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**TRABAJO DE TITULACIÓN EN LA MODALIDAD**

**PRESENCIAL.**

**TEMA:**

Communicative strategies to improve speaking skills at Yaguachi Primary School of Ibarra during the academic period 2021-2022.

**Trabajo de titulación para la obtención del título de licenciatura en Pedagogía De Los Idiomas Nacionales Y Extranjeros.**

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## **DEDICATORIA**

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## Communicative strategies to improve speaking skills at Yaguachi Primary School of Ibarra during the academic period 2021-2022

### RESUMEN

El objetivo principal de este trabajo de investigación es identificar estrategias comunicativas para mejorar el habla, Este trabajo estuvo dirigido a estudiantes de primaria del nivel básico- de la Escuela Primaria Yaguachi de Ibarra durante el período académico 2021-2022. La investigación posibilita la construcción teórica e histórica citando autores que han realizado estudios sobre estrategias de comunicación en la enseñanza de idiomas con el objetivo de facilitar el proceso a los estudiantes, el cual se realizó por medio de una investigación profunda a través de libros y recursos en línea como artículos y publicaciones científicas. El desarrollo del plan de investigación tiene un enfoque deductivo porque se presenta de manera general a la específica, tomando en cuenta investigaciones previas, datos, escritos, tesis o conceptualizaciones científicas que sirvan de base o soporte teórico. Para el desarrollo de investigaciones, como el uso de medios digitales, bibliotecas académicas y la recolección de información a través de artículos científicos, es posible encontrar varios estudios sobre estrategias de comunicación para mejorar el habla y el desarrollo de habilidades comunicativas del alumno de Primaria en el Escuela Yaguachi en Ibarra. Esta investigación utiliza métodos mixtos porque es la combinación de enfoques cuantitativos y cualitativos dentro de un estudio por medio de entrevistas y encuestas con el propósito de obtener amplitud y profundidad mediante la recolección de datos con el número de alumnos EGB conformado por 95 en total y 1 docente de inglés de la escuela “Yaguachi.

**Palabras clave:** Estrategias, mejorar, habilidad de hablar, comunicación y aprendizaje.

## **ABSTRACT**

The main objective of this research work is to identify communicative strategies to improve speech. This work was aimed at elementary students of the basic level of the Yaguachi Elementary School in Ibarra during the academic period 2021-2022. The research enables the theoretical and historical construction by citing authors who have studied communication strategies in language teaching to facilitate the process for students, which was carried out through in-depth research through books and resources. Online as scientific articles and publications. The development of the research plan has a deductive approach because it is presented in general, considering previous research, data, writings, thesis, or scientific conceptualizations that serve as a theoretical basis or support. For the development of research, such as the use of digital media, academic libraries, and the collection of information through scientific articles, it is possible to find several studies on communication strategies to improve speech and the development of communication skills of Primary students in the Yaguachi School in Ibarra. This research uses mixed methods because it combines quantitative and qualitative approaches within a study through interviews and surveys to obtain breadth and depth by collecting data with the number of students of 95 GBS in total and 1 English teacher from the “Yaguachi.

**Keywords:** strategies, improvement, speaking skills, communication, and teaching.

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## **INTRODUCTION**

The need to communicate in English has become vital in a globalized world and has excellent universal influence. However, teaching expectations have been overlooked for a few years, especially in countries like Ecuador, which also teaches English as a foreign language. In addition, the knowledge and mastery of this language have become unavoidable in all professional areas, nationally and internationally, and in any area of business and education, the need to speak English fluently.

Accurately and adequately is increasing every year, the communicative skill is handy but the most complex to develop since in the educational curriculum that manages the educational ministry, it can be observed that the class hours of the English subject are not taken as they should be, because in some educational curricula the development of grammar, listening comprehension or reading skills are the most pronounced so that students reach the necessary knowledge leaving the ability to speak without developing effectively.

### **Motivation for research**

The main reasons for conducting this research are personal, academic, and social. Consequently, I decided to focus my research on strategies that help improve communication in English since it is one of the skills that, from my experience, is the most difficult to acquire. Therefore, it is of vital importance for social knowledge. Consequently, I have dedicated many months to collecting information that will help me develop a thesis with a scientific foundation. Furthermore, it is to classify the best strategies and to find a more effective way to create speech by providing social opportunities that allow us to communicate anywhere in the world.

The greatest motivation to carry out the present research is to identify the main shortcomings that exist among basic-level students to strengthen communication and make it more effective; the importance of applying new strategies is to develop communication skills to speak correctly and communicate efficiently, strategies to improve speaking in primary school students, remember that English today provides more incredible opportunity and in the time we live in, knowledge in the educational and labour field at a local and global level is indispensable.

### **Problem description**

In the research development, the problem derived from speaking skills is identified, taking as resolution the proposal that focuses on communication strategies that help improve your communication effectively. One consequence is vocabulary deficiency, meaning they cannot express their ideas clearly and fluently. The problem often arises in children who are not motivated and take interactive materials in their English classes.

Nowadays, due to the natural environment in which we interact in Spanish, it is less likely to develop a skill such as speaking if we do not maintain constant activity with it. Now, we know that if someone wants to become successful in their country and internationally, the need to speak English fluently, accurately, and appropriately has increased enormously.

### **Justification**

The most important reason for carrying out this research is the problem diagnosed at Yaguachi Elementary School in Ibarra in the 2021-2022 school year. The study reflects a low level of speech in English classes, content-centred students from developing their language skills and abilities in Ecuador in education, and foreign language has little emphasis since it does not have a relevant contribution to the curriculum.

Because of the above, it can be determined as a feasible proposal for the application of communication strategies that contribute to the development of the ability to speak; this research facilitates the expression of states in an interactive, dynamic, and spontaneous way, and the most valuable English skill communicates inside and outside the country successfully.

Oral skills are essential to promote communication in English; students must develop their learning from an early age to be good speakers and recipients of the English language throughout their lives. That's why learning a second language allows you to communicate in the most spoken language in the world. In addition, understanding and communicating ideas will provide students with opportunities to grow professionally.

### **Impacts**

The impact generated by this type of research is for the benefit of three areas, specifically at the academic, social, and scientific levels. First, establish a social impact because it encourages communication in the school environment through relationships with the rest of the students. Secondly, the effect on education mainly focused on improving pronunciation, vocabulary, and fluency through activities focused on improving skills through dynamic strategies and communication to improve pronunciation and fluency.

Instead, society will benefit because it will have students well prepared for professional life who graduate with a professional profile for excellent job performance. This allows us to live better socially and personally. In addition, science will benefit from the study carried out through research and selection of the best communication strategies to improve communication among speakers of the English language.

### **Problems or difficulties**

The ability to speak in a second language is the skill that some students develop the least because there is nervousness and fear of making mistakes; sometimes, the learners do not



participate because they fear not being able to express their ideas coherent; this type of problem usually arises because children do not feel motivated, and sometimes teachers do not apply interactive materials in their English classes, either because of their focus on the other skills or simply because the learning of the second language is still in the background.

For a solution to the problem posed, the proposal is presented as a solution, and the implementation of communication strategies to improve speaking skills in primary school children is planned. On the other hand, the answer to common problems in this topic will be analyzed, and strategies to overcome the shortcomings, such as the lack of vocabulary and grammar to obtain fluency and improve speech skills. Therefore, this work suggests teachers to teachers that teachers apply their ability to speak using communicative strategies. In a few words, the structure of my research is divided into the following:

### **Structure of the research report (Chapters)**

The theoretical framework corresponds to the selection of relevant information to justify the variables of this research study as a piece of information, bank to collect methodologies and strategies to improve oral expression through the application of communicative techniques.

The fundamentals in the methodology used to carry out the research study, the type of research, techniques, instruments, the group to which the study was directed, and the data collection processes with the corresponding analysis of the research variables and research questions. Also, the study problem in which the analysis of causes and consequences embodied in the problem tree is represented.

The application of the proposal contributed to the development and application of activities that helped improve the communication skills of the social group on which the research is focused; achievable goals are established through general and specific objectives, in addition to analyzing, selecting, and educating the oral skills of students using communicative strategies. Finally, this chapter presents some conclusions and recommendations from this research study.

In other words, executing this plan is essential to provide the best communication strategies to improve students' speaking skills. Nowadays, having basic knowledge of a language is necessary in any professional career; it can be another door to the modern world. Therefore, the development of speech is one of the fundamental skills of English to integrate into globalization.

## **1.1 Research Topic**

Communicative Strategies on the Speaking Skill Development.

## 1.2 Problem

### Problem Statement

The research focuses on a common problem among students of basic general. The problem was diagnosed throughout the English as a foreign language tutoring session done by the author during the outreach carried out from May – July during the academic period 2020-2021 at Yaguachi primary school. The tutor group was formed by 95 elementary school students aged between 6 and 12 years old who are distributed in the geographical area of Ibarra, temporarily confined in their homes to receive the tutoring virtual form carried out from May - July. In a social group conformed of professors and parents of a group of student's primary school of Ibarra.

This problem is due to several factors, such as a lack of vocabulary and grammar; sometimes, they need to remember a word and a general idea. That's because they are afraid of making a mistake; However, when faced with a situation where they must produce the language, they struggle a lot because they don't have enough oral skills. The absence of communication strategies is probably one of the last and most difficult skills elementary students acquire in the classroom. Currently, we are confined to teaching virtual classes, losing interactivity, and sometimes speaking Spanish. Finally, all these problems are due to the lack of classroom interaction to develop spoken vocabulary focusing on their interests and need in various situations.

The problem that prevents the development of speech in children occurs in the English tutorials that are taught to the students of third-grade primary school students from the Yaguachi school located in El Olivo in the canton Ibarra, province of Imbabura, in the virtual modality of the afternoon, usually, in this afternoon schedule, the children are tired and unmotivated. So, they get bored; the main problem is that children must develop the ability to listen and speak occurs when students do not understand the language. Therefore, the teacher is responsible for implementing strategies that facilitate them to express themselves interactively spontaneously and develop their speaking ability

One of the biggest concerns was the ability to speak because there was nervousness and fear of making mistakes. They often refrain from participating because they fear not being able to express their ideas coherently. This problem often arises in children who are not motivated and have interactive materials in their English classes; in my case, it originated from the practical tutorials on community service. Many times, the attitude expressed by the children was noticed, and they felt insecure when expressing their ideas due to a lack of vocabulary, nervousness, and confidence.

The problem of oral expression among students is frequent due to several factors associated with the mother tongue and the learning context. What should we do with these problems? First, it is necessary to practice and associate daily life activities to facilitate the

students' oral experience Teachers can develop the ability to speak in students. Through dynamic strategies that are meaningful to the student, that is, from their own experience internalizing grammar and vocabulary. What communicative can communicative strategies are fluent when producing the language orally? It is essential to apply communicative strategies such as communication and negotiation. The more successful your language learning experience will be more language development will be meaningful to schoolchildren.

The selection of what is considered to be the best communication strategies, taking into account those that are most effective, such as the use of gestures or pointing to draw attention to the object to help the student identify and find the word to express himself without obstacles and obtain a better communication. In other words, it is essential to classify communication strategies that help students with their vocabulary and fluency. Finally, applying the abovementioned strategies will facilitate learning in primary education students of the Yaguachi elementary school in Ibarra.

The research will analyze the most suitable strategies for learning primary school students from the Yaguachi school in the city of Ibarra and the different impacts that these can generate in the school environment, mainly focused on improvement. This is because of pronunciation, vocabulary, and fluency through the development of activities focused on improving skills through dynamic strategies and communicative methodology to improve pronunciation and fluency.

This project proposes the implementation of interactive communication strategies that provide different types of listener responses by applying spontaneity and information exchange, using mime and non-verbal expressions to convey meanings that include the application of some communicative tasks aimed at improving verbal ability; students can approach discourse to interact meaningfully and establish social relationships with the rest.

### **1.3 Justification.**

“This year Ecuador was ranked # 81 in the English ranking of 100 countries evaluated, considered a "shallow" level of English, obtaining a score that is equivalent to an A1 level according to the common European framework” (Verbrachte, 2020, pág. 1). In other words, the deficiency of strategies, especially oral skills in English, is increasingly evident. The importance of a good command of English is essential to improve the development of the country. In Ecuador, speaking skills are essential regardless of the career because they can help people expand vocabulary to achieve efficient communication, a professional mu. I have a minimum knowledge of English to achieve better jobs when we want to travel abroad.

Speaking skills are essential in promoting communication in English. In addition, students must develop their learning from an early age to be good speakers and receptors of the English language throughout their lives. That is why learning a second language allows you

to communicate in the most widely spoken language in the world. Today, understanding and communicating ideas will provide students with opportunities to grow professionally and achieve fulfilment; This allows us to live better on a social and personal level.

The problem is diagnosed at the Yaguachi de Ibarra elementary school in the 2021-2022 school year. The research reflects a low level of speech that students have in English classes; content-focused education prevents students from developing their language skills and abilities; in Ecuadorian education, foreign language does not have much emphasis since it does not have a significant contribution to the curriculum to the point that the number of foreign language hours at the school level has decreased. Therefore, it is essential in 21<sup>st</sup>-century education to apply communication strategies to improve oral skills in the English language.

The problem arises from the communicative need of the Yaguachi elementary school children in Ibarra. The students generally need help understanding the language and feel frustrated, tired, and unmotivated. Therefore, they cannot communicate because they lack vocabulary, and the deficiency in communication strategies is the main variant of this problem. Thus, the research plan determines how communication strategies contribute to developing speaking skills in the English language implemented in Yaguachi Elementary School students developing their speaking skills. On the other hand, this research facilitates expression in an interactive, dynamic, and spontaneous way.

Implementing communication strategies in the Yaguachi elementary school will benefit society, starting with the students contributing to developing and forming a good education to be better citizens, better people, and future excellent professionals. The neighborhood will also benefit because this will incentivize students to stay motivated and stay on stage by reducing the number of social problems on city streets. It is necessary to highlight the social benefit of this proposal that through research seeks that the student benefits directly, the importance of implementing strategies that help to develop children's communication skills teachers and the institution will indirectly benefit other institutions. Others also benefit from my research by contributing to other research. As a result, in this where students with intermediate-level knowledge of the English language.

The development of the proposal is justified based on communication strategies based on human, economic, and technological resources. Today in the globalized world that we live in, we can see the variety of technological tools that help the development of various activities from home, an affordable way to improve education that seeks to impact the students of the Yaguachi elementary school in Ibarra to improve their oral skills.

This study is important to provide the best communication strategies to improve students' speaking skills. Today, basic language knowledge is essential in any professional career. It can open the door of language to the modern world. Therefore, the development of speech is one of the fundamental skills of English to be able to ourselves into the globalized world.

Finally, knowledge of English is essential at the local, personal, professional, and work levels so that international communication can be improved.

This research is important to provide the best communication strategies to improve the student's speaking skills. Nowadays, having basic knowledge of a language is fundamental in any professional career, since one has the option to travel in the globalized world of international communication. Therefore, the development of speech is one of the fundamental skills of English to be able to ourselves into the globalized world. Finally, knowledge of English is essential at the local, personal, professional, and work levels to improve international communication.

## **1.4 Background**

In this research, it is relevant to mention other investigations that can contribute to the development of this investigation. Through the search for theoretical information from books, articles, and theses of authors who coincide in their writings with the investigated topic, the investigation makes possible the theoretical construction and history possible by citing authors who have carried out studies on communication strategies. Below are some authors who have contributed their research to make this study possible.

This study focuses on various communication strategies in language teaching to facilitate the process for students. The primary reference for developing communicative strategies in acquiring of second languages was proposed by Kasper (1983) Tarone, and Faérch. As well as does it too, Zoltan Dornyei (2002), in his research, came up with the idea that in the learning process, they should resort to strategies that help them convey their ideas accurately and adequately.

Constructivism is a more effective communicative strategy in language teaching, and cognitivism a.-Stained popularity with some notable collaborators such as Piaget, Bloom, Bruner, and Ausubel, who claimed that learning focused on using strategies to process and build their learning. On the other hand, we have the latest theory of learning constructivism, where language is seen as a communication tool; Lev Vigotsky and Jerome Bruner are outstanding researchers of this theory, so the student is the center of attention in the process and is responsible for his learning. Becoming a builder of their understanding Wijanti (2011) and Rhalmi (2013).

Some local authors first added the term “communication strategies” when referring to these mechanisms as one of the five central processes that occur in learning a second language. Later, according to thought of Selinker, (1972) researchers such as Varadi (1973) and Tarone, (1977). Through their investigations, I would propose the first definition in which they consider that oral expression develops progressively in children. This means that their expression will improve as they exercise and consolidate with experience and oral expression, in which it is necessary to speak clearly and fluently.

Various authors mention communication strategies in different branches:

Avoidance and compensation. The first refers to the fact that students cannot use some language units and avoid them. Compensation strategies, on the other hand, goes on to mention that the use of a variety of communication strategies will help the student to have more confidence to use the language, as well as to Manobanda & Acosta (2015) in their research entitled Use of cognitive strategies and their impact on the oral expression of English, making the student a fluent speaker acquiring the correct vocabulary and grammar and, because of this, accuracy will come naturally to them. Therefore, it is important to consider this theory to overcome the difficulties of students when communicating ideas to be more fluent and accurate in their oral production in English. Dornyei,(1978).

Teaching children to communicate in English from an early age is important because it allows them to develop their communication skills and interact in a meaningful; that is, by exchanging information and supporting their idea, it helps the student to develop their cognitive, social, and physical characteristics. This means that thinking depends a lot on the context being developed and the appropriate strategies. Another author who agrees with Cameron's thought is Mckay, 2006. He mentions that English plays a role in many sectors, such as science, medicine, education, technology, communication, etc. Cameron and Mckay, (2001) coargue that English proficiency is important in academic and professional development. English is present at all levels of education today. As a result, today, English is taught and learned internationally as a second language, and the development of communication skills to integrate into the globalized world where we live.

## **1.5 Objectives**

### **1.5.1 General objective**

Identify communicative strategies to improve speaking skills at Yaguachi Primary School of Ibarra during the academic period 2021-2022

### **1.5.2 Specific objectives**

1. To analyze the level of speech interaction of the students of the Yaguachi Elementary School.
2. Establish which communicative strategy helps to develop speaking skills in the students.
3. Design a proposal to improve oral expression in students at the Yaguachi Primary School.

## **CHAPTER 1**

### **Theoretical framework**

The development of the research plan has an inductive approach because it is presented in a specific to general way, considering previous research, data, writings, theses, or scientific conceptualizations that serve as a theoretical basis or support. For the development of the study, such as the use of digital media such as books, papers, academic libraries, and the collection of information through scientific articles, it is possible to find several studies on communication strategies to improve speech and the development of communication skills of the Primary student at the Yaguachi school in Ibarra.

## **1. Language Acquisition**

The idea is that language acquisition is only possible because of an inborn language faculty. The connection between the age question and hypothesis is straightforward if there is innateness of language faculty and language development like, say, a physical organ or bipedal locomotion. (Singleton & Ryan, 2004) was cited Chomsky 1978, 1988.

Since the creation of Language, Chomsky believed that language acquisition was due to neural connections or, in some cases, innate. Thus, refuting this hypothesis, it is worth mentioning that since the neuronal development of each person about the age of the individual can develop quickly or slowly, in this way, the language acquired is. Therefore, age does not matter, but the neuronal development, I can exercise mentally.

The acquisition of the English Language is the main objective for effective communication; that is, the mastery of the language must be achieved through the learning and practice of the skills and subskill of the language; for this reason, the students must possess a mastery of the receptive and productive communicative skills to achieve a correct understanding and knowledge of the language. Furthermore, the learner must express himself correctly in the language due to the need to communicate.

On the other hand, in the learning process, the part that is considered vital in the production of tools and activities is the Teacher of English, which require sure knowledge and experience in the creation of strategies, the application of a methodology for the correct development of the skills of listening, speaking, reading, and writing for the performance on active practice, reflective and critical in students so that they commit to their learning process.

### **1.1 Second Language Acquisition**

Hoque (2017), states that "Second language acquisition or SLA is the process of learning other languages in addition to the native language"(p.1). The theories and approaches focus on the acquisition process of a second foreign language, centred on the mental processes of the student that lead him to analyze the development of stimuli and the response he acquires. The theories and approaches that focus on language acquisition are Constructivism, Cognitive Ignatius, Humanism, and sociocultural Approach, which are fundamental to providing information on acquiring and teaching a second language.

Corresponding to the work of Fernández (2019), “The acquisition of a second language is intimately related to the concepts of bilingualism and the acquisition and learning of the first Language” (p.775). Unfortunately, the mother language is also known as the second dialectal, Nately. Consequently, the student is the primary beneficiary because this process allows him to satisfy his educational needs, develop speech skills, strengthen bilingual skills, to promote active and participatory communication. In other words, the environment plays a fundamental role in the acquis acquiring. That is also essential to develop formal and informal communication skills and abilities to achieve versatile communication.

## 1.2 Learning Theories

The learning theory focuses on the priority group's behavior in transmitting knowledge and receiving learning. Education tees must be effective for the execution, so the role of the teacher has considerably insignificant. In contrast, the part role of the student is the reception of passive knowledge. in the process, the skills are developed through guided practice. Finally, evaluation and feedback are the crispest of succeeding in your result.

The process that develops in the apprenticeship theory precedes in a humanistic way because the student must think about the training or apprenticeship. Therefore, the teacher guides the student's apprentice ice shipped supporting needs. This paradigm evaluates the process in two ways, both qualitative and quantitative. They can be presented as numbers in their points or focused on development individually through qualitative monitoring.

In fact, on the page UNESCO (2017), It is stated that “the theory of cognitive learning is a model that does not seek the accumulation of knowledge but contributes to progressive and sequential intellectual development through didactic and pedagogical tools of teacher mediation”. Thus, the apprenticeship in this Model focuses on the process of knowledge, especially in developing skills and developing dent possesses. In other words, the student becomes favored in terms of knowledge. Meanwhile, the role of the teacher is to guide the student as a facilitator and provide didactic and pedagogical support for their training, demonstrating their development through evaluations that reflect the accurate results actual their process.

In accordance with Ortíz (2015), “the constructivist theory is based on the ideas of Piaget and Vygotsky and is one of the most applied today in teaching-learning processes at all levels” (p. 93). The general idea is that the process is the students, who become the protagonists of their learning, the role of the teacher is that of guide, and mentor, identifying the needs of the students, promoting the development of critical, creative, and reflective thinking, using statements of problems, tasks, I issue of their environment or the coexistence in which the students are immersed.

The contribution provided by the research of both Piaget and Vygotsky focused on constructing knowledge. Highlight the student's role as a direct beneficiary, with supervision and monitoring of the teacher. Who must ensure that the content taught I s a crucial piece.



For this reason, the teacher must identify a suitable environment such as content, motivation, and coexistence raising activities that help the development of the student, thus forming their criteria, reflective and critical.

### **1.3 Theories of cognitive development**

#### **1.3.1 Behaviorism**

Corresponding to Watson & Kimble (1998), indicates that being the father of the condition. It defines behaviorism as a natural science that considers the entire field of human adjustment: the predictable behavior and control of human activity. The purpose of the field is to be able, given the stimulus, to predict the response or, by seeing the reaction, to know the motivation that produced it. Watson argued that the "laws" of learning include frequency and actuality (p.28).

