The methodology is applied to all areas that humans develop, where we plan , organize and certain purposes is sought , for which a specific type of methodology to be applied to carry out all procedures involving execution shall be designated.(Kaplan, 1986) He offers four definitions about the term methodology :

1. "You understand the methodology and set of techniques or procedures used in science."
2. Understanding the methodology and epistemology (episteme is knowledge), philosophy of science and theory of knowledge."
3. The methodology and intellectual disposition (readiness to learn) is to act with order, coherence, expressing love for the truth."
4. "The methodology must be understood as description, explanation and justification of the methods in general."

According to the definitions of these authors can conclude that the methodology implies more than simply the methods you intend to use to collect data. It is the study, description, explanation and justification of the methods.

2.3.1 Methodological strategies

The methodological strategies are tools used by teachers and students for learning. These can be "Cognitive Strategies" and "Meta cognitive Strategies" (Cave,2008)

The strategies are processes by which we choose, coordinate and implement the skills. They are linked with meaningful learning and learning to learn. The methodological strategies indicate that these arise from the analysis and planning when we prepared a class, through them, we pretend to get the learning in the students.(Schuckermith , N, 1987)

In the other hand the knowledge of the learning strategies used and how to favor in the performance of different disciplines, they will allow understanding the strategies in those people that they do not put in practice effectively, and in that way improving their ability to work and study. But it is very important that teachers are aware that they are responsible to facilitate the teaching and learning processes, energizing the activity of the students, the parents, and community members.

According to these authors, we consider the methodological strategies as resources to serve to achieve learning and vary according to the content and the type of students that we have. Which it is true because a teacher can not rely only one or two strategies, but they must use several of them to guide the learning process.

After we reviewed and analyzed some important concepts about methodological strategies, we can conclude in these are pedagogical processes to perform by teachers, with the intent to enhance and improve the teaching – learning. They are the primary means to promote effectively the development of intelligence, and building the knowledge and also they help to develop the student's skills in any area of knowledge.

2.3.1.1 Types of Methodological strategies

Cognitive Strategies: This refers to those internally actions organized that are used by individuals to govern their processes to attend, think and solve problems. They are processing and execution strategies. The processing strategies are those that people typically use unconsciously to improve their chances of entering and storing information. The execution strategies include the recovery of stored data and its application to some goal.(Cave, 2008)

Cognitive Strategy Instruction (CSI) is an instructional approach which emphasizes the development of thinking skills and processes as a means to enhance learning. The objective of CSI is to enable all students to become more strategic, self-reliant, flexible, and productive in their learning endeavors (Scheid, 1993). CSI is based on the assumption that there are identifiable cognitive strategies, previously believed to be utilized by only the best and the brightest students, which can be taught to most students (Halpern, 1996). Use of these strategies have been associated with successful learning (Borkowski, Carr, & Pressley, 1987; Garner, 1990).

According to Read (2005):

- Cognitive Strategy Instruction is effective for a variety of learners, but particularly students with learning disabilities
- Research shows that students who are actively involved in the education process have better retention, motivation and overall attitudes towards learning.
- CSI is flexible and can be used in combination with different self-regulation techniques. These techniques would need to be taught explicitly and combined in the modeling, memorizing, supporting, and independent performance stages.
- It will take a significant investment of time and effort in order to increase student performance to a level, where they are metacognitive and self-regulating

(isolated quotations - DSchneider).

Meta-Cognitive strategies: They are which allow us to realize the process of understanding and being able to monitor it through the reflection on the different times in the reading comprehension, such as planning, monitoring and evaluation. Meta-cognition includes some sub-process, they are: care or meta-awareness of the individual processes used in relation the uptake of encouragement. The meta-memory or knowledge that one person has of the events and contents of memory.

Metacognition can be loosely defined as “thinking about one is own thinking.” More specifically, metacognition is “an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the ability to make correct inferences about how to apply one is strategic knowledge to a particular situation, and to do so efficiently and reliably” (Peirce, 2003, p. 2). Students who are able to identify suitable learning strategies in the proper situation are using metacognition. For example, a student may understand that he has difficulty in finding the connection between important concepts within a story. If he/she has been taught to use a graphic organizer, such as a concept map, to identify the main concepts and link them together using lines, similar to a spider web, then that student has used metacognition to complete the task (Nelson & Conner, 2008). In general, metacognition is the engine that drives self-directed learning.

Students can be encouraged to develop a sense of their own knowledge by asking questions such as, “What do I know?”, “What don’t I know?” and “What do I need to know?” These types of reflective questions can help students become more self-aware and help them to make real world connections to the information they are currently learning. In effective classrooms, teachers are responsible for helping students develop better metacognitive skills

by incorporating active reflection throughout the learning process. Darling-Hammond, Austin, Cheung, and Martin (2008) listed the following examples of effective metacognitive strategies:

Predicting outcomes – Helps students to understand what kinds of information they might need to successfully solve a problem.

Evaluating work – Reviewing of work to determine where their strengths and weaknesses lie within their work.

Questioning by the teacher – The teacher asks students as they work. “What are you working on now?, Why are you working on it?, and “How does it help you?”

Self-assessing – Students reflect on their learning and determine how well they have learned something.

Self-questioning – Students use questions to check their own knowledge as they are learning.

Selecting strategies – Students decide which strategies are useful for a given task.

Using directed or selective thinking – Students choose consciously to follow a specific *line of thinking*.

Using discourse – Students discuss ideas with each other and their teacher.

Critiquing – Students provide feedback to other students about their work in a constructive way.

Revising – Students return their work after receiving feedback.

Metacognition affects a student’s motivation to learn because it directly affects attribution and self-efficacy (Peirce, 2003). When students get results from assessments and grades on general assignments, especially when they receive unexpected results such as failure, students will try to mentally grasp and explain why these results occurred. When a student achieves good results, those with a strong sense of efficacy will attribute these results internally, to

their own efforts and abilities. When a student achieves the same good results, but with a weaker sense of efficacy, will attribute there results to “being lucky” or “guessing correctly.”

Playful Strategy: The playful method is a set of strategies designed to create a harmonious environment in which learners are engaged in the learning process. This method finds that students take ownership of the subjects taught by teachers using the game. The playful approach does not only mean playing for recreation, but rather it develops a deep apprehension of the students, but disguised through play.

This presentation focused on how the issue of selecting a curriculum is often confounded with the issue of choosing pedagogy to teach that curriculum. While there is no doubt that a curriculum is needed to teach the skills for school success, young children should be mostly taught in a playful manner rather than by direct instruction. Moreover, research has shown that early cognitive and social skills are malleable and can have both short- and long-term effects on school achievement. Playful learning is comprised of both free play and guided play.

- *Free play:* Children need to engage in free play to expand their language and social skills, but educators can also structure environments toward a curricular goal through guided play.
- *Guided play:* it has two components. First, adults enrich the environment with objects/toys that provide experiential learning opportunities infused with curricular content. Second, in guided play teachers enhance children’s exploration and learning by commenting on children’s discoveries; by co-playing along with the children; through asking open-ended questions about what children are finding; or exploring the materials in ways that children might not have thought to do.

Playful learning offers a mid-ground position to foster high quality preschool education. (Mandate for Playful Learning in Preschool, Hirsh-Pasek, Golinkoff, Berk, & Singer, 2009) suggests that both academic and social outcomes are furthered using playful learning pedagogy. However, more rigorous research is needed to more fully understand what it is about playful learning that promotes academic and social outcomes.

Teaching Strategic: The purpose of education strategic is to stimulate in the students the meaningful learning of the content. At the same time, it seeks to form strategic learners, defined as those who can self-regulate their own learning process.

(Shelby County Schools Strategic Teaching Overview 2010) “Strategic teaching is not just for reading and language arts classes. Teaching Strategic is best practices designed to increase student achievement in all content classes. It is part of every lesson, every day”.

According to Alabama’s strategic Teaching Framework, 2007; there are five features:

- *Focus on state standards and outcomes:* outcomes are stated in student-friendly terms so learners know what is expected of them for the particular lesson.
- *Chunk content material and facilitate student discussion:* All content is “chunked” or broken into smaller pieces for easy acquisition and teachers provide opportunities for students to discuss concepts with their teachers and peers.
- *Plan lessons in a before, during, after format:* All lessons with a “before” or introductory strategy, transition to a “during” or development strategy: and end with an “after” or culminating strategy. These are lesson phases that foster appropriate pacing and opportunities for continuous formative assessment to drive further instruction.
- *Employ explicit instruction:* The explicit each instruction model (direct explanation, modeling, guided practice, application) is part of every lesson though it is not always

necessary to employ the entire sequence during each lesson. The level of explicitness depends upon the content and the needs of the learners.

- *Foster student engagement via the components of active literacy (reading, writing, talking, listening and investigating):* lessons are strategic when they actively engage all learners.

When the teaching strategic framework is in place daily in every classroom across the curriculum, learning becomes visible for students, teachers and observers. Purposefully incorporating these components throughout the before, during and after phases of the lesson assures that students are actively engaged in content learning, the learning is visible to all observers and assessment is occurring frequently to inform immediate or long range instructional adjustment (p.2).

2.3.2 Learning

It is the process through which they acquire new abilities, skills, knowledge, behaviors or values as a result of their studies, experiences, trainings, reasoning and observations. This process can be analyzed from different perspectives, so there are different learning theories.(Velasquez, 2001)

Even influential textbooks on learning do not always contain a definition of its subject matter (e.g., Bouton, 2007; Schwartz, Wasserman, & Robbins, 2002).Perhaps this state of affairs results from the fact that there is no general agreement about the definition of learning. To some extent, the lack of consensus about the definition of learning should not come as a surprise. It is notoriously difficult to define concepts in a satisfactory manner, especially concepts that are as broad and abstract as the concept of learning. However, it may be unwise to conclude that definitional issues should thus be ignored. It is likely that all learning

researchers carry with them some idea of what learning is. Without at least an implicit sense of what learning is, there would be no reason to devote one's time and energy to studying it. Addressing definitional issues in an explicit manner can thus help avoid misunderstandings and facilitate communication among learning researchers. In this article, we hope to contribute to the debate about the definition of learning by putting forward a detailed functional definition of learning (p.1).

Although these criticisms of a simple functional definition of learning are widespread (e.g., Domjan, 2010; Lachman, 1997; Ormrod, 1999, 2008), not all of them are valid. For instance, the definition does not imply that changes in behavior are sufficient to infer the presence of learning. A change in behavior is an instance of learning only if it is caused by some experience of the organism. Hence, behavior changes that are due to factors other than experience (e.g., genetic factors) do not count as instances of learning. Nevertheless, it is true that a simple functional definition of learning is over inclusive because it encompasses changes in behavior that are due to individual experiences such as hearing a loud bang. What is most crucial for present purposes is that the identification of the (alleged) problems of a simple functional definition led to the proposal of other definitions of learning. Most of these alternative definitions have in common the assumption that learning involves some kind of change in the organism, and this change is necessary but not sufficient for observing a change in behavior. For instance, in his highly influential textbook, Domjan defines learning as an enduring change in the mechanisms of behavior (p. 17).

2.3.3 Kinds of Learning

2.3.3.1 Receptive learning.

Receptive learning contrast with productive and active learning, it is learning language through it in speech and writing. Most often receptive learning is associated with learning language through reading and listening.(Anonymous) However, looking up words in the dictionary, matching words with their meanings or definitions, watching videos or television are some other example of receptive learning.

2.3.3.2 Learning by discovery.

Among the repertoire of accepted pedagogic techniques available to teachers, learning by discovery enjoys a proper and established place. For certain purposes and under certain conditions, this procedure has a defensible rationale and undoubted advantages. Hence the issue is not whether it should or should not be used in the classroom, but rather for what purposes and under what conditions.

Discovery learning is a powerful instructional approach that guides and motivates learners to explore information and concepts, embrace new knowledge, and apply new behaviors back on the job. Using this methodology, organizations can educate their employees quickly and with higher levels of retention than traditional training methods.

Discovery learning educational sessions are highly experiential and interactive, using stories, games, simulations, visual maps and other techniques to grab attention, curiosity, build interest and lead participants along journey of discovery toward new thinking, actions and behaviors.

Sometimes described as "learning by doing," discovery learning takes place in situations where learners draw on their own experiences and knowledge to solve problems. It is an inquiry-based educational method, encouraging participants to deal with realistic scenarios by exploring, experimenting and pondering a series of increasingly difficult challenges.

Discovery learning educational sessions incorporate three key ideas:

- **Problem Solving:** They guide and motivate learners to find solutions by pulling together information and generalizing knowledge.
- **Learner Management:** They allow participants, working solo or in small teams, to learn in their own ways and at their own pace.
- **Integrating and Connecting:** They encourage integration of new knowledge into the learner's existing knowledge base and clearly connect to the real world.

On the other hand, as in the case of other many pedagogic devices, enthusiastic advocates of learning by discovery are prone unwarrantedly to extrapolate the advantages of this techniques to all ages level of subject- matter sophistication, to all kinds of educational objectives and to all types of learning tasks. They tend to assume that all problem solving and discovery experience is inherently and necessarily meaningful, and that all expository verbal teaching necessarily leads to rote memorized glib verbalism. They commonly assert that regardless of cognitive maturity or subject- matter sophistication, knowledge can only be meaningful acquired if students have current or recently prior concrete-empirical experience with the actual realities to which new ideas refer, if they acquire sub verbal insight into these ideas and apply them in problem solving situations before verbalizing them, and if they discover these insights autonomously.

2.3.3.3 Meaningful learning.

Meaningful learning refers to the concept that the learned knowledge (lets say a fact) is fully understood by the individual and that the individual knows how that specific fact relates to other stored facts (stored in your brain that is).

Meaningful learning occurs when students are making meaning. While schools play a variety of important social, custodial, and organizational roles in communities, their primary obligation should be to help students to learn how to recognize and solve problems, comprehend new phenomena, construct mental models of those phenomena, and given a new situation, set goals and regulate their own learning (learn how to learn).

2.4 Theory of Speaking

2.4.1 Language

Analyzing the various concepts provided by these authors referred to the concept of language, you can get to the inference that, language is a means of communication. It is a specifically human activity of communication that humans use to coordinate actions, share thoughts influence each other and with other human beings, which uses of a language. Language is a set of abstract knowledge for communication.

Human languages due to evolutionary adaptations that occur exclusively in humans of the species Homo Sapiens. Linguistic human behavior is not instinctive type but must be acquired through contact with other human being. The structure of natural languages, which are the concrete result of the human capacity to develop language, it allows to communicate ideas and feelings through a system of articulate sounds, dashed written or conventional signs, through which the relationship and understanding between individuals are possible.

Human language allows the expression of thought and externalization of the desires and affections.

Through this extensive and explicit definition given by these authors referring to the conception of human language, which clarifies this is characteristic of human beings and through which the same authors express their ideas, thoughts or feelings or sensations those which can be externalized through language.

2.4.2 English Language

English is the main language of Britain, United States and Canada, but it presents as the main language in countries such as Australia, South Africa and others.

In the V century A.D. Anglo-Saxons, they were Germanic settlers. They took this language to Britain and then spread to bordering regions such as Scotland and Ireland. The origin of English word is derived from the term "Anglos".

The importance and power that Britain reached in terms of culture, politics and scientific advances, this language became popular throughout Europe. Until the XVII century, it crosses the continent and reaches North America where the British colonize this territory and infuse Native Americans making it in their official language.

A significant number of English words are built on roots from Latin, because this was the franca-language of the Christian Church and European intellectual life for centuries.

Due to the importance and influence of world powers such as USA and UK, the English language has become the link language between people from different cultures and nations.

In spite of English occupies the third place in terms of number of speakers are concerned, because the top of two ranks are Mandarin, Chinese and Spanish respectively. The English language has become the preferred intrude relations, advertising, technology and even the diplomatic area. In a globalized world that we live today, the linguistic bond that unites us, is English.

2.4.3 Productive skills

The productive skills are speaking and writing, because learners need to articulate words and write to produce language. McDonough and Shaw (2003) stated that, speaking involves expressing ideas and opinions, expressing a wish or desire to do something, negotiating or solving problems or establishing and maintaining social relations (p.133-134). So, speaking is the oral process to produce language. On the other hand, writing is a productive skill in written mode. When we talk about writing there is usually two-way distinction of writing: institutional and personal writing. Institutional writing includes textbooks, reports, applications, business correspondence whereas personal writing covers personal letters and creative writing.

2.4.3.1 Speaking Skill

Referring to the oral skills (Speaking) , is not only referring to the act of speaking , but encompasses the acquisition and understanding to a given language, for which first we explained about the act of speaking and everything related to this and then we focus on the development of oral proficiency in the English language.

The act of speaking is a specific function all humans where use of a particular language to express our thoughts, feelings or different sensations that a person wishes to externalize through oral communication.

Speech is composed of the following elements:

Articulation: The way that sounds are produced (students must learn to produce the sounds of different phonemes). Articulation is the term used for all actions of the organs of the vocal tract that effect modifications of the signal generated by the voice source. This modification results in speech events which can be identified as vowels, consonants or other phonological units of a language. In Ladefoged & Maddieson's framework the relation between a segment and types of phonetic variation is described by a set of features, whereas articulation denotes the supra-laryngeal activity. Articulation performance is classified by

- The place of articulation (usually the location of the maximum constriction of the vocal tract),
- The manner of articulation (stricture, tap or trill),
- Nasality and
- Degree of laterality.

In Laver's framework any factor in articulation beyond the location and degree of stricture is regarded as an aspect of articulation. He introduces three general aspects:

- Conformational (routing in the vocal and nasal tract),
- Topographical (categories of the tongue surface shape and the position of the tongue tip and root) and
- Transitional (dynamic aspects of articulator movement)

Voice (tone): The rhythm of speech (students must learn the different intonations depending on what is to be said). The tone of your voice is equally important when it comes to understanding what a person is really trying to say. If the facial expression expresses one emotion, but if the tone conveys a different one, *neural dissonance* takes place in the brain, causing the person confusion. The result: trust erodes, suspicion increases, and cooperation decreases.

Researchers at the University of Amsterdam found that expressions of anger, contempt, disgust, fear, sadness, and surprise were better communicated through vocal tone than facial expression, whereas the face was more accurate for communicating expressions of joy, pride, and embarrassment. And in business, a warm supportive voice is the sign of transformational leadership, generating more satisfaction, commitment, and cooperation between other members of the team.

You can easily train your voice to convey more trust to others, and all you have to do is slow down and drop your pitch. This was tested at the University of Houston: when doctors reduced their speaking rate and pitch, especially when delivering bad news, the listener perceived them “as more caring and sympathetic.” Harvard's Ted Kaptchuk also discovered that using a warm voice would double the healing power of a therapeutic treatment.

If you want to express joy, your voice needs to become increasingly melodic, whereas sadness is spoken with a flat and monotonic voice. When we are angry, excited, or frightened, we raise the pitch and intensity of our voice, and there's a lot of variability in both the speed and the tone. However, if the emotion is incongruent with the words you are using, it will create confusion for the listener

Fluency: The speech is clearly (students must achieve fluency, it achieved progressively). Fluency is the flow of speech. Fluent speech is smooth, forward-moving, unhesitant and effortless speech. A "dysfluency" is any break in fluent speech. Everyone has influences from time to time. "Stuttering" is speech that has more dysfluencies than is considered average.

These three basic elements can be added prosodic speech elements as: Tone (variation in the pronunciation of a syllable) accent (prominence of a syllable in relation to others) Melody (variations in the frequency of opening and closing the vocal cords occurs during speech) Intonation (result of the integration of melody and accent) Pauses (interspersed interruptions during speech)

Speech rate (number of syllables produced in a given time) Rhythm (result of the timing of the accents and pauses) Quality voice (voice that occurs due to the articulator apparatus settings phonetic speaker).

Hymes, D. (2003). Communicative competence is the general term for a person's communication skills. Ability that covers both language skills and ability to use them. The acquisition of such competence is mediated by social experience, needs and motivations, and actions, which are both, are need source of motivations, needs and experiences.

The definition given by the author about the communicative competence is highly comprehensive because it clearly explains about this, saying it is the maximum capacity of the human being has in the use, knowledge of a language and the factors that generate.

Berruto, G. (1979). Communicative competences a capability that does not include only language skills, grammar, producing sentences well-constructed and able to interpret and make judgments about sentences produced by the speaker-listener or other, but necessarily. First, it consists a series of interrelated social and semiotic extra-linguistic skills, and on the other, a multi-faceted and multi form linguistic ability.

Analyzing this definition, you can set a much broader conceptual ready known about the communicative competence, which it can be defined now as the ability of human beings on the use and knowledge of a language and also it is the ability to function in different communicative contexts and knowledge of the variations of a language.

2.4.3.1.1 Speaking Skill Development

Initially the process of development of oral skills must be involved for the help of the teacher, as stated (LG Alexander, 1973) "The conversation has to be guided, before becoming <<free talk >> and texts area an excellent means through which can be guided oral work".

There are several strategies that can help the development of oral skill. It was mentioned by (Byrne, D, 1975) "The use of small dialogues and drama <<role-plays>> they serve well to help students to work out in practice of this skill, and there is a huge gala of possibilities to facilitate it in English classes, such as wall posters, drawing on the blackboard, movies, creole-Cards,etc."

In the process of applying drama and dialogues in the classroom, the thoughts and ideas of students should be introduced gradually, with control/ as teachers, as manifested (Long,M,

1973) "It seems very convenient to practice the skill of speaking first with some supervision or direction or successfully reach later, the practice of free talk"

So it can be a guarantee of the development of oral skills in students, which are intended to teach a language, you need to create an environment where the language has a key role, as stated (Finocchiaro, M, .pgs2,7) " It is appropriate to use English in class as it is possible, for real communication, by the word of our ideas on the different functions of language: personal, interpersonal, managerial, imaginative etc."

(Forum Staff, 1974) It is obvious that the last stage in the acquisition of this skill of speaking is the actual practice of free communication "free communication", in which students will feel specially motivated, to be able to actively use their mental faculties, and therefore much more interested in learning the English language, which has to be always one of the main purposes or goals of any good teacher.

The uses of "free communication" in English classes are really important because learning a second language should be a natural and creative process, and it is not a simple acquisition of linguistic habits. Therefore, care must be taken not to insist on the repetition of mechanical exercises, providing students the opportunity to communicate and even think significantly in the second language.

Definition: the action of furnishing information or expression one's feelings in speech; a productive, verbal skill, skill of producing language. Complex process that combines phonetics, lexical knowledge, grammar and strategies of communication.

Talking is one of our dearest occupations. We spend hours a day conversing, telling stories, teaching quarreling, and, of course, speaking to ourselves. Speaking is, moreover, one of our most complex cognitive, linguistic, and motor skills. Articulation flows automatically, at a rate of about fifteen speech sounds per second, while we are attending only to the ideas we want to get across to our interlocutors.

2.4.4 Speaking Theories – Bygate vs. Harmer

Almost entire libraries have been written on speaking, however space provided here does not allow covering all the theories and notes in this work. Speaking together with writing belongs among productive skills. (Harmer, 2001) Gower *et al.* (1995, 99-100) note down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going when speaking spontaneously’. This is, however, rather a superficial view of this skill.

For the purpose of the thesis, I have decided to draw upon the theories provided by Jeremy Harmer, *The Practice of English Teaching* (2001), and, more importantly, Martin Bygate, *Speaking* (1987), whose theoretical inputs concerning the elements of speaking will be analyzed and their views compared.

2.4.4.1 Bygate’s theory

According to Bygate (1987, 3), in order to achieve a communicative goal through speaking, there are two aspects to be considered – knowledge of the language, and skill in using this

knowledge. It is not enough to possess a certain amount of knowledge, but a speaker of the language should be able to use this knowledge in different situations.¹¹

We do not merely *know* how to assemble sentences in the abstract: we have to produce them and adapt to the circumstances. This means making decisions rapidly, implementing them smoothly, and adjusting our conversation as unexpected problems appear in our path. (Bygate 1987, 3)

Being able to decide what to say on the spot, saying it clearly and being flexible during a conversation as different situations come out is the ability to use the knowledge ‘in action’, which creates the second aspect of speaking - the skill, Bygate notes (p.4).

Bygate views the skill as comprising two components: production skills and interaction skills, both of which can be affected by two conditions: firstly, processing conditions, taking into consideration the fact that ‘a speech takes place under the pressure of time’; secondly, reciprocity conditions connected with a mutual relationship between the interlocutors (Bygate 1987, 7).

2.4.4.2 Production skills

The processing conditions (time pressure) in certain ways limit or modify the oral production; it means the use of production skills. For that reason, speakers are forced to use devices which help them make the oral production possible or easier through ‘facilitation’, or enable them to change words they use in order to avoid or replace the difficult ones by means of ‘compensation’, Bygate says (p.14).

There are four elementary ways of facilitating that Bygate distinguishes: simplifying structures, ellipsis, formulaic expressions, and using fillers and hesitation devices.

On the other hand, when a speaker needs to alter, correct or change what he or she has said, they will need to make use of compensation devices. These include tools such as substitution, rephrasing, reformulating, self-correction, false starts, and repetition and hesitation. Bygate concludes that incorporation of these features, facilitation and compensation, in the teaching-learning process is of a considerable importance, in order to help students' oral production and compensate for the problems they may face: All these features [facilitation, compensation] may in fact *help* learners to speak, and hence help them to *learn* to speak . . . In addition to Help learners to learn to speak, these features may also help learners to sound *normal* in their use of the foreign language.(Bygate 1987, 20-21)12

Facilitation and compensation, both devices which help students make the oral production possible or easier, or help them to change, avoid or replace the difficult expressions, besides these elementary functions also help students to sound more naturally as speakers of a foreign language.

2.4.4.3 Interaction skills

According to Bygate (1987, 22), both speakers and listeners, besides being good at processing spoken words should be 'good communicators', which means 'good at saying what they want to say in a way which the listener finds understandable'. This means being able to possess interaction skills. Communication of meaning then depends on two kinds of skill: routines, and negotiation skills.

To begin with, routines are the typical patterns in which speakers organize what they have to communicate. There are two kinds of routines: information routines, and interaction routines. The information routines include frequently recurring types of information structures involved in, for example, stories, descriptions, comparisons, or instructions. Bygate further

divides information routines according to their function into evaluative routines (explanations, predictions, justifications, preferences, decisions), and expository routines (narration, descriptions, instructions).

The interaction routines, on the other hand, present the characteristic ways, in which interactions are organized dealing with the logical organization and order of the parts of conversation. Interaction routines can typically be observed in, for example, telephone conversations, interviews, or conversations at the party. (Bygate 1987, 23-27) While routines present the typical patterns of conversation, negotiation skills, on the other hand, solve communication problems and enable the speaker and listener to make themselves clearly understood. In fact, according to Bygate, negotiation skills get routines through by the management of interaction and negotiation of meaning. The first aspect of negotiation skills 'management of interaction', Bygate notes, refers to 'the business of agreeing who is going to speak next, and what he or she is going to talk about' (p.27). These are two aspects of management of interaction that Bygate distinguishes: agenda of management and turn-taking. On one hand, participants' choice of the topic, how its developed, its length, the beginning or the end is controlled by the agenda of management. On the other hand, effective turn-taking requires five abilities: how to signal that one wants to speak, recognizing the right moment to get a turn, how to use appropriate turn structure in 13 order to one's turn properly and not to lose it before finishing what one has to say, recognizing other people's signals of their desire to speak, and, finally, knowing how to let someone else have a turn. (Bygate 1987, 35-40)

The second aspect of negotiation skills - 'the skill of communicating ideas clearly and signaling understanding or misunderstanding during a conversation' - is referred to as negotiation of meaning (p.27). There are two factors that ensure understanding during oral communications, according to Bygate; they are: the level of explicitness and procedures of negotiation. (Bygate 1987, 29) The level of explicitness refers to the choice of expressions

with regard to interlocutors' knowledge. As regards the procedures of negotiation, i.e. how specific speakers are in what they say, this aspect of negotiation of meaning involves the use of paraphrases, metaphors, on the use of vocabulary varying the degree of precisions with which we communicate. (Bygate 1987, 29-34) To sum it up, there are two basic aspects that Bygate distinguishes when considering the skill of speaking. These include the knowledge of the language and the skill in using this knowledge. The knowledge of producing the language has to be used in different circumstances as they appear during a conversation by means of the skill. The ability to use the knowledge requires two kinds of skills, according to Bygate – production skills, and interaction skills.

Production skills involve two aspects – facilitation and compensation, brought about by processing conditions. Both devices help students, besides making the oral production easier or possible, sound more naturally. Interaction skills, on the other hand, involve routines and negotiation skills. Routines present the typical patterns of conversation including interaction and information routines. Negotiation skills serve as a means for enabling the speaker and listener to make themselves clearly understood. This is achieved by two aspects: management of interaction and turn-taking.

2.4.4.4 Harmer's theory

Harmer (2001), when discussing the elements of speaking that are necessary for fluent oral production, distinguishes between two aspects – knowledge of 'language features', and the ability to process information on the spot, it means 'mental/social processing'.¹⁴ The first

aspect, language features, necessary for spoken production involves, according to Harmer, the following features: connected speech, expressive devices, lexis and grammar, and negotiation language. For a clearer view of what the individual features include, here is a brief overview:

- connected speech – conveying fluent connected speech including assimilation, elision, linking ‘r’, contractions and stress patterning – weakened sounds);
- expressive devices – pitch, stress, speed, volume, physical – non-verbal means for conveying meanings (suprasegmental features);
- lexis and grammar – supplying common lexical phrases for different functions (agreeing, disagreeing, expressing shock, surprise, approval, etc.);
- negotiation language – in order to seek clarification and to show the structure of what we are saying.

(Harmer 2001, 269-270)

In order to wage a successful language interaction, it is necessary to realize the use of the language features through mental/social processing – with the help of ‘the rapid processing skills’, as Harmer calls them (p.271). ‘Mental/social processing’ includes three features – language processing, interacting with others, and on-the-spot information processing. Again, to give a clearer view of what these features include, here is a brief summary: - language processing – processing the language in the head and putting it into coherent order, which requires the need for comprehensibility and convey of meaning (retrieval of words and phrases from memory, assembling them into syntactically and proportionally appropriate sequences);- interacting with others – including listening, understanding of how the other participants are feeling, a knowledge of how linguistically to take turns or allow others to do so; - on-the-spot information processing – i.e. processing the information the listener is told the moment he/she gets it. (Harmer 2001, 271) From Harmer’s point of view the ability to wage oral communication, it is necessary that the participant possesses knowledge of

language features, and the ability to process information and language on the spot. Language features involve four areas – connected speech, expressive devices, lexis and grammar, and negotiation language. Supposing the speaker possesses these language features, processing skills, ‘mental/social processing’, will help him or her to achieve successful communication goal. Processing skills include these 15 features – language processing, interacting with others, and on-the-spot information processing.

2.5 Classification of English Strategies about speaking skill.

2.5.1 Pronunciation Training

Through the years, researchers interested in pronunciation learning have examined many variables in attempting to explain successful second language pronunciation ability. Studies have not been numerous, but have been productive. Research has shown (Vitanova & Miller, 2002) that learners can see improvement in both segmental and supra-segmental areas of pronunciation. However, once learners have mastered the basic sounds of English and identified some of the supra-segmental differences between their L1 and English, it is time to help them learn some strategies so that they can study more effectively on their own (Vitanova & Miller, 2002).

There have been various arguments and support for the effectiveness of pronunciation training on learners’ achievement in communicative competence, so that pronunciation plays an important role in overall communicative competence. Yong (2004) suggested that from the traditional ways of learning English, students neglected the basic knowledge of speaking. This may have been enough to meet the demands of English in the years when we had less communication with foreign countries. However, oral communication began to be more

important when they arrived in this century with extended forms of communication with Western countries. Yong (2004) asserted that understanding by reading or writing would no longer be sufficient for the development of the economy and that communicating face to face personally or through the internet needed to be understood.

Moreover, she stresses that these new instructional designs should take into account not only language forms and functions, but also issues of learner self-involvement and learner strategy training. Students who have become active partners in their own learning have developed the skills to monitor and modify their speech patterns. Teachers' awareness of learning opportunities might create potential for a deeper understanding of language learning and language classroom interaction.

Derwing, Munro and Wiebe (1997) found a positive outcome of instruction which focused on general speaking habits as opposed to a concentration on individual segments. Derwing, Munro and Wiebe (1998) also found that both instruction in segmental accuracy and instruction in general speaking habits and prosodic features, led to improved pronunciation. Morley (1994:16) suggested that the focus on pronunciation teaching nowadays should be on designing "new-wave instructional programs". Moreover, she stresses that these new instructional designs should take into account not only language forms and functions, but also issues of learner self-involvement and learner strategy training. Students who have become active partners in their own learning have developed the skills to monitor and modify their speech patterns. Teachers' awareness of learning opportunities might create potential for a deeper understanding of language learning and language classroom interaction. Alwright (2005:9) defines the learning opportunity as a more developmental unit of analysis and assesses for well planning in language learning.

Pronunciation practice is also important for the students who plan to study abroad or are currently living abroad. Increasing their pronunciation skills before and can build confidence and make them feel less reluctant to venture out to speak English. Students' personal attitude and self-esteem are major factors in improving English pronunciation.

Thus speaking is so important in acquiring and using a language (Dan, 2006). Dan claims that language competence covers many aspects. Phonetics both in theory and practice constitute the basis of speaking above all other aspects of language and pronunciation is the foundation of speaking. Good pronunciation may make the communication easier, more relaxed and more useful.

Yet English pronunciation is neglected in classrooms throughout the world today, including Ecuador. One of the reasons that it is neglected or ignored is because not many English pronunciation teaching strategies or techniques are available to teachers in the classroom (Wei, 2006). Lu (2002) because they seem the lack of knowledge in English sounds.

2.5.1.1 The importance of pronunciation training in language learning and teaching

Speaking is so important in acquiring and using a language (Dan, 2006). Dan claims that language competence covers many aspects. Phonetics both in theory and practice constitute the basis of speaking above all other aspects of language and pronunciation is the foundation of speaking. Good pronunciation may make the communication easier, more relaxed and more useful.

Carter and Nunan (2001) describe the complexity of the process of second language acquisition as an organic rather than linear process and students need to start pronunciation

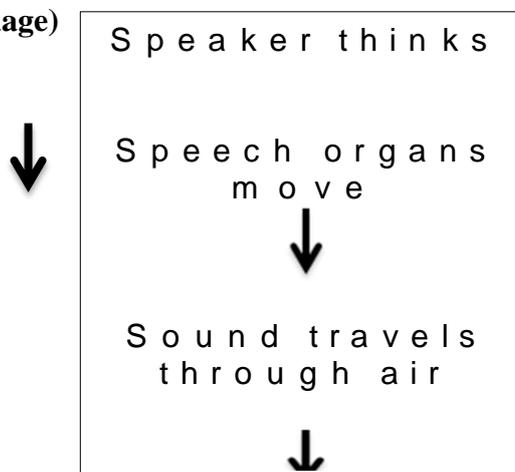
lessons early and continue through high-level Academic English levels. In addition, pronunciation teaching methods should more fully address the issues of motivation and exposure by creating awareness of the importance of pronunciation and providing more exposure to input from native speakers (Jones, 2002). Pronunciation is the foundation of speaking. English, both written and spoken, has been accepted as the dominant means of communication for most of the world but some misunderstandings have been caused by inappropriate pronunciation (Yong, 2004). Poor pronunciation can condemn learners to less social, academic and work advancement than they deserved (Fraser, 1999, 2000). Good pronunciation may make the communication easier and more relaxed and thus more successful (Dan, 2006). Almost all learners rate pronunciation as a priority and an area in which they need more guidance (Willing, 1993; Australian Bureau of Statistics, 1997). Although the study of foreign accents has always been a fascination for some researchers, the teaching of pronunciation and oral skills in general in foreign and second language classrooms has often been low on the list of priorities (Peterson, 2000).

The 16th Educational Conference held in Melbourne in 2003 by Germana ECKERT, Insearch Language Centre concerning Productive Skills in the Academic English Curriculum showed that the main focus of the current academic English curriculum leaves little room for pronunciation work. There are two important reasons for this. Firstly is the importance of good writing ability in academic English. Students quickly learn that writing is considered more important than other skills as it is weighted more in most tertiary institutions in Australia. Teachers spend more time working on students' writing and grammar skills in order that students are best prepared for exams and especially written exams. The time factor is the second important factor which causes students and teachers to leave little time for pronunciation in the classroom (Germana ECKERT, 2003)

Pronunciation is a very important factor in the speech process (spoken language) when the speaker achieves the goal to communicate effectively by being understood. The speech process is a process that involves several stages, beginning with the speaker's ideas and ending with the understanding of those ideas by the listener.

Speaker thinks, decides what he or she is going to say and puts the ideas into words and sentences of a particular language. The speaker's brain then transforms the words and sentences into nerve impulses that it sends to the muscles in the speech organs. The speaker's speech organs move. The lungs push air up through the larynx and into the mouth and nose. The air is shaped by the tongue and lips and comes out of the speaker's mouth as sound waves. The sound travels through the air. Sometimes, the sound is changed into electrical signals, as in a telephone or tape recorder, and then is changed back into sound waves by an electronic speaker. The listener hears the sounds when the sound waves hit his or her ear. The ear changes the sound waves into nerve impulses and sends them to the brain. The listener understands the message. The listener's brain identifies specific speech sounds, interprets them as words and sentences of a particular language, and figures out their meaning. The importance of good pronunciation starts from the process of the speech organs move (pronunciation) which is related to the proficiency of the speakers until the sounds travels through the air.

Figure 1 Speech process (spoken language)



Fuente: Dauer, RM (1993)

Dauer (1993) asserts that at any point in this process, there could be a problem that results in the message intended by the speaker not being understood by the listener. Effective oral communication depends on accuracy in all stages. The articulation of particular sounds is included that the listener identifies some speech sounds incorrectly or figures out a different meaning from the one intended by the speaker. Problems are listed as follows:

- The speaker does not know the right words or grammar to put his or her idea into language.
- The speaker cannot produce a particular sound.
- There is too much background noise or a bad telephone connection.
- The listener is hard of hearing.
- The listener identifies some speech sounds incorrectly or figures out a different meaning from the one intended by the speaker.

2.5.2 Language Learning Strategy (LLS)

Language learning strategies can help students to improve their language competencies (Oxford, 1990a). Canale and Swain (1980), whose article influenced a number of works about communication strategies in ESL/EFL teaching, recognized the importance of communication strategies as a key aspect of strategic competence. LLS are used generally for all strategies that ESL/EFL learners use in learning the target language and communication strategies are one type of LLS.

Cohen and Apeh (1980) and Ellis (2002:157) found that better performance in recall of new words by using paired associations occurred when learners formed associations than when associations were not found.

Oxford added that LLS,

- Allow learners to become more self-directed

- Expand the role of language teachers
- Are problem-oriented
- Involve many aspects, not just the cognitive
- Can be taught
- Are flexible

They are influenced by a variety of factors (Oxford, 1990a: 9) Finally Cohen (2003a) stresses again the conscious nature of language strategies and states that language learning strategies and language use strategies are both types of the broader term strategies.

Graham (1994:169) declares that LS training needs to be integrated into students' regular classes if they are going to appreciate their relevance for language learning tasks; students need to constantly monitor and evaluate the strategies they develop and use; and they need to be aware of the nature, function and importance of such strategies.

Oxford (1986b) explains that learning strategies are of great importance because they improve language performance, encourage learner autonomy, are teachable, and expand the role of the teacher in significant ways. Given the pronunciation instruction that promotes learner strategy awareness more basic knowledge about the relationship between learning strategies and pronunciation is needed (Morley, 1998). Research into potentially important variables affecting pronunciation has been surprisingly absent from the literature (Peterson, 2000).

2.5.2.1 The importance of language learning strategies in language learning and teaching

Language learning strategies are used by learners to complete speaking, reading, vocabulary, listening or writing activities presented in language lessons. Recognizing that there is a task to

complete or a problem to solve language learners will use whatever metacognitive, cognitive or social affective strategies they possess to attend to the language learning activity (Oxford,1990:9).

Language learning strategies - specific actions, behaviors, steps, or techniques that students (often intentionally) use to improve their progress in developing L2 skills. These strategies can facilitate the internalization, storage, retrieval, or use of the new language. Strategies are tools for the self-directed involvement necessary for developing communicative ability.