Concerning the definition proposed by John B. Watson, behaviorism can be described as the observable form of a human being. Therefore, your incentive is accepted, and there will be a reaction in its behaviour. In addition, this process resembles the apprenticeship of the human and the animal. Also, it responds to a system that develops through conditioning and speaks of behaviour, language, and emotions. Finally, this is one of the issues related to acquiring the process of teaching apprenticeship of the language.

#### **1.3.2 Cognitive development**

In accordance with Mohammed (2012), his blog focuses on teaching the language mentions:

Various methodologies and approaches have been applied; these support the student's process by facilitating it and starting with behaviorism, which focuses on teaching the language with its grammatical. Subsequently, the cognitive theory gained popularity with notable contributions to this study. For example, Piaget, Bloom, Bruner, and Ausubel affirmed that language learning was focused on the internal process of the student applying strategies to process and build their learning. (p.64)

Piaget's theory of cognitive headway. It focuses on how our mental developments and cognitions are constantly changing with our daily deviation and denotes the necessary relationship for the communication process between the child and the environment in which he interacts "constant process of interaction between the person and the natural environment" (Piaget, 1929, pág. 29).

#### **1.3.3 Social-cultural cognitive**

Children's interactive cognitive development in the social environment differs between an adult and a child. Piaget is recognized as one of the most influential child development cognitive theorists who led the study of mental actions by Jean Piaget and Lev Vygotsky. So followed Dewey, supported by its essential assumptions about children's thinking and learning.

### **1.3.4 Humanist**

The humanistic theory proposed by Carl Roger is about the idea I take feelings and emotions as critical support and a reference for learning, communication, and understanding. Also, this theory is well-known by the theorist Abraham Maslow, who focuses on the growth learning process. The role of the teacher is to provide support and freedom to achieve creativity by promoting learning through motivation. What it means that learning is facilitated by understanding and an environment of spontaneity, which helps develop creativity

### **1.3.5 Universal grammar**

The results of Thomas (2004), found that according to the modern theory of Chomsky about second language acquisition needs to reevaluate bilingualism, the emergence of the first foreign language grammar, universal grammar in the acquisition of a second language is a remarkable contribution to the universal wiring of linguistics, the conceptualizations of universal grammar were those of speculative grammarians and general grammarians. The record of research on universal grammar also includes L2 learning contributions that have sometimes inspired the conceptualization of universal grammar, and notions of universal grammar have inspired the conceptualization of L2 learning (p.42)

In (1965), Chomsky concluded that children, like humans, have the innate ability to acquire a language. This ability to distinguish sounds helps the knowledge of the bilingual system. In addition, he receives the language with the exposure and recognition of sounds organized in his thinking procedure. Because of its genetic mechanism, it is building progress in the mother tongue and acquiring a second language for its apprenticeship.

### **1.3.6 Krashen Monitor**

Stephen Krashen's work has become influential in second language acquisition research. Krahnke, Karl J (1983) quoted in 1983, found that Krashen says this is how adults acquire a second language. He attempts to explain this process through his input hypothesis, which states that second language acquisition is more likely to occur when the acquirer understands language input. For this entry, Krashen believes this entry must contain "a little bit" more structure to mean Theler's current level of proficiency in the Second language(p,6).

The succession of L2 acquisition resembles the way kids learn when they acquire their taught language. This means that it requires significant interaction in the environment. While it does not involve learning processes of grammatical rules or tedious exercises, the author expresses this process through his input hypothesis, which makes it even more likely to learn another language. For this entry to be considered relevant, Krashen believes it must include a structure "a little" outside the traditional.

### 1.3.7 Meaningful learning

Science requires students to make observations, conduct research, use models, communicate, and debate with others. The curriculum requires teachers and their schools to build their programs around. These principles place students at the center of teaching and learning and guide planning related to teaching and learning. I will argue how his seven evidence-based teaching approaches reflect the meaningful understanding per David P. Ausubel (2020) to provide students with a relevant, unhelpful, and significant education rough science.

Ausubel's theory points out that significant learning is related to articulating information, precisely, the entry of inquiry by the influence of the environment in which it is developed. Also, the learning-teaching process must constantly be on the student in his form of absorption of data that are useful to remember essentials for his understanding. Therefore, this process focuses on realm meaningful skills and applying information articulation.

### 1.3.8 Constructivism

In recent times, Wijayanti (2013), constructivism has been the new trend in language teaching. Lev Vygotsky and Jerome Bruner are outstanding researchers who affirmed that the student is responsible for her learning, becoming the builder of her/her from her understanding of her and learning by experiencing things and reflecting on them. (p.3) In other words, the student is responsible for building his knowledge in the teaching that he has in daily life, this experiencing real situations that allow him to be autonomous, facilitating the role of a teacher in the process as a guide and support the student adapting appropriate tools for their independence.

### 1.3.9 Social Constructivism

This article discusses “The learning theory of constructivism as a paradigm for teaching and learning. Constructivism like theory of Watson found in psychology explains how people can acquire knowledge and learn. Thus, it has a direct application to education”(Bada & Olusegun, 2015, pág. 66). The theory states that humans construct knowledge and meaning from their experiences. The difference between traditional and constructivist classrooms is that students constantly evaluate how the activity is helping them gain understanding.

Constructivist theory manages to develop cognitive learning, that is, the practice of contracting knowledge. The learner oversees processing the data and building his apprenticeship information, also called autonomous education. Thus, constructivism activates the procedure of deduction analysis and learning in a meaningful way. In this theory, the responsibility of students and instructors is considered the process of learning meaningfully by putting it into practice in the environment.

### 1.3.10 Language learning

In their investigation, Burns and Richards (2018), state that “learning a language is a communication mechanism. This is associated with the development of new knowledge as it

facilitates interaction through discourse with new communities or groups. In addition, language learning is considered a process throughout life” (p.10).

According to the ideas contemplated by Bruno and Richards, communication is fundamental in developing Oral needs. On the other hand, in this process, certain factors go hand in hand with the production of motivation to keep the student's interest focused on the activity. Instead, the language is learned with practice. As it is frequently used, the fluids increase; the lino process of acquiring a language is essential to develop oral skills that involve active communication. In addition, it must include the most valuable functions of the language, such as the mastery and use of the four basic skills (listening, reading, writing, and speaking), Followed by the interaction one has in expressing points of view, opinions, and other forms of expression—additional, continuo extra on different personal, political, and social interest topics.

#### **1.4 Methods & Approaches**

According to the opinion of several authors cited in Richards & Rodgers' book, their vases and postulates are taken as a research reference of their studies, which defend them on method and approaches by referring their investigations to concepts, importance, and comparison between them, in the same way, a section will be presented in which the close relationship they carry is expressed.

A method can be considered a set of steps a person follows to impart ideas, knowledge, or experiences. According to Richards & Rodgers (1986), "a method is theoretically related to an approach, organized by design and practically realized in the procedure." For example, one approach refers to a "theoretically consistent set of teaching procedures that define best practices in language “teaching” (Richards & Rodgers, 1986, pág. 15).

Therefore, the method and approach go hand in hand as it is necessary to take them together because they have a relationship that is applied in teaching the second language. At the same time, these differences are easy to place since the method is identified more with the formation of the process and selects the approach to be applied. In contrast, the kontras system uses how any activity or research is carried out, followed by the production in its course and selection of the method.

Throughout several studies, experts have not agreed that there is an approach to language teaching. But what is the meaning of methodology and approach in language teaching? Let's consider how Richards and Rodgers (2011) reformulate Edward Anthony's definition to understand what these terms mean. For Anthony, one approach is "... a set of correlative assumptions related to the nature of language teaching and learning. One approach is axiomatic. Describe the nature of the subject to be taught." In contrast, one method is "... a general plan for the orderly presentation of linguistic material, no part of which contradicts, and everything is based on the selected approach. a method is procedural." (Rodgers & Richards, 2001, pág. 14).

Recapitulating the relevance of the research, as is known, the ability to learn through methods and approaches has been found in constant changes throughout history; that is why for some experts, the practices of language teaching are naturally functioning, and some seem to be essential and others not very useful for training. For example, while some methods focus on improving oral skills as an appropriate method for verbal expression, other form and approaches concentrate on procedure structure true.

#### **1.4 .1 Importance of methods and approaches**

According to the research studies of several authors over several years, they have reached a common consensus that denotes the importance of both methods and approaches, which are fundamental for teaching. But what is the meaning of methodology and approach in language teaching? To understand how a language is developed considering the methods and approaches, we will analyze the terms shown by the detailed studies below.

Throughout the research, how to improve the ability to speak using the methodology that adapts to improving oral communication is analyzed. With time, the way of teaching is revolutionizing the system and the practice of teaching; education is necessary to apply some methods and approaches that can be useful when teaching either a second language; in this study, we will be able to appreciate the methodology focused on improving verbal ability and what are the best strategies and methods to apply and obtain results.

#### **1.4.2 Approaches**

Remember that the approaches are an essential part of analyzing the method that goes along with the present research; techniques focused on promoting oral communication skills, usefulness is teaching through the traditional way, which is the imitation and constant repetition of words sounds, morphemes, and phonemes, knowing that this is not the best method for the acquisition of a language. However, it can be used in certain areas, such as for the development of listening and speaking with the ability to receive and produce the language.

In contrast, we have approaches based on translation and grammar reading; for example, speaking was not considered a fundamental skill since oral communication was different from what they wanted to achieve in their goals. As quoted below in the direct method that surfaced in the years (1800 and early 1900), it was used to teach speech through imitation and constant repetition of sounds. In the interpretation of this method, it is mentioned that imitation and repetition were used for the apprenticeship. This method is irrelevant in some English skills for acquiring the language.

#### **1.4.3 Cognitive approach**

In the cognitive approach, pronunciation is downplayed (1960) since generative grammar influenced this approach. Chomsky argues that native pronunciation is unrealistic, and that grammatical structures and vocabulary are more relevant. Highlighting the cognitive process mainly means that pronunciation is not the most important part of languages. That is,

grammatical structure and vocabulary knowledge play an essential role in the production of English. In addition, generative grammatical was the approach that most influenced Chomsky's argument.

#### **1.4.4 TPR Communicative Language Approach**

In the TPR Asher (1977) and naturalistic approach Krashen and Terrell (1983), students listen to the sound system, which allows them to speak. Linguists agree that language instruction should be based on communication to develop oral skills; they proposed the Communicative Language Approach (1980) process to teach a second or foreign language. Unlike other methods, the communicative approach focuses on speaking skills as a fundamental piece of the student's growth. But not to achieve a native accent, with the single goal of promoting student communication achievements.

On the other hand, the TPR approach, known by its acronym as the Communicative Language Approach, as its name says, focuses on communicating, the approach proposed by Krashen and Terrell in 1983, who claim that this method helps students to listen in a comprehensive process to internalize, and consequently produce the language, especially from a foreign language. Thus, gesturing several communication possibilities for students. Fulfilling in this way the communicative purpose of the language.

#### **1.4.5 CLT Communicative Language Teaching**

After an exhaustive review of bibliographic documents and academic articles supporting my research, it is revealed that similar studies focused on fluids through this approach. All the studies previously analyzed help support my research. In addition, they serve as support because the use of communicative activities based on the CLT approach is the best objective to promote speech fluency, which is detailed below.

According to García (2019), led research to analyze Communication Focus (Communicative Language Teaching) to improve speaking skills. Ensures that the CLT methodology focuses on activities based on the CLT approach to help develop speaking skills. Condoning that these activities are participatory so that everyone speaks up and improves their language production (p. 689).

Referring to the sustenance that the author mentions, the best way to promote communication is through activities based on the CLT approach since the striking actions raise the student's motivation to show interest and self-confidence to improve their speech. Therefore, the use of communicative activities will positively affect the development of oral skills and their incidence in the subskill of speech, mainly fluency. In addition, these activities must be carried out in a face-to-face environment since face-to-face interaction raises confidence among students.

## **1.5 How learners learn the language**

Learning run language sounds compact, but it is a natural process that gives rise to the practice of grammatical competence, which is the essential element considered vital for a student to achieve multiverse in the process. However, the latest research affirms that interaction plays a role that has provided good results. For this reason, the exchange makes learning meaningful among speakers.

### **1.5.1 The kinds of classroom activities:**

The activities are the essential part of the process to be carried out by applying strategies that have given scientific results. Therefore, it is time to leave aside the traditional methodology and start using activities focused on interaction and games that attract the student's attention, promoting their need to communicate in a group, couple, or indicatively. In this way, students use the language and practice it in real situations.

### **1.5.2 The roles of teachers and students in the classroom:**

Educational actors are the most critical element in the learning process. In addition, the educational system is at the forefront with better-prepared teachers who have knowledge about strategies and technological tools, which means that as the types of activities in the classroom have changed, the roles of the teacher and the students have changed. As for the student's intervention, they must be open to interacting with their peers more than with the teacher; remember that the teacher is only a guide and support in the process, taking positions of responsibility in their autonomous work, being the protagonist of their learning. On the other hand, the role of a teacher is active because the constant monitoring of developed activities allows him to give feedback, which makes him a monitor and facilitator looking for the development of skills that communicative interaction.

### **1.5.3 Methods**

In the Audio-lingual Method that emerged in the 1940s-1950s, the importance of speech was considered. The teacher uses phonetic information to demonstrate the articulation of sounds as auditory practice. As a result, effective oral production. This method aims to investigate how sounds articulated are in the production process. In addition, it gives the open opportunity for repetition this can. This vocabulary or grammatical for acquiring the language; the educator is part of the process but as a cathartic. On the other hand, the student receives the information and becomes a replicator achieving clear communication.

In contrast, According to Gatégnos (1972-1976), in his method, the Silent Way focuses on speech since it focuses on the sound of the language but does not take as a reference the phonetic alphabet or linguistic information. And argues that the production of sounds is not taught in isolation but in the combination of words, accents, and intonation within a sentence.

This method aims to investigate how sounds are articulated in the production process. In addition, it allows the opportunity for repetition; this can be vocabulary or grammatical for

acquiring the language. In the process, the educator is part of the process but as a cathartic. On the other hand, the student receives the information and becomes a replicator achieving clear communication. Gatiernos points out that in the method, he devices silently his research in the oral language; that is, the use of the language is the priority as much as for the apprentice as for the teacher, where the teacher is the guide to create the language with the only objective, that the learner produces the language through his creation. Consequently, the student responds under his vision to natural expression in response to this method.

Teaching speech with Community Language Learning Charles A. Curran (1976), Resembles the direct method (intuitive-imitative). So focused that the student controls the learning process and not the teacher. That is, the teacher must repeat the erroneous pronunciation of a word until the student internalizes his oral production. In other words, the Method of Community Language Learning is related to the direct method since the student is the protagonist and controls the learning. In short, this method favors the internalization of a second language; the interaction in the environment plays an essential role because it helps better produce linguistic functions.

## 1.6 Communicative Strategies

The present research will focus on various communicative strategies that help improve speech skills in language teaching to facilitate the process for students, that is, speaking since communicative strategies constitute a group of learning techniques that will interactively improve oral communication significantly. The primary reference for the development of the use of communicative strategies in the acquisition of second languages was proposed by the thought of Kasper (1983), Taron, and Faérch. as well as does it too, (Zoltán Dörnyei, 2002, pág. 245) in his research, he came up with the idea that in the learning process they should resort to strategies that help them convey their views accurately and adequately.

According to López Viera, in his work Social Communication (2003), refers to communication strategies such as “the process that has to lead in a direction and with a course, the planned will of man towards the achievement of general objectives that allow modification; the reality from which we start, without losing our way, without lose losing the essence of those purposes” (pág. 213).

According to the scientific support of the author, it can be said that the communicative strategies will be analyzed in the previous process of learning, and the types of apprenticeship that the students possess will be considered, with the aim that everyone interacts and can be part of active participation. Furthermore, these strategies will focus on studying according to the context and school environment, thus applying the appropriate approach to make the apprenticeship meaningful.

Strategies are defined as a guide of actions focused on a series of steps or a process to follow, such as planning and selection for the correct execution of the activities, the choice of



strategies will depend on the contentment of the objectives, which means that they necessarily are directed to the implementation of objectives to obtain good results, being this communicative process part of the ability of speech, that is, the skill of speaking, without forgetting the general goal to which the objectives are related so that the contentment of the purpose is triumphant.

### **1.6.1 Term Communicative Strategy**

In fact, the first term, communication strategies, was coined by Selinker in 1972 to refer to the student's approach to communicating with native speakers. (Mesgarshahr & Abdollahzadeh, 2014, pág. 51).

They refer to the techniques that language learners employ when they cannot express what they want. In other words, it's the way you want to convey ideas. Through practical ways to make language learners more willing to communicate in the classroom. In conclusion, learning techniques help students be more inclined to transmit in themselves in school.

Communication strategies are a component of communicative competence. When these strategies are carried out poorly, they affect students' ability to interact with the outside world. About mentioning Malgarshahr cited in (Mesgarshahr & Abdollahzadeh, 2014, pág. 51), "communicative competence is considered one of the affective and cognitive variables that have a stable and lasting influence. Below are some authors who have contributed their research to make this study possible".

In accordance with the thought of Selinker (1972), the term "communication strategies" for first time refers to these mechanisms as one of the five central processes in learning a second language. Later, researchers such as Váradi (1973, pág. 15) and Tarone (1877) would propose the first definition through their investigations in which they consider that oral expression develops progressively in children. This means that their face will improve as they exercise and consolidate with experience and oral presentation in which it is necessary to speak clearly and fluently (p.15).

### **1.6.2 Strategy**

As Brown (2000) said, "defines strategies as more specific methods to address a problem or task within the class. Also, strategies are modes of operation to achieve a particular goal and planned designs to control and manipulate certain information. In addition, learning and communication are two categories of strategies within learning a second language". Therefore, learning strategies refer to the input language, while communicative strategies are related to output or how speech is produced. Various factors align with the lesson's purpose and the motivation to engage students (p.4).

Brown defines strategies as a procedure for managing information that can benefit the student in learning, intending to improve the learning process using strategies that will enhance the student's performance. Besides, this enhances the student's communication

through several factors in which the motivation and progress of the correct use of language for communicative purposes intervene. In addition, an action plan is considered to fulfil the purpose of applying it in class planning and, consequently, in the development of the class. As a result, improving the student's communicative process favors their interaction and motivation in their oral expression process.

Developing communicative strategies to implement activities based on the CLT approach is essential. They constitute a subset of language strategies to convey meaningful information. Furthermore, strategies significantly impact student learning if vocabulary or communicative expressions are used to promote it (Cohen, 1996, pág. 27).

The CLT approach is developed as one of the strategies that most favor's student performance. Also, it promotes the communicative strategy in such a way that it benefits the student, especially in the learning process in which the student provides techniques and expressions that facilitate their performance in various skills that consequently will help them transmit their ideas so that they do not have communication problems improving the student's appearance to achieve an effective oral language.

### **1.6.2 Strategy definition**

In (1974), Drucker defines "strategy is as purposeful action designed to have a variety of points of view," which refers to the definition of strategy implying that the strategy is applied to teach some theme, with the forms of application in the activities known as a stratagem, position, person, perspective and interrelationships with plans or guidance of situations previously agreed for a common purpose.

The definition of strategy, according to Druker, focuses on the forms of application of these in the activities to be carried out by the teacher to improve the teaching-learning process, thus improving the function of the student's acquisition. In addition, the perspective projected to reach its objective, in this case, enhances the strategic situations during the class may exist. Therefore, the strategies applied to the activities give striking results for the student for socialization in the form of opinions in the environment.

### **1.6.3 Didactic Strategy**

In his work Dinuta (2013) indicates that the didactic strategy requires the identification and characterization of two components: the teaching task and the learning situation, both focused on creating an optimal environment designed to offer children the opportunity to achieve a specific operational objective. The didactic strategy for teaching and learning through the motor and intellectual action allows for the formation of skills, ability, ties, and automation (p.297)

The didactic strategy is recognized by its components that focus on the role of the teacher and the learning process, which means that both are part of the interaction situation in the

educational environment in formation, considering the affectivity of the teacher as necessary. Background for the comfortable performance of students following their motivation. This way, training skills and attitudes will be spontaneous for the learner, improving student performance.

#### **1.6.4 Classification of Communication Strategies.**

In fact, Dörnyei (1998), classified communicative strategies into different branches: avoidance and compensation. The first concerns the fact that pupils cannot use some language units and therefore avoid them; compensation strategies, on the other hand, goes on to mention that the use of a variety of communicative strategies will help the student to have more confidence to use the language, as well as Manobanda & Acosta (2015) in their research entitled use of cognitive strategies and their impact on the oral expression of English, making the student a fluent speaker acquiring the correct vocabulary and grammar and, because of this, accuracy will come naturally to them. Therefore, it is essential to consider this theory to overcome the difficulties of students when communicating ideas to be more fluent and accurate in their oral production in English.

Concerning Johns (2018) argues that depending on what the student wants to convey from the target language, communication strategies are divided into three main branches as follows:

1. Verbal communication strategies
2. Non-verbal communication strategies and
3. Visual communication strategies.

– In verbal communication strategies, two more categories are considered; written strategies are when the student wants to communicate in a written way through the writing of an email, a text, a letter, etc. Either formally or informally. On the other hand, the student uses oral communication strategies when he wants to communicate directly in a spoken way. For example, he calls on the phone, makes a video call, or speaks face to face.

– Nonverbal communication strategies are visual cues. You do not need to write it or say it out loud. In non-verbal communication, body language, facial expressions, proxemics, and how the student uses suprasegmental characteristics (tone, intonation, rhythm, etc.) are used. A form of communication is produced with signals that express a message or an idea.

– Visual communication strategies are those that the student is likely to use somewhere or at school to convey ideas through posters, web pages, and illustrations. They were transmitting the concept and communicating the message in the sight of all through materials that attract attention and are illustrative.

When transmitting information in a different language than what we cultivate, it is paramount to consider how to convey the letter we intend to communicate. Our message can be misinterpreted if we do not use the right strategies.

Teaching oral communicative strategies, known by its acronym (OCS), encourages the development of effective communication strategies for students to exercise their expression. Therefore, this critical factor should be included in educational curricula in foreign language classes (Jactat, 2017, pág. 4 ). States that students can develop two strategies to improve their communicative performance. Some are detailed below:

### **1.6.5 Speaking Skill**

The results of Khamitovna (2021) mention that productive skills also called active skills, mean the transition of information that a language user produces, either in spoken or written form. Mentioning practical skills also refers to the four primary skills students develop when learning a new language. For the development of these skills, the role of the teacher is necessary since the communicative activities that best promote their result will depend on them (p.1).

According to the author's statements when talking about oral production, he names the production of language as the usefulness of the components of the four skills that make up the English Language, which is fundamental for the acquisition of L2. in any case, the development of the four skills does not come alone if it is not with the correct instruction of the educator, who has the task of promoting the improvement of each component that makes up English as a second language.

In foreign language teaching, speaking is necessary to develop the oral communication, known as verbal communication, where individuals participate when speaking or giving a one-sided speech to another person. (Göktürk, Çalışkan, & Öztürk, 2020, págs. 10–17). In addition, oral competence mainly covers precision and fluency, facilitating both the acquisition and development of Language (Wang & Han, 2021, pág. 16). Considering that today the need to communicate in a second language is globalized, in any globalized we decide to express ourselves, the activity of oral communication is suppressed in spontaneous language speech.