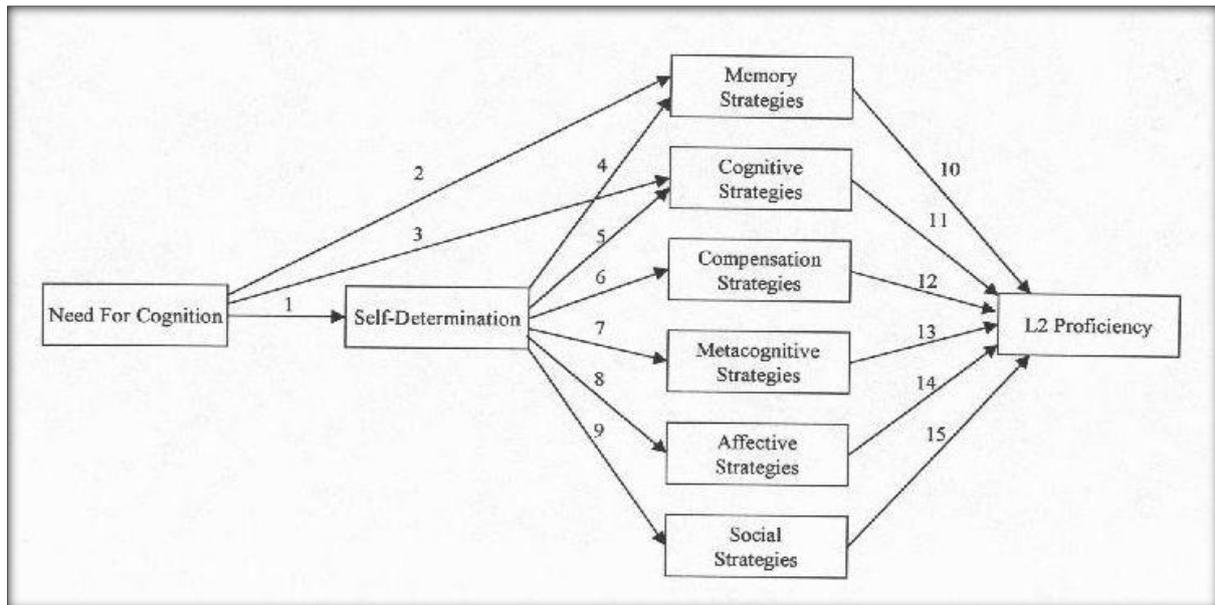
An additional comment on strategy definition is found in Johnson (2001:18) "...techniques for coping which learners develop in relation to strategic competences". All language learners use LLS either consciously or unconsciously when processing new information and performing tasks in the language classroom. Since the language classroom is like a problem-solving environment in which learners are likely to face new input and difficult tasks given by their instructors, learners attempt to find the quickest or easiest way to do what is required, that is, by using LLS.

Finally Cohen (2003a) stresses again the conscious nature of language strategies and states that language learning strategies and language use strategies are both types of the broader term strategies. Transfer of a strategy from one language or language skill to another is a related goal of LLS, as Pearson (1998) and Skehan (1989) have discussed. Skehan (1998) asserts, however, that the ability of learners to transfer the strategy may vary due to their memory capacity and speed of analytical processing with working memory.

On the basis of Skehan's (1998) and Oxford's (1990) discussion about LLS, a theoretical process model was formulated (McIntosh & Noels, 2004). Each numbered pathway shown in Figure 2.2 corresponds to language proficiency. Specifically, need for cognition in language learning will be positively associated with self-determination. Self-determination in language learning was related to all six types of LLS and was positively related to the use of memory

and cognitive strategies. Numbers 10 through 15 respectively hold that all six LLS will positively contribute to L2 proficiency.

Figure 2. Theoretical process model for study variables



Fuente: McIntosh & Noels, 2004.

2.5.3 Vocabulary checks

Several teachers took time during lessons to check that students had understood the meaning of key words or concepts. This strategy may have enabled individuals to connect new vocabulary with words that they already knew in their first language (Brewster, Ellis and Girard 2004). Participants often used questions to check that students had understood the meaning of key words or concepts. Brewster, Ellis and Girard (2004:81) suggest that, “Providing examples of words, their meanings and demonstrating how they might be used when beginning to learn a language may be more important than attention to the grammatical components and spelling of vocabulary” (Brewster, Ellis and Girard 2004:81). It may also be of importance to note that, “The acquisition of word meanings takes much longer than the

acquisition of the spoken form of the words, and children use words in their speech long before they have full understanding of them” (Cameron 2001:73).

2.5.3.1 The importance of vocabulary check in language learning and teaching

Teaching vocabulary is not a hard sell. One of the longest, most clearly articulated lines of research in literacy education describes the strong connection between readers vocabulary knowledge and their reading comprehension (National reading Panel, 200). Educators and parents also recognize the importance of vocabulary check during the process teaching-learning.

As authors and researches on vocabulary (Blachwicz & Fisher, 200, 2001, 2003) we had many ideas for teaching vocabulary- too many, according to our staff development colleagues! They wanted a streamlined set of points to help their teachers and administrators develop the following overview of the research on vocabulary instruction and a description of what every educator should know about successful practices that improve students’ vocabulary knowledge.

According to Biemiller (2001), a young student’s reading vocabulary usually runs about two years behind his or her oral vocabulary. Therefore, the school curriculum should expose students to rich oral language, and engage students in word exploitation. Studies also show that exposure to concepts in books and other materials are crucial to vocabulary development during the school years (Nagy & Herman, 1987). The activities such as readings and books provide the personal vocabularies.

Mastery of vocabulary is a basic ingredient for communication. No matter how much we know about language, if words fail to come no message is conveyed. Fortunately, communicative approach has emphasized the weight of vocabulary in language learning.

Here are some opinions “Knowledge of a language demands mastery of its vocabulary as much as of its grammar” (Wilkins 1974:19) “We may use structures or illusions acts, but without an extensive vocabulary from which to select we can convert neither into comprehensible communication” (Rivers 1983), “When our first goal is communication, when we have little of the new language at our command, it is the lexicon that is crucial. If we can but find the words, we know we can take care of our immediate need” (Hatch 1983:74), “Language is much more lexical than is usually accepted, particularly when real time processing is involved” (Skehan 1998:29)

There is renewed recognition these days of the importance of vocabulary knowledge for second language learners. This means that it is often necessary to find out, for diagnostic and for research purposes, how many words are known by particular learners. In order to measure vocabulary size, we need to deal with three methodological problems: defining what a word is; selecting a suitable sample of words for testing; and determining the criterion for knowing a word. A first attempt to produce a diagnostic test of this kind for EAP learners is represented by the Vocabulary Levels Test, which uses a matching format to measure knowledge of words at five frequency levels. The development of the test is outlined, followed by an analysis of the results obtained from a group of learners at Victoria University. Another approach, the checklist, is proposed as an alternative testing format. The literature on the checklist is reviewed, with particular reference to methods of controlling for the tendency of learners to overrate their knowledge of the words.

Several teachers took time during lessons to check that students had understood the meaning of key words or concepts. This strategy may have enabled individuals to connect new vocabulary with words that they already knew in their first language (Brewster, Ellis and Girard 2004). Participants often used questions to check that students had understood the meaning of key words or concepts. Brewster, Ellis and Girard (2004:81) suggest that,

“Providing examples of words, their meanings and demonstrating how they might be used when beginning to learn a language may be more important than attention to the grammatical components and spelling of vocabulary” (Brewster, Ellis and Girard 2004:81). It may also be of importance to note that, “The acquisition of word meanings takes much longer than the acquisition of the spoken form of the words, and children use words in their speech long before they have full understanding of them” (Cameron 2001:73).

2.6 Basic Meanings

Listening

It is more complex than merely hearing. It is a process that consists of four stages: sensing and attending, understanding and interpreting, remembering, and responding . . . The stages occur in sequence but we are generally unaware of them." (Sheila Steinberg, *An Introduction to Communication Studies*. Juta and Company Ltd., 2007)

Oral communication

It is the process of verbally transmitting information and ideas from one individual or group to another. Oral communication can be either Formal or Informal. (<http://education-portal.com/academy/lesson/oral-communication-definition-types-advantages.html>)

Speaking

It is not only referring to the act of speaking , but encompasses the acquisition and understanding to a given language, for which first we explained about the act of speaking and everything related to this and then we focus on the development of oral proficiency in the English language. (Ur 1991)

Strategies

They are a way of making decisions about a course, an individual class, or even an entire curriculum, beginning with an analysis of key variables in the teaching situation. These variables include the characteristics of the learners, the learning objectives, and the instructional preferences of the teacher. Once these variables have been analyzed, informed decisions can be made about course content, structure, methods of assessment, and other key components. (<http://tll.mit.edu/help/what-strategic>)

Methodological Strategy

Approach set of guidelines to follow in each one of the phases of the teaching-learning process. The judgment of the teacher is very important (Martin, 2007)

Learning

The process through which they acquire new abilities, skills, knowledge, behaviors or values as a result of study, experience, training, reasoning and observation. This process can be analyzed from different perspectives, so there are different theories of learning. (Velasquez, 2001)

Technique

A procedure or set of procedures that have to obtain a specific result regardless of the field in which it is unwrapping. It includes as specification of context of use and a description of precisely what is expected in term of execution and outcome for each exercise type. Procedure is concerned with: the types of teaching and learning techniques, the types of exercises and practice activities, and the resources time, space, equipment required to implement recommended activities (Royal Spanish Academy, 2001)

2.7 Hypothesis System.

The use of Pronunciation Training, Language Learning Strategy and Vocabulary Check as a methodological strategies influence satisfactorily on the development of productive English speaking skills in the learners of 8th year at "Tomas Oleas" high school located in Parroquia Cajabamba, Canton Colta, Chimborazo province during the school year 2014-2015.

2.8 Variables

2.8.1 Independent

Methodological strategies

2.8.1 Dependent

Oral Skill (Speaking)

2.9 VARIABLES OPERATIONALIZATION.

Variable independent: Methodological strategies

CONCEPT	DIMENTION	INDICATORS	TECHNIQUES AND INSTRUMENT
<p>These are resources to help to achieve learning and vary according to the type of students that we have.</p>	<ul style="list-style-type: none"> • Pronunciation Training • Vocabulary Check • Language Learning Strategy 	<ul style="list-style-type: none"> • Articulation • Voice (Tone) • Fluency • Generalization. • Application. • Breadth. • Precision. • Availability • Pronunciation. • Understand the meaning. • Reading comprehension. 	<p>TECHNIQUES.</p> <ul style="list-style-type: none"> • Survey. • Observation. <p>INSTRUMENT.</p> <ul style="list-style-type: none"> • Cuestionnaire. • Guide of observation.

Variable dependent: Oral Skill (Speaking)

CONCEPT	DIMENTION	INDICATORS	TECHNIQUES AND INSTRUMENT
<p>Speaking is a productive skill, this skill could be formal or informal it depends on the speech and its interactive process of constructing meaning that involves producing, receiving and processing information.</p>	<ul style="list-style-type: none"> • Speech • Communicative Competence 	<ul style="list-style-type: none"> • Pronunciation. • Voice (tone) • Fluency • Grammatical Competence. • Discursive Competence. • Sociolinguistic Competence. • Strategic Competence. 	<p>TECHNIQUES.</p> <ul style="list-style-type: none"> • Survey. • Observation. <p>INSTRUMENT</p> <ul style="list-style-type: none"> • Questionnaire. • Guide of observation.

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1 Scientific Method

For the development of this research it was applied the synthetic analytic method because the collect data was analyzed and they were separated in parts in order to study them individually.

3.2 Type of Research:

Scientific Investigation

Since the Theoretical framework came from previous scientific information.

Factual or empirical Investigation

Because it was based in the experimentation and observation

Bi-variable Investigation

Since the present research had two variables: dependent and independent variable.

Field research

Because it was developed in the places the facts are happening, at "Tomas Oleas" High School Located in Parroquia Cajabamba, Canton Colta, Chimborazo Province.

3.3 Research Design

The present research is a field research because it was developed in where the facts happened, at "Tomas Oleas" High School Located in Parroquia Cajabamba, Canton Colta, Chimborazo Province.

At the beginning of this research it was necessary to perform an initial evaluation and applied surveys to students with the purpose of determining how well they used these strategies and to know if the teacher had applied them for teaching English.

Finally, it was also necessary to make a final evaluation and surveyed students again to know which the results were after the application of methodological strategies for developing speaking skill.

So, in order to contrast the results there was a table that compared the initial and final evaluation and the surveys that were applied at the beginning and at the end of the research.

3.3.1 Strategies that were incorporated during the application were pronunciation training, Language Learning Strategies and vocabulary check to develop of productive English speaking skill in the learners of 8th year at "Tomas Oleas" High school.

For development of the application of Pronunciation training, Language Learning Strategies and Vocabulary check as strategies to develop of productive English speaking skill, the researchers had attended to this school 3 months, 3 days every week.

For every class the researchers prepared the didactic material according to the topics. The strategies for developing of productive English speaking skill were applied and students had the opportunity to develop their speaking skill because for each one of previous mentioned strategies was necessary to develop different activities to consolidate the topic of the lessons that were reviewed along the three months of application.

In order to check these strategies were useful for students, the researchers checked some parameters about each strategy in an observation card one of them for each strategy. There is also a detailed explanation about how the strategies develop the speaking skill were developed.

Strategy: Pronunciation Training

Activity One

- a. Pre- teach all of the vocabulary words. Students try to listen and keep in their minds the pronunciation of the words.
- b. Have students unscramble the message and find the other part of the dialogue
- c. Teacher encourages to students to match all the dialogue and practice of real communicative situations.
- d. Teacher gives primary attention to phonemes and their meaningful contrasts, environmental allophonic variations, combinatory phonotactic rules, and pronunciation of the basic formation of vowel or consonant.
- e. Repeat the activity three or four times to unscramble the parts of the dialogue and act out the dialogue using reading skill.

Activity Two

- a. Students watch the video about personal information dialogue.
- b. Have teacher explains the new words about personal information dialogue.
- c. Teacher gives some repetitions about the dialogue focused on stress, rhythm and intonation of the words.
- d. Teacher selects and prepares some common letter combinations and show learners the normal way to pronounce them

e. Learners can solve pronunciation problems by applying what they know about familiar sounds.

f. Students act out the dialogue in front of the class and teacher motivates them to be confident themselves in the classroom.

Strategy: Vocabulary check

Cycle One:

a. Teacher uses the flashcards, wall charts, photographs or simple drawings are most useful for introducing content words or new vocabulary. It is important to use a color picture will be remembered longer than a black and white picture.

b. Have students match the correct pictures with the correct words and students have to loud out the new words from the vocabulary.

c. To consolidate learning students practice the vocabulary by doing activities and exercises, it is much better if they use their body language to remember the vocabulary words.

Cycle Two:

a. Students say the words and try to see what it means in your mind. Use your senses: its smell, its taste, what it looks like, what it feels like.

b. Students write the word while you say it & visualiza it.

c. Students copy words and keep them in a vocabulary notebook.

d. Students can copy them:

In alphabetical order

In lexical fields

e. Students while they write words, say and try to visualize them in your mind.

f. Teacher prepares cards:

Slides A- a picture of the meaning.

Slide B- spelling pronunciation the words in context (in a sentence) translation (?)

g. Teachers can help to the students invent key words that will remind them: chest-

Chester = bad for your chest.

h. Have students review the words and check if they remember the vocabulary. For this they can use: Word cards

i. Students have to use a dictionary.

Language Learning Strategy:

Cycle One

a. Students check the vocabulary about personal information and prepare for participating a role play with whole the class.

b. Teacher starts with an easy and short question as: What is your name? The next student answers the questions and the other students answer the next teacher's question.

c. Have students put in practice all the vocabulary learnt to give short answers about their personal information.

Cycle Two

a. Students try to write a role play using all the new vocabulary about personal information.

b. The partners have to practice the pronunciation before to start a real conversation in front of the classroom.

c. First practice the role play, teacher helps learners know where they mispronounced and then to correct themselves.

d. The partners have to practice the pronunciation of all role play.

e. Students paid more attention to their practice and pronunciation.

f. Each pair has to give the role play in front of the class using a natural behavior as possible.

3.4 Population and Sample

3.4.1 Population

The subjects of this study are ninety teenagers 12- 14 years old of eight grades of "Tomas Oleas" High School and three teachers.

3.4.2 Sample

For the development of this research, it was necessary to work with the whole population since the size of the sample is small.

3.5 Data collection techniques

3.5.1 Techniques.

- **Survey:** the surveys were applied to English teachers and students of "Tomas Oleas" High School.
- **Observation:** the observation was done at eight grades of "Tomas Oleas" High School.

3.5.2 Instruments

The instruments that used were: questionnaires ad observation cards.

3.6 Data processing and analyzing techniques

It was developed a descriptive study so we used statistical tables and statistical graphs to collect and interpret information.

3.6.1 Surveys addressed to a group of student of eight year of “Tomas Oleas” High School before the application of methodological strategies. They show the following result.

1. How important is speaking skill to you?

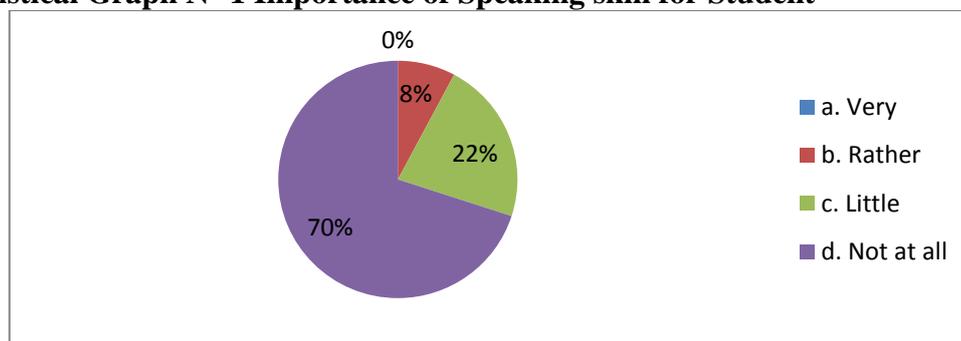
Table N° 1 Importance of Speaking Skill for Students

OPTIONS	QUANTITY	PERCENTAGE
a. Very	0	0%
b. Rather	7	8%
c. Little	20	22%
d. Not at all	63	70%
TOTAL	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 1 Importance of Speaking skill for Student



Source: Table N° 1

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From 100% of students surveyed, the 70% of them said that Speaking Skill is not at all important, 22% of them said that Speaking Skill is a little important in, while the 8% of students respondents expressed that Speaking Skill is rather important.
- b) **Interpretation:** The result reported that many of the students did not give importance to speaking skill

2. How often do you practice speaking in class?

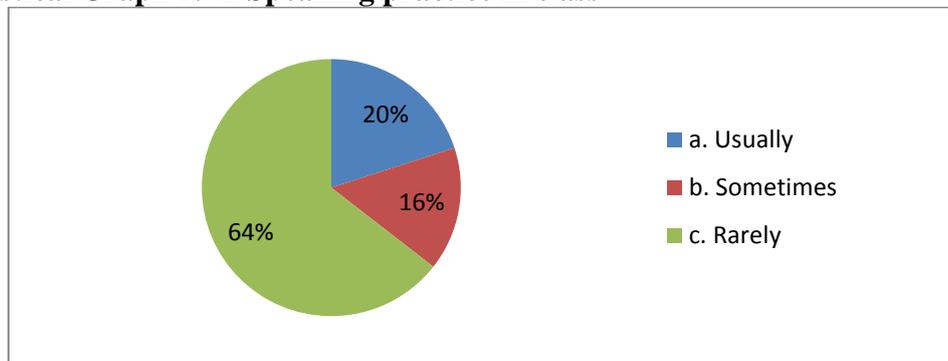
Table N° 2 Speaking practice in class

OPTIONS	QUANTITY	PERCENTAGE
a. Usually	18	20%
b. Sometimes	14	16%
c. Rarely	58	64%
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 2 Speaking practice in class



Source: Table N° 2

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From the 100% of the students surveyed, the 20% of respondents expressed that students usually practice Speaking in class, 16% of students said that they sometimes practice speaking in class and 64% of respondents expressed that they rarely practice speaking.
- b) **Interpretation:** The result obtained from the survey showed that a lot of students rarely practice Speaking in class.

3. How often does your English teacher use pictures, videos and body language during the speaking activities?

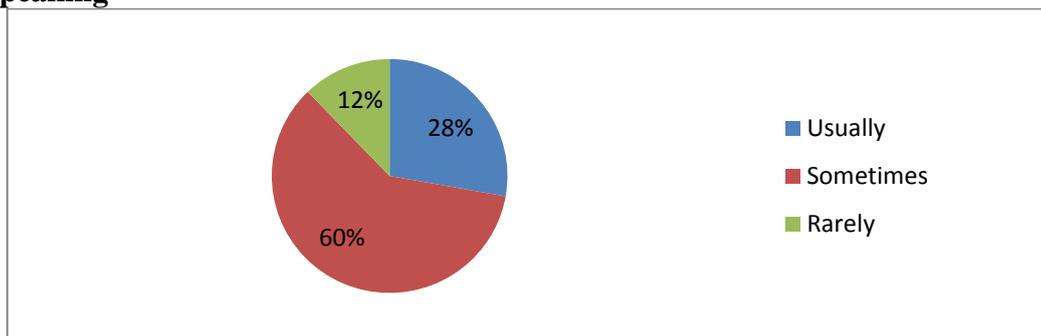
Table N° 3 Use of pictures, videos and body language during the Speaking activities

OPTIONS	QUANTITY	PERCENTAGE
a. Usually	25	28%
b. Sometimes	54	60%
c. Rarely	11	12%
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 3 Use of pictures, videos and body language during the Speaking



Source: Table N° 3

Done by: Erika Tenezaca and Jairo Mullo

- a) Analysis:** From 100% of surveyed students, 12% of students mentioned their teachers rarely used these resources, the 28% of them said that their teachers usually used these resources and 60% of students expressed that they used sometimes the picture, videos and body language during the Speaking activities.
- b) Interpretation:** Pictures, videos and body language were sometimes used by teachers during Speaking class.

4. How do you work when using stories, games, simulations and visual maps?

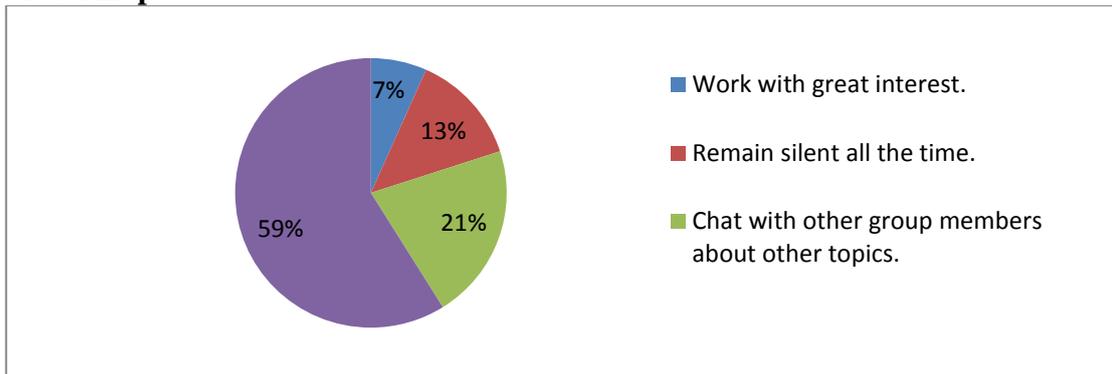
Table N° 4 How you work with stories, games, simulations and visual maps

OPTIONS	QUANTITY	PERCENTAGE
Work with great interest.	6	7%
Remain silent all the time.	12	13%
Chat with other group members about other topics.	19	21%
Speak Spanish while others discuss in group.	53	59%
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 4 How you work with stories, games, simulations and visual maps



Source: Table N° 4

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From 100% of surveyed students, the 7% express they work with great interest when practice Speaking in class, the 13% of students said they remain silent all the time in Speaking class, 21% say they chat with other group members about other topics during Speaking class and 59% mentioned that they speak Spanish while others discuss in group.
- b) **Interpretation:** the result reports that a lot of students chat with other group members about other topics and do not pay attention and practice Speaking. Also they only speak in Spanish while the teacher is teaching.

5. How pronunciation training activities organized by the teachers in the speaking class help you in the following activities?

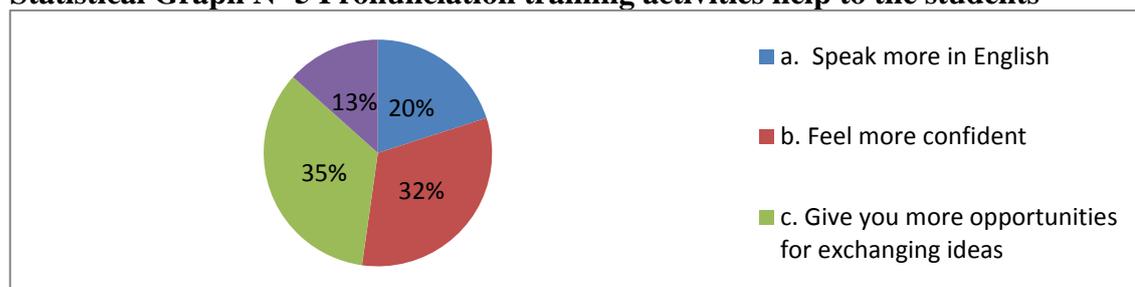
Table N° 5 Pronunciation training activities help to the students

OPTIONS	QUANTITY	PERCENTAGE
a. Speak more in English	18	20%
b. Feel more confident	29	32%
c. Give you more opportunities for exchanging ideas	31	35%
d. Learn from each other	12	13%
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 5 Pronunciation training activities help to the students



Source: Table N° 5

Done by: Erika Tenezaca and Jairo Mullo

a) Analysis: From the 100% of students surveyed, 20% of them said that pronunciation activities help them to speak more in English; the 32% of respondents expressed these activities helped them to feel more confident; 35% of them said that these activities gave them more opportunities for exchanging ideas and the 13% of respondents expressed that pronunciation training activities helped them to learn from each other.

b) Interpretation: The result obtained from the surveys showed that pronunciations training activities helped the students to give more opportunities for exchanging ideas and just a few students think these activities helped to learn from each other.

6. Do you have any difficulties when working in role plays?

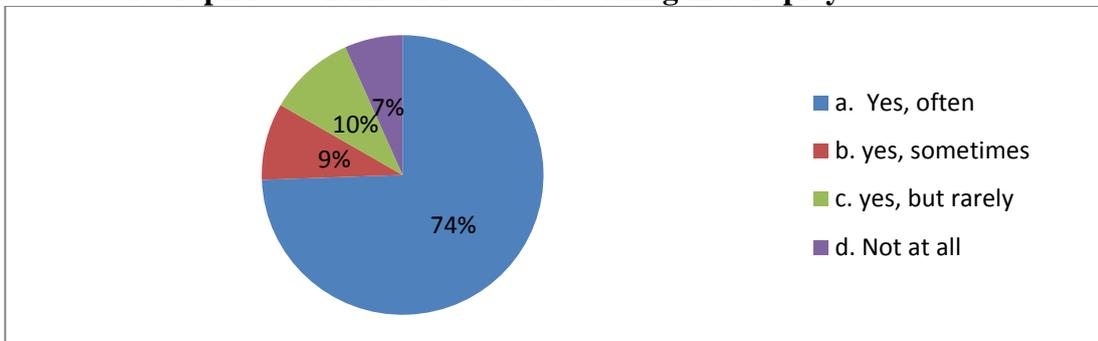
Table N° 6: Difficulties when working in role plays

OPTIONS	QUANTITY	PERCENTAGE
a. Yes, often	67	74%
b. Yes, sometimes	8	9%
c. Yes, but rarely	9	10%
d. Not at all	6	7%
Total	90	100%

Source: survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 6: Difficulties when working in role plays



Source: Table N° 6

Done by: Erika Tenezaca and Jairo Mullo

a) Analysis: From the 100% of students surveyed, the 74% of respondents expressed that students often find difficulties when working in role plays; the 10% said that they rarely find difficulties using role plays; the 9% of students sometimes found difficulties when working in role plays and the 7% said that students were not at all difficult in role play activity.

b) Interpretation: The result reported that too many students found often difficulty to use the role plays and just few students did not find at all difficulty used the roles plays.

7. Which of the following difficulties do you often come across with?

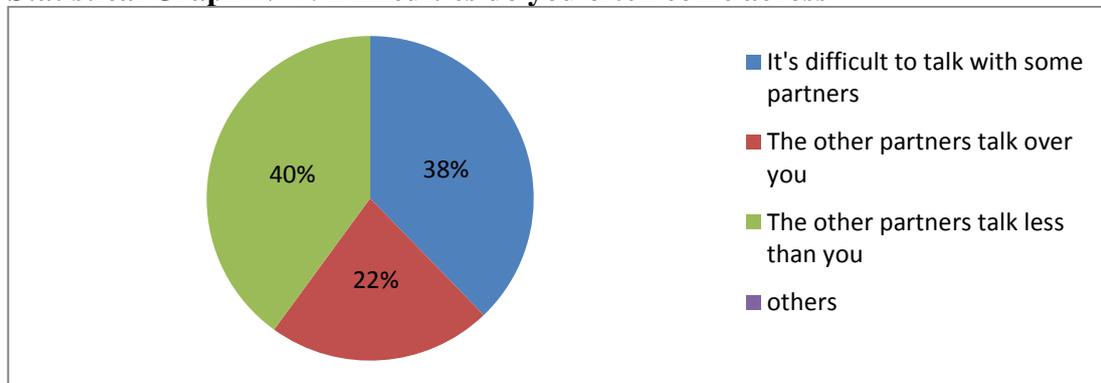
Table N° 7: Difficulties do you often come across.

OPTIONS	QUANTITY	PERCENTAGE
a) It's difficult to talk with some partners	34	38%
b) The other partners talk over you	20	22%
c) The other partners talk less than you	36	40%
d) Others	-	-
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 7: Difficulties do you often come across



Source: Table N° 7

Done by: Erika Tenezaca and Jairo Mullo

a) Analysis: From the 100% of students surveyed, the 38% of them said that it is difficult to talk with some partners; the 22% of them stated that it is difficult when the other partners talk over them and 40% expressed that it is difficult when the other partner talk less that you.

b) Interpretation: The result obtained from the survey showed that most of the students talk less than their partners while other students talk with some partners with difficulty.

8. What are the factors that cause the difficulties?

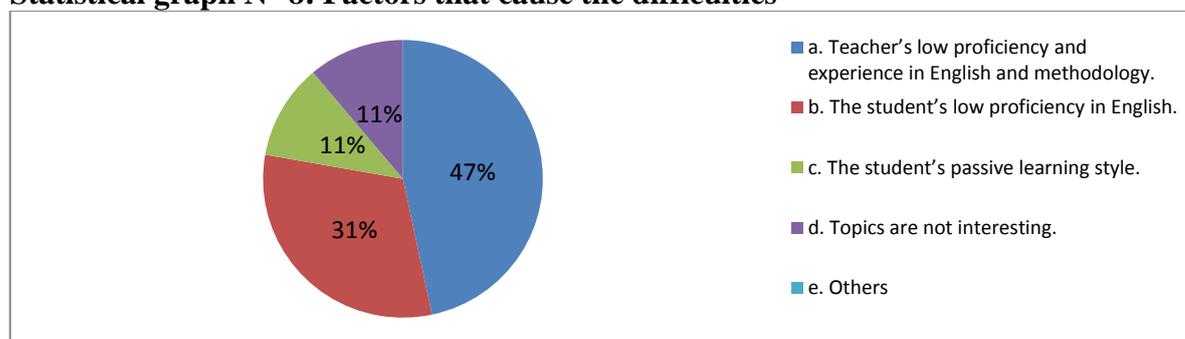
Table N° 8 Factors that cause the difficulties

OPTIONS	QUANTITY	PERCENTAGE
a. Teacher's low proficiency and experience in English and methodology.	42	47%
b. The student's low proficiency in English.	28	31%
c. The student's passive learning style.	10	11%
d. Topics are not interesting.	10	11%
e. Others	-	-
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical graph N° 8: Factors that cause the difficulties



Source: Table N° 8

Done by: Erika Tenezaca and Jairo Mullo

a) Analysis: From the 100% of students surveyed, the 47% of them say that the cause of the difficulties were teacher's low proficiency and experience in English and methodology; the 31% of the students said that cause of the difficulties were student's low proficiency in English and 11% of the responders expressed that the factors were student's passive learning style or topics were not interesting.

b) Interpretation: The result obtained for the survey showed that teacher's low proficiency, experience in English and methodology were the factors that caused difficulties while the other students said that student's low proficiency in English was another factor caused difficulty.

9. What kind of activities do you want to do in Speaking class?

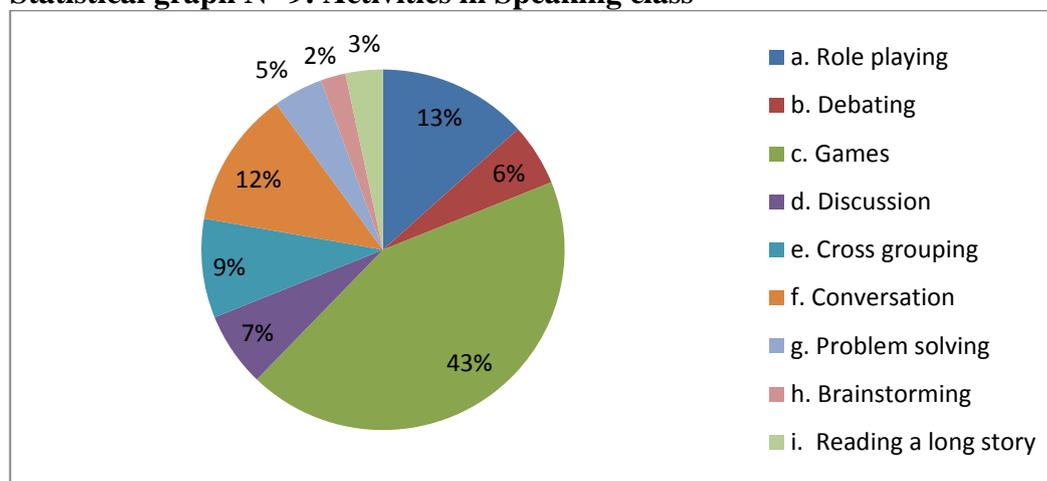
Table N° 9 Activities in Speaking class.

OPTIONS	QUANTITY	PERCENTAGE
a. Role playing	12	13%
b. Debating	5	6%
c. Games	39	43%
d. Discussion	6	7%
e. Cross grouping	8	9%
f. Conversation	11	12%
g. Problem solving	4	5%
h. Brainstorming	2	2%
i. Reading a long story	3	3%
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical graph N° 9: Activities in Speaking class



Source: Table N° 9

Done by: Erika Tenezaca and Jairo Mullo

a) **Analysis:** From the 100% of students surveyed, the 43% of them liked games as a speaking activity; the 13% of responses expressed that they like role plays; the 12% of them said that they like conversation as speaking activity; the 9% of them stated that they like crossing groups; the 6% of respondents expressed that they like

debating; while the 5% of them said that they like problem solving; the 3% of them said that they like reading a long story and 2% of responses expressed that they like brainstorming as a speaking activity.

b) Interpretation: The results obtained showed that almost all the students of this group liked the games as a Speaking activity and just a few students liked problem solving, reading a long story and brainstorming as speaking activities.

10. What would you like the teacher to do in Speaking activities?

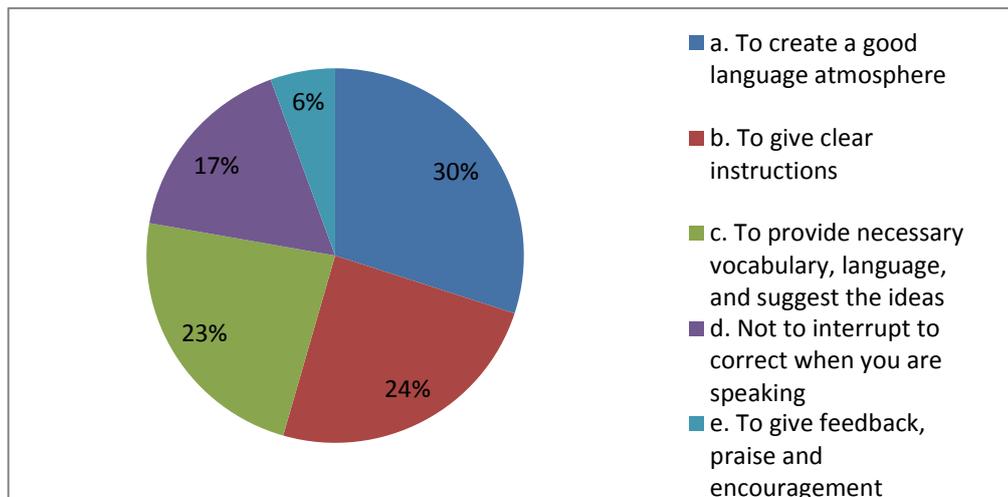
Table N° 10 Speaking activities you would like

OPINIONS	QUANTITY	PERCENTAGE
a. To create a good language atmosphere	27	30%
b. To give clear instructions	22	24%
c. To provide necessary vocabulary, language, and suggest the ideas	21	23%
d. Not to interrupt to correct when you are speaking	15	17%
e. To give feedback, praise and encouragement	5	6%
f. Others	-	-
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical graph N° 10: Speaking activities you would like



Source: Table N° 10

Done by: Erika Tenezaca and Jairo Mullo

a) **Analysis:** From the 100% of students surveyed; the 30% of them said that they like the teachers create a good language atmosphere; the 24% of the responses expressed that they like that teachers give clear instructions; the 23% said that they like teachers provide necessary vocabulary, language and suggest the ideas; the 17%

of them say teachers do not interrupt to correct when students are speaking while the 6% of them say they like teachers give a feedback, praise and encouragement.

b) Interpretation: The result obtained showed that students would like a good language atmosphere provided by teachers while just a few students liked teachers give a feedback, praise and encouragement in speaking activities.

3.6.2 Surveys addressed to a group of students of eight year of “Tomas Oleas” High School after the application of methodological strategies, they show the following result.

1. How important is speaking skill to you?

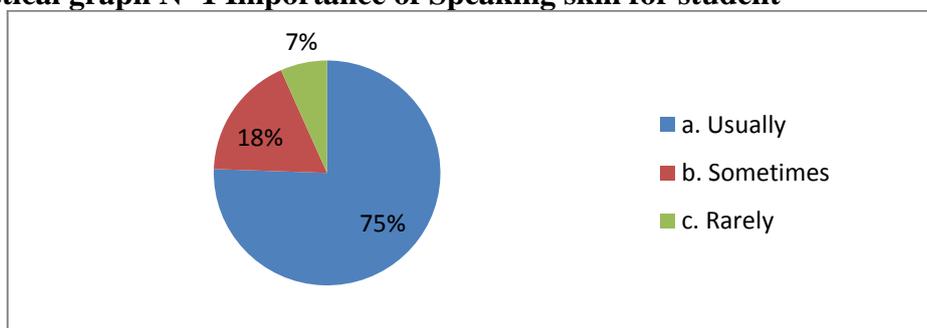
Table N° 1 Importance of Speaking skill for students

OPTIONS	QUANTITY	PERCENTAGE
a. Very	51	57%
b. Rather	25	28%
c. Little	10	11%
d. Not at all	4	4%
Total	90	100%

Source: Survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical graph N° 1 Importance of Speaking skill for student



Source: Table N° 1

Done by: Erika Tenezaca and Jairo Mullo

a) Analysis: From the 100% of the surveyed students; the 51% of them said that Speaking skill is very important; the 28% of them responses expressed Speaking is rather important; the 11% states expressed that Speaking is little important for them; while the 4% of them Speaking is not important in their life.

b) Interpretation: The result obtained show that many students like and give the necessary importance to Speaking skill, while just a few students are not important to learn and practice Speaking skill.