## **1.7 Education**

Constitution of the Republic of Ecuador in the Article 27. Mention that Education will focus on the human being and ensure their holistic development in the framework of respect for human rights, a sustainable environment, and democracy; it will be participatory, compulsory, intercultural, democratic, inclusive, and diverse, of quality and warmth; promote gender equity, justice, solidarity, and peace; stimulate a sense critical, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work. (CRE, 2008, pág. 16).

Article 27 focuses on the education of the integral human being, which guarantees the holistic vagrants the highlighted being inescapable. In the same way, a sustained environment is secured with a full right to democracy, that is, to participate in democratic and inclusive rights, gender equity, justice, solidarity, ty, and peace will also be promoted; In addition to this, it will stimulate the sense critical, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

### **1.7.1 Bloom's Taxonomy**

In the late 50s, there was a psychological current in the United States that was very concerned about how to learn and how to evaluate learning. Not all cognitive actions have the same complexity; thus, we have discussed Bloom's Taxonomy in recent years. However, we can always find it regardless of our methodologies, such as project learning, thinking skills, cooperative learning, or multiple intelligences. Bloom developed a hierarchy of the educational objectives to be achieved with the students, dividing it into three areas: Cognitive, affective, and psychomotor field.

In 2001 it underwent a review by Lorin Anderson and David R. Krathwohl, former students of Bloom himself. The changes made by these disciples involved: Changing nouns for verbs, Expanding the level of synthesis by relating it to create as a broader concept, changing the order of the last two groups, and putting evaluation before creation. Churches (2020). For this reason, and we have found that many teachers need to learn how to categorize their students' learning, we will talk in this article about the taxonomy of Bloom. This should be part of our teaching backpack. So, it is in our work as CEP. In this sense, Bloom offers a broad and essential way to use taxonomy in our profession (p.27).

The development and breakdown of this variable allow us to identify the relevance of the training process, which is linked to the teaching of the second language, in such a way that the search and selection of information results in the choice of two of the articles that are considered necessary for the theoretical support of the study that is based below considering the legal basis of these.

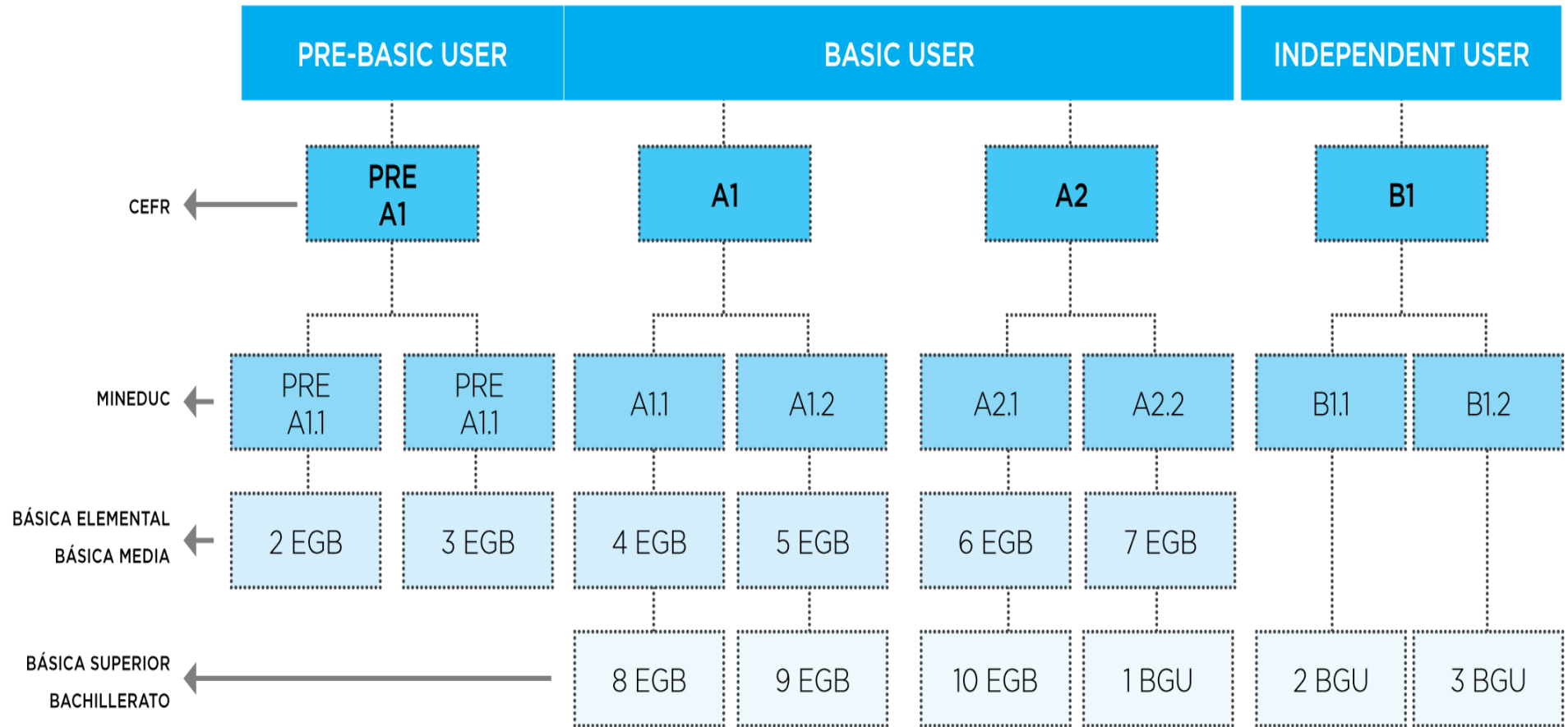
### **1.7.2 Standards of the Ministry of Education**

Affording to the regulations of the Ministry of Education of Ecuador, schoolchildren in the 8th year of primary school must acquire A1.1 rendering to the rules of the Common European Framework of Reference for Languages (CEFR), which establishes that: learners at this level of language proficiency can understand the majority to language base and use familiar using everyday expressions and typical fundamental phases. You can introduce yourself and others, ask questions, and answer them with personal activities and details such as where you live, the people you know, and what you have and like. You can interact easily if the other person speaks slowly and clearly and is willing to help. (Educación., 2016, pág. 24)



**Graphic 1**

*L2 learning for secondary schools in Ecuador1*



*Note: Take from: Ley Orgánica de Educación Superior. Source: Ministerio de Educación.*

### 1.7.3 Organic Law of Higher Education

The article was referenced since its statement closely relates to the object of study within the research development. The report points out that the state guarantees access to education for all members of the society it represents. Likewise, the educational process must enhance the capacities and abilities of the human holistically way; that is, through teaching focused on learning contents, values, and experiences that form a creative individual with critical thinking and who becomes an entity of social transformation. In addition, ministerial agreements and provisions prepared sent in the Organic of Higher Education (LOEI, 2016, pág. 2).

Education has been a reference and an object of study since it states that the state guarantees access to education. Likewise, the educational process must enhance human skills holistically; that is, through teaching focused on the learning of contents, values, and principles that form a creative individual with trained criteria and critical thinking capable of promoting social transformation. In addition, other articles present dented in the Organic of LOEI in English Organic Law of Higher Education of 2006. (LOEI, 2016, pág. 3)

**The Curriculum of Foreign Language:** English is implemented progressively until we have the right human talent that makes it possible to attend efficiently teach this language. Implementing the English language curriculum from the second through the seventh grade of Basic General Education in all educational institutions of the country must be in the 2016-2017 school year for the Sierra Regime and 2017-2018 for the Costa Regime.

### Common European Framework Standard

Common European Framework of Reference for Languages (CEFR), in which the levels of learning must be in a foreign language immersed, the referential standards considered must be the Common Framework seeks to evaluate the levels of each competence Common Framework aims to assess the levels of each competence. Common European Framework provides the bases for elaborating language programs, curricular guidelines, exams, and textbooks throughout Europe. The article comprehensively describes the level of language that every student globally needs to learn to demonstrate proficiency in the language in knowledge, skills, and communication. (CEFR, 2001, pág. 1).

### 1.7.4 Common European Framework of Reference for Languages scales

These scales are made up of international levels, prioritizing the interconnected elements and processes. The Integrative Curriculum of the Sub-level of Basic General Preparatory Education introduces a set of essential contents of Foreign Language-English, the same that lay the foundations (initial level) of the pre-A1.1 level of the Common European Framework of Reference for Languages: Learning, Teaching, Evaluation



(CEFR, 2001) that takes place at the Primary sublevel to be established from the 2016-2017 school year for the Sierra regime(p.1).

### **1.7.5 The National Curriculum**

The provisions and mandates in the LOEI promote teaching English at all educational levels in the country's public institutions, guaranteeing instruction based on a curriculum designed according to international standards for teaching the foreign language. In this sense, the aspects that are part of a curriculum, such as content, methodology and evaluation, are developed following the guidelines established by the CEFR to build the four English language skills in learners, which allow them to perform better. Informative performance criteria are used to communicate for the perfection of the language.

### **1.7.6 Standards of the Common European Framework of Reference for Languages**

In the language curriculum, reference is made to the Foreign Language, English; this curriculum is progressively implemented to have a considerable level of this language. In addition, it promotes the implementation of the second language in the Ecuadorian curriculum integrally in an integral way to the seventh grade of Basic General Education free of charge in all educational institutions of the country. In addition, at the High School level with actual contents of Foreign Language-English, the same ones that will immerse topics that provide the necessary bases to master an A1 level are considered essential according to the Common European Framework. Finally, bilingual education develops the student's English skills, including its plan's contents, methodology with playful tools, strategies, and the application of a pedagogy that guarantees that the students develop the four linguistic skills of the English Language. (CEFR, 2001, pág. 5).

**Table 1***Common Reference Levels: global scale*

<b>PROFICIENT USER</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, fluently, and precisely, differentiating finer shades of meaning even in more complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts and recognize implicit meaning. They can express themselves fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
<b>INDEPENDENT USER</b>	<b>B2</b>	, giving various options' advantages and disadvantages
	<b>B1</b>	, giving various options' advantages and disadvantages
<b>BASIC USER</b>	<b>A2</b>	Can understand sentences and frequently used expressions related to areas of most immediate relevance (very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe aspects of his/her background, immediate environment, and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple provided the other person talks slowly and clearly and is prepared to help.

*Note: Taken from the Common European Framework of Reference for Languages (CEFR). Source: global scale (CEFR).*

### **1.7.7 Council of Europe**

#### **1.7.7.1 Can Do statement - A1.**

In brief, it is essential to implement interactive activities and strategies according to the CEFR. In the student's interactive activities, the language used is free to act as a speaker and listener with one, not only with one but with more people, through conversations, debates, and negotiation, encouraging cooperation. In the teaching, I can discover that the student in question can explain statements from an interactive approach. However, communication relies heavily on repetition, and the dog answers simple questions with immediate repossesses. Since your basic knowledge of speech speaks about what student interactions provide, it is easy to express it with personal information (Ibsevilla, 2022, pág. 2).

The goal of the interaction is to introduce expressions, sentences, and phrases as basic greetings and let the idiomatic expression take over. This is how you can ask questions about how you react to the news; the student can understand everyday words aimed at clearly moving simple needs. The student initiates the basic and necessary knowledge to meet personal needs.

### **1.7.8 Basic User**

Concerning the description of the standards marked by the European Common Framework, the basic user can easily understand common sentences and expressions of frequent use related to personal information and family information, purchases, premises, geography, employment, pets, and communication of simple and routine tasks that require simple and direct contact. Therefore, the strategies described above respond to the legal norms and processes corresponding to students at the primary level. The methodological guide provides students with appropriate classroom activities to improve oral production by minimizing language anxiety and enhancing self-esteem.

### **1.7.9 Communication**

After having dedicated many hours to compiling and analyzing various bibliographic sources related to communication concepts, previous research has been selected to support the current content. This research work has considered the contributions of the following authors Chomsky (1968). All human beings on earth have developed means of transmitting their emotions and thoughts because of the basic need to understand each other among beings of the same species Corson (1979). It is a natural and fluid process that distinguishes humans from the animal kingdom. Humans can use words and language to transfer specific meanings that distinguish them from the animal kingdom. And finally. Nordquist (2019), states that communication is sending and getting messages through verbal or nonverbal methods, including discourse, oral correspondence, composing and graphic signs, graphics, and conduct. More simply, communication is supposed to be the creation and exchange of information.

In support of Chomsky's contributions, he argues that language is a tool for the human being to communicate, that is, the use of universal grammar to transmit various thoughts. As a result, we have the active, communicative process that arises from the need to interact in society. On the other hand, Corson defends the prominent characteristics distinguished between the human being in the communicative approach and that of the kingdom. Animal, highlighting that the human being can communicate in his language using sounds and words with phonological sounds. Finally, Chomsky assures that communication is a series of communicative interactions, allowing communication to be exchanged.

The Communicative Language Teaching (CLT) method focuses on the methodology applied in teaching foreign languages, generally promoting student interaction through the development of communicative skills. Additionally, it is focused on the interests of the student. In the same way, the teacher applies tools and didactic materials that can capture the students' attention by motivating them to participate.

According to Molina (2018) Above, the communicative method aims at communication and interaction. It will enable the students to communicate and interact in real scenarios spontaneously using the foreign language without remembering grammatical structures, so the activities selected by the teacher must be by this objective (pág. 9). In addition, it allows the joint development of the four competencies: written and oral comprehension and oral and written production in real situations.

Based on the above, using the methodology in the school environment promotes communication among foreign language students. That is, communicative practice constitutes the four skills of effective communication. On the other hand, the teacher's intervention is responsible for carrying out an excellent teaching-learning process of the English Language because his work focuses on developing the capacities and skills of his students using pedagogical and technological materials and tools. In this sense, the class's organization and planning should focus on developing the student's needs, processes, and learning styles.

### **1.7.10 English language**

The educational process; floats in all areas, such as education, science, and technology. Among others, a standard variable that today is universal is the English language which constantly changes with globalization; Therefore, the teaching methodology of teachers must focus on the contents strikingly so that there is active communication in students to acquire essential skills, primarily oral, because they need critical thinking, to interact in a natural context (p.18). English language learning is part of the educational curriculum Agnes & Mirdelio (2018).

In the educational curriculum, several academic areas are immersed. One of them is learning English, also called a foreign language; it has been modified due to time. Therefore, the contents the teacher adds to the curriculum must focus on developing skills

through activities that favour the student. Moreover, it must also be practiced with real situations that include unique content to encourage their participation collaboratively and interactively. The contents must focus on orality since it is the skill that demonstrates their understanding of the subject and their mastery of the other abilities. The student needs to express his criteria and point of view to express any idea. Thus, as a result, we have the facility to develop in the natural environment.

### **1.8 The English Language Skills**

The English Language will become a global language, and everyone will need to interact. They usually travel to countries where the English Idiom is practised or take a course to learn it. English language teaching should focus on the communicative approach to teaching the language by developing the learner's four skills (reading, writing, speaking, and listening). As he mentions on the Englishman page (2018) points out that to master the language, the student must develop communicative competence, and the student must master the four skills; this will give the student the opportunities to build contexts to exchange information in real-life situations and will allow the student to express himself naturally as he would with his mother tongue.

The acquisition of communicative competence in English is the objective of the language that aims to communicate effectively. To reach an understanding and mastery of the language, it must be highlighted as skills and sub-skills to get knowledge and ability of the language. For this reason, students must master communicative skills, primarily oral, because they need the means to express themselves; in the field of learning English as a second language, communicative skills are classified as Receptive and productive English skills, which means that to develop the practical skills also called active skills, in conformity you must master skills such as speaking and writing since the learner applies what he has received from harvesting the language. However, this is an excellent process mechanism for improving the teaching process.

The objective of learning a strange language is to acquire language skills that favour a fair use of the language in a different social context. Skills are classified into receptive skills (listening and reading) or also called passive skills, since the student discovers the target language and then understands it; and productive skills (speaking and writing) or also called active skills, since the student applies what he has received to produce the language Morehouse (2017) argues that when learning our first language, the skills are discovered in the following order: listening, speaking, reading, and writing (can be realized simultaneously). On the other hand, English teachers require the correct development of listening, speaking, reading, and writing skills for developing active, reflective, and critical practice in students to be committed to their learning process.

### **1.8.1 Receptive and productive English skills**

#### **1.8.2 Receptive skill**

In the word of Sreena & Ilankumaran (2018), receptive skills are related to the level that could be developed in language and cultural knowledge because it is exposure to various means of educational, scientific, and technological information. For instance, newspapers, magazines, and articles, since this implies their elaboration in research of all areas. Therefore, this favors the knowledge, observation, and understanding of skills that will, fortunately, be useful for your oral expression, either in the educational field or in the environment of ease of communication (p.673)

The receptive or passive listening and reading skills, which are not implicated in language production, complement receptive or active skills (Masduqi, 2016, pág. 507). Mentions that the primary sensory skills focus on passively receiving, as the name says, are reception and listening about reading; these do not involve expressing any type of spoken language aimed at fulfilling its two main objectives. First, to understand or receive and also to fulfil their specific objective.

Productive and communicative skills are written and oral expressions of English Bringas (2020). However, developing communicative activities in English is essential for expressing points of view, ideas, and fundamentals. Fortunately, students have prior preparation through tools that help them establish perfect vocabulary and grammar. This allows active participation in communicative situations such as formal and informal conversations, dialogues, and debates. Consequently, keep the oral communication channel active and reinforce communication between fluent speakers (p.16).

Oral production skills are an essential source for the development of speech skills. However, speech mastery is necessary to carry out a successful communication process. Fortunately, students have developed skills rough the exposure they have to an environment practised using it as a practice of information exchange and perfecting the sub-skills that sustain the process, such as vocabulary and grammar. This allows interaction, such as socialization and exchanging info and data. For example, hobbies and daily activities, both formal and informal. Consequently, a concentrated connection in the communicative process is maintained, achieving a conversation without interactions.

#### **1.8.3 Productive skill**

In line with Masduqi (2016), "Productive skills are speaking and writing because students who practised them need to produce language" Therefore, productive skills refer to receiving knowledge imparted by the teacher and producing abilities such as speech and writing. In addition, in this process, the student can quickly build their understanding of the skills and create a way to communicate actively. (p 508)

Therefore, it is fortunate to manage the skills to keep students attentive, under the supervision of the practice and expression of their ideas and thus being meaningful to them and easy to remember at the time of writing. It is customary to carry out interactive, participatory activities in the school environment. Also, promote better Opportunities for enjoyable learning for its students.

About Surkamp & Viebrock (2018), mentioned that "There are many uses that are given to writing in the real world. We use writing to transcend time and space when we record something for later or send a message to someone else at the other end of the world" (pág. 122). The most significant advantage of writing is the interpretation embodied in the paper. Consequently, the capacity to construct texts promotes being trained to create research for the benefit of science, with a social spot for existing and developing research. To illustrate, informative, narrative texts, formal and informal letters, articles, newspapers, magazines, and books.

In other words, the ability to write impeccably is provided by experience in reading and self-criticism in writing. Whereas seeking precision in his reports through the different skills instead of functional coherence and cohesion is how he develops skills through experience and follow-up to his network, giving personality and precision. Therefore, reading allows writing to create in a better way since this helps us develop a writing style; this will not only allow us to transmit a message through words. But also impeccable writing without losing the idea that we decided to communicate. That is, with its style. For instance, the interpretation of ideas and clear expression at a general level focused on understanding the reader and context.

#### **1.8.4 Speaking skills**

According to the thoughts of the authors Leong & Ahmadi (2017), it is acquiring a foreign language. Speaking is one of the most challenging skills for students. It is at the forefront of the most important due to the use it is given to its full potential to impart quickly and adequately to all people. Subsequently, constant practice is required in different intonations to be well prepared (p.34)

Oral production is one of the most complex skills to acquire for speakers. Therefore, it takes constant practice and interaction as much as possible to communicate clearly. On the other hand, for its acquisition, it is necessary to maintain its activity in various topics that encourage social participation. Additionally, In the modern world, demonstrating the knowledge and mastery of a language requires involvement. This is characterized by its ease of communicating with different topics, situations, and purposes. It is vital to share in any language, demonstrating its fluidity in expressing ideas, points of view, options, feelings, news, or debate on any educational, personal, or social topic.

## 1.9 Sub skills

Speaking to communicate meaning to other people involves speech, including body language such as eye contact, gestures, facial expressions, and movements to convey the message clearly or emphasize the message's meaning (Spratt, Pulverness, & Williams, 2011, pág. 90). Moreover, the author considers some speaking skill subskills like:

- The use of grammar, functions, and vocabulary.
- The use of an appropriate register to speak.
- The use of connected speech.
- The production of text types.
- Oral fluency related to speaking at average speed with little hesitation and self-correction.

The verbal ability of the English Language includes all kinds of combinations between the oral language and the body representations that can be included in it as a reference of the mimic interpretation, visual now we express something, as well as expressions with movements of facial expressions, which deepens what we want to transmit. In addition, accompanied by the correct use of sub-skills that improve understanding. Such as vocabulary and grammar, which lead to the demonstration of mastery of speaking uninterruptedly naturally.

### 1.9.1 Fluency subskill

According to Martínez (2019), speaker fluency is developed through creating and implementing classroom activities where students use communication strategies to convey meaning and maintain comprehensible communication (p.28). There are specific characteristics that help students participate in activities focused on fluency, such as:

1. The natural use of language.
2. Focused on complying with communication.
3. Practice language not focused on a single part of grammar.
4. The use of communication strategies.
5. Produce the Language without predicting it.
6. Use language corresponding to context.

Fluency is the representation that confirms the level of mastery of skills transformed into expressed language. It is developed by creating interactive classroom activities in which learners' methods and strategies improve the process and decrease errors in the speaker. In addition, the practice of fluency is complemented by precision when speaking. For example, the constant practice focused on several areas of interest to strengthen vocabulary and expression depending on the developed context. Of course, this should vary and should not focus on a single area of grammatical specialization; by following these strategies, we can promote the expression significantly in a spontaneous language.



### 1.9.2 English skills

#### What to do to improve speaking skills

When referring to a second or foreign language, learning to speak is an essential skill to be achieved. From the onset of speech, teachings were believed that the capacity to produce the language orally resulted from teaching grammar, vocabulary, and a bit of pronunciation. Still, recent research has shown that speaking goes beyond these factors. (Thornbury, 2005, pág. 38) states that speaking is *linear*, which means that it starts with the production of words, phrases, and then utterances; to have a person the Native the language it is, the learner must learn tachypacing sub-skills such as fluency sub-skill station, grammar, vocabulary, and appropriateness.

Fluency is the ability to use features of the target language sequentially so that the speaker can convey their ideas appropriately with no previous planning or practice. The conversation among the speakers should flow naturally. Ashour (2014) holds that a person is fluent if they include pauses, appropriate timing, correct themselves when a mistake is made, and the ad has meaningful transition points and words among breaks. Nakano et al. 2001 as cited in (Ashour, 2014, pág. 14), state that there are some factors to cultivate students' fluency:

- 1) The total number of words spoken fixed time.
- 2) The number of silent pauses for thinking.
- 3) The no repetitional of words, phrases, or clauses.
- 4) The number of repairs or reformulations for correction.
- (5) Mean length of utterance. In short, if the learner achieves these factors, it can be said that fluency has been mastered.