2. How often do you practice speaking in class?

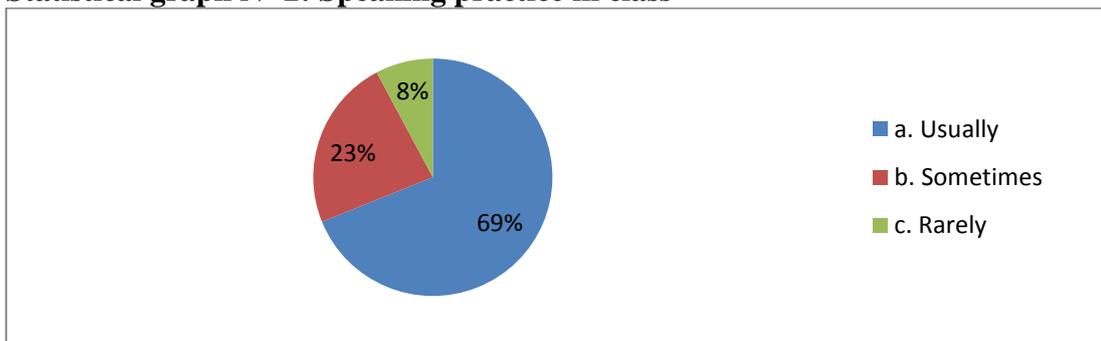
Table N° 2 Speaking practice in class

OPTIONS	QUANTITY	PERCENTAGE
a. Usually	62	69%
b. Sometimes	21	23%
c. Rarely	7	8%
Total	90	100%

Source: Survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical graph N° 2: Speaking practice in class



Source: Table N° 2

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From the 100% of students surveyed; the 69% of them said that they usually practice speaking; the 23% of the responses expressed that they sometimes practice speaking and the 8% states expressed that they rarely practice Speaking in their life.
- b) **Interpretation:** The result obtained show that students usually practice speaking while just a few students rarely practice speaking in classes.

3. How often does your English teacher use pictures, videos and body language during the speaking activities?

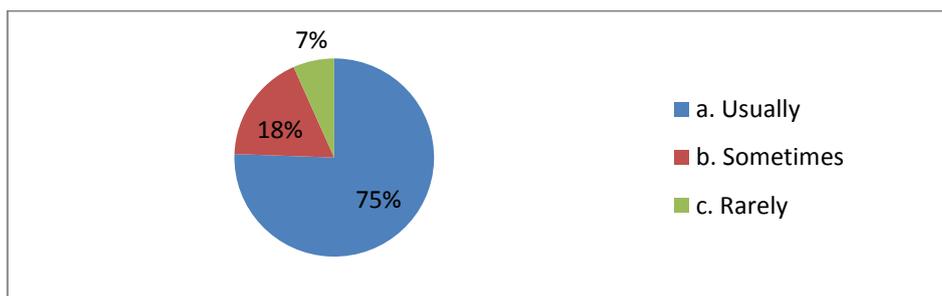
Table N° 3. Use of pictures, videos and body language during the speaking activities

OPTIONS	QUANTITY	PERCENTAGE
a. Usually	68	75%
b. Sometimes	16	18%
c. Rarely	6	7%
Total	90	100%

Source: Survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical graph N° 3: Use pictures, videos and body language during the speaking activities.



Source: Table N° 3

Done by: Erika Tenezaca and Jairo Mullo

a) Analysis: From the 100% of students surveyed; the 75% of them said that the teacher usually use pictures, videos and body language during the speaking; the 18% of the responses expressed that they sometimes use these resources while the 7% of them said that teachers rarely use the mentioned resources to practice Speaking.

b) Interpretation: The result obtained showing that teachers use pictures, videos and body language during the speaking while just a few teachers rarely use them.

4. How do you work when using stories, games, simulations and visual maps?

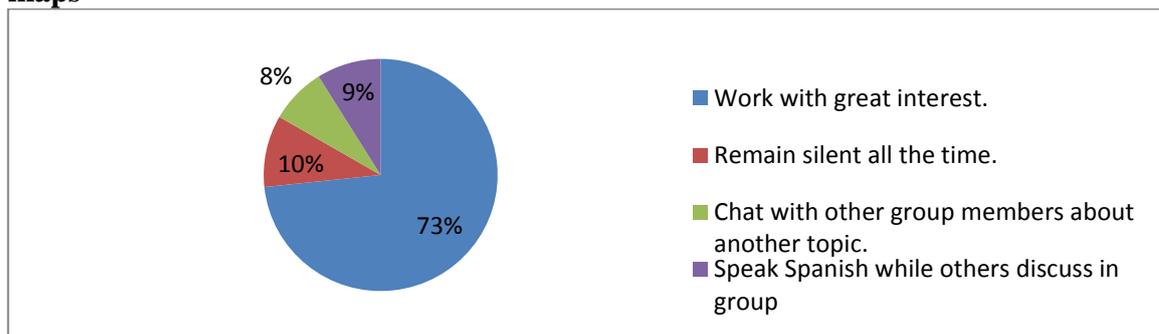
Table N°4: How you work with stories, games, simulations and visual maps

OPTIONS	QUANTITY	PERCENTAGE
a. Work with great interest.	66	73%
b. Remain silent all the time.	9	10%
c. Chat with other group members about another topic.	7	8%
d. Speak Spanish while others discuss in group	8	9%
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical graph N°4: How you work with stories, games, simulations and visual maps



Source: Table N° 4

Done by: Erika Tenezaca and Jairo Mullo

a) Analysis: From the 100% of students surveyed; the 73% of them said that they work with great interest using stories games, and visual maps; the 10% of the responses expressed that they remain silent all the time; the 8% stated that they chat with other group members about another topic when the teacher teach and practice Speaking while the 9% of them said that they speak Spanish while others discuss in group.

b) Interpretation: The result obtained showing that students like working with great interest using stories games, and visual maps while just a few students feel uncomfortable using these recourses to practice speaking.

5. How pronunciation training activities organized by the teachers in the speaking class help you in the following activities

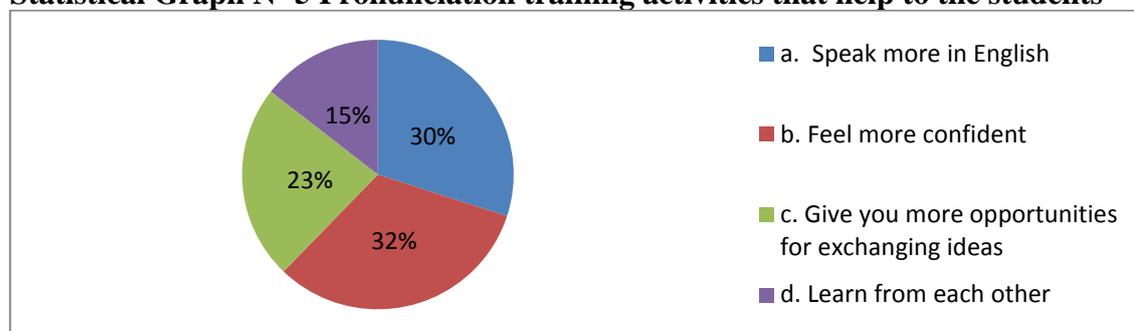
Table N° 5 Pronunciation training activities help to the students

OPTIONS	QUANTITY	PERCENTAGE
a. Speak more in English	27	30%
b. Feel more confident	29	32%
c. Give you more opportunities for exchanging ideas	21	23%
d. Learn from each other	13	15%
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 5 Pronunciation training activities that help to the students



Source: Table N° 5

Done by: Erika Tenezaca and Jairo Mullo

a) **Analysis:** From the 100% of students surveyed, 32% of them said that pronunciation activities help them to feel more confident in English classes; the 30% of respondents expressed that these activities help them to speak more English; 23% of them said that these activities give them more opportunities for exchanging ideas while the 15% of respondents expressed that pronunciation training activities help them to learn from each other.

b) **Interpretation:** The result obtained from the surveys showed that pronunciation training activities help the students to feel more confident and speak more English while a few students think these activities help them to learn from each other.

6. Do you have any difficulties when working in role plays?

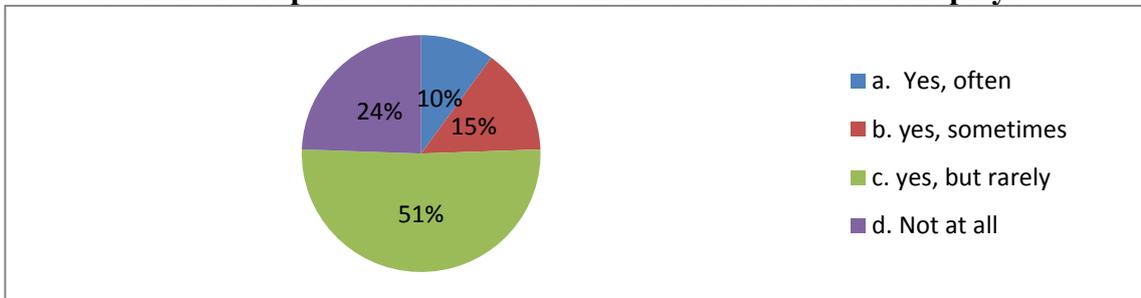
Table N° 6: Difficulties when students work in role plays

OPTIONS	QUANTITY	PERCENTAGE
a. yes, often	9	10%
b. yes, sometimes	13	15%
c. yes, but rarely	46	51%
d. Not at all	22	24%
Total	90	100%

Source: survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 6: Difficulties when students work in role plays



Source: Table N° 6

Done by: Erika Tenezaca and Jairo Mullo

a) Analysis: From the 100% of students surveyed, the 51% of respondents expressed that students rarely find difficulties when working in role plays; the 15% said that they sometimes find difficulties using role plays; the 10% of students often found difficulties when working in role plays and the 24% said that students did not find at all difficult the role play activity.

b) Interpretation: The result reports that along the class, most of the students rarely found difficulties when working in role plays and just few students often found difficulties when working in role plays during the English class.

7. Which of the following difficulties do you often come across with?

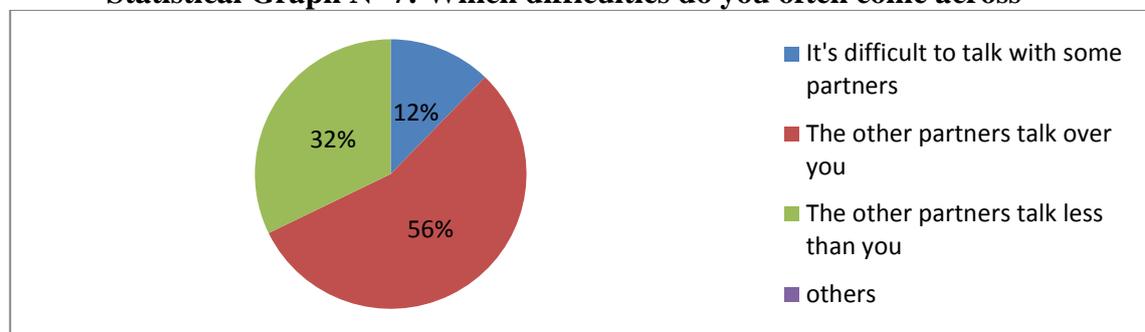
Table N° 7: Difficulties do you often come across

OPTIONS	QUANTITY	PERCENTAGE
a. It's difficult to talk with some partners	11	12%
b. The other partners talk over you	50	56%
c. The other partners talk less than you	29	32%
d. Others	-	-
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 7: Which difficulties do you often come across



Source: Table N° 7

Done by: Erika Tenezaca and Jairo Mullo

a) **Analysis:** From the 100% of students surveyed, the 32% of them said that it is difficult to talk with other partners talk less than you; the 12% of them stated that it is difficult to talk with some partners and 56% of them expressed that it is difficult when the other partners talk over you.

b) **Interpretation:** The result obtained from the survey showed that most of the students feel difficulty when the other partners talk over them and just a few students say that it is difficult to talk with some partners.

8. What are the factors that cause the difficulties?

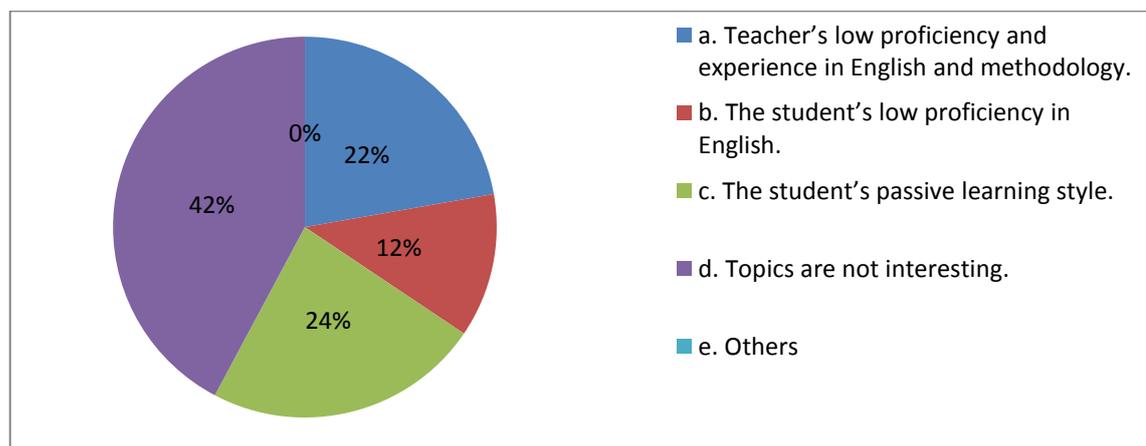
Table N° 8 Factors that cause the difficulties

OPTIONS	QUANTITY	PERCENTAGE
a. Teacher's low proficiency and experience in English and methodology.	20	22%
b. The student's low proficiency in English.	11	12%
c. The student's passive learning style.	21	24%
d. Topics are not interesting.	38	42%
e. Others	-	-
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical graph N°8: Factors that cause the difficulties



Source: Table N° 8

Done by: Erika Tenezaca and Jairo Mullo

a) Analysis: From the 100% of students surveyed, the 42% of them said that the cause of the difficulties are boring topics; the 24% of the students expressed that cause of the difficulties is teacher's passive learning style; the 22% of them said that the causes of difficulties are teacher's low proficiency and experience in English and methodology and 11% of the responders expressed that the factors are student's low proficiency in English.

b) Interpretation: The result obtained for the surveys showed that the boring topics cause difficulty in speaking class and just a few students said that the difficulties are caused for student's low proficiency in English.

9. What kind of activities do you want to do in Speaking class?

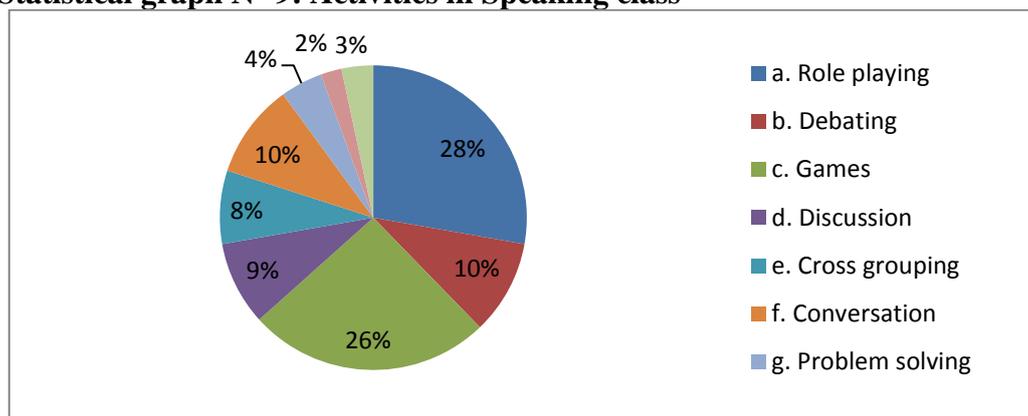
Table N° 9 Activities in Speaking class.

OPTIONS	QUANTITY	PERCENTAGE
a. Role playing	25	28%
b. Debating	9	10%
c. Games	23	26%
d. Discussion	8	9%
e. Cross grouping	7	8%
f. Conversation	9	10%
g. Problem solving	4	4%
h. Brainstorming	2	2%
i. Reading a long story	3	3%
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical graph N° 9: Activities in Speaking class



Source: Table N° 9

Done by: Erika Tenezaca and Jairo Mullo

a) **Analysis:** From the 100% of students surveyed, the 28% of them liked role plays as a speaking activity; the 26% of responses expressed that they like games; the 10% of them liked conversation and debating as a speaking activity; the 9% of them stated that they like discussion activity; the 8% of respondents expressed that they like cross grouping while the 4% of them liked problem solving; the 3% of them said that they like reading a long story and 2% of responses expressed that they like brainstorming as a speaking activity.

b) Interpretation: The results obtained showing that almost all students in this group like games and role plays as a speaking activities and just a few students like problem solving, reading a long story and brainstorming as speaking activities.

10. What would you like the teacher to do in Speaking activities?

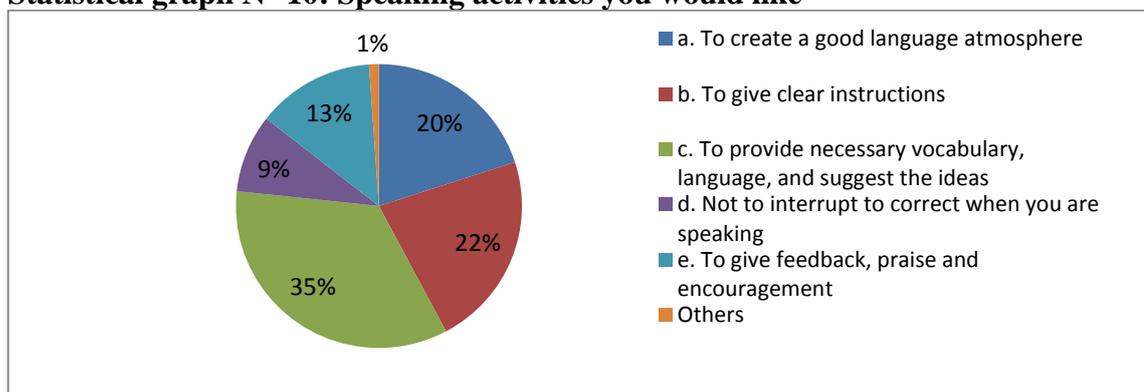
Table N° 10 Speaking activities you would like

OPINIONS	QUANTITY	PERCENTAGE
a. To create a good language atmosphere	18	20%
b. To give clear instructions	20	22%
c. To provide necessary vocabulary, language, and suggest the ideas	31	35%
d. Not to interrupt to correct when you are speaking	8	9%
e. To give feedback, praise and encouragement	12	13%
f. Others Warm up	1	1%
Total	90	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical graph N° 10: Speaking activities you would like



Source: Table N° 10

Done by: Erika Tenezaca and Jairo Mullo

a) Analysis: From the 100% of the students surveyed; the 35% of them said that they like the teachers provide them a necessary vocabulary, language and suggest ideas; the 22% of the responses expressed that they like teachers give clear instructions; the 20% of them expressed that they like teachers create a good language atmosphere; the 13% of them said teachers have to give feedback, praise and encouragement; 9% of them said they like teachers do not interrupt to correct when they are speaking and while the 1% of them expressed teacher have to use warm up as a speaking activity.

b) Interpretation: The result obtained showing that students like teachers provide them a necessary vocabulary, language, suggest ideas. They need teachers create a good language atmosphere and give them clear instructions for any activity while one student considers that warm up takes account as speaking activity.

3.6.3 Results obtained from the surveys applied before and after the application of Pronunciation Training, Language Learning Strategy and Vocabulary Check as a Methodological Strategies to develop Productive English Speaking Skill to the students of eight year of “Tomas Oleas” High School.