During the project's development, the feasibility of improving listening and communication skills will be analyzed, giving them greater confidence in achieving the goal of higher school performance. The importance of executing this plan is to provide the best communication strategies to improve students' speaking skills. Today, having basic knowledge of a language is essential in any professional career; it can open another door to the modern world. Therefore, the development of speech is one of the fundamental skills of English to integrate ourselves into the globalized world.

**Pronunciation:** According to Thornbury (2005), pronunciation is the ability that students must produce language in a way that can be understandable to the listener articulating meaningful sounds in context. Lousy pronunciation can hinder students' confidence in language use, Therefore, its importance. Misunderstandings and frustration can occur when the students have no achieved intelligible (comprehensible) pronunciation. Kenworthy (1987), as cited in Ashour (2014), assures that students need to be aware of how the target language works (articulation of sounds) concerning segmental (phonemes as consonants and vowel production as well as its allophones) and supra-segmental features (pitch, rhythm, intonation, stress). However, more than understanding which sounds and how to

produce them is needed to know the language. It is the way to convey the message, which is of great importance.

Pronunciation is the ability to communicate an understandable message. Therefore, lousy pronunciation can make communication difficult; several factors determine the confidence of students to use the language. For example, vowel consonants and well-pronounced sounds are perfectly available vowel articulations. Talking is only sometimes enough; you need practice and correct pronunciation to know what you want to express.

A language can have many rules, but we can create infinite utterances, allowing the learner to become creative. Knowing how to process information with correct grammar can affect the skills (reading, writing, and listening) and avoid language acquisition or learning. Being able to recognize when we are making mistakes with the language can solve a variety of misinterpretations and misunderstandings. Therefore, it is the importance to know the language grammar.

Once mastered a language, the learner will be able to learn other languages since English grammar can become the basis for the acquisition of other languages. And finally, Grammar increases students' awareness of how to use the language appropriately. They will know when the language is being used correctly, and therefore, they will practice it more often.

**Vocabulary:** Acquiring this sub-skill is probably the most important one; with no words, there are no sentences; with no penalties, there are no ideas; and with no arguments, there is communication. as cited in Ashour (2014). Skills are only acquired by practicing and learning new vocabulary. But this is a process that students go through when they learn new vocabulary or grammar to conjugate tenses, starting with phonetic analysis, syllable analysis, and morpheme analysis.

**Appropriateness:** The ability to know the vocabulary, grammar, and pronunciation are not the only characteristics that the student must know, but also the correct analysis and understanding of the language to be used, the conditions in which the conversation takes place, the place in which is the learner and the place where the communication process takes place Ashour (2014). In other words, it is about how adequate the communication is when transmitting our ideas and thoughts and the quality of the message accepted (Ashour, 2014, pág. 7).

### 1.9.3 Oral production sub-skills

What is oral production?

It is easy to find many authors who contribute various well-defined concepts in oral production. In this research work, the outstanding contributions of three authors have been considered and donated to research. Hymes, cited by (Aguilar & Ortega,

2019, pág. 1), explains that oral production refers to the different skills that a person develops to communicate effectively within their environment or the group of people around them. It means that oral presentation means nouncing well and practicing the skills acquired. For example, to choose the words well according to the context, considering the order of the ideas of what we want to communicate. Also, articulating words well is one of the factors of oral expression to share actively in the environment.

"Oral expression is one of the actions of the communicative act out with which we transmit, exchange, negotiate and process information with one or more interlocutors and is closely related to listening or oral comprehension" (Gonzales, 2016, pág. 5). Concerning Gonzales' thinking, it is stated that this is the ability that allows the exchange of active communication. Fortunately, it is associated with oral expression. It is natural; that is why the process follows its natural course and is not forced but rather spontaneous; that is, from the moment I start speaking and can perceive that we can express ideas in the mother tongue, which does not happen with the second language because we already have a broad and formed criterion that allows us to communicate capably and efficiently. Therefore, each new word learned is internalized in memory, indicating that it is coherent and clear in information exchange.

## **CHAPTER II**

### **RESEARCH METHODOLOGY**

This research aims to choose the best strategies for developing and improving English that supports the student's academic performance at the Yaguachi primary school. Thus, it seeks solutions by looking for achievable alternatives; for the research development, it is necessary to use human, technical and technological resources. The participants were from 95 elementary schools between the gender male famous fame students. The native language is Spanish, with a basic level of English in its oral production. To apply the first variable, which is the "communicative strategies," And to measure the second variable, which is the progress of speaking, identify the strategies that favor dynamic interaction. Finally, this study investigates how students' communication strategies interact in real situations where they cannot convey their ideas with the language in context (Arias, 2012, pág. 11).

#### **2.1 Research Approach**

##### **2.1.1 Mixed**

This research uses mixed methods because it was conducted based on the qualitative-quantitative approach. First, the qualitative approach considered interaction and performance as one of the most relevant characteristics in the learning process, collecting characteristics that allowed the analysis of the social environment of oral exchange. Secondly, we have the Quantitative approach since it determines the data collected by

percentages and numerical data that reflect the population's level and preference in statistics, status, and frequency of activities. In addition, research methods will help collect a large amount of informative, comprehensive, and valuable data for good results.

### **2.1.2 Qualitative**

Qualitative research studies help to complement the information, so in this research, they were used to analyze surveys aimed at students and personal interviews with English teachers (Baena, 2017, pág. 60). These research methods answer questions such as how many how often, and to what extent they will help collect a large amount of information and complete and valuable data reflected in the analysis to obtain good results.

### **2.1.3 Quantitative**

As for the quantitative, as its name expresses, it refers to identifying points of view through the data explained by producing numerical data and percentages. It is also oriented to the measurement of statistical data to determine the causes of the behavior of the study phenomenon, as well as identify their skills and competencies; the present statistical study was carried out based on the assessment of data provided by the students.

### **2.1.4 Qualitative and quantitative approach**

The methodology had qualitative and quantitative approaches, allowing an orderly information collection. On the other side, the quantitative approach reflects reliable results through an analysis of data and statistics. Also, the investigation will support this degree work with a socio-educational modality Mejia (2017). The collection of field information and documentary bibliography is a reliable source in the study since it will be registered in books, magazines, etc. thus reflecting assertiveness directly with the facts. That is the analysis of the information that bibliographic sources can provide us. Finally, it was carried out in the modality of non-experimental teaching research giving rise to the descriptive method to obtain truthful data from the sample population (p.3).

## **2.2 Method of Research**

### **2.2.1 Quasi-Experimental design without a control group**

As for the kind of research, a quasi-experimental model was used, characterized by being an empirical study to measure their level of speech; this method does not interfere thoroughly but tries to measure social variables (William R. Shadish, 2002, pág. 18). Therefore, the application allows for determining the student's effect on their oral progress. In addition, this variety of forms is appropriate for measuring educational variables. It was carried out in the mode of non-experimental teaching research, giving rise to the

descriptive method for obtaining data through teaching adapted to everyday life so that learning is meaningful and spontaneous, finally, with the data and features that could be observed if the ability to speak of the learners has improved in the last part of the study. As the research is qualitative, the appropriate method for this type of research is:

### **2.2.2 Bibliographic-Documentary**

The achieved results: in this research were based on different apprenticeship teaching theories regarding teaching English as a foreign language. Allen (2020), The information provided in this paper was collected from various sources, such as digital, virtual, and printed material, supporting the validity of the results obtained. Also, applied cognitive and logical processes to analyze, synthesize, deduce, and induce the theories that served as the basis for this research (pág. 1).

## **Methods**

### **Method Inductive-Deductive**

The primary method I execute in this research is deductive since this study was elaborated from the most general academic framework to the specific one. Likewise, the documented process has been of great help for collecting information collected by theories of authors who contributed to the theoretical and bibliographic framework. The theoretical framework is determined from the review of previous research papers such as thesis reviews, academic articles, books related to the subject, and state-of-the-art. In addition, the relevant information extracted from various authors was selected with a qualitative approach (Molina, 2018, pág. 64).

As for the inductive method, the research is developed so that new theories or suppositions are obtained. This method is performed first to determine the possible solutions in the study. For this reason, the procedures are a fundamental part of research work since the inductive method refers to how the research was developed. That is to say; the study results will be verified but not in-depth at the beginning. The deductive method will analyze the components from the most general to the specific of the investigation. Through the hypotheses, the applied results will be reached.

### **Descriptive**

The research has a descriptive level because the elaboration of this project needs to describe the information collected through the interview reports in the transcription of the analyses. Also, tell the properties and essential qualities of the population and situation. So, in this research project, information will be collected on communication, which deals with speech and interaction when using oral production.

### **Communicative**

A communicative approach is fundamental in the oral production of the English language, as well as of any other language; language is necessary in a universal way;

likewise, in communication, there must be conversations with experts on how to promote and improve low levels of verbal production, in the case of the Yaguachi academic unit with the English teacher who will be able to detail relevant information for the investigation from her experience, people with methods and activities that she applies to students, describing and analyzing the causes and possible consequences that arise in the process.

### **Statistical method.**

The statistical method is the obtaining, representation, and interpretation of the numerical values of a research project; with these data obtained, previously ordered in a simple table, hypotheses are formulated and verified, which leads to a better understanding of realism and consequently will improve decision-making about the object of study according to the results obtained.

## **2.3 Type of research**

### **2.3.1 Analytical-Synthetic Method.**

The synthetic analytical method refers to the process of analysis and synthesis as its name mentions; it focuses on the decomposition of its parts to analyze them one by one in an organized manner and with the corresponding analysis, reaching the root of the problem to be understood, this process allows us explicit knowledge of the components of each of the study variables, identifying and analyzing thus reaching the solutions of the problem.

### **2.3.2 The synthetic method**

This synthetic method starts from the simple or general to the composite. The phenomena can be analyzed individually and in general for better synthesis and more profound understanding, reaching a correct conclusion with the support of the parts of the study. In this project, these methods will help since an analysis must be made of the features that derive from the chosen topic in a general and specific way.

### **2.3.3 Correlation**

Correlational research refers to finding the relationship and comparing the causes of communication strategies and English-speaking skills. In other words, the reason created by the research problem and the analysis of the causes and effects of the variable and its influence on the variable. In this case, some strategies help English through an approach, in this case, applied in communicative activities to facilitate the interaction and presentation of their ideas.

## **Level or type of investigation**

### **Exploratory**

At the exploratory level of the present investigation, it describes the characteristics of the project for improvements for the benefit of the population. With the field visits to know

the reality and explore the area in which the language is developed and its educational context to extract quantifiable and quantifiable data and analyze the results; The exploratory research aims to provide essential information to interpret the practices with significant knowledge of new origin, thus improving language learning.

### **Experimental research**

Experimental, as its name says, it oversees proposing hypotheses to experience with it the best solution. For the application that was carried out, it was necessary to analyze the cause and effect of the variables. For example, using hypotheses in the variables determines the acceptance or rejection of the variables. In this case, oral skills are the key to selecting the possible strategies; the experimentation of this research was applied as communicative strategies in a group of primary school students of the Yaguachi Educational Unit.

## **2.4 Population and sample**

### **2.4.1 Population**

The study aimed at primary students, in this case, primary students with an introductory level of basic level A1 of the face-to-face modality of the Yaguachi academic unit of Ibarra because previous experience in linking with the community has observed that these students. He had noticeable problems with his oral skills. Because of this, their performance in the speech was essential since they did not master communicative strategies. Therefore, the research people are defined as students with common characteristics. The residents of this study were 95 students. Likewise, the English teacher participated in this research to apply beneficial activities to attract students' attention and thus participate effectively.

Below is the table: you can see the sample population that makes up the Yaguachi educational unit.

**Table 2**

*Population Students Educational Unit Yaguachi and teacher's English.*

	<b>Population</b>	<b>Level</b>	<b>Number of populations</b>	<b>Percentage %</b>
<b>Educational Unit Yaguachi primary school</b>	Students	1°	14	100%
		2°	18	
		3°	9	
		4°	10	
		5°	13	
		6°	19	
		7°	12	
<b>Educational Unit Yaguachi primary school</b>	Teachers		1	100%
<b>Total</b>			96	100%

*Note: Own elaboration, Source: "Yaguachi" Educational Unit Secretariat. 2022*

### **2.4.2 Sample**

Sample For the development of this study was a sample of a single group of the Yaguachi school, level A1 of primary users with 95 students of EGB level of the Yaguachi school; remember that the design of this research topic yielded us. As a result, a quasi-experimental design, applying to the sample an interview and a survey Based on the results obtained, was considered for the elaboration of this research in the process of Diagnosis and selection of communicative strategies to look for ways to improve students' oral expression skills by using their communication strategies through a variety of interactive activities, Which turned out to be the best when it came to applying them to improve languages.

#### **Description of the Study Area**

The present research work entitled Communicative strategies to improve the ability to speak in primary school children with students from first to the seventh grade of the Yaguachi Educational Unit, a regular education school located in the province of Imbabura, Canton Ibarra; Parroquia El Sagrario, Sector el Olivo in Avenida 17 de Julio 1-20 General José María Córdoba, It is characterized by being an educational center of Regular Education and Fiscal Support, with Hispanic jurisdiction, with the face-to-face modality of Morning Day with academic level EGB.

This was part of this research, taking a population sample of 14 teachers, four females and ten males. The entire ministrative staff is 2, of which 2 are women and male, and the students of the Yaguachi Educational Unit are 95, among which are female and male gender. As students of first grade, there are fourteen students, and in second grade, you can see sixteen students; nine in third grade, also in fourth grade, there are ten students, additional in fifth grade, thirteen students, and in sixth grade, nineteen students. Finally, in seventh grade, there are twelve students with an average age of five and up to eleven or twelve years of age.

#### **Investigation procedure**

Throughout the research process, fieldwork was carried out repeatedly in the Yaguachi academic unit to publicize the research and detect the causes and possible solutions. In the same way, the office was presented with the signature and respective cello of the dean's office of the technical university of the North, thus granting the legality of the process; following this, the documents were presented to the rector Nancy Erazo, who very kindly provided me with the requested data and entry to the classrooms, As soon as the questions of both the survey and the interview were written with the first filter of corrections led by Magister Fernando Flores, posteriorly to the revision of instruments by the tutor Magister Marcia Mantilla, proceeded to draft and send the document of approval of devices to the Magister Christian Andrade, thus making the respective corrections,



As soon as I visited the Educational Unit, the demonstrations of the National Strike began, which began on June 13, 2022, the first day of the indefinite national strike; for the 15th day that the academic unit visited, the mobilization was already regulated throughout the country, for the 16th day that the survey was applied to the students, face-to-face classes are restricted to proceed to virtuality, by then they turn five days this Friday, June 17, 2022. During this day, road closures are maintained, as stated by the newspaper's headline (Comercio, 2022, pág. 1).

The consequences of the strike affected the total data collection. For this reason, the data was tabulated with the partial harvest of 3 courses which are made up of 44 students, of which 13 are in fifth grade, 19 are in the sixth year, and 12 are in the seventh level of the Yaguachi educational unit with students belonging to the elementary basic user level A1-A2 (Level A1 according to the CEFR), these data that I collected gave me reliable and truthful information that is then analyzed in detail to determine the impact of the independent variable on the dependent variable, the data collection was not carried out in a usual way. However, these data help to tabulate and comply with the possible parameters.

## **2.5 Techniques and Research Instrument**

Applying the technique already used in the research was qualitative and quantitative. From here, the variables are derived in terms of the first variable, the communication strategy; questions were implemented that help identifies the use of techniques that favour oral communication in students. On the other hand, to measure the second variable, corresponding to the development of the ability to speak by data of the survey, which is widely used as a research procedure for data collection, this survey was conducted with primary school students; therefore, it was applied in Spanish to obtain a better understanding of the questions and obtain reliable information since the participants are Spanish speakers. On the other hand, the interview was applied to the English teacher to get the English teacher's vision and obtain both qualitative and quantitative data, which will allow monitoring of the activities involved by the teacher to improve the students' speaking skills.

### **Techniques (survey interview)**

#### **2.5 .1 Survey**

The survey for this research was conducted on 44 students, of which 13 were from fifth grade, 19 from sixth grade, and 12 from seventh grade from the Yaguachi Educational Unit, determining the importance of learning strategies in the ability to speak, a survey that is widely used as a research procedure for data collection, This survey was conducted with primary school students, It is worth mentioning that this survey was applied in Spanish to obtain reliable information since the participants are Spanish speakers, composed of 10 questions previously formulated thinking about the student and its objective is to enhance its predicate through activities that it practices regularly and that it would like to learn. This instrument includes information questions, closed and multiple-choice questions, and

answer points focused on the Likert scale to identify feasibility, advancement, and deep recognition of the need for a preliminary study.

### **2.5.2 Interview**

An interview was applied with the English teacher of the Yaguachi Basic Educational Unit to identify the difficulties students present in speech performance. The discussion will be conducted in person with the help of communication, such as cell phones, to collect detailed information. The consultation has a smaller scope in terms of the number of people who can be interviewed in a given period through a conversation based on six semi-structured questions, so there may be several questions based on cooperative learning since changes and modifications may arise in the intervention to obtain reliable information to students in the teaching of English and if they favor the development of oral expression that they perform in their classes.

### **2.5.3 Participants**

The sample population of the research focuses on students from the Yaguachi primary school, a regular educational unit located in the province of Imbabura, Ibarra canton; El Sagrario, El Olivo Sector on Avenida 17 de Julio 1-20 General José María Córdoba, It is characterized by being an educational unit of Regular Education and Fiscal Support, with the face-to-face modality of Morning Session with EGB educational level.

Initially, the study area population comprised EGB students who attended levels from the first to the seventh level between 5 to 14 years old. However, due to the situation of the national demonstrations, a partial collection has been carried out that allowed the analysis of data from fifth, sixth, and seventh-grade students where there is only one teacher of English students, where the total universe of this selected group. The ages and gender of our population are between the ages of 9 to 14 years, of which it is evident that most are male and less than half are female, predominating the number of female students, while in lesser number are the children in the classroom, giving a total of 100% of the sample.

Regarding the investigation, the process was carried out with the support of the English teacher, who was also involved in applying communicative activities to develop speech. Likewise, to analyze the best communication strategies that generate the acquisition and development of address in primary school students of the "Yaguachi" school in Urbano del Priorato, Ibarra canton, Imbabura province, period 2021-2022.

## **CHAPTER III**

### **DATA ANALYSIS**

#### **Analysis of results and data interpretation**

According to the statistical analysis of circular graphs reflected in the surveys and interviews, the type of activities will be reflected considering the ability to speak and the student's oral production. What supports the work carried out, it is essential to mention that the data show the results of anonymous surveys and in Spanish, this being the mother tongue of the children, which facilitates the extraction of data to obtain reliable information since the participants are Spanish speakers. Finally, highlight the success of the research work in terms of material strategies, language production, and interactive communication in speech.

#### **3.1 Teacher Survey Analysis**

##### **1. According to your experience, in what ways is English important for your students?**

For children, very important not only at this stage that can be said that it is a level of basic English that they are acquiring because they will also receive it in all their educational backgrounds until they become professionals, so give them that grain of sand and contribute to them with what I am teaching them I think it is beneficial for their lives.

#### **Interpretation**

According to the vision of the teacher surveyed, acquiring English in children is very important is a public institution and because it will assert them throughout their academic, personal, and professional life. It also has a philosophy of life to awaken curiosity to learn.

##### **2. What kind of activities do you apply in your classes to develop your speaking skills? Why and in what ways?**

Among the activities we do in speaking, we take to listening. I think it is essential that they listen to be bright to produce; in this case, I use songs, which seem to be very good and are giving me good results because that way, they are attentive and melody they also like then listen and produce when I start a little tricky because it also depends on the kind of song that they choose, I usually prefer some that are connected to the theme, I make the relationship of the music about the topic. Also, another activity that I do is role play. I make them do an activity where they can participate between two. I usually look for a fort with a weaker one so that they become like a level species and help each other from there.

### **Interpretation**

In the process of language achievement, especially in the progress of speech skills, the teacher manifests that she uses how she promotes development in her students through active listening to songs and later developing oral production; this process facilitates the understanding of new words and the pronunciation of linguistics, she also mentions that she applies conversations in pairs with students who have greater ease of producing the language as a way of help for students who have less comfort.

### **3. Do you know, or have you ever heard of, communicative language teaching?**

Yes, I heard about the communicative approach when I was a student.

### **Interpretation**

In the interview conducted with the English teacher, when mentioning the communicative focus, the teacher quickly recognized this because she remembers studying in her training process: therefore, if you have spit out this term.

### **4. In what ways does applying communicative strategies facilitates the English learning process?**

In any case, I use gestures. I also focus on whatever it is with its reality with its context. Suppose there are words expressively with my body, my hands, or the expression on my face. In that case, that will help the student assimilate because new comments are also given in the lapse of that process. Precisely the acquisition of new terms, the vocabulary also allows them to use it. We need that too.

### **Interpretation**

Concerning question four, the teacher mentioned that when applying communicative strategies, she does not always use verbal expressions but sometimes uses mimic gestures and easy expressions that allow him to make students understand him; I also think that implementing new vocabulary regarding the context and environment in which the activity or class topic is developed.

### **5. Do you apply communication strategies in your classes? How or in what ways?**

The strategies would be, what I told him, I try to listen and produce. Listening is also essential for production. It is useless for me that they only want to talk and have to listen. In the process, we are listening and producing.

## **Interpretation**

The type of strategy that is most used in English classes is active listening to produce the language, this through songs referring to the theme of the course or related to its context, in such a way that when listening, it is easier for them to produce by applying the words learned and heard thus allowing a pronunciation and easily remembered their oral production.

### **6. Based on your personal experience, what communication strategies would you recommend to help improve students' speaking levels? And why?**

I still have given results in the songs, and I continue to live with that part; the videos, the visualization, and the audiovisual that is the good part that I continue to apply, and I think that has given me enough results more than the context, that is if the context serves me because they have an idea of something but the audiovisual is quite reasonable that they also focus when they visualize and are doing the relationship that they see with what they hear and that in turn also serves to be productive at the time they speak.

## **Interpretation**

The general vision of the teaching experience allowed me to establish that the songs can be an excellent way to call the children's attention, for the same reason the teacher assures that it brings good results. In the same way, she mentions that the audiovisual material is of great help in the development of apprenticeship of the students.