SURVEY QUESTIONS	SURVEY BEFORE THE APPLICATION OF PRONUNCIATION TRAINING, VOCABULARY CHECK AND LANGUAGE LEARNING STRATEGIES AS METHODOLOGICAL STRATEGIES				TOTAL	SURVEY AFTER THE APPLICATION OF PRONUNCIATION TRAINING, VOCABULARY CHECK AND LANGUAGE LEARNING STRATEGIES AS METHODOLOGICAL STRATEGIES				TOTAL
How important is speaking skill to you?	Very	Rather	Little	Not at all	100%	Very	Rather	Little	Not at all	100%
	0%	8%	22%	70%		57%	28%	11%	4%	
How often do you practice speaking in class?	Usually	Sometimes	Rarely		100%	Usually	Sometimes	Rarely		100%
	10%	16%	64%			69%	23%	8%		

How often does your English teacher use pictures, videos and body language during the speaking activities?	Usually			Rarely		Usually	So	Rarely	
	28%	60%	12%	100%	75%	18%	7%	100%	
How do you work when using stories, games, simulations and visual maps?	Work with great interest.	remain silent all the time	Chat with other group members about another topics.	Speak Spanish while others discuss in group.		Work with great interest.	remain silent all the time	Chat with other group members about other topics.	Speak Spanish while others discuss in group.
	7%	13%	21%	59%	100%	73%	10%	8%	9%
How pronunciation training activities organized by the	Speak more in English	Feel more confident	Give you more opportunities for exchanging	Learn from each other		Speak more in English	Feel more confident	Give you more opportunities for exchanging ideas	Learn from each other

teachers in the speaking class help you in the following activities?	20%	32%	35%	13%	100%	30%	32%	23%	15%	100%
Do you have any difficulties when working in role plays?	yes, often	yes, sometimes	yes, but rarely	Not at all	100%	yes, often	yes, sometimes	yes, but rarely	Not at all	100%
	74%	9%	10%	7%		10%	15%	51%	24%	
Which of the following difficulties do you often come across with ?	It's difficult to talk with some partners	The other partners talk over you.	The other partners talk less than you.	Others (Specify)	100%	It's difficult to talk with some partners	The other partners talk over you.	The other partners talk less than you.	Others (Specify)	100%
	38%	22%	40%	—		12%	56%	32%	—	

What are the factors that cause the difficulties?	Teacher's low proficiency and experience in		The student's low proficiency in English.		The student's passive learning style.		Topics are not interesting.		Others		100%		Teacher's low proficiency and experience in		The student's low proficiency in English.		The student's passive learning style.		Topics are not interesting.		Others		100%																		
	47%		31%		11%		11%		—				22%		12%		24%		42%		—																				
What kind of activities do you want to do in Speaking class? Put a tick next to the activities	Role playing		Debating		Games		Discussion		Cross grouping		Conversation		Problem solving		Brainstorming		Reading a long story		100%		Role playing		Debating		Games		Discussion		Cross grouping		Conversation		Problem solving		Brainstorming		Reading a long story		100%		
	13%		6%		43%		7%		9%		12%		5%		2%		3%						28%		10%		26%		9%		8%		10%		4%		2%		3%		

What would you like the teacher to do in Speaking activities?	To create a good language atmosphere	30%
	To give clear instructions	24%
	To provide necessary vocabulary, language, and and <small>suggest the ideas</small>	23%
	Not to interrupt to correct when you are speaking	17%
	To give feedback, praise and encouragement	6%
	Others	—
		100%
	To create a good language atmosphere	20%
	To give clear instructions	22%
	To provide necessary vocabulary, language,	35%
	Not to interrupt to correct when you are speaking	9%
	To give feedback, praise and encouragement	13%
	Others	1%
		100%

3.6.4 Surveys addressed to a group of teachers of eight year of “Tomas Oleas” High School before the application of methodological strategies show the following result.

1.- How effective is the use of methodological strategies into the classroom?

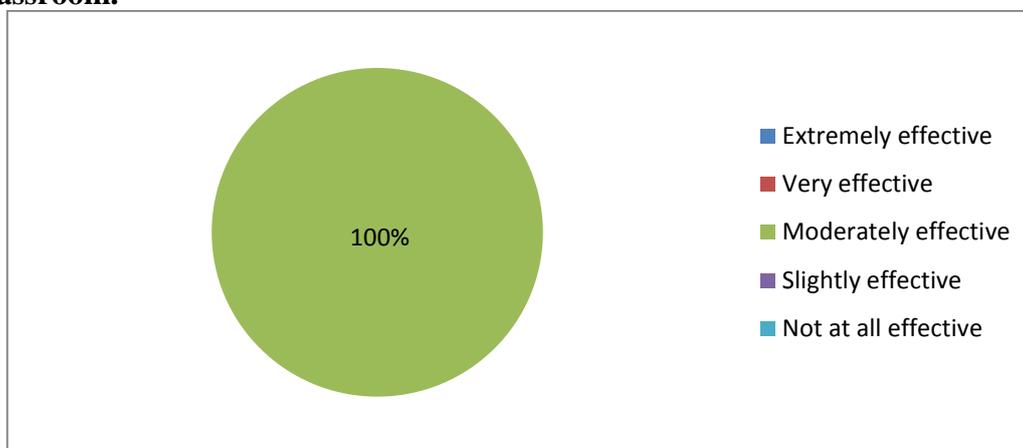
Table N° 1 Effectiveness the use of methodological strategies into the classroom.

OPTIONS	QUANTITY	PERCENTAGE
a. Extremely effective		
b. Very effective		
c. Moderately effective	3	100%
d. Slightly effective		
e. Not at all effective		
Total	3	100%

Source: survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N°1 Effectiveness the use of methodological strategies into the classroom.



Source: Table N° 1

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From the 100% of the teachers surveyed, 100% of them said that the use of methodological strategies into the classroom is moderately effective.
- b) **Interpretation:** The result obtained from the surveys showed that the use of methodological strategies into the classroom is moderately effective.

2.- The use of methodological strategies help to develop the speaking skills in the students. Do you think it is true?

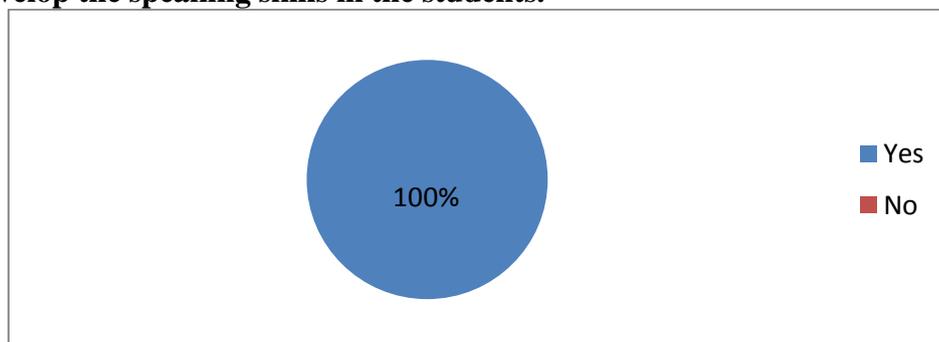
Table N° 2 The use of methodological strategies helps to develop the speaking skills in the students

OPTIONS	QUANTITY	PERCENTAGE
Yes	3	100%
No		
Total	3	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 2 It is true or false the use of methodological strategies help to develop the speaking skills in the students.



Source: Table N° 2

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From the 100% of the teachers surveyed, the 100% of them said that the use of methodological strategies help to develop the speaking skills in the students.
- b) **Interpretation:** The result obtained from the surveys showed that it is true, the use of methodological strategies helps to develop the speaking skills in the students.

3. What portion of your weekly teaching is spent reinforcing and reviewing speaking skill?

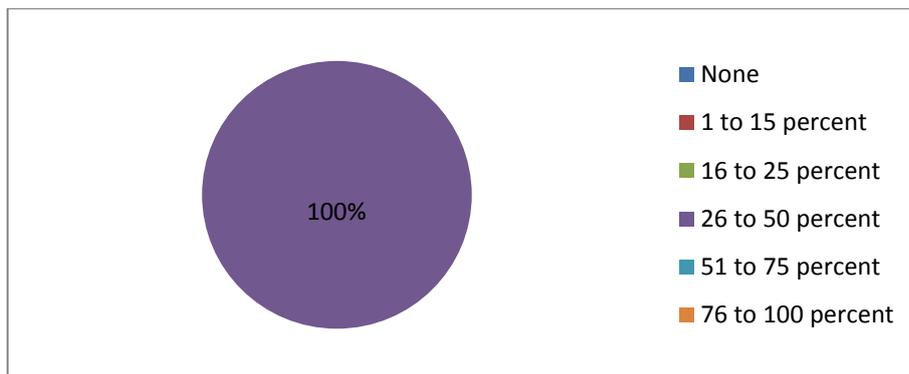
Table N° 3 Portion of your weekly teaching is spent reinforcing and reviewing speaking skill

OPTIONS	QUANTITY	PERCENTAGE
None		
1 to 15 percent		
16 to 25 percent		
26 to 50 percent	3	100%
51 to 75 percent		
76 to 100 percent		
Total	3	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 3 Portion of your weekly teaching is spent reinforcing and reviewing speaking skill.



Source: Table N° 3

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From the 100% of teachers surveyed, the 100% of respondents expressed that teachers spent reinforcing and reviewing speaking skill from 26 to 50 percent per week.
- b) **Interpretation:** The result reports that teachers dedicated 26 to 50 percent per week reinforcing and reviewing speaking skill.

4.- In the English class, how much time do you let your students to check the new vocabulary?

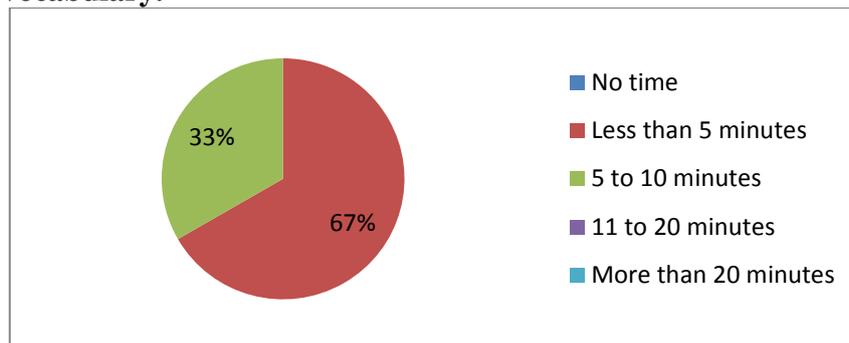
Table N° 4 How much time that teachers let your students to check the new vocabulary

OPTIONS	QUANTITY	PERCENTAGE
No time		
Less than 5 minutes	2	67%
5 to 10 minutes	1	33%
11 to 20 minutes		
More than 20 minutes		
Total	3	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 4 How much time that teachers let your students to check the new vocabulary.



Source: Table N° 4

Done by: Erika Tenezaca and Jairo Mullo

- a) Analysis:** From the 100% of teachers surveyed, the 33% of respondents expressed that teachers let your students to check the new vocabulary from 5 to 10 minutes while a 67% said that teachers let your students less than 5 minutes to check the new vocabulary.
- b) Interpretation:** The result reports that teachers dedicated less than 5 minutes to check the new vocabulary.

5.- How does the use of methodological strategies impact during English classes?

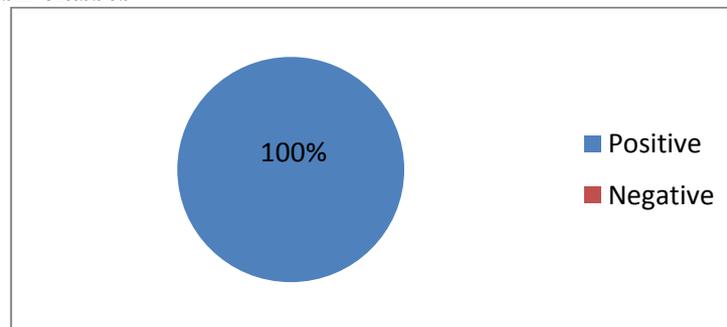
Table N° 5 The use of methodological strategies and their impact during English classes

OPTIONS	QUANTITY	PERCENTAGE
Positive	3	100%
Negative		
Total	3	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 5 The use of methodological strategies and their impact during English classes



Source: Table N° 5

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From the 100% of teachers surveyed, the 100% of respondents expressed that the use of methodological strategies and their impact during English classes is positive and anybody thinks that methodological strategies and their impact during English classes is negative.
- b) **Interpretation:** The result reports that the use of methodological strategies and their impact during English classes are positive.

6.- You know that teachers have to take time during lessons to check that students had understood the meaning of key words or concepts. Do you think it helps them to develop:

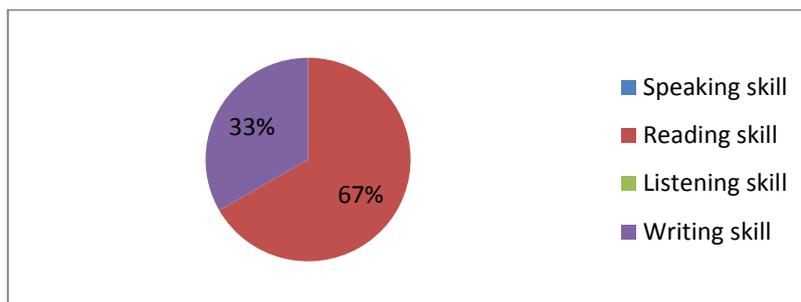
Table N° 6 During lessons teachers check that students had understood the meaning of key words or concepts. Do you think it helps them to develop:

OPTIONS	QUANTITY	PERCENTAGE
Speaking skill		
Reading skill	2	67%
Listening skill		
Writing skill	1	33%
Total	3	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 6 During lessons teachers check that students had understood the meaning of key words or concepts. Do you think it helps them to develop?



Source: Table N° 6

Done by: Erika Tenezaca and Jairo Mullo

- a) Analysis:** From the 100% of teachers surveyed, the 67% of respondents expressed that checking that students had understood the meaning of key words or concepts help to develop reading skill and 33% said that checking that students had understood the meaning of key words or concepts help to develop writing skill.
- b) Interpretation:** The result reported that teachers check that students had understood the meaning of key words or concepts help to develop reading skill.

7.- How do you use the textbook to develop speaking skill in the students?

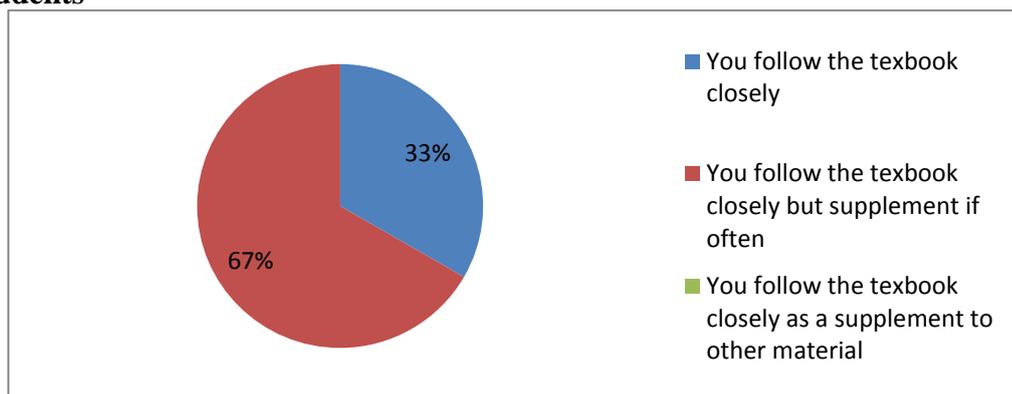
Table N° 7 The use of the textbook to develop speaking skill in the students

OPTIONS	QUANTITY	PERCENTAGE
a. You follow the textbook closely	1	33%
b. You follow the textbook closely but supplement if often	2	67%
c. You follow the textbook closely as a supplement to other material		
d. You don't use the textbook		
Total	3	100%

Source: survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 7 The use of the textbook to develop speaking skill in the students



Source: Table N° 7

Done by: Erika Tenezaca and Jairo Mullo

a) Analysis: From the 100% teachers surveyed, the 33% of respondents expressed that teachers follow the textbook closely and 67% said that teachers follow the textbook closely but supplement it often.

b) Interpretation: The result reported that teachers follow the textbook closely.

8.- How often do your students?

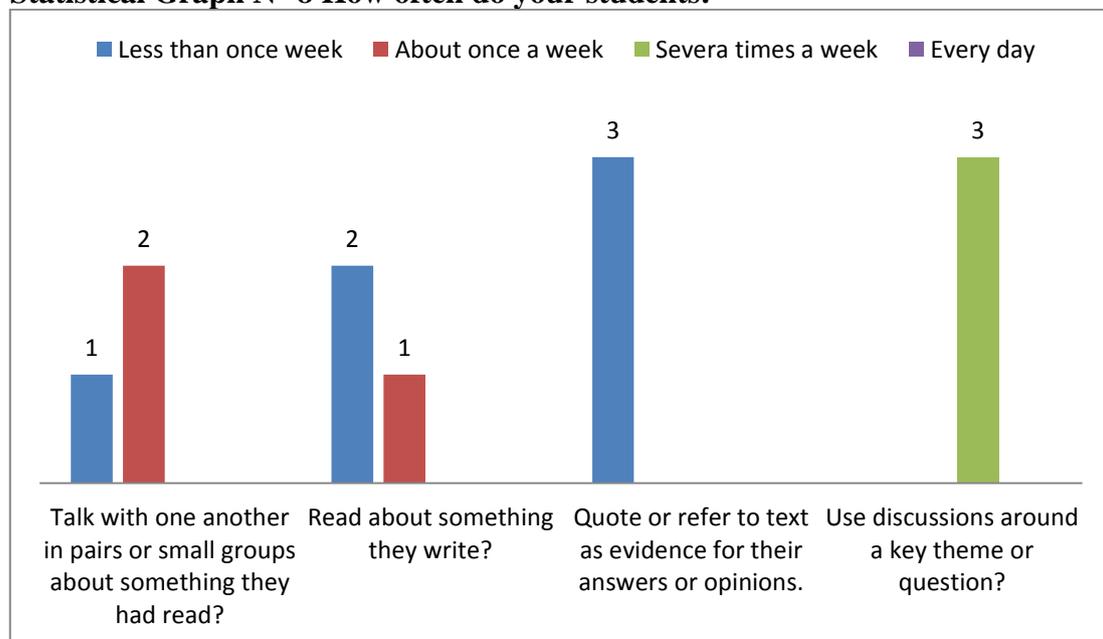
Table N° 8 How often do your students:

OPTIONS	QUANTITY				TOT AL	PERCENTAGE				TOT AL
	Less than one week	About once a week	Several times a week	Every day		Less than one week	About once a week	Several times a week	Every day	
Talk with one another in pairs or small groups about something they had read?	1	2			3	33 %	67 %			100%
Read about something they write?	2	1			3	67 %	33 %			100%
Quote or refer to text as evidence for their answers or opinions.	3				3	10 0%				100%
Use discussions around a key theme or question?			3		3			100 %		100%

Source: survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 8 How often do your students:



Source: Table N° 8

Done by: Erika Tenezaca and Jairo Mullo

- a) Analysis:** From the 100% of teachers surveyed, two from three students talk with one another in pairs or small groups about something they had read at several times a week it means the 67% and one teacher used the activity to talk with one another in pairs or small groups about something they had read about once a week it means the 33%; two from three teachers read about something they write as an activity less than week given for the teachers and it corresponds the 67% and one teacher used the activity with the students to read about something they write once a week and it means the 33%; all three teachers used the activity to read quote or refer to text with the students as evidence for their answers or opinions less once week and it means 100% while three teachers used the activity of discussions around a key theme or question several times a week and it means the 100%
- b) Interpretation:** The result reports that teachers used the following activities: reading quote or refer to text with the students as evidence for their answers or opinions less once week and using discussions around a key theme or question several times a week.

9.- What kind of activities you often do in Speaking class?