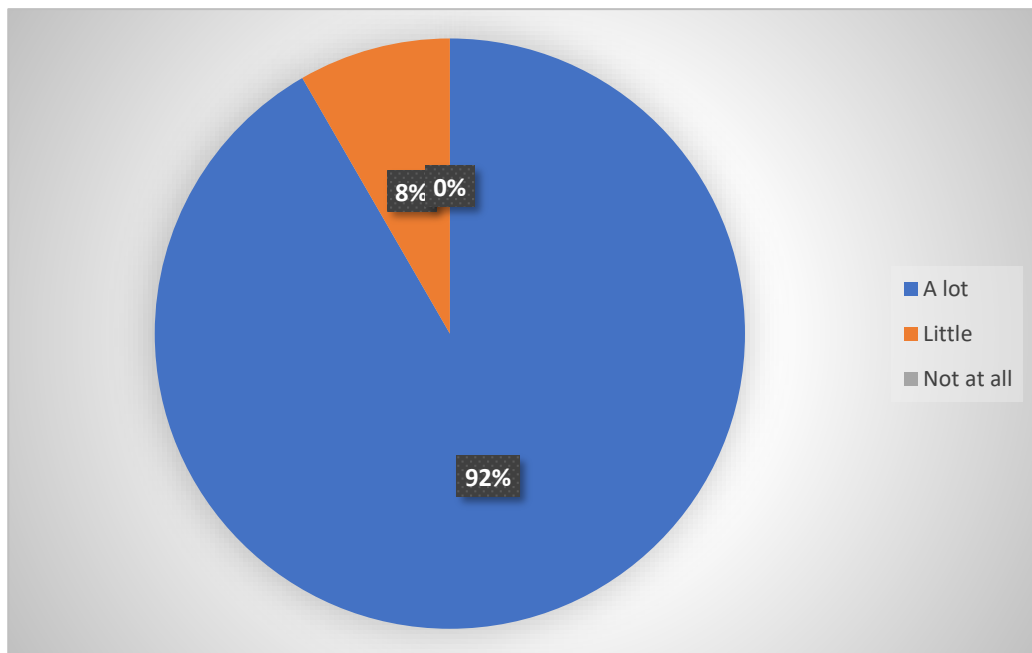
### 3.2 Students Survey Analysis.

The survey was applied to 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup> year EGB students of the educational Unit "Yaguachi" in Ibarra.

#### 1. How important is it for you to learn English?

Figure 1

*Importance of learning English.*



*Note: Own elaboration. Source: Students survey 2022.*

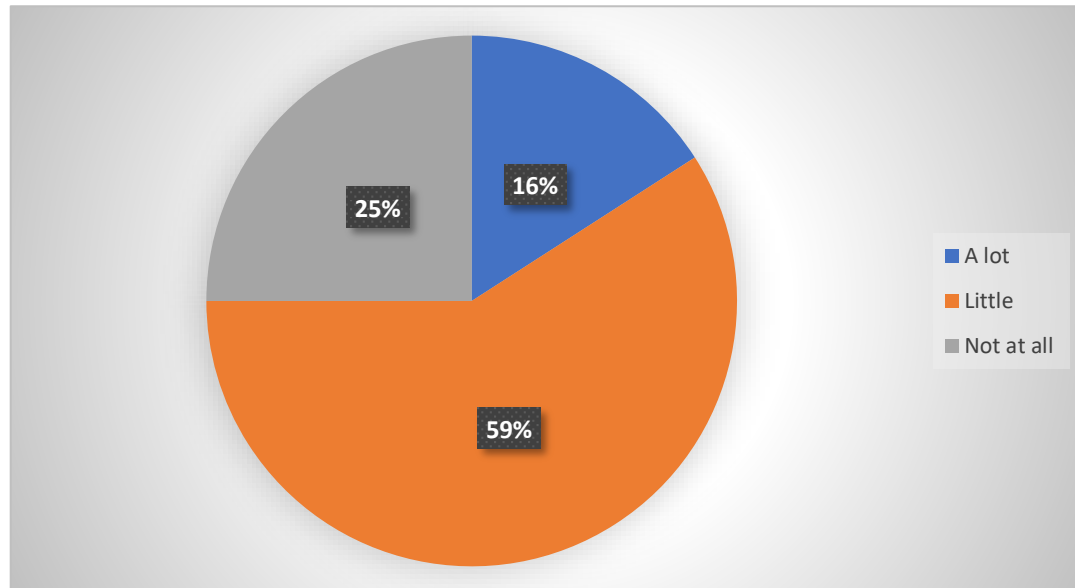
#### Analysis and Interpretation

The pie chart shows the importance of the English language in English class. Most respondents expressed a high percentage of acceptance of the English language stating that it is a necessary language within their academic, professional, and personal life. For instance, a tiny percentage of those surveyed say they do not represent a necessity in their academic life. In contrast, the remaining portion of the observed considers it unnecessary to learn English. In conclusion, most schoolchildren surveyed were convinced that it is essential to learn English for various academic reasons or travel to another country. Simultaneously, a smaller percentage of students think otherwise.

## 2. How much do you use English to express your feelings and activities?

**Figure 2**

*Levels of use of the English language are present in the English class.*



*Note: Own elaboration. Source: Students survey 2022.*

### **Analysis and Interpretation**

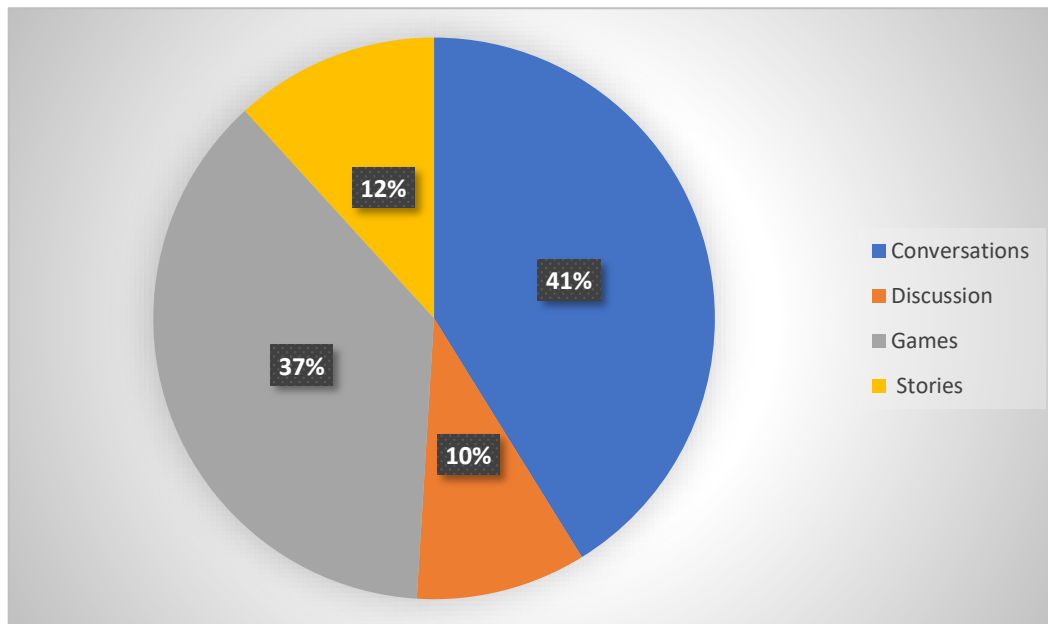
The graph pretends to be the result of using English to express feelings in activities. For instance, most students reflect an average percentage of acceptance in the frequency with which they use the language to communicate, ensuring they feel safe when expressing their feelings in class activities. However, a tiny percentage of respondents say they only sometimes use the English language to express themselves actively in the classroom. In contrast, some states do not feel free to express themselves. In summary, a large part of the sample described that they interact little in activities with phrases or expressions in the classroom in interaction with the teacher, and a small fraction of them apply it more frequently.

**From the following activities, choose the one you consider the best option**

**3. What kind of activities does the teacher use in English classes?**

**Figure 3**

*Activities that teacher presents in the English class.*



*Note: Own elaboration. Source: Students survey 2022.*

**Analysis and Interpretation**

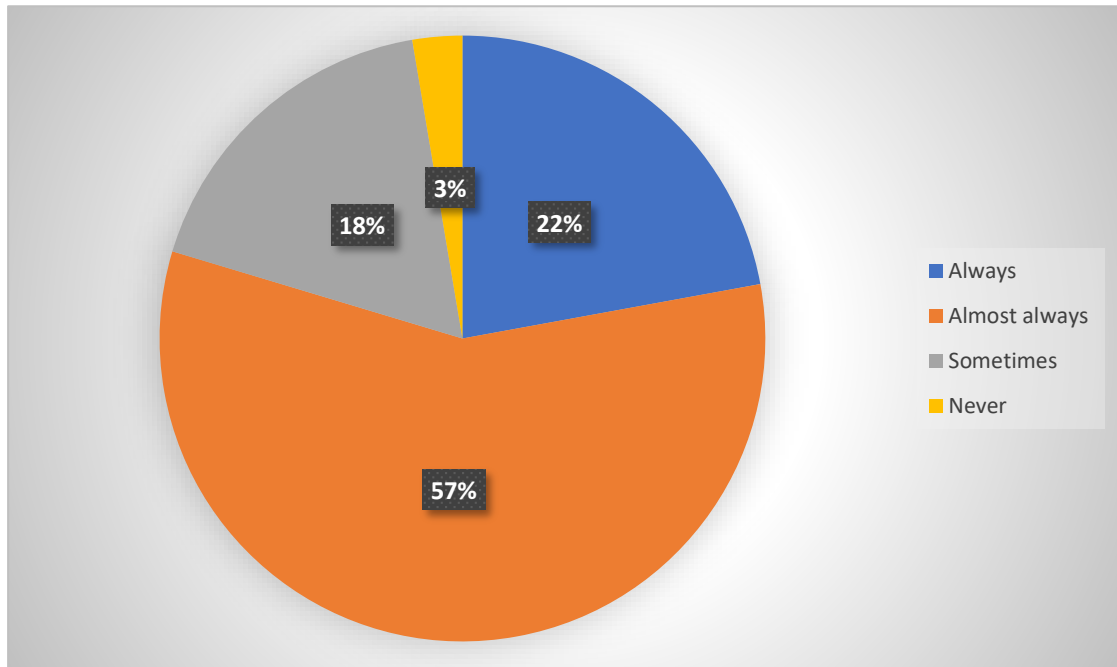
The graph describes the activities the English teacher usually applies in class. Firstly, the most investigated participants practice conversations in front of the course with a classmate as practice, exercise, or assessment. For instance, a smaller percentage states that they apply activities such as games or dynamics in class. On the contrary, the rest have a low frequency of acceptance because they consider that discussions and stories are unnecessary to learn. In contrast, the residual percentage says that traditional activities do not help produce the language. In conclusion, most of the students examined often practice with conversations, games, and dynamics to encourage interaction in class, while a small number of students adopt traditional discussions and tales.



#### 4. How often does your teacher speak English in your class?

**Figure 4**

*Frequency in which the teacher speaks in English in class.*



*Note: Own elaboration. Source: Students survey 2022.*

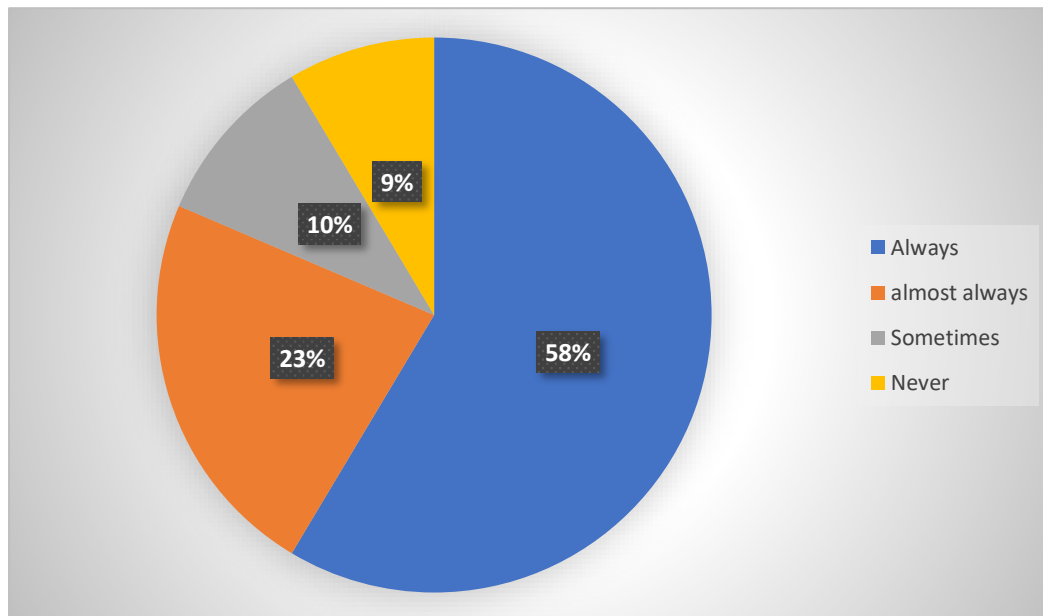
#### **Analysis and Interpretation**

This pie chart illustrates a substantial proportion of school children stating that the teacher. They almost always speak in their classes to claim that they use it to explain grammar and give instructions. Furthermore, to a lesser extent, they say they always speak English. In contrast, the remaining fraction reflects that English is not always spoken, only sometimes, and a low percentage considers that he never speaks English in class. In conclusion, many students mention that English is almost always said in class activities, and a small percentage sometimes speak in English and use the mother thought.

### 5. How often does the teacher use pair conversations to improve speaking skills?

**Figure 5**

*Conversations in pairs are present in the English class.*



*Note: Own elaboration. Source: Students survey 2022.*

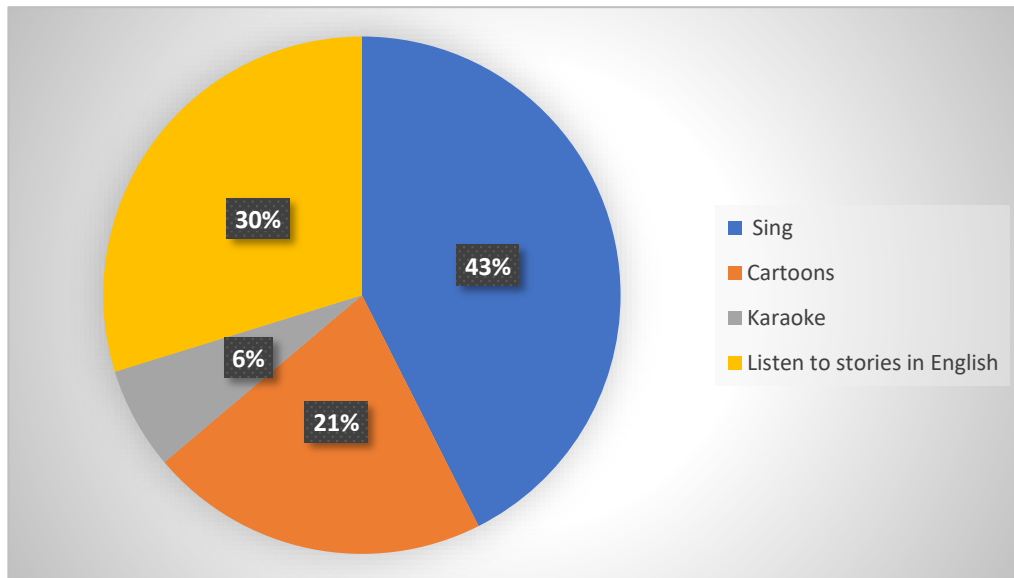
#### **Analysis and Interpretation**

The figure demonstrates the opinion of surveys about the conversation in pairs presented in the English class; it is described by most of the students and expresses a ranking percentage of the students surveyed who claim to practice oral skills in a couple. In contrast, in minor proportion, he affirms that students do not talk much as a couple. In contrast, a small percentage reflects that they only occasionally practice conversations with other students in class. In proportion, the remaining students say they do not interact with their peers. In conclusion, a substantial percentage of the surveyed said that they interact with their peers in pairs, a small fraction of them rarely, and few do not speak in pairs during activities.

## 6. Which activities are the best way to improve speaking skills?

**Figure 6**

*The best way to improve speaking skills*



*Note: Own elaboration. Source: Students survey 2022.*

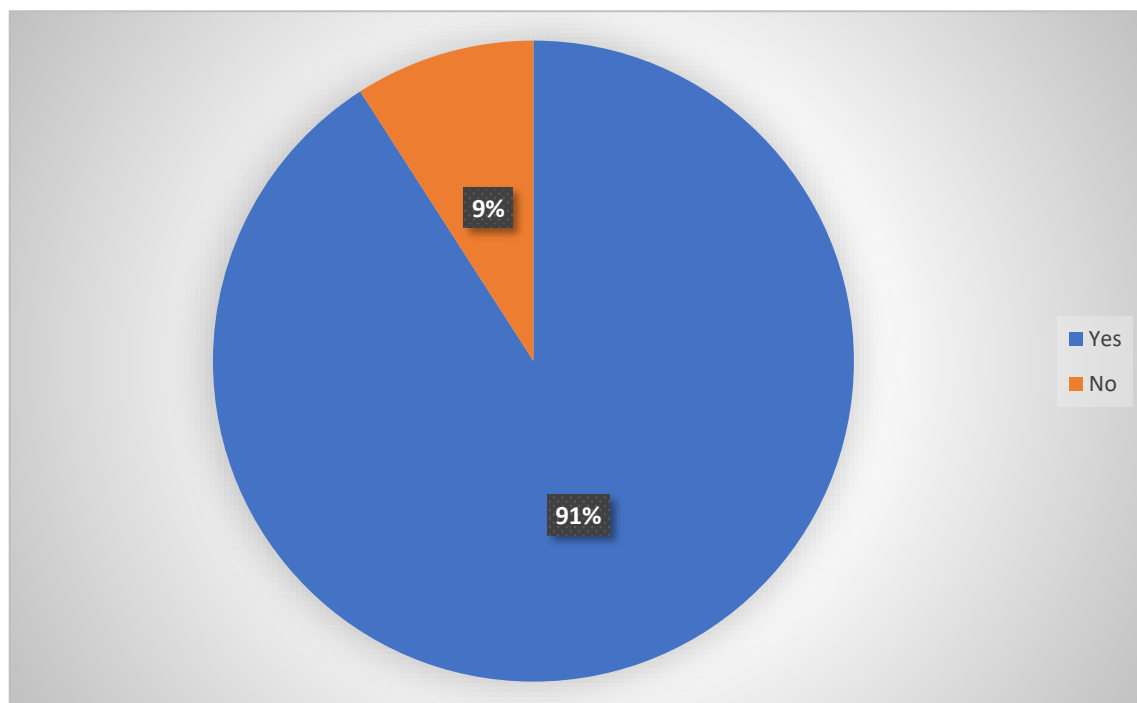
### **Analysis and Interpretation**

This graph shows the level of acceptance in certain activities. About the thought that the majority expresses, a high percentage of acceptance is shown; the respondents feel attraction when practicing the language with songs in English, ensuring that they feel motivated; even so, to a lesser extent, it is said that the best way to learn more is to listen to stories in English because it develops your imagination. However, a small percentage of students say they like to watch cartoons highlighting that it is easier to understand. In contrast to the ration, the rest of the population feels a little confident doing activities such as Karaoke. In conclusion, the argument defends that with a high percentage of acceptance, they feel secure; they say that the best way to learn is in English classes or interact with audiovisual activities. However, a few think that the most appropriate way to learn English is through cartoons and Karaoke.

## 7. Should communicative activities be more fun?

Figure 7

Communicative activities are more fun



*Note: Own elaboration. Source: Students survey 2022.*

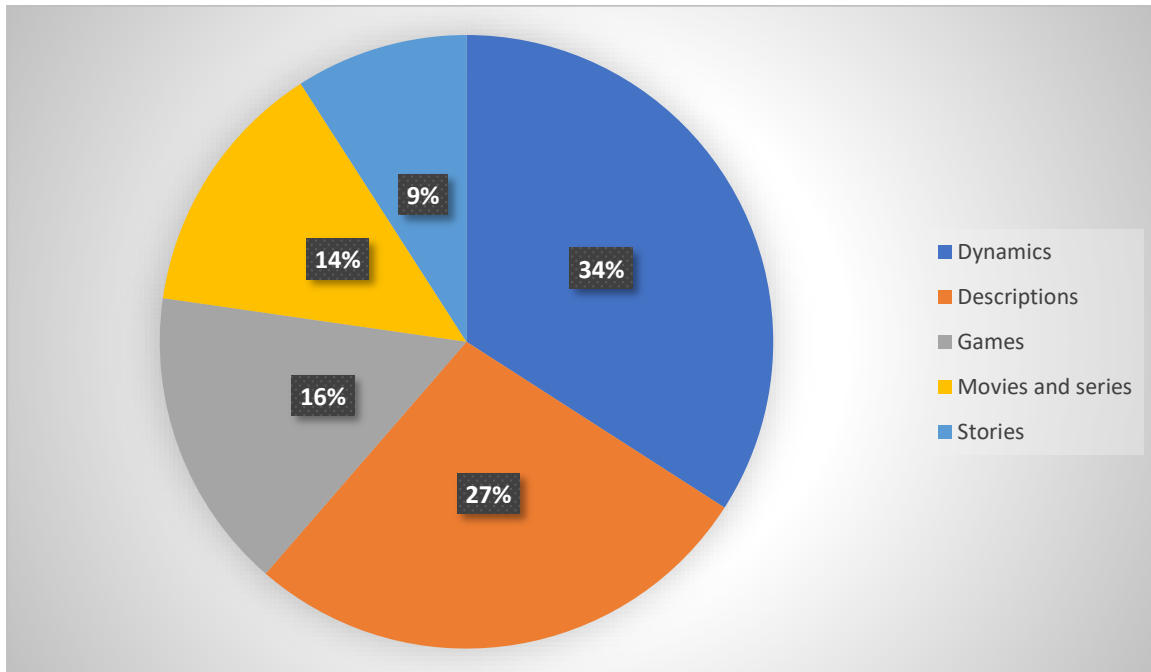
### Analysis and Interpretation

The figure demonstrates that communicative activities should be more fun. It is perceived that a significant number, with a high number of acceptances in the votes, reflects an affirmative response; that is, students believe that applying more dynamic, attractive, fun, communicative strategies is beneficial. In contrast, a low-down percentage with a negative rate is not intended to learn through oral activities. According to (Woodrow, 2017, pág. 235), it defends the motivation to promote learning and communication through activities that attract their attention and make them enjoy interacting. In conclusion, most students surveyed mentioned that communicative interaction should be more fun. On the other hand, the respondents consider it unnecessary to make oral activities enjoyable.

## 10. What communication activities would you like your teacher to apply in class?

**Figure 8**

*Type of activities that the teacher should apply.*



*Note: Own elaboration. Source: Students survey 2022.*

### **Analysis and Interpretation**

The circular cake shows the activities you would like your teacher to apply in class. It is observed that most respondents have a high percentage of acceptance, stating that using more dynamic, attractive, and fun, communicative strategies for students is beneficial. In contrast, a tiny proportion of the negative responses say that oral activities are not intended to be learned. In conclusion, many students mention that communicative interaction should be more fun. Instead, the respondents' opinion is contrary, and they and t unnecessary to make oral activities fun.

### 3.3 Analysis and discussion of results

The data reflected in the survey and interview showed that the main factor in facing the problem of oral production is strengthening communication strategies with interactive activities, considering that most students are enthusiastic, thus reflecting the importance of learning a second language. Noted that sometimes the English teacher encourages the expression of their feelings and emotions during activities; supporting this statement, the teacher mentions that he performs and uses gestures and mimicry to teach students.

As for the strategies, the teacher said that he applies them in class activities and his best approach is the audiovisual to get students to listen and produce, using mainly videos, songs, and sometimes conversations in pairs; This activity is carried out infrequently as indicated by the infants and consistent with the teacher this depends on the availability of physical and technological materials in the institution. Also, the teacher said the ability needs to be sufficiently trained technologically and pedagogical in methodologies and strategies. However, they are organized to take the necessary measures to solve the difficulties presented by the student.

The theory of this research work focuses on communicative strategies that help the student maintain an emotional balance in their active listening for their oral language development. Consequently, better interaction with your peers is free to expose points of view, opinions, and activities that generate interest. This work is justified with the support of bibliographic reviews that support the feasibility of the research's improved oral production skills, thus seeking interaction between English-speaking speakers. (J Richards, 2018, pág. 1). Used by educators in the school room where verbal expression should be promoted, the teacher interview instrument reflects how teachers continue to apply communicative strategies in oral production activities.

Applying strategies in the teaching-learning process better allows active communication. Speaking English is challenging, as it involves producing with precision, fluency, and interaction. Thus, all quantitative and qualitative qualities were analyzed, selecting the communicative strategies for students to make the language orally. Also, the study is based on information in the theoretical support that contains scientific contributions, among which it stands out (Woodrow, 2017, pág. 235)Its reflections on it imply that pronunciation, structure, and vocabulary are obstacles and cause nervousness and shyness in education.

In conclusion, communication is generated through interaction, trust, and empathy when relating to daily life topics to create interest and express a desire to learn; infants have reported that communicative activities should be more interactive and fun through children's images and videos. This is how it records how students would like to learn ways to articulate their emotions. In addition, to being able to describe pictures and express themselves with poems. Since these communicative strategies are considered efficient to obtain a better development of oral production, it is necessary to implement activities that contain dynamic, attractive forms that attract attention and encourage interaction between students, thus improving verbal skills.

## **CHAPTER IV PROPOSAL**

### **Proposal's name**

Guide of fabulous strategies to promote the development of communication Learning with interaction is wonderful.

# TINGLES

**GUIDE**

**4KIDS**

## **4 UNITS**

Warm-up activities  
Individual learning  
Working as a couple  
Teamwork

**By: The author**



## CHAPTER IV PROPOSAL

### 4.1 Introduction

This research is presented as a guide to support the teacher in activities that help improve the communication of students in oral communication. The capability to articulate a language is the most complicated to develop in students as native speakers; the need to acquire a second one is fundamental, either because of globalization or because it has become the most spoken language worldwide. Therefore, the guide seeks to promote activities to support teaching on the forthcoming topic.

The progress of activities is designed to promote communicative learning through the exchange so that students learn while having fun, thus attracting attention, and generating interest in education. This proposal contains four units. The first is established on warm-up activities; the second share basic information; the third focuses on promoting interaction between students through group work and individual and promotes communicative action. That is why the guide initiates warm-up activities. This allows the class to start dynamically. The second part is designed to integrate the efforts expressed by the students in the student survey, thus allowing greater security when interacting with peers. Finally, role play is essential as it simulates and promotes imagination in imagination development activities.

As for the development of research, it is focused on creating activities that promote communicative production, that is, speech skills. This type of activity will include material that will be useful for its application, complying with the adaptability to the reality of the students. Likewise, with the communicative strategies chosen to apply to the students in each action, the objective of the instruction, including development, can be observed.

### 4.2 Justification

This proposal makes it necessary to improve the strategies that promote interaction. Therefore, it aims to present activities based on students' needs to express themselves better. English is considered the most functional spoken language in the world for this reason. It is necessary to strengthen the ability to speak because it reflects the mastery of linguistics and interaction.

English is mandatory for your professional and educational curriculum in Ecuador, making it a priority to master this language. The most motivated people are usually educated to get a third degree. Therefore, they must obtain certification to carry out activities inside or outside the country. Therefore, this language will serve as linguistic support if you want to travel. On the contrary, others see it as a requirement to graduate or achieve specializations in their professional and academic fields. In short, you can make English not even a hindrance to your life.



The activities presented in the following proposal will guide the teacher through activities for oral production at level A1 to enhance students' communication strategies. They will gain more confidence and will also be able to communicate their ideas more effectively and accurately. In addition, these activities can also help get your ideas across and will help improve your speaking skills.

What will be achieved with this proposal is to select the best skills and develop a series of activities based on communication for the benefit of the student in his process of interaction with the language. In addition, it seeks to analyze the requirements of students in the classroom. It also enhances the skills of primary school students, who will be the main beneficiaries. Therefore, the proposal must be supportive since communicative strategies are widely accepted for production and applied to dynamic activities based on communication.

For these reasons, it is necessary to implement these activities in the language application process, which will give good results in future training processes, bearing fruit in their success in mastering the language. This will lead to better academic performance and, therefore, more excellent preparation and communication effectively in English. This is how it is expected to meet the requirements of improving the level of contact since communication strategies are the best way to make communication dynamic and meaningful.

#### **4.3 Theoretical framework**

##### **Proposal Background**

The content of the theoretical framework of the proposal is broken down into dependent and independent variables. The dependent variable has shown that when students use communication strategies, they will find it much more fun to convey their thoughts and, therefore, has a positive effect on the independent variable by improving their mastery of English skills. As a result, a motivated student interacts and expresses himself better. It is essential to mention the objectives of supporting language production strategies and interaction.

The process implies that the teacher is the monitor; a guide has been created that provides interactive communicative activities to make understanding oral production more enjoyable for students. Thanks to this, students will develop self-confidence in producing a foreign speech. As a result, they will feel safe and free of charge to speak by improving fluency, which is critical to building language, conveying feelings and ideas, and expressing views in life activities.

#### **4.4 Communicative strategies**

After arduous research, the authors have made significant contributions to the study of the progress of the skills, in this case, focused on the ability to speak, allowing us to

interact in the environment. This research is based on the essential findings cited in the ideas of three authors have been considered:

Among the most outstanding we have Hymes cited by Aguilar & Ortega (2019), who contributed their theory on the production of information; productive skills aim to produce language so that there is interaction in the practice of communicative skills as indicated by Parupalli (2019) to express ideas, points of view, opinions, among other things on educational issues, social or personal, considering speech as one of the fundamental skills as mentioned in Villalobos (2015) the best way to produce the language is always intending to receive the language and create, finally achieving confidence, security, coherent expression and fluency in a speech. In this way, we find excellent results.

There are difficulties in expressing oneself, especially in young learners, due to several factors that prevent the student from participating. For example, shyness, motivation to interact, lack of self-confidence or lack of interest in learning; therefore, it is essential to create support material supported by communicative strategies that help students to perform dynamic actions with communicative interaction in situations where it is necessary to communicate themselves with opinions and ideas and provide arguments.

As for academic assistance, it is essential to acquaint oneself with important terms, such as strategies and phrases attributed to Educators (2018). According to their contribution, the authors define the communicative approach as a set of techniques to strengthen the development and skills through strategies that promote listening and verbal and verbal communication. Therefore, the teacher must support and supervise his direction of oral production and adapt to the group of students who need it most, strengthening their security and confidence. This will allow them to get out of nervousness and flow naturally, generating empathy and trust in the interaction. To this end, the strategies that are considered most effective in the process of producing the English language are indicated. These are classified into verbal, non-verbal, and visual:

1. In Verbal communication strategies, we see the need to express ourselves by interacting in our environment. denoting the activities that generate interest. It is necessary that the learning is meaningful; therefore, oral communication methods should be used to arouse curiosity and learn with enthusiasm.
2. Nonverbal strategies are meant strategies that are applied at the time of learning as an indispensable resource for comprehension; these are only sometimes free of visual cues, body language, or expressions to provide an interpretation of what they say to make the interaction enjoyable.
3. Visual communication is an excellent way to support learning in students whose strength is visual learning, using audiovisual media such as photographs, images, drawings, videos, and even graphics; this material helps to receive details and remember to apply them when speaking.

## **4. Objectives**

### **4.1 Objective general**

Develop activities to motivate students to express themselves through communication strategies.

### **4.2 Specific objectives**

4.2.1 To motivate students through dynamic activities and interact productively in the environment.

4.2.2 To improve students' oral expression through activities based on communicative strategies.

4.2.3 Use dialogues in pairs to improve verbal and non-verbal interaction creating content to strengthen fluency.

4.2.4 Develop the ability to communicate and share your thoughts with classmates in small groups.

### **Development of the proposal**

The topics that the Ministry of Education anchored to the curriculum are related to the A1 English level referring to the CEFER. The issues discussed below will be emphasized in the second semester of the general essential that provides the curriculum, considering the development activities. In the guide of communicative approaches to building the verbal ability of the students of the Yaguachi primary school, thus benefiting their educational progress, academic improvement, and teacher support.

### **Feasibility**

The development of this proposal is presented for the benefit of the students of the Yaguachi educational unit; these recreational activities will help oral production by providing short and long-term opportunities both in their educational context and in their professional training. You will also support the instructor as support material to adapt to your classes by reinforcing the topics in a fun way.

### **4.3. Guide**

It continued with what the Ecuadorian curriculum of the "Ministry of Education" suggests, supporting teaching to improve communication and encouraging interaction in-class activities. The guide shown below consists of warm-up exercises. This allows the class to start dynamically. The next part is designed to integrate increased individual content in pairs, the most striking activities expressed by students in the student survey. Finally, group role play is essential since it simulates and promotes imagination in developing creativity.

Fabulous strategies to promote the development of communication.

Learning with interaction is wonderful

## 4 UNITS

Warm-up activities  
Individual learning  
Working as a couple  
Teamwork

By: The author

## Objective

Develop activities to Motivate students to Oral expression  
Based on communication strategies

## TEACHING GUIDE

Learning with interaction is wonderful.

Introduction

Justification

Theoretical Foundation

Objective

### UNIT 1 LEARN IS A GREAT ADVENTURE

warm-up activities

A. Total Physical Response (TPR), "**Simon Says**."

**Topic:** Things.

B. Total Physical Response (**Pictionary**).

**Topic:** Animals.

C. Guess Who (**Famous characters**)

**Topic:** People.

### UNIT 2 CREATIVITY IS INTELLIGENCE, HAVING FUN

Individual learning.

A. I am introducing myself.

**Topic:** subjects, hobbies, and sports.

B. My favorite person.

**Topic:** People, nouns, and adjectives.

C. Describing my daily routine.

**Topic:** Parts of the day and the three meals of the day.

D. Describing images make their pizza.

**Topic:** Make a Pizza using sequence connectors



## UNIT 3 LEARNING TOGETHER

Working as a couple.

### A. Riddles

**Topic:** Family members.

### B. Flashcards.

**Topic:** Opposites.

### C. Activity Describe.

**Topic:** Physical appearance.

### D. Analysis: Conversation in a couple.

**Topic:** Build a dialogue.

## UNIT 4 GROUP WORK

Interaction through group work.

### A. Activity Home groups (explain grammar)

**Topic:** Noun phrase structure.

### B. Creation of sentences.

**Topic:** interaction presents simple.

### C. Describe collage.

**Topic:** use of the article a/an.

### D. Identify verbs in the storytelling.

**Topic:** Emoji English Sentences.



# LEARNING IS

a great

# ADVENTURE

## Unit 1

To motivate students through dynamic activities and interact productively in the environment.

**Warm-up activities**

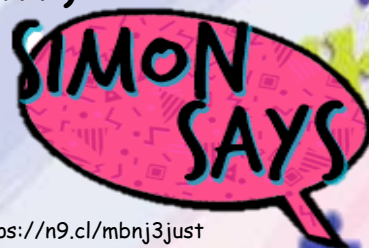


By: The author



## Activity Group work Total Physical Response (TPR)

"Simon Says  
Topic: things



References: <https://n9.cl/mbnj3just>

**Skill and strategy:** The verbal activity TPR associates the vocabulary with movements; this activity involves listening and interacting.

**Aim:** You will learn how to understand instructions more easily.

**Time:** 15 minutes

### Grammar and function:

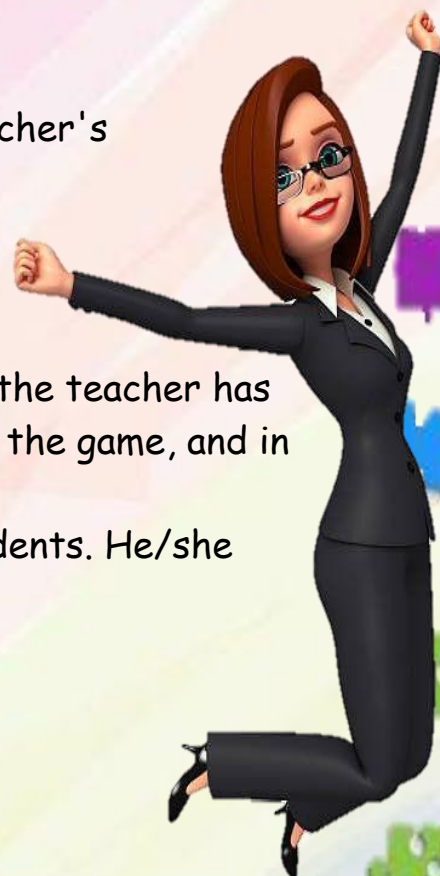
The teacher can use this activity to review the vocabulary taught in the unit by remembering the actions they are studying or introducing new vocabulary. Still, the teacher can adapt them as she prefers.

### Preparation:

This is a game where students must follow the teacher's instructions.

### Rules:

1. After he/she says the phrase "Simon says",
2. The students who carry out the action when the teacher has not said "Simon says" will be eliminated from the game, and in the end, they will pay the penalty.
3. The teacher will explain the game to the students. He/she must remember that they.



## Procedure Simon Says

**Step 1** students should only act if the teacher says.

"Simon Says"

References: <https://n9.cl/mbnj3just>

**Step 2** in case of carrying out the action when the teacher has not said, "Simon says," you must leave the game, and at the end, they will pay penance.

**Step 3** They must follow the instructions when they hear the phrase "Simon says".

The teacher will give orders to the students.

Students must follow orders as quickly as possible.

## Suggested sentences

An example sequence could be:

1. Simon says get up
2. Simon says touch your nose
3. Put your hands on your partner's back (if you did, sit down),
4. Simón says to form groups of 3,
5. Simon says to stand on one leg,
6. Simon says to hug a student who wears black
7. Okay, now, touch your toes (sit down if you did),
8. Simon says sit down
9. Simon says to gather three backpacks and get a broom (quit the game if you did).
10. Sit on the floor (exit the game if you did). Simon says to get up.
10. Simon says to touch your shoulders,
12. Simon says to dance,
13. Simon says to collect three notebooks, no, no, just kidding!



Reference: Simon says kids <https://n9.cl/lcrh4>

## Activities de Total Physical Response (Pictionary)

**Topic:** Animal, place, and object

**Skill and strategy:** The Pictionary game is a Verbal group strategy that involves guessing and identifying the picture using vocabulary animal, place, and object.

**Interaction:** teamwork

**Aim:** You will learn how to encourage someone to talk and draw skills and applies language vocabulary (Animal, place, and object)

**Time:** 20 minutes

**Grammar and function:** paying attention, reviewing vocabulary, and remembering the Animal, place, and object

### Materials

- Pictionary game board
- Game tokens

Category Cards animal, place, and object

- Time one minute

**Preparation:** Paper and pencils or whiteboards and markers

The game includes a board, three-game, category cards, and a clock. It is helpful to have sheets or panels for drawing and markers.

### Rules

1. Remember that cartoonists cannot speak, use hand gestures, or write numbers or letters during turns.
2. remember that each round has a different cartoonist
3. Your teammates can continuously guess until time runs out.
4. If a player calls out "farm" and the word is "chicken", that won't count; the player will have to say the exact word.

### Process description:

Divide the players into two teams.

Choose one person to be the cartoonist, who tries to illustrate the word using pencil and paper, even better if they use a blackboard.



Each team receives three category cards, a sheet of paper and a pencil or blackboard is optional.

The different categories are:

**(P)** for a person, animal, or place

**(O)** for an object

**(A)** for an action, such as an event.

**(D)** for difficult words

**(AP)(EP)** for when everyone plays.

It is preferable to write the symbols in a visible place.

### **Process**

#### **Step 1**

start of the game, roll the dice to see which team has the highest score and choose the first card.

#### **Step 2**

Both cartoonists must see the card for five seconds.

#### **Step 3**

When the cartoonists are ready, they have 60 seconds (1 minute) to draw.

#### **Step 4**

The cartoonists must be different each round; you can try to participate several times until they guess.

#### **step 5**

The team that guesses the word must roll the dice to play, choose another card, and draw again.

If neither team guesses the word in time, the word must be revealed.

Enjoy Pictionary until one of the teams reaches the box that says, "Everyone plays." It may take several tries before your team guesses the word.

### **Look at annex 1**

**Dual modality** Suggested activity in (face-to-face and virtual)

**Virtual classroom Pictionary to play with students**

Online or face-to-face <https://www.drawize.com/blog/classroom-pictionary>

## Activity Guess Who

**Topic:** Oral description images (famous characters)

**Skill and strategy:** The verbal description of pictures strategy involves learning to describe the characters in the pictures and enhancing interaction between students who are asked to acquire information while enjoying guessing and practising using simple questions.

**Time:** 15 minutes

**Grammar and function;** Students integrate Oral description images about famous characters while they enjoy guessing and practicing the simple questions.

**Preparation:** choose a famous character, you know some things and do not tell anyone who he is.

### Rules

1. Those who guess must raise their hands to ask their question in English
2. the student who knows the characteristics of the drawing should only answer with

**Process description:**

#### STEP 1

Choose a famous character you know some things and do not tell anyone who he is.

#### STEP 2

Students then make and respond to questions about the person's identity Character until they guess the identity of their partner. One word.





**Reference** 100 Kids Cartoon Characters <https://n9.cl/0wzgr>

For example, an exchange can be something like this.

1. "IS it a man or a woman? Man.
2. Is it a child? No.
3. Is it a real character? No.
4. Is it a drawing? Yes.
5. Where is he from? Nickelodeon.
6. Is it SpongeBob? Yes, and the student tells the final result.

### Result

" Then, they exchange the famous character with a different partner and continue to mix and guess the identities of the other.



References: kid thinking <https://n9.cl/5olfq> Character <https://n9.cl/0wzgr>

**Suggested activity in Dual modality** (face-to-face and virtual)

Guess The Movie & Character <https://n9.cl/osto3>

**ENGLISH**  
**4Kids**

By: The author

# Creativity

is intelligence having fun



## Unit 2

To improve student's oral expression through activities based on communicative strategies.

**Individual learning**

# Introducing myself

**Skill and strategy:** This strategy is ideal for developing the ability to speak based on your personal information to promote oral expression through completing the information using the activities of the different colored mind maps and presenting the action in a meaningful way in front of the class.

**Interaction:** Individual work

**Level:** CEFR standard

**Time:** 30 minutes

**Grammar and function** paying attention to the grammatical information that is presented and completing the spaces according to your personal information selected subjects, hobbies, and sports.

**Preparation:** Remember how to express basic information by becoming familiar with the vocabulary of the activity

## Glossary

1. **Biology:** (noun) the scientific study of the natural processes of living things
2. **Chess:** (noun) a game played by two people on a square board, in which each player has 16 pieces that can be moved on the board in different ways
3. **Hobbies:** (noun) an activity that someone does for pleasure when they are not working
4. **Myself:** (pronoun) used when the verb's subject is "I" and the object is the same person.
5. **Subject:** (noun) the thing that is being discussed, considered, or
6. **Surfing:** (verb) to spend time visiting a lot of websites.

**Resources:** <https://dictionary.cambridge.org/en/dictionar>



## Process

Worksheet to fill in with personal information

# Introducing myself

Good morning/afternoon, teacher, and classmates.

1. My name is \_\_\_\_\_.
2. My last name is \_\_\_\_\_.
3. I am \_\_\_\_ years old.
4. I was born in \_\_\_\_\_.
5. I live in \_\_\_\_\_.
6. My favorite subject is \_\_\_\_\_.
7. My hobby is \_\_\_\_\_.
8. My favorite sport is \_\_\_\_\_.

**Suggested activity in Dual modality** (face-to-face or virtual).

Introduce Yourself

Flipgrid!

<https://n9.cl/bnnf0>

on



# My favorite person

**Skill and strategy:** The verbal approach of this activity is ideal for developing creativity in the description, completing the information using characteristics with nouns and adjectives, and developing oral skills through expression.

**Interaction:** Individual work

**Level:** CEFR standard

**Time:** 30 minutes

**Grammar:** describe your favorite person with information to complete, guided by the colors with people, nouns, and adjectives according to your real life.

## Glossary

1. **Aunt:** (Noun) the sister of someone's father or mother or the wife of someone's uncle or aunt
2. **Awesome:** (Adjective) causing feelings of great admiration, respect
3. **Both:** (predeterminer, determiner, pronoun) refer to two people or things together.
4. **Clever:** (Adjective) showing intelligence but not sincere, polite, or serious.
5. **Characterized:** (Verb) to describe something by stating its main qualities
6. **Discipline:** (Noun) the ability to control yourself or other people, even in difficult situations
7. **Great:** (adjective) significant in amount, size, or degree
8. **Hope:** (Verb) to want something to happen or to be accurate and usually have a good reason to think that it might
9. **Persistence:** (Noun) the ability to keep doing something difficult
10. **Spend:** (Verb) to use time doing something or being somewhere

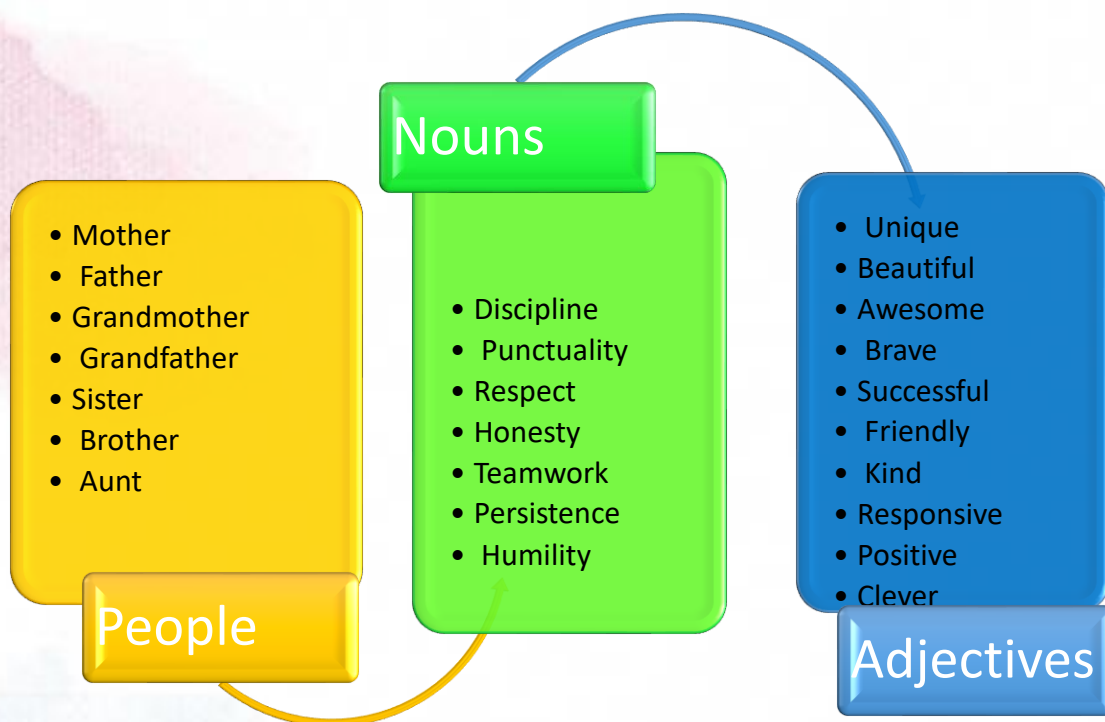
**Preparation:** The student must choose their favorite person think about their characteristics, and prepare a presentation using people, nouns, and adjectives.