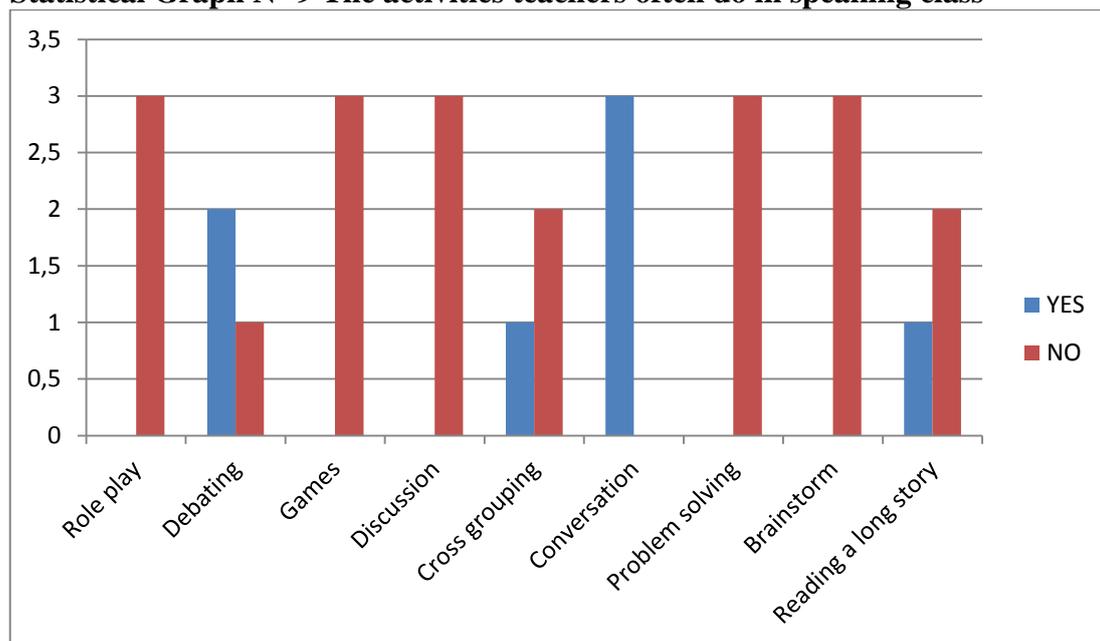
Table N° 9 The activities teachers often do in speaking class

OPTIONS	QUANTITY		TOTAL	PERCENTAGE		TOTAL
	YES	NO		YES	NO	
Role play		3	3		100%	100%
Debating	2	1	3	67%	33%	100%
Games		3	3		100%	100%
Discussion		3	3		100%	100%
Cross grouping	1	2	3	33%	67%	100%
Conversation	3		3	100%		100%
Problem solving		3	3		100%	100%
Brainstorm		3	3		100%	100%
Reading a long story	1	2	3	33%	67%	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 9 The activities teachers often do in speaking class



Source: Table N° 9

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From the 100% of teachers surveyed, all three teachers did not use the role play, games, discussion, problem solving and brainstorm as speaking activities and they correspond the 100%; two from three teachers used debating as speaking activity, it means the 67% and just one teacher did not

use this activity, it corresponds the 33%; two from three teachers did not use cross grouping, it means 67% and one teacher used this activity, it corresponds the 33% while two from three teachers did not use reading a long story as speaking activities, it means the 67% and just one teacher used this activity, it corresponds 33%.

b) Interpretation: The result reports that the most popular speaking activities are role play, games, discussion, conversation, problem solving and brainstorm used by teachers and less important speaking activities are cross grouping, debating and reading a long story.

10.- What would you like to do in Speaking activities?

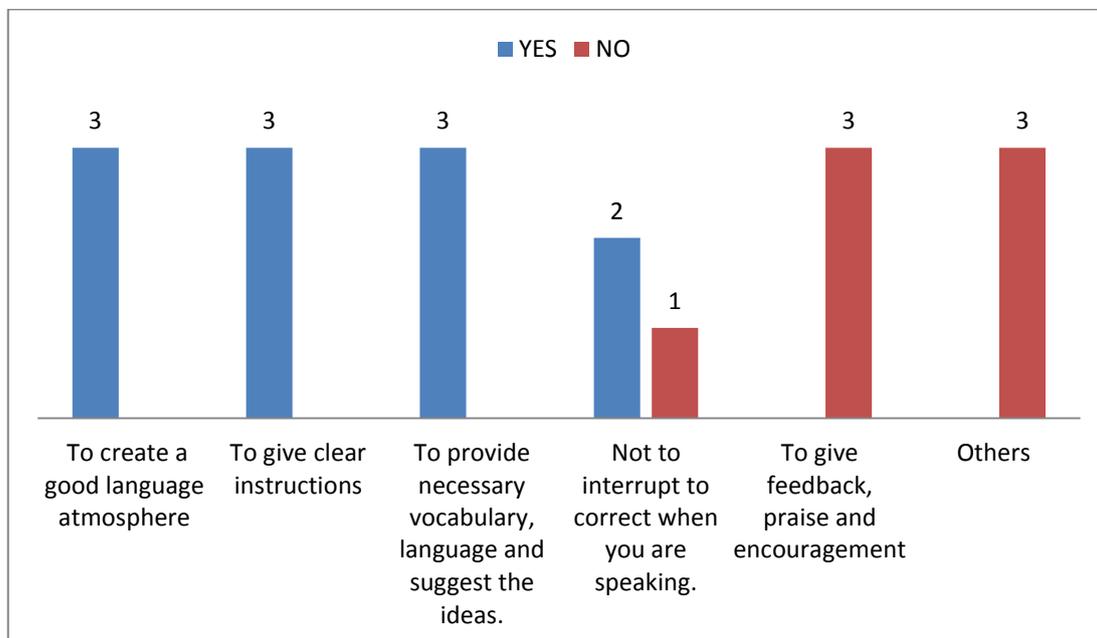
Table N° 10 Speaking activities teacher would like to do.

OPTIONS	QUANTITY		TOTAL	PERCENTAGE		TOTAL
	YES	NO		YES	NO	
a) To create a good language atmosphere	3		3	100%		100%
b) To give clear instructions	3		3	100%		100%
c) To provide necessary vocabulary, language and suggest the ideas.	3		3	100%		100%
d) Not to interrupt to correct when you are speaking.	2	1	3	67%	33%	100%
e) To give feedback, praise and encouragement		3	3		100%	100%
f) Others		3	3		100%	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 10 Speaking activities teacher would like to do.



Source: Table N° 10

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From the 100% of teachers surveyed, all three teachers liked to create a good language atmosphere, to give clear instructions, to provide

necessary vocabulary, it means the 100%; two from three teachers did not like to interrupt to correct when the students are speaking, it corresponds the 67% while one teacher liked to interrupt to correct when the students are speaking, it means the 33%. On the other hand all three teachers did not like to give feedback, praise and encouragement and others speaking activities, it corresponds the 100%

- b) **Interpretation:** The result reports that teachers liked to create a good language atmosphere, to give clear instructions, to provide necessary vocabulary in speaking activities but some of them did not like to give feedback, praise and encouragement and others speaking activities.

3.6.5 Surveys addressed to a group of teachers of eight year of “Tomas Oleas” High School after the application of methodological strategies show the following result.

1.- How effective is the use of methodological strategies into the classroom?

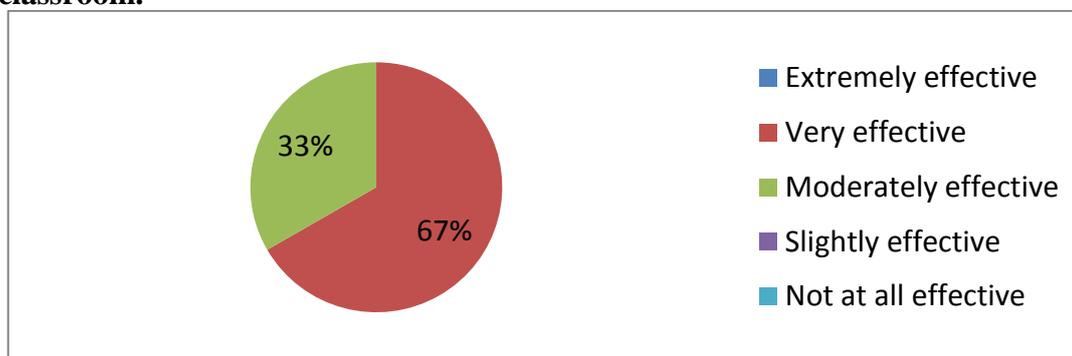
Table N°1 Effectiveness the use of methodological strategies into the classroom.

OPTIONS	QUANTITY	PERCENTAGE
Extremely effective		
Very effective	2	67%
Moderately effective	1	33%
Slightly effective		
Not at all effective		
Total	3	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N°1 Effectiveness the use of methodological strategies into the classroom.



Source: Table N° 1

Done by: Erika Tenezaca and Jairo Mullo

c) **Analysis:** From the 100% of teachers surveyed, 67% of them said that the use of methodological strategies into the classroom is very effective while the 33% of respondents expressed that the use of methodological strategies into the classroom is moderately effective.

d) **Interpretation:** The result obtained from the surveys showed that the use of methodological strategies into the classroom is very effective.

2.- The use of methodological strategies help to develop the speaking skills in the students. Do you think it is true?

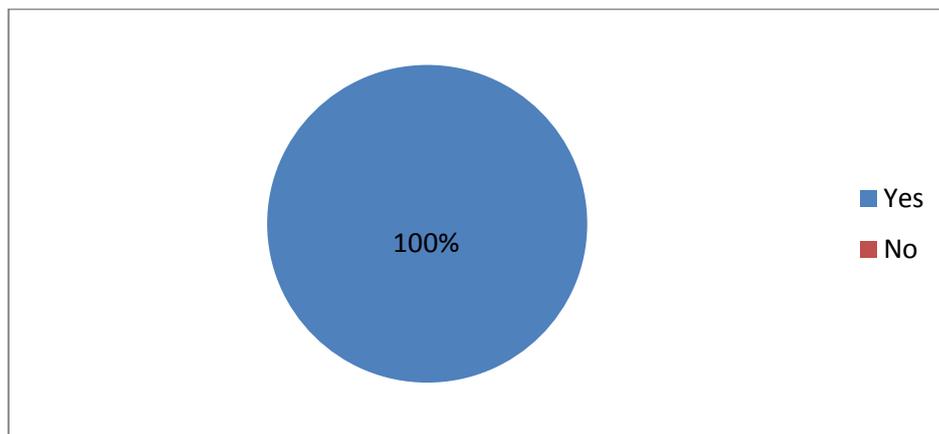
Table N° 2 The use of methodological strategies help to develop the speaking skills in the students

OPTIONS	QUANTITY	PERCENTAGE
Yes	3	100%
No		
Total	3	100%

Source: survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 2 The use of methodological strategies help to develop the speaking skills in the students.



Source: Table N° 2

Done by: Erika Tenezaca and Jairo Mullo

- c) **Analysis:** From the 100% of students surveyed, 100% of them said that it is true the use of methodological strategies help to develop the speaking skills in the students.
- d) **Interpretation:** The result obtained from the surveys showed that the use of methodological strategies help to develop the speaking skills in the students.

3.- What portion of your weekly teaching is spent reinforcing and reviewing speaking skill?

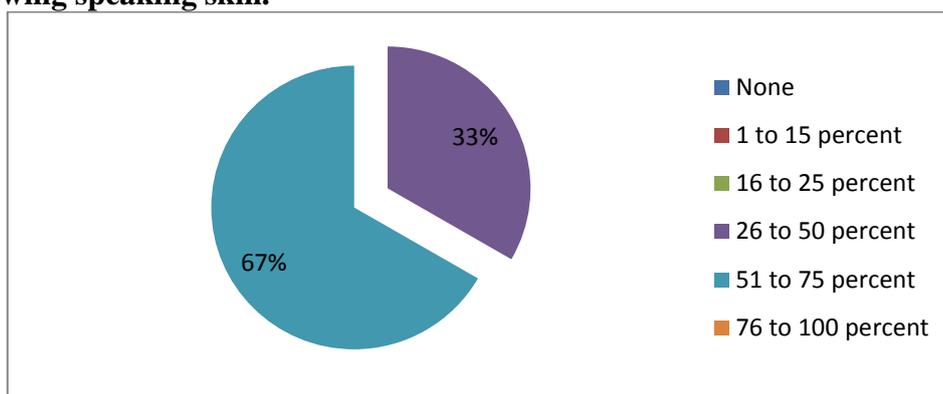
Table N° 3 Portion of your weekly teaching is spent reinforcing and reviewing speaking skill

OPTIONS	QUANTITY	PERCENTAGE
None		
a. 1 to 15 percent		
b. 16 to 25 percent		
c. 26 to 50 percent	1	33%
d. 51 to 75 percent	2	67%
e. 76 to 100 percent		
Total	3	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 3 Portion of your weekly teaching is spent reinforcing and reviewing speaking skill.



Source: Table N° 3

Done by: Erika Tenezaca and Jairo Mullo

- c) **Analysis:** From the 100% of the teachers surveyed, the 67% of respondents expressed that teachers spent reinforcing and reviewing speaking skill from 51 to 75 percent per week and the 33% said that teachers dedicated from 26 to 50 percent to reinforce and review speaking skill per week.
- d) **Interpretation:** The result reports that teachers dedicated 51 to 75 percent per week reinforcing and reviewing speaking skill.

4.- In the English class, how much time do you let your students to check the new vocabulary?

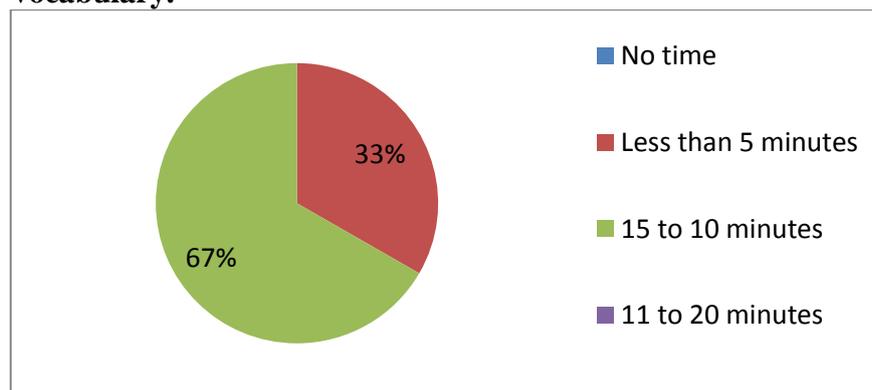
Table N° 4 How much time that teachers let your students to check the new vocabulary

OPTIONS	QUANTITY	PERCENTAGE
a. No time		
b. Less than 5 minutes	1	33%
c. 15 to 10 minutes	2	67%
d. 11 to 20 minutes		
e. More than 20 minutes		
Total	3	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 4 How much time that teachers let your students to check the new vocabulary.



Source: Table N° 4

Done by: Erika Tenezaca and Jairo Mullo

c) Analysis: From the 100% of the teachers surveyed, the 67% of respondents expressed that teachers let your students to check the new vocabulary from 15 to 10 minutes and 33% said that teachers let your students less than 5 minutes to check the new vocabulary.

d) Interpretation: The result reported that teachers dedicated from 15 to 10 minutes to check the new vocabulary.

5.- How does the use of methodological strategies impact during English classes?

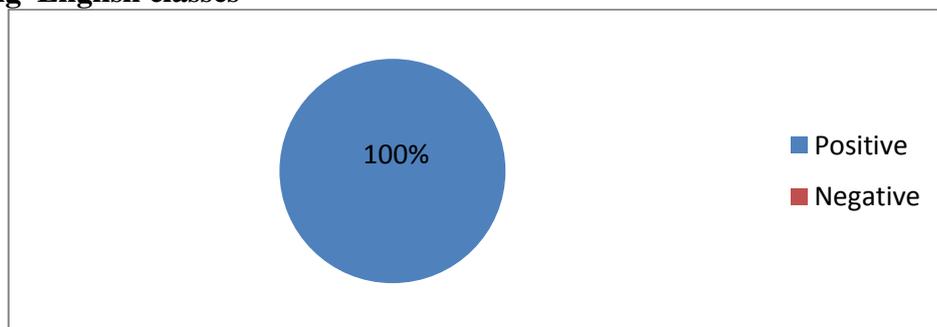
Table N° 5 The use of methodological strategies and their impact during English classes

OPTIONS	QUANTITY	PERCENTAGE
Positive	3	100%
Negative		
Total	3	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 5 The use of methodological strategies and their impact during English classes



Source: Table N° 5

Done by: Erika Tenezaca and Jairo Mullo

- c) **Analysis:** From the 100% of the teachers surveyed, the 100% of respondents expressed that the use of methodological strategies and their impact during English classes is positive and anybody thought that methodological strategies and their impact during English classes is negative.
- d) **Interpretation:** The result reported that the use of methodological strategies and their impact during English classes was positive and teachers gave some reason about this question such as: students feel more confident, they could improve their speaking skill and students enjoy a relax atmosphere during the English classes.

6.- You know that teachers have to take time during lessons to check that students had understood the meaning of key words or concepts. Do you think it helps them to develop:

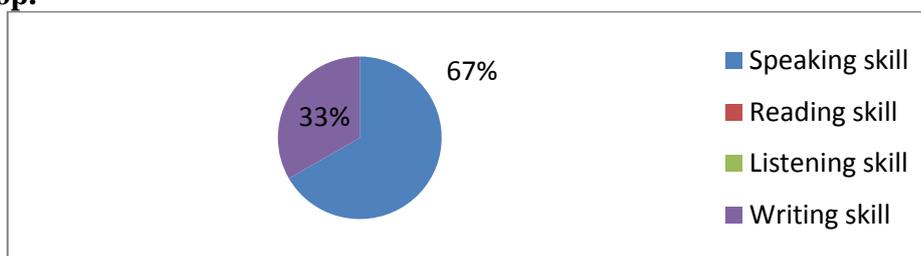
Table N° 6 During lessons teachers check that students had understood the meaning of key words or concepts. Do you think it helps them to develop:

OPTIONS	QUANTITY	PERCENTAGE
a. Speaking skill	2	67%
b. Reading skill		
c. Listening skill		
d. Writing skill	1	33%
Total	3	100%

Source: survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 6 During lessons teachers check that students had understood the meaning of key words or concepts. Do you think it helps them to develop.



Source: Table N° 6

Done by: Erika Tenezaca and Jairo Mullo

- c) Analysis:** From the 100% of the teachers surveyed, the 67% of respondents expressed checking that students had understood the meaning of key words or concepts help to develop speaking skill and 33% said checking that students had understood the meaning of key words or concepts help to develop writing skill.
- d) Interpretation:** The result reported that teachers checked that students had understood the meaning of key words or concepts help to develop speaking skill.

7.- How do you use the textbook to develop speaking skill in the students?

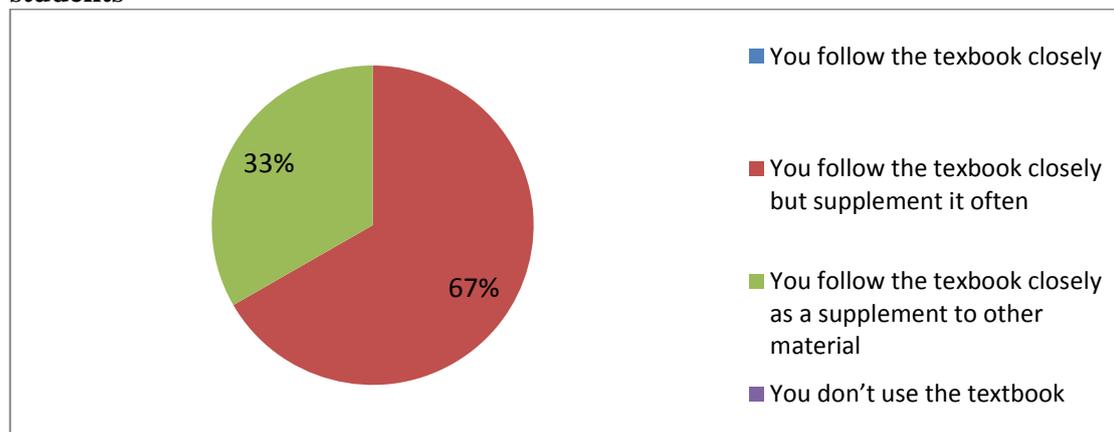
Table N° 7 The use of the textbook to develop speaking skill in the students

OPTIONS	QUANTITY	PERCENTAGE
a. You follow the texbook closely		
b. You follow the texbook closely but supplement if often	2	67%
c. You follow the texbook closely as a supplement to other material	1	33%
d. You don't use the textbook		
Total	3	100%

Source: Surveys

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 7 The use of the textbook to develop speaking skill in the students



Source: Table N° 7

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From the 100% of the teachers surveyed, the 67% of respondents expressed that teachers follow the textbook closely but supplement it often and 33% said that teachers follow the textbook closely as a supplement to other material.
- b) **Interpretation:** The result reported that teachers follow the textbook closely but supplement it often

8.- How often do your students?

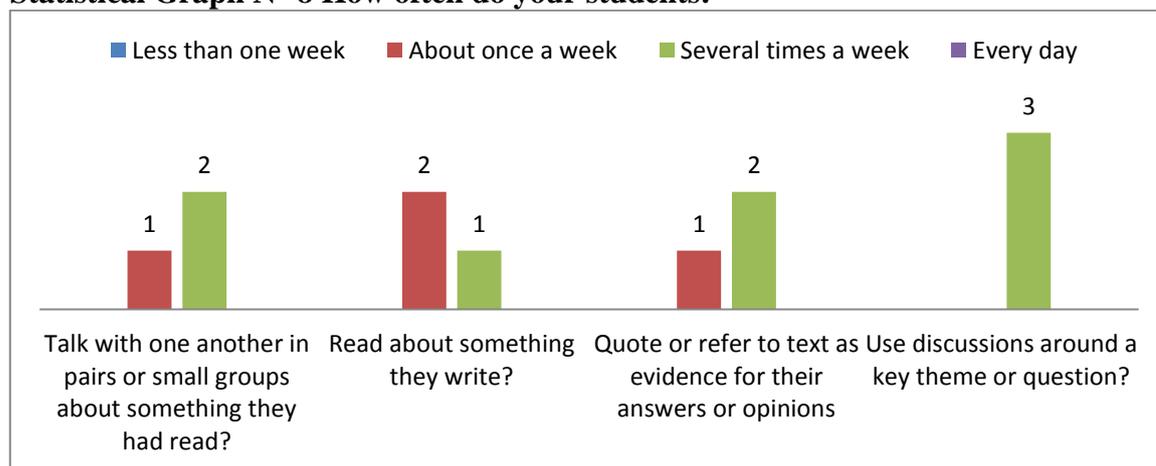
Table N° 8 How often do your students:

OPTIONS	QUANTITY				TOT AL	PERCENTAGE				TOT AL
	Less than one week	About once a week	Several times a week	Every day		Less than one week	About once a week	Several times a week	Every day	
Talk with one another in pairs or small groups about something they had read?		1	2		3		33 %	67 %		100%
Read about something they write?		2	1		3		67 %	33 %		100%
Quote or refer to text as evidence for their answers or opinions.		1	2		3		33 %	67 %		100%
Use discussions around a key theme or question?			3		3			100 %		100%

Source: survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 8 How often do your students:



Source: Table N° 8

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From the 100% of the teachers surveyed, two from three students talked with one another in pairs or small groups about something they had read at several times a week it means the 67% and one teacher used this

activity once a week it means the 33%; two from three students read about something they write as an activity given for the teachers and it corresponds the 67% and one teacher used this activity, it means the 33%; two teachers used the activity to read quote or refer to text with the students as evidence for their answers or opinions several times a week and it means 67% and one teacher used the activity to read quote or refer to text with the students as evidence for their answers or opinions about once a week and it corresponds the 33% and while three teachers used the activity of discussions around a key theme or question several times a week and it means the 100%

b) Interpretation: The result reported that teachers used these activities such as: talk with one another in pairs or small groups about something they had read, read quote or refer to text as evidence for their answers or opinions and use discussions around a key theme or question several times a week.

9.- What kind of activities you often do in Speaking class?

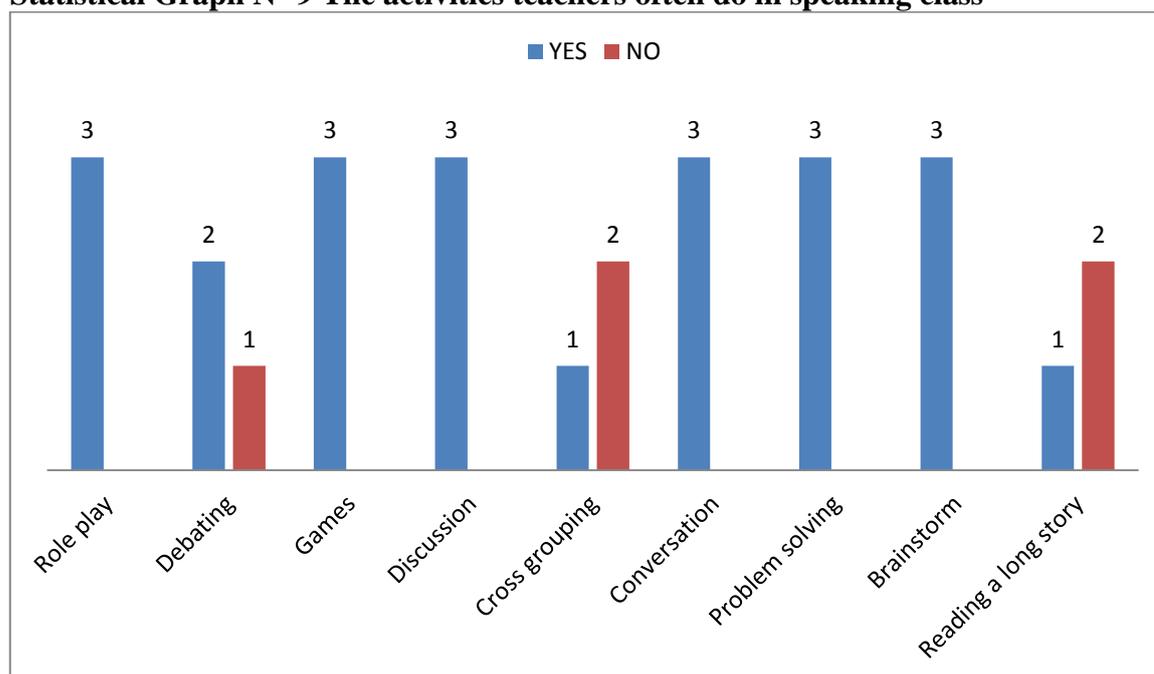
Table N° 9 The activities teachers often do in speaking class

OPTIONS	QUANTITY		TOTAL	PERCENTAGE		TOTAL
	YES	NO		YES	NO	
Role play	3		3	100%		100%
Debating	2	1	3	67%	33%	100%
Games	3		3	100%		100%
Discussion	3		3	100%		100%
Cross grouping	1	2	3	33%	67%	100%
Conversation	3		3	100%		100%
Problem solving	3		3	100%		100%
Brainstorm	3		3	100%		100%
Reading a long story	1	2	3	33%	67%	100%

Source: survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 9 The activities teachers often do in speaking class



Source: Table N° 9

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From the 100% of the teachers surveyed, all three teachers used the role play, games, discussion, conversation, problem solving and brainstorm in speaking activity and it corresponds the 100%; two from three teachers used

debating as speaking activity, it means the 67% and just one teacher did not use this activity, it corresponds the 33%; two from three teachers did not use cross grouping, it means 67% and one teacher used this activity, it corresponds the 33% while two from three teachers did not use reading a long story as speaking activities, it means the 67% and just one teacher used this activity, it corresponds 33%.

- b) Interpretation:** The result reported that the role play, games, discussion, conversation, problem solving and brainstorm were the most popular speaking activities used by teachers and less important speaking activities were cross grouping, debating and reading a long story.

10.- What would you like to do in Speaking activities?

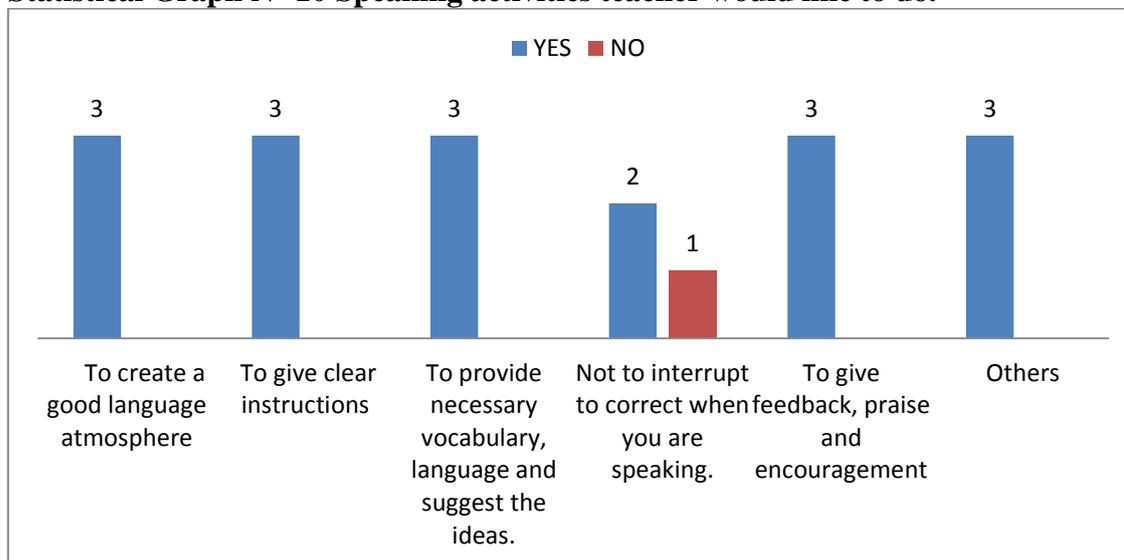
Table N° 10 Speaking activities teacher would like to do.

OPTIONS	QUANTITY		TOTAL	PERCENTAGE		TOTAL
	YES	NO		YES	NO	
a) To create a good language atmosphere	3		3	100%		100%
b) To give clear instructions	3		3	100%		100%
c) To provide necessary vocabulary, language and suggest the ideas.	3		3	100%		100%
d) Not to interrupt to correct when you are speaking.	2	1	3	67%	33%	100%
e) To give feedback, praise and encouragement	3		3	100%		100%
f) Others	3		3	100%		100%

Source: survey

Done by: Erika Tenezaca and Jairo Mullo

Statistical Graph N° 10 Speaking activities teacher would like to do.



Source: Table N° 10

Done by: Erika Tenezaca and Jairo Mullo

- a) **Analysis:** From the 100% of the teachers surveyed, all three teachers liked to do such as: to create a good language atmosphere, to give clear instructions, to provide necessary vocabulary, language and suggest the ideas, it means the

100%; two from three teachers did not like to interrupt to correct when the students are speaking, it corresponds the 67% while one teacher liked to interrupt to correct when the students are speaking, it means the 33%.

b) Interpretation: The result reported that teachers liked to create a good language atmosphere, to give clear instructions, to provide necessary vocabulary, language and suggest the ideas in speaking activities.

3.6.6 Results obtained from the surveys applied before and after the application of Pronunciation Training, Language Learning Strategy and Vocabulary Check as a Methodological Strategies to develop Productive English Speaking Skill to the teachers of eight year at “Tomas Oleas” High School.

SURVEY QUESTIONS	SURVEY BEFORE THE APPLICATION OF PRONUNCIATION TRAINING, VOCABULARY CHECK AND LANGUAGE LEARNING STRATEGIES AS METHODOLOGICAL STRATEGIES					TOTAL	SURVEY AFTER THE APPLICATION OF PRONUNCIATION TRAINING, VOCABULARY CHECK AND LANGUAGE LEARNING STRATEGIES AS METHODOLOGICAL STRATEGIES					TOTAL
	Extremely effective	Very effective	Moderately effective	Slightly effective	Not at all effective		Extremely effective	Very effective	Moderately effective	Slightly effective	Not at all effective	
How effective is the use of methodological strategies into the classroom?			100%					67%	33%			100%
	YES		NO				YES		NO			
The use of methodological strategies help to develop the speaking skills in the students. Do you think it is true?	100%						100%					100%

What portion of your weekly teaching is spent reinforcing and reviewing speaking skill?	None	1 to 15 percent	16 to 25 percent	26 to 50 percent	27 to 75 percent	76 to 100 percent		None	1 to 15 percent	16 to 25 percent	26 to 50 percent	27 to 75 percent	76 to 100 percent	100%
				100%								33%	67%	
In the English class, how much time do you let your students to check the new vocabulary?	No time	Less than 5 minutes	5 to 10 minutes	11 to 20 minutes	More than 20 minutes		No time	Less than 5 minutes	5 to 10 minutes	11 to 20 minutes	More than 20 minutes	100%		
		67%	33%					33%	67%					
How does the use of methodological strategies impact during English classes	Positive		Negative			100%	Positive		Negative			100%		
	100%						100%							

You know that teachers have to take time during lessons to check that students had understood the meaning of key words or concepts. Do you think it helps them to develop:	Speaking skill	Reading skill	Listening skill	Writing skill		Speaking skill	Reading skill	Listening skill	Writing skill	
		67%		33%		67%			33%	100%
How do you use the textbook to develop speaking skill in the students?	You follow The text closely	You follow the Textbook closely But supplement it	You follow the Textbook closely As a supplement to Other material	You don't use The textbook	100%	You follow The text closely	You follow the Textbook closely But supplement it	You follow the Textbook closely As a supplement to Other material	You don't use The textbook	100%
	33%	67%					67%	33%		
How often do your students?.....	Less than One week	About once A week	Several times A week	Every day		Less than One week	About once A week	Several times A week	Every day	

Talk with one another in pairs or small groups about something they had read?	33%	67%			100%		33%	67%		100%
Read about something they write?	67%	33%			100%		67%	33%		100%
Quote or refer to text as evidence for their answer or opinions?	100%				100%		33%	67%		100%
Use discussions around a key theme or questions?			100%		100%			100%		100%
What kind of activities do you often do in Speaking class?	YES		NO		100%	YES		NO		100%
Role playing			100%			100%				
Debating	67%		33%		100%	67%		33%		100%
Games			100%		100%	100%				100%
Discussion			100%		100%	100%				100%
Cross grouping	33%		67%		100%	33%		67%		100%
Conservation	100%				100%	100%				100%
Problem solving			100%		100%	100%				100%
Brainstorm			100%		100%	100%				100%

Reading a long story	33%	67%	100%	33%	67%	100%
What would you like the teacher to do in Speaking activities?	YES	NO		YES	NO	
						100%
To create a good language atmosphere	100%		100%	100%		100%
To give clear Instructions	100%		100%	100%		100%
To provide necessary vocabulary, language, and suggest the ideas	100%		100%	100%		100%
Not to interrupt to correct when you are speaking	67%	33%	100%	67%	33%	100%
To give feedback, praise and encouragement		100%	100%	100%		100%
Others	—	—	—	—	—	—

CHAPTER IV

4.1 CONCLUSION AND RECOMMENDATIONS

4.1.1 CONCLUSION

- Use the Pronunciation Training, Vocabulary Check and Language Learning Strategy, developing the speaking skill.
- To motivate students to learn the English subject. The motivation is an important part inside the process of education of any subject, especially in the area of education of a language.
- To raise the student's interest in learning English language and it could be useful in diverse situations and in any place. As a result the students have the aptitude to express orally in any situation without limiting themselves which must be useful for the teacher to guide the process of education as much as possible.

4.1.2 RECOMMENDATIONS

- T h e teachers must include these strategies: Pronunciation Training, Vocabulary Check and Language Learning Strategy in their Methodology to achieve a meaningful learning and help learners gain more communicative competence with confidence.
- T h e teachers have to spend enough time to check that their students understand the meaning of the new word and try to put in practice these new words in English classes.
- P r o n u n c i a t i o n m u s t b e v i e w e d i n t h e s a m e l i g h t a s g r a m m a r , s y n t a x a n d d i s c o u r s e , t h a t i s , a c r u c i a l p a r t o f c o m m u n i c a t i o n .
- T e a c h e r s h a v e t o u s e r o l e s p l a y s , o b s e r v a t i o n s , w o r k i n g i n p a i r s a n d g r o u p d i s c u s s i o n s p r o d u c e d s i g n i f i c a n t b e n e f i t s o f r e f l e c t i o n a n d d e v e l o p i n g a s m a i n o b j e c t i v e t h e S p e a k i n g s k i l l .
- S t u d e n t s h a v e t o f e e l c o n f i d e n t i n E n g l i s h c l a s s e s a n d t r y t o p u t i n p r a c t i c e a g o o d p r o n u n c i a t i o n a n d t h e y h a v e t o e x p e n d e n o u g h t i m e t o

check and understand the new vocabulary with regular practice, learners would improve their performance and feel confident.

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1. Annexes

1.1. Students survey



NATIONAL UNIVERSITY OF CHIMBORAZO.
FACULTY OF EDUCATION, HUMAN AND TECHNOLOGY
LANGUAGE SCHOOL.

Please complete the following questions to reflect your opinions as accurately as possible and to answer factual questions to the best of your knowledge. Your information will be kept strictly confidential.

Please answer the following questions:

Put a tick in the correct answer

1. How important is speaking skill to you?

- a. very b. rather c. little d. Not at all

2. How often do you practice speaking in class?

- a. Usually b. Sometimes c. Rarely

3. How often does your English teacher use pictures, videos and body language during the speaking activities?

- a. Usually b. Sometimes c. Rarely

4. How do you work when using stories, games, simulations and visual maps?

- a. work with great interest.
b. remain silent all the time.
c. chat with other group members about another topics.
d. speak Spanish while others discuss in group

5. How do Pronunciation Training activities organized by the teachers in the speaking class help you in the following activities? (please tick the appropriate option)

a. speak more in English	<input type="checkbox"/>
b. feel more confident	<input type="checkbox"/>
c. give you more opportunities for exchanging ideas	<input type="checkbox"/>
d. Learn from each other	<input type="checkbox"/>

6. Do you have any difficulties when working in role plays?

- A. yes, often B. yes, sometimes C. yes, but rarely D. Not at all

7. Which of the following difficulties do you often come across with?

- a. it's difficult to talk with some partners.
- b. The other partners talk over you.
- c. the other partners talk less than you.
- d. Others (Specify):

8. What are the factors that cause the difficulties?

- a. Teacher's low proficiency and experience in English and methodology.
- b. The student's low proficiency in English.
- c. The student's passive learning style.
- d. Topics are not interesting.
- e. Others (please specify.....)

9. What kind of activities do you want to do in Speaking class? Put a tick next to the activities

- a. Role playing
- b. Debating
- i. reading a long story
- c. Games
- d. Discussion
- e. Cross grouping
- f. Conversation
- g. Problem solving
- h. Brainstorming

10. What would you like the teacher to do in Speaking activities? Please put a tick

a. To create a good language atmosphere <input type="checkbox"/>	d. Not to interrupt to correct when you are speaking <input type="checkbox"/>
b. To give clear instructions <input type="checkbox"/>	e. To give feedback, praise and encouragement <input type="checkbox"/>
c. To provide necessary vocabulary, language, and suggest the ideas <input type="checkbox"/>	f. Others (please specify.....) <input type="checkbox"/>

Thank you very much for completing this survey

1.2. Teachers survey



NATIONAL UNIVERSITY OF CHIMBORAZO.
FACULTY OF EDUCATION, HUMAN AND TECHNOLOGY
LANGUAGE SCHOOL.

The objective of this survey is to determinate the influence of the strategies in the development of the productive English skills speaking of students in the 8th year of Basic Education at "Tomas Oleas "High School"

Please complete the following questions to reflect your opinions as accurately as possible and to answer factual questions to the best of your knowledge. Your information will be kept strictly confidential. There are 10 questions and your answers will help a lot to this investigation

Put a tick in the correct answer

1. How effective is the use of methodological strategies into the classroom?

- Extremely effective
- Very effective

- Moderately effective
- Slightly effective
- Not at all effective

2. The use of methodological strategies help to develop the speaking skills in the students. Do you think it is true?

- Yes
- No

Why? -----

3. What portion of your weekly teaching is spent reinforcing and reviewing speaking skill?

- | | |
|--|---|
| <input type="radio"/> None | <input type="radio"/> 26 to 50 percent |
| <input type="radio"/> 1 to 15 percent | <input type="radio"/> 51 to 75 percent |
| <input type="radio"/> 16 to 25 percent | <input type="radio"/> 76 to 100 percent |

4. In the English class, how much time do you let your students to check the new vocabulary?

- No time
- Less than 5 minutes
- 5 to 10 minutes
- 11 to 20 minutes
- More than 20 minutes

5. How does the use of methodological strategies impact during English classes?

- Positive
- Negative

Why? -----

6. You know that teachers have to take time during lessons to check that students had understood the meaning of key words or concepts. Do you think it helps them to develop:

Speaking skill

Reading skill

Listening skill

Writing skill

7. How do you use the textbook to develop speaking skill in the students?

- You follow the textbook closely.
- You follow the textbook closely but supplement it often.
- You follow the textbook closely as a supplement to other material.
- You don't use the textbook

8. How often do your students:

Less than one week	About once a week	Several times a week	Every day
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Talk with one another in pairs or small groups about something they had read?

Read about something they write?

Quote or refer to text as evidence for their answers or opinions?

Use discussions around a key theme or question?

9. What kind of activities you often do in Speaking class? Put a tick next to the activities

a. Role playing c. Games e. Problem solving

b. Debating d. Discussion f. Brainstorming

g. reading a long story

10. What would you like to do in Speaking activities? Please put a tick

a. To create a good language atmosphere <input type="checkbox"/>	d. Not to interrupt to correct when you are speaking <input type="checkbox"/>
b. To give clear instructions <input type="checkbox"/>	e. To give feedback, praise and encouragement <input type="checkbox"/>
c. To provide necessary vocabulary, language, and suggest the ideas <input type="checkbox"/>	f. Others (please specify.....) <input type="checkbox"/>

Thank you very much for completing this survey