**Process:** Complete the Worksheet using the options and be guided by the colors.

**Materials:** Worksheet to fill in with personal information

# My favorite person

My favorite person is.....he/she is the most important person in my life because She/he is a ..... They are my best friend; it is characterized by being ..... he/ she is also ....., .....and ..... In addition, it teaches me ....., ..... and ..... I like to spend time with ..... she is the only person who is with me both in good and bad situations and, in general, she is a great ..... in my life. We can be our favorite people for a long time.



Resources:<https://dictionary.cambridge.org/en/dictionary>

**Suggested activity in Dual modality (face-to-face or virtual)**

My favorite person vocaroo: <https://Vocaroo.com/>

By: The author

# My daily routine

**Skill and strategy:** The verbal strategy of this activity is ideal for talking about lifestyles in the simple present tense to learn to describe the student's daily routine using information such as the parts of the day and the three daily meals the students will complete the report based on their daily life, the colors in the empty spaces will guide the students to complete with the options of the Worksheet.

**Interaction:** Individual work

**Level:** CEFR standard

**Time:** 30 minutes

**Grammar and function:** Students will complete information about lifestyles in the simple present tense, describing the daily routine using parts of the day and the three daily meals.

## Glossary

1. **Bed:**(Noun) a large, rectangular piece of furniture, often with four legs, used for sleeping on
2. **Brush:** (Noun) a small brush with a long handle that you use to clean your teeth
3. **Dressed:** (Adjective) wearing clothes and not naked:
4. **Get up:** (phrasal verb with get verb) to stand up.
5. **Kitchen:** (Noun) a room where food is kept, prepared, and cooked and where the dishes are washed.
6. **Shower:** (noun) a device that releases drops of water through a lot of tiny holes and that you stand under to wash your whole body
7. **Sleep:** (Noun) the resting state in which the body is not active, and the mind is unconscious
8. **Teeth:** (Noun) one of the complex, white objects in the mouth that are used for biting and chewing
9. **Wake up:** ( Verb ) an instance of a person waking up or being woken up.

**Resources:**<https://dictionary.cambridge.org/en/dictionary/>

**Preparation:** The student must think about daily life activities.

## Materials

Sheet to complete guiding by colors complete the information about your daily routine.

# My daily routine

First, I always wake up at..... am every **day**. Second, I get up a.....am Every ....., then I get dressed and make the bed. Third, I ..... have **breakfast** ..... with..... and a cup of..... after, I brush my teeth. After that, I go to school to learn and play with my teacher and classmates. Next I..... leave school to go home ..... sometimes my mom cooks a special dish in the ..... I like to eat..... , ..... and..... I never eat sweets after lunch; then I usually in the ..... I do my homework for 2 hours, and often I can go out and play with my friends if I don't finish my homework, but ..... I take a shower at ..... Then I go to the kitchen to eat the ....., I almost always have **dinner**..... and..... Finally, at ..... I put on my pyjama to go to sleep.



**Suggested activity in Dual modality (face-to-face or virtual).**

# Teacher's guide

## Make your own pizza

**Skills and strategy:** This activity's verbal and creative strategy is ideal for learning and encouraging ingenuity using basic food vocabulary that helps to identify the use of the Sequence Connectors in the process using the Worksheet that you can your own pizza.

**Interaction:** Individual creation work.      **Level:** CEFR standard. **Time:** 40 minutes

**Grammar and function:** You will learn to talk about the foreign gastronomic custom in the simple present tense using sequence connectors and basic food vocabulary to complete how to make your pizza.

### Glossary

1. **Dough:( noun)** Flour mixed with water and often yeast, fat, or sugar so it is ready for baking.
2. **Flour:( noun)** powder made from grain, esp. Wheat makes bread, cakes, pasta, pastry, etc.
3. **Garlic:** (noun) a plant of a strong taste used in cooking to add flavor.
4. **Mushrooms: (noun)** a fungus with a round top and short stem. Some types of mushrooms can be eaten.
5. **Peppers: ( noun)** a green, red, or yellow vegetable with a rounded shape that is hollow with seeds in the middle.
6. **Oven:** (noun) the part of a cooker with a door used to bake or roast food

**Preparation:** The teacher must provide an example using the connectors and remembering the vocabulary.

**Material:** Students use the Worksheet to complete using Sequence Connectors.

## Sequence Connectors

First      Third      Then      Finally  
Second    After      Next

1. .... buy the ingredients
2. .... mix the flour with the water.
3. .... make the pizza dough and place the tomato sauce
4. .... that cut the ham and green peppers.
5. .... put pepperoni and green peppers.
6. .... put the cheese and decorate with your favorite ingredient
7. .... put the pizza in the oven and cook for 20 minutes.



Look at annex 2.

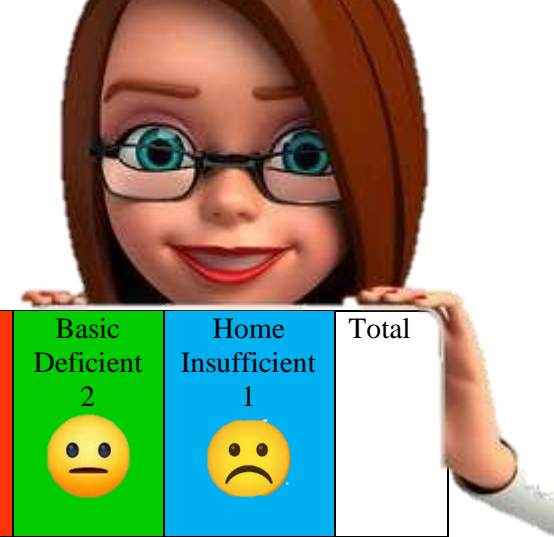
Put the ingredients and bake.






**Dual modality** Suggested activity in (face-to-face and virtual)

Make a virtual pizza: <https://n9.cl/c6>

**Suggestion to evaluate this unit** you can review the Rubric to assess individual oral expression A1

Rubric to assess individual oral expression A1.



Evaluation criteria	Advanced Excellent 5 	Intermediate Outstanding 4 	Medium Acceptable 3 	Basic Deficient 2 	Home Insufficient 1 	Total
<b>Voice tone</b> Model your voice appropriately. Oral communication flows naturally and uses the appropriate vocabulary.						
<b>Vocabulary</b> Use the vocabulary appropriately, use the words from the lesson and add new comments to your explanation.						
<b>Pronunciation quality</b> It is clearly expressed, uses proper language, and uses fillers often. Continually ratifies and demonstrates mastery of the subject.						
<b>Position</b> Appears confident and relaxed and uses visual language and mime.						
<b>Information domain</b> Uses the information from the template but is not limited to reading.						
<b>Clarity</b> Expresses himself clearly and projects confidence						
<b>Use of time</b> Good use of tense for oral expression, Security in approaches and expresses self-assuredly and confidently in verbal language.						
<b>Fluency</b> Expresses himself fluently in short, simple sentences Use pauses often and makes mistakes and corrects itself						

By: the author based on A1 requirements

TOTAL SCORE: 40 POINTS.

By: The author



# learning together



## UNIT 3

Use dialogues in pairs to improve verbal and non-verbal interaction creating content to strengthen fluency.

**Working as a couple.**

# Riddles

## *My big family*

**Skill and strategy:** This is an excellent verbal strategy to achieve interaction in pairs and with riddles using flashcards to identify family members.

**Interaction:** Pair work.

**Level:** CEFR standard.

**Time:** 30 minutes.

**Grammar and function:** Identify family members and practice vocabulary in guessing to interact booth.

### Rules

1. The questions that contain the flash cards will have the answer included.
2. Each pair must guess a total of 4 flashcards, 2 for each student.
3. The student asking the question could repeat the question as many times as necessary.
4. The student only has 1 minute to answer.

### Glossary

**Contains:** (Verb) to keep something harmful within limits and not allow it to spread.

**Guess:** ( Verb) an attempt to give the right answer when you are not certain if you are right.

**Tree:** (Noun) a tall plant that has a wooden trunk and branches growing from its upper part.

**Partner:** (Noun) a person or organization you are closely involved in the same way.

**Choice**(Noun) is an act or the possibility of choosing.

**Opposites** (Adjective) in a position facing someone or something but on the other side.

### Instructions

**Step 1** Each student must complete the family tree of their family.

**Step 2** Will share the information with a partner of your choice.

**Step 3** After that, both are going to interact using flashcards; each one contains questions about the members of the family.

**Step 4** You will have to analyze the question using the family tree you created by yourself and answer it in front of the class.

**Process:** share with a partner the flashcards and try to guess what kind of family member he is.

**Preparation:** The student must choose a partner and share the vocabulary about the topic and think about their family members and interact in a guess.

### Materials

Flashcards

Riddles in pairs



Look at annex 3

Dual modality Suggested activity in (face-to-face and virtual)  
<https://n9.cl/8j143>



# Flashcards

## Topic: Opposites

**Skill and strategy:** This is a non-verbal activity for interaction in pairs opposite their rows using flashcards, guessing the opposites, and sticking them on the table of opposites.

**Interaction:** pair work

**Level:** CEFR standard

**Time:** 30 minutes

**Grammar and function:** students will recognize vocabulary about opposite nouns to interact in pairs and order in the table of opposites

### Glossary

**Box:** (Noun) a square or rectangular container with stiff sides and sometimes a lid

**Interact:** (Verb) to communicate with someone

**Paste:** (Noun) a thick, soft, sticky substance made by mixing a liquid with a powder, especially to make a type of glue

**Table:** (Noun) the people sitting at a table

**Sticking:** (Noun) a thin piece of wood or other material

### The rules

1. The teacher must give the floor to the students who want to guess
2. They can only say the word and the opposite once the teacher tells them she can speak.
3. The student who thinks properly must come to the front and take another card from the box.
4. Each pair must guess at least four opposites
5. Students who have already participated should stop talking and look at the opposite in the table.

## STEPS

**Step 1** The teacher must place the table of opposites in front of the class, which will later be used to paste the pairs of opposites.

**Step 2** The teacher must distribute the flashcards so that all the pairs look at the nouns. The teacher places them back in the box.

**Step 3** Each student must participate in front of the class, select a flash card with their eyes closed, and mime with gestures the action.

**Step 4** the student raises his hand, and the teacher allows him to speak so that he guesses the word; he must say the opposite of it and paste it on the table of opposites so everyone can observe.

**Preparation:** Pair up students from opposite rows at each table. After that, the teacher should place the table in front. Next, give each pair of students the flashcards for them to look at.

**Instructions:** Each flashcard must contain the drawing or image with the words it represents.

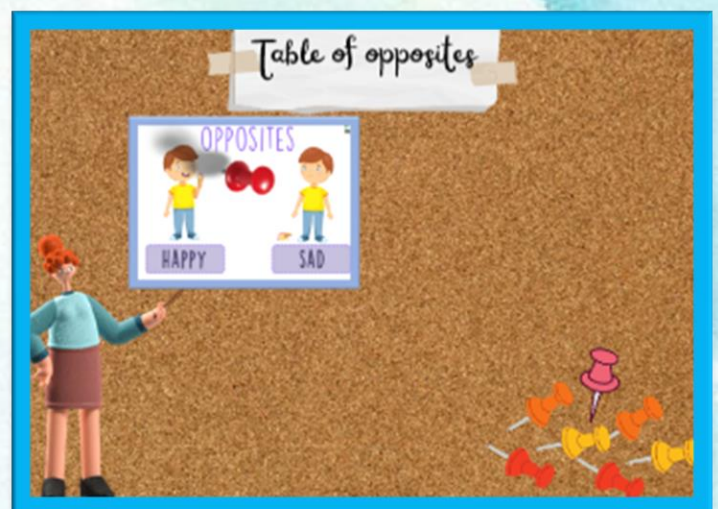
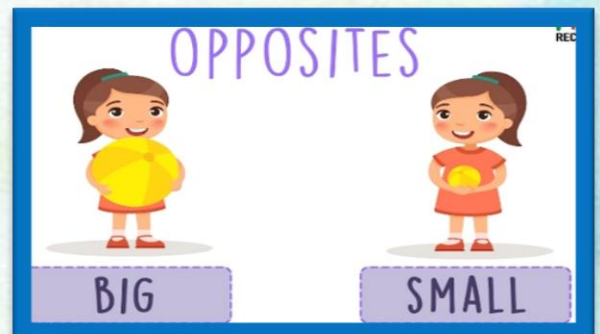
**Materials:** flashcards

### Look at annex 4

This type of activity can be dual since it easily adapts to face-to-face and virtual.

Padlet: <https://n9.cl/cb7w0>

Flashcard: <https://n9.cl/ibfie>



# Description of Physical appearance

**Skill and strategy:** This strategy is verbal and to develop the ability to observe and describe the c of your classmate.

**Interaction:** Pair work

**Level:** CEFR standard

**Time:** 30 minutes

**Grammar and function:** description of physical appearance through simple adjectives.

**Preparation:** the teacher gives the instructions and socializes the vocabulary with the students to later partner and describe using the worksheet

## Glossary

**Appearance:**(Noun) is how a person or thing looks to others.

**Classmate:**(Noun) someone in the same class as you at school.

**Features:** ( Noun) a typical quality or an essential part of something.

**Socializes:** (Verb) to spend time with other people for pleasure.

**Partner:** ( Noun) a person or organization you are closely involved with in some way.

**Template:** (Noun ) a method or system that others can copy and use.

## Rules

1. Describe the physical appearance of your designated partner.
2. Using the description template, mark the characteristics of your classmate.
3. Try to use all categories
4. The student can add additional features to those of the template

## Steps

**Step 1** Pair up students of opposite appearance preferences.

**Step 2** After that, the teacher should socialize the description template in front of the students by giving an example.

**Step 3** Next, give the instructions and rules of the activity before describing it to your classmate designated by the teacher.

**Step 4** Finally, each pair comes to the front of the class and describes their partner without using the template.

### **Instructions**

This activity tries to promote interaction so that students describe the physical appearance of their classmates.

This activity can be adapted depending on the topic of class.

### **Materials**

1. Description template.
2. Pencil.
3. Resources.



**Look at annex 5**

Description template

Resources: <https://www.pinterest.es/pin/832603049875763653/>

# Constructive dialogues

**Skill and strategy:** Verbal strategy in pairs to improve interaction through a conversation using their own creativity to complete and share their created questions in front of the class.

**Interaction:** Pair work

**Level:** CEFR standard.

**Time:** 30 minutes.

**Grammar and function:** Construction of dialogues in pairs according to their creativity and participation with questions of simple structure applying what they have learned.

## Glossary

**Created:** (Verb) to make something new or invent something.

**Dialogues:** (Noun) conversation between the characters in a story, such as in a book or movie.

**Learned:** (Adjective) A learned person has studied for a long time and has a lot of knowledge.

**Mime** : (Verb) to pretend to sing, play, or say something without making any sound.

**Share:** (Verb) to divide food, and money, and goods and give part of it to someone else.

**Gestures:** (Noun) a movement of the body, hands, arms, or head to express an idea or feeling.

## Rules

1. Complete the conversation with your personal information.
2. Use the conversation with your partner to improve fluency.
3. Try to add more personal data to your conversation; it is suggested to use mime and facial gestures as well a tone of voice when expressing their dialogues.

## Steps

**Step 1** The teacher must pair the class for the activity, and each student must complete the conversation with her information and practice with their activity partner.

**Step 2** After that, the teacher must socialize the conversation.

**Step 3** Each pair will have 5 minutes to complete and add extra data to their conversation.



**Step 4** Finally, each pair passes in front of the class and expresses their information trying to use gestures and mime to make a natural conversation.

**Preparation:** Review the vocabulary and remember the adjectives activities, and sports you prefer to complete the conversation.

### **Instructions**

Present a meaningful class conversation in front of the class, and in this activity; it is suggested to let the students add more data to their conversation-

**Material completes the information in pairs**

**Student A:** Hello!

**Student B:** Hi.

**Student A:** What's your name?

**Student B:** My name's .....

**Student A:** Pleased to meet you!

**Student B:** Me too.

**Student A:** How are you?

**Student B:** Very well, and you

**Student A:** Excellent. How old are you?

**Student B:** I'm .... years old

**Student A:** Where are you from?

**Student B:** I'm from (CITY)

**Student A:** Where do you live?

**Student B:** I live in (CITY)

**Student B:** What's your favorite (FOOD)?

**Student A:** My favorite (FOOD)is.....

**Student B:** What's your favorite (SPORT)?

**Student A:** My favorite (SPORT) is... "....."

**Student B:** Do you like (SALT / SWEET)?

**Student A:** Yes, I do/ No, I don't

**Student B:** What do you do in your free time?

**Student A:** In my free time, I prefer to practice (SPORTS / HOBBY AND PASSION

**Student A:** Well, I must go.

**Student A:** I enjoy interacting with your think's

**Student B:** See you soon...

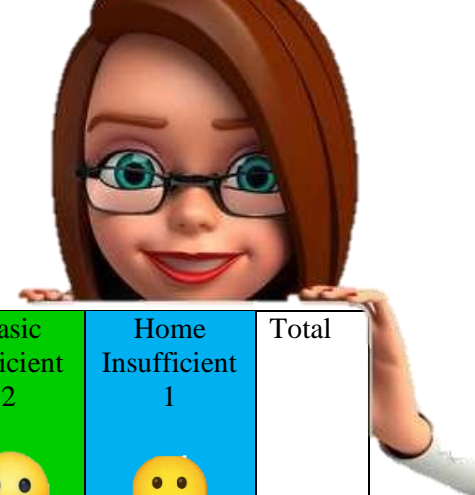
**Student A:** Bye. Bye-bye....






Suggestion to evaluate this unit you can review the

Rubric to assess oral expression and interaction in pairs



## Rubric to assess oral expression and interaction in pairs A1



Evaluation criteria	Advanced Excellent 5 	Intermediate Outstanding 4 	Medium Acceptable 3 	Basic Deficient 2 	Home Insufficient 1 	Total
<b>Greeting and presentation</b> He introduces himself and his partner. Greets others and presents the farewell theme at the end of the presentation.						
<b>Interaction</b> Participate on time, respect your partner's turn, and Exchange information.						
<b>Voice tone</b> Use the language with intonation; speak loud and clear.						
<b>Vocabulary</b> Use basic vocabulary Varied and demonstrates knowledge. Expresses himself easily and with spontaneity.						
<b>Quality pronunciation</b> Use common expressions, and his pronunciation is easy to understand.						
<b>Position</b> Confident and spontaneous communication using verbal and non-verbal language. Promotes active listening, shows interest in the topic and maintains eye contact.						
<b>Clarity</b> Express your ideas well and match the topic with your experiences and interests in the contexts.						
<b>Use of time</b> Promotes the participation of your partner. Set the expected time and adequate distribution of shared time for each student.						
<b>Fluency</b> Master simple dialogues and Use fractions to connect ideas. Pauses when speaking, receives, and produces without problems.						

By: the author based on A1 requirements

TOTAL SCORE: 45 POINTS.

By: The author



## **Unit 4**

To develop the skill  
communicate and share your think  
with classmates in small groups.

## **Teamwork**

# Activity

## Home groups (explain grammar)

### Topic: Noun phase structure

**LESSON TOPIC:** The correct use of articles and adjectives.

**Skill and strategy:** This Verbal strategy is excellent for achieving meaningful interaction in groups and increases the learning and understanding of the part of the speech with an adjective, an article, and a noun of structures and sentences in a collaborative and interactive environment.

**Interaction:** group work

**Level:** CEFR standard

**Time:** 30 minutes

**Grammar and function:** understanding the part of the speech with an adjective, an article, and a noun of structures and sentences in a collaborative and interactive environment.

#### Glossary

**Adjective:** (Noun) a word that describes a noun or pronoun

**Structure:** (Noun) who the parts of a plan or object are arranged or organized, or a system set in this way

**Shares:** (Verb) to have or use something at the same time as someone else

**Speech:** (Noun) the ability to talk, the activity of talking, or a piece of spoken language

**Noun:** (Noun) a word that refers to a person, place, thing, event, substance, or quality

## Rules

1. The groups will be divided by the teacher.
  2. All students must participate.
  3. The group leader must make the corrections.
  4. They can only praise another group if they complete the sentence.
  5. They may ask the teacher questions before starting the activity.
- Know the structure.
6. They will have 30 minutes to develop the activity and finish it successfully.

## DEVELOPMENT OF THE ACTIVITY



Reference: <https://n9.cl/1oeeen>

**Step 1** The class is divided into groups of 4 students; these groups are called "home groups"

**Step 2** Then, "expert groups" are created, and their members come from the "home groups" with a representative from each group.

**Step 3** The members of the "expert groups" are assigned the Noun phrase structure, of which must first be read and analyzed individually to ask the respective questions about the design of the examples that their classmates will create.

**Step 4** The "expert group" of each section shares and systematizes the content in the simple structure in which they must become experts.

**Step 5** After that, the teacher will take out the box with Five cards from a box; each card contains an adjective, an article, and a noun.

**Step 6** Being the expert, the only one who can correct the students who are going to rotate in the home groups.

**Step 7** They can only advance once the groups passenger completes the sentence with the correct structure, the teacher divides the class into two small groups.

### **MATERIAL OR RESOURCES**

- ✓ Three small boxes
- ✓ Paper
- ✓ Glue
- ✓ Scissors
- ✓ Markers
- ✓ Colors
- Boxes

### **Look at annex 6**

Boxes with parts of the speech with an adjective, an article, and a noun

Link cards

<https://cutt.ly/nOnaaZY>



# Creation of sentences

## Topic: Present simple

**Skill and strategy:** This strategy is verbal, creative and involves much communication in work groups, familiarization of vocabulary, present simple grammar and sentence creation.

**Interaction:** group work

**Level:** CEFR standard

**Time:** 30 minutes

**Grammar and function:** The design of sentences in this activity is related to presenting simple grammatical structure, recognizing vocabulary, and mutual help between team members.

### Rules

1. The teacher will remember the form before starting the game.
2. Rules all words must be used.
3. The student can ask the teacher.
4. They can not open their eyes; students must breathe in and out ten times slowly.
5. They must wait in silence for the teacher's instructions.

### Glossary

**Words :** (Noun) a single unit of language that has meaning and can be spoken or written.

**Silence:** (Noun) a period without any sound; complete quiet.

**Meet:** (Noun) to see and talk to someone for the first time.

**Forming:**(Verb) to begin to exist or to make something start to exist.

**Random:** (Verb) an unknown or unexpected persons.

**Instructions:**( plural noun) information about how to do, complete, or use something.

### Process:

**Step 1** Close your eyes quietly and wait until the teacher gives instructions.

**Step 2** Open your eyes and meet your team by color forming random groups.

**Step 3** Remember the grammar of a basic sentence

**Step 4** All team members must participate

**Step 5** They should share their fraction by gluing the parts in front of class. By: The author

**step 6** they will share their prayer in the order they have finished

### Preparation:

The teacher will make the students close their eyes; then, they will give the students a word of a specific color from a sentence that will be in disorder.

The students will open their eyes and recognize the color and form the sentence remembering the structure of the sentence.

Then all the students are in silence, breathing ten times slowly and waiting to be assigned the word that the teacher will paste on their back; then, when they open their eyes, the group will gather for them.

Color that corresponds and will form the fraction that will then be shared in class.

The students participate in groups to form sentences remembering the grammar and vocabulary.

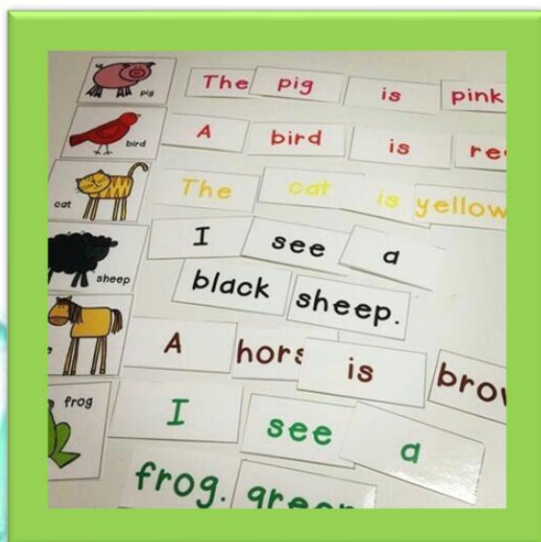
Once the groups are finished, they must look for their classmates who have the same color to form the groups and form sentences; remembering the structure, each group will share their sentence in front of the whole class.

### Materials

Colored cards to form the groups randomly.

### Development of the activity

They will place the well-structured sentence on the board while everyone says the sentence.



Reference: <https://n9.cl/aw6sj>





# Oral description of images article

## A/AN

**Skill and strategy:** Verbal interaction strategy for oral description through images that the students will prepare as a collage using magazines and books that help their creation and group exhibition to describe this using article a/an.

**Interaction:** Group work

**Level:** CEFR standard

**Time:** 20 minutes

**Grammar and function:** Collage description using article A/AN

### Rules

Everyone must participate and try to reach all the cardboard spaces of with drawings and cut-outs.

Each student must use article A/AN in their sentences

They must express two sentences per student

### Glossary

**Cardboard: (Noun)** material like very thick, stiff paper, usually pale brown, used especially for making boxes

**Collage: (Noun)** a picture in which various materials or objects. For example, paper, cloth, or photographs, are stuck onto a larger surface

**Everyone: (Pronoun)** every person

**Reach: (Verb)** to decide, agree, Etc. about something

**Rubber: (Noun)** an elastic substance (= that stretches) made either from the juice of tropical trees or artificially

**Scissors: (Plural noun)** a device used for cutting materials such as paper, cloth, and hair, consisting of two sharp blades that are joined in the middle, and two handles with holes to put your fingers through

### Instructions

The teacher introduces the activity by giving a piece of cardboard and using magazines and brochures for the students to cut out and create a collage.

After this, the students describe using the phrase article A/AN to describe the collage.

**Process:**

Step 1 The teacher explains the use of article A/AN

Step 2 The teacher explains the activity and then presents the materials.

Step 3 Students have 20 minutes to create a collage and prepare to present.

Step 4 All students must participate by saying two sentences.

**Preparation:**

Explanation of the activity and preparation of the work material, the groups, will be random and give an example of a sentence.

**Materials**

Scissors

Cardboard

Rubber



Reference: <https://n9.cl/bcpaa>



# Identify verbs in the storytelling with emoji English Sentences

**Skill and strategy:** word substitution strategy using images and then identifying the verb in the storytelling with emoji

**Interaction:** group work

**Level:** CEFR standard

**Time:** 30 minutes

**Grammar and function:** Identify the proper use of verbs in the different parts of the storytelling with emoji through the interpretation of emojis.

## Rules

1. Students can only use one additional emoji to make total grammatical sense of their sentences.
2. They will have 15 minutes to develop the activity and finish it successfully.
3. All team members can help
4. You can ask the teacher questions

## MATERIAL OR RESOURCES

Paper  
Bookmarks  
Dictionary

**preparation:** The teacher divides the students of the course into groups of three, then, The teacher projects a group of images to the class.

## Process:

**Step 1** The teacher divides the students of the course into groups of three, then, The teacher projects a group of images to the class.

**Step 2** Each group must interpret the storytelling with emojis to form the sentence, then each team member prepares to identify the verb in their sentence.

**Step 3** The teacher will make the students form a sentence with the images that will serve them so that later the student can explain in which part of the sentence he identified the verb

**step 4** each group of images has a correct structure; all the emojis must be used to make sense of the sentence. prayers

**Step 5** After that, each group will have to structure a correct sentence, one student per group will identify the verb in the sentence.

### Instructions

The teacher divides the students of the course into groups of three; then, The teacher projects a group of images to the class.

The teacher reminds the students of an example of the structure.

### DEVELOPMENT OF THE ACTIVITY

#### EMOJIS

Substitute some of the words with emoji.



Hello princess,

I had lots of fun with you last night. I like how goofy you can be when

you party. I'm sorry I got dizzy and sick later at night. I made you

worried and probably scared. I think I had too many drinks.

I want to see you again. I want to hug you and kiss you. You've

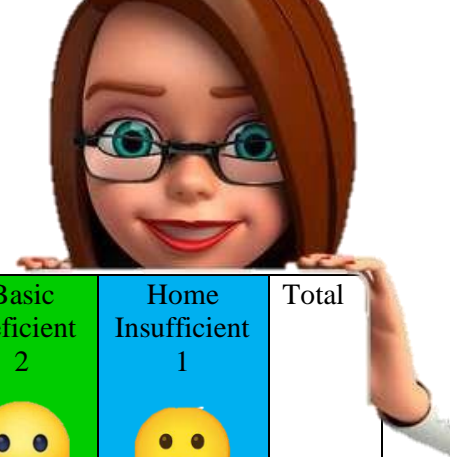







**Reference:** <https://es.liveworksheets.com/cb23589rv>

This type of activity can be dual since it is easily adaptable to face-to-face and virtual live worksheets: <https://es.liveworksheets.com/cb23589rv>

**Suggestion to evaluate this unit you can review the Rubric to assess oral expression in group works A1**

## Rubric to assess oral expression in group works A1



Evaluation criteria	Advanced Excellent 5 	Intermediate Outstanding 4 	Medium Acceptable 3 	Basic Deficient 2 	Home Insufficient 1 	Total
<b>Planning</b> Teamwork, constant collaboration Contributions to the work carried out						
<b>Interaction</b> Respect the opinions of others and constant interaction						
<b>Voice tone</b> Use clear and strong language						
<b>Vocabulary</b> Use the appropriate vocabulary regarding the activity.						
<b>Quality pronunciation</b> Expresses himself clearly and pronounces the sounds well.						
<b>Position</b> Correct use of the participation space, confident and organized.						
<b>Information domain</b> Constant interaction and dominates the subject and contributes with examples to the class topic						
<b>Clarity</b> presents clear ideas, It is easy to understand what he says						
<b>Use of time</b> Promotes group participation., adequate distribution of time, and All members participate.						
<b>Fluency</b> Communicates fluently with few pauses and makes almost no mistakes						

By: the author based on A1 requirements

TOTAL SCORE: 50 POINT

## Conclusions

Based on the data collection of the first section according to the theoretical research variables, the following conclusions are reached.

The data collection techniques and instruments must be consciously chosen to elaborate a practical discussion. This must be considered one of the main ones since it is essential to select the questions that can provide the best information to carry out the analysis and therefore achieve an accurate and detailed discussion of the data since both the teacher and the students mention relevant details on techniques and activities that they consider attractive for better learning. In this way, it allows the selection of the best strategies to strengthen the language of the students of the Yaguachi Educational Unit, thus achieving the planning of communication strategies required according to the needs and school environment for the development of oral production of the second language.

After analyzing the interview with the teacher and the strategies applied in English classes, it is concluded that classes influence the student's oral production. They are primarily dynamic factors and activities, including audiovisuals, that prevent them from interacting with peers. Therefore, it is necessary to apply new strategies to strengthen oral production and thus implement them in class and obtain better results with dynamics of interaction and activities significantly drawing the student's attention and managing to awaken in him considerable learning.

After knowing the communicative strategies that can arouse interest in learning in students, it is concluded that verbal interaction activities provide excellent results that imply significant learning, encourage oral production, and develop in them a sense of collaborative communication, acquiring the confidence to maintain fluid communication with exciting conversations.

It is concluded that the strategies selected for elaborating the proposal are limited to the school environment and class material of the natural environment in which the students develop, mainly based on the contents of the Ministry of Education and the standard of the common framework. This way, the application of communicative strategies that help students develop their speaking ability can be promoted. According to the areas in which the activities are divided, it is concluded that the activities that are most significant for the students are the interactive and production activities since they better develop the ability to speak, making the learning process meaningful and fun when applying content related to activities of daily living.

## **Recommendations**

Starting from the conclusions of the investigation, the following recommendations are presented.

It is recommended that the teacher is more aware that he must apply strategies attached to the reality of the school environment of teaching-learning, thus creating an environment of trust, participation, effort, and free expression. In this way, they will feel confident and able to produce the language through activities that involve the experience of the student's daily life.

It is advisable to adapt and apply the proposed strategic activities in developing the units of this research study. The proposal includes skills development through strategies that can be adapted to the needs and themes of that skill using communicative processes.

It is recommended to continue with the processes that involve strategies of group interaction in such a way that awakens in the student the interest in learning in an individual participatory way and groups self-managing in account the aspects of oral production suggested by the Common European Framework of Reference.

Forming striking teaching profile with the initiative that generates confidence and preparation of material thought in the student needs and adapting to the reality and school environment to increase confidence and security when developing a language and producing efficiently.

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## **Annexes**

**Annex 1.** Presentation letter to the institution.

Instrument Formulation

**Annex 2.** Interview for teachers.

**Annex 3.** Survey for students.

**Annex 4.** Instrument validation letter

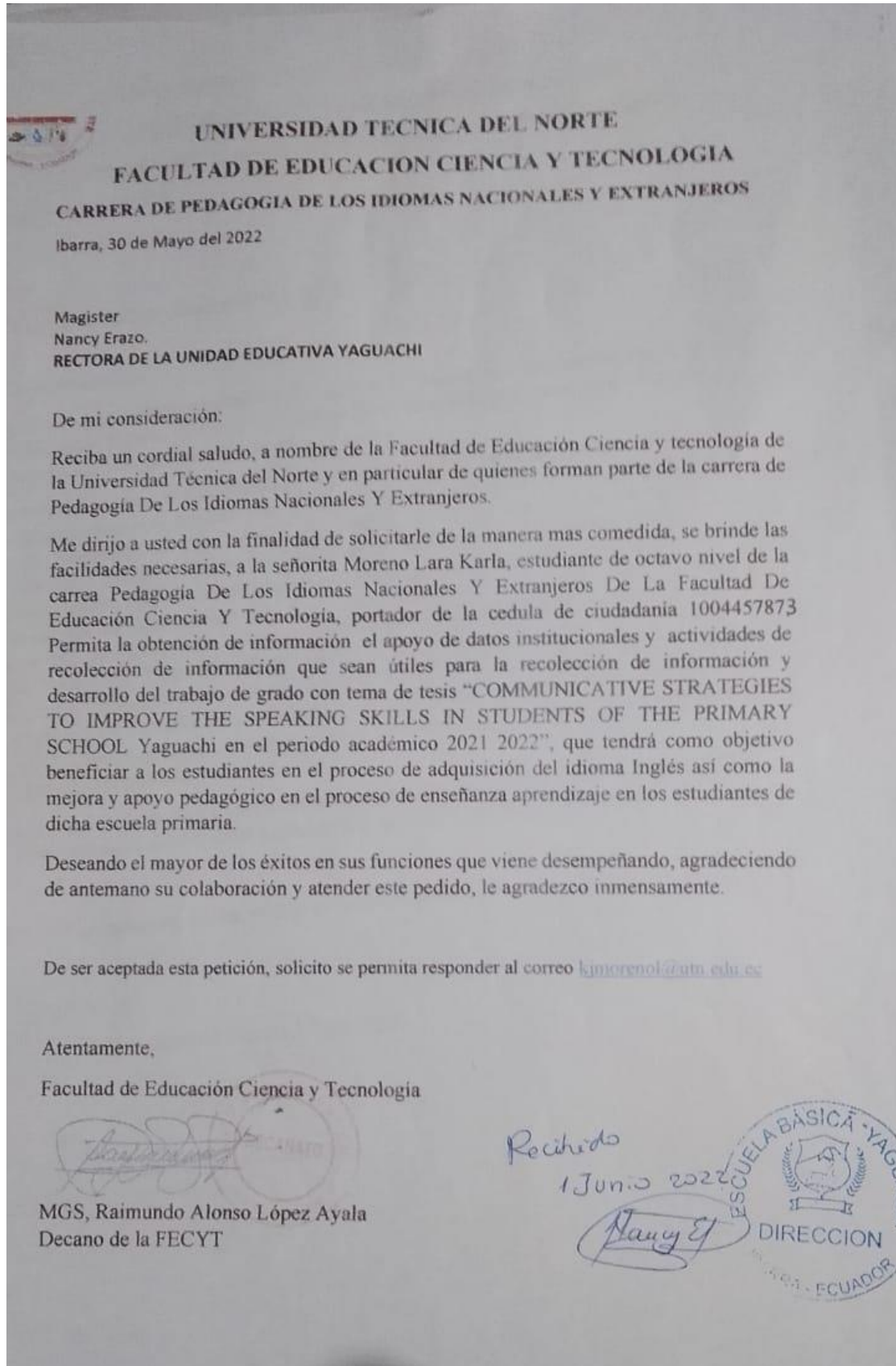
Evidence of data collection.

**Image 5.** Application of surveys to students.

**Image 6.** Teacher interview.

Annex 7. URKUND analysis

**Annex 1. Presentation letter to the institution.**





## Instrument Formulation

### Annex 2. Interview for teachers.

## UNIVERSIDAD TECNICA DEL NORTE

Communicative strategies to improve speaking skills at Yaguachi primary school of Ibarra during 2021-2022.

### INTERVIEW FOR TEACHER

**OBJECTIVE:** Identify the teacher's perspective regarding the use of communicative strategies based on their experience in the development of their oral skills.

**Survey type:** face-to-face

**Sample:** 1 English teacher

**Teacher's name:**

**Gender:** M ( ) F ( )

**Instruction:** This 15-minute interview aims to obtain real and valuable information from the English teacher about the Speaking skills of students at the primary school Yaguachi.

1. According to your experience in what ways English is important for your students?
2. What kind of activities do you apply in your classes to develop the speaking skills, Why and in what ways?
3. Do you know, or have you ever heard about communicative language teaching?
4. In what ways do you think that applying communicative strategies facilitates the English learning process?
5. Do you apply communication strategies in your classes, How or in what ways?
6. Based on your personal experience, what communication strategies would you recommend helping improve students' speaking levels? and Why?

**I appreciate your cooperation!**

Annex 3. Survey for students.



## UNIVERSIDAD TECNICA DEL NORTE

### ENCUESTA ESTUDIANTIL

**Objetivo:** Recopilar información con el propósito de utilizar este instrumento con fines investigativos sobre estrategias comunicativas y la mejora de habilidades orales (hablar) del idioma inglés en los estudiantes de la escuela primaria Yaguachi del cantón Ibarra, provincia de Imbabura.

**Instrucciones:** Marca con una X la respuesta que consideres adecuada.

1. Señale con una equis el rango de edad al que perteneces

5-7 ( )

8-10 ( )

11-13 ( )

2. ¿Indique con qué tipo de genero se identifica?

Masculino ( )

Femenino ( )

3. ¿Qué importancia tiene para ti aprender inglés?



Mucho ( )



Poco ( )



Nada ( )

4. ¿Cuánto utiliza el idioma inglés para expresar sus sentimientos y actividades?



Mucho ( )



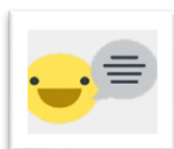
Poco ( )



Nada ( )

De las siguientes actividades elija la que considere la mejor opción

5. ¿Qué tipo de actividades utiliza el profesor en las clases de inglés?



Dramatizaciones ( ) Conversaciones ( ) Discusión ( ) Juegos ( ) Cuentos ( )



6. ¿Con qué frecuencia su maestro habla inglés en su clase?



Siempre ( )



Casi siempre ( )



Algunas veces( )



Nunca ( )

7. ¿Cuán a menudo el profesor utiliza conversaciones en parejas para mejorar las habilidades orales?



Siempre ( )



Casi siempre ( )



Algunas veces( )



Nunca ( )

8. ¿En cuál de las siguientes actividades crees que es la mejor manera de mejorar la capacidad de hablar?



Cantar ( )



Caricaturas ( )



Karaoke ( )



Escuchar cuentos en inglés ( )

9. ¿Las actividades comunicativas deberían ser más divertidas?



Si ( )



No ( )

10. ¿Qué actividades de comunicación te gustaría que tu profesor aplicara en clase?

.....  
.....

THANK YOU FOR YOUR COOPERATION

## **Annex 4.** Instrument validation letter



**UNIVERSIDAD TÉCNICA DEL NORTE**

**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT**

**PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

Ibarra, 15 de Junio de 2022

Magister

Msc. Christian Andrade

DOCENTE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar los cuestionarios de Investigación del Proyecto “Communicative strategies to improve speaking skills at Yaguachi Primary School of Ibarra during the academic period 2021-2022”. Previo a la obtención del Título Licenciatura Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los cuestionarios y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Karla Jhasmin Moreno Lara

100445787-3



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT**

**ENTREVISTA**

**PROYECTO:** Communicative strategies to improve speaking skills at Yaguachi Primary School of Ibarra during the academic period 2021-2022

**Objetivo:** Propose effective communicative strategy to improve speaking skills at Yaguachi Primary School of Ibarra during the academic period 2021-2022



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS**



**Communicative strategies to improve speaking skills at Yaguachi Primary School of Ibarra during the academic period 2021-2022.**

**Fecha:**

**Posición:** Docentes de Inglés de la Unidad Educativa Yaguachi.

**Objetivo:** La presente entrevista tiene como objetivo de Identificar la perspectiva del docente respecto al uso de estrategias comunicativas a partir de su experiencia en el desarrollo de Communicative strategies to improve speaking skills at Yaguachi Primary School of Ibarra during 2021-2022.

**1. INTERVIEW FOR TEACHER**

**Survey type:** face-to-face

**Sample:** 1 English teacher

**Teacher's name:** Msc Jessenia Delgado

**Gender:** M ( ) F ( )

**Instruction:** This 15-minute interview aims to obtain real and valuable information from the English teacher about the Speaking skills of students at the primary school Yaguachi.

**Preguntas:**

1. According to your experience in what ways English is important for your students?
2. What kind of activities do you apply in your classes to develop the speaking skills, Why and In what ways?
3. Do you know, or have you ever heard about communicative language teaching?
4. In what ways do you think that applying communicative strategies facilitates the English learning process?
5. Do you apply communication strategies in your classes, How or in what ways?
6. Based on your personal experience, what communication strategies would you recommend to help improve students' speaking levels? and Why?

**I appreciate your cooperation!**



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIO



UNIVERSIDAD TÉCNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS



Communicative strategies to improve speaking skills at Yaguachi Primary School of Ibarra during the academic period 2021-2022

Fecha:

Paralelo:

**Objetivo:** Recopilar información con el propósito de utilizar este instrumento con fines investigativos sobre estrategias comunicativas y la mejora de habilidades orales (hablar) del idioma Inglés en los estudiantes de la escuela primaria Yaguachi del cantón Ibarra, provincia de Imbabura.

Este cuestionario está compuesto por diez preguntas de elección múltiple. Los resultados se las usaran únicamente con fines académicos por lo que su respuesta será totalmente anónima. Por favor, escoja una opción como respuesta, siéntase libre de responder honestamente de acuerdo con su realidad.

UNIVERSIDAD TECNICA DEL NORTE

ENCUESTA ESTUDIANTIL

**Instrucciones:** Marca con una X la respuesta que consideres adecuada.

11. Señale con una equis el rango de edad al que perteneces

5-7 ( )

8-10 ( )

11-13 ( )

12. ¿Indique con qué tipo de genero se identifica?

Masculino ( )

Femenino ( )

13. ¿Qué importancia tiene para ti aprender inglés?



Mucho ( )



Poco ( )



Nada ( )

14. ¿Cuánto utiliza el idioma inglés para expresar sus sentimientos y actividades?



Mucho ( )



Poco ( )



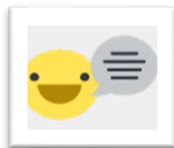
Nada ( )

De las siguientes actividades elija la que considere la mejor opción

15. ¿Qué tipo de actividades utiliza el profesor en las clases de inglés?



Dramatizaciones ( )



Conversaciones ( )



Discusión ( )



Juegos ( )



Cuentos ( )

16. ¿Con qué frecuencia su maestro habla inglés en su clase?



Siempre ( )



Casi siempre ( )



Algunas veces( )



Nunca ( )

17. ¿Cuán a menudo el profesor utiliza conversaciones en parejas para mejorar las habilidades orales?



Siempre ( )



Casi siempre ( )



Algunas veces( )



Nunca ( )

18. ¿En cuál de las siguientes actividades crees que es la mejor manera de mejorar la capacidad de hablar?



Cantar ( )



Caricaturas ( )

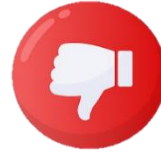


Karaoke ( )



Escuchar cuentos en inglés ( )

19. ¿Las actividades comunicativas deberían ser más divertidas?



Si ( )

No ( )

20. ¿Qué actividades de comunicación te gustaría que tu profesor aplicara en clase?

.....  
.....

THANK YOU FOR YOUR COOPERATION

<b>Fecha de envío para la evaluación del experto:</b>	15 de Junio de 2022
<b>Fecha de revisión del experto:</b>	15 de Junio de 2022


En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

<b>INSTRUMENTO DE EVALUACIÓN CUALITATIVO</b>			
<b>ITEMS</b>	<b>CRITERIOS DE EVALUACIÓN</b>		
	<b>MUCHO</b>	<b>POCO</b>	<b>NADA</b>
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

<b>INSTRUMENTO DE EVALUACIÓN CUANTITATIVO</b>				
<b>CRITERIOS DE EVALUACIÓN</b>				<b>OBSERVACIONES</b>
<b>Ítem</b>	<b>Dejar</b>	<b>Modificar</b>	<b>Eliminar</b>	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			



Firma del Evaluador

C.I.: 1714076120

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Teléfono	0999906618

**Evidence of data collection.**

**Image 5. Application of surveys to students.**

**Fifth graders**



**Sixth graders**





**Seventh graders**



**Annex 6. Teacher interview.**





## Annex 7. URKUND analysis

**Original**  
by turnitin

### Document Information

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Submitted by	MARCIA LUCIA MANTILLA GUERRA
Submitter email	mlmantilla@utn.edu.ec
Similarity	5%
Analysis address	mlmantilla.utn@analysis.arkund.com

Firmado digitalmente por  
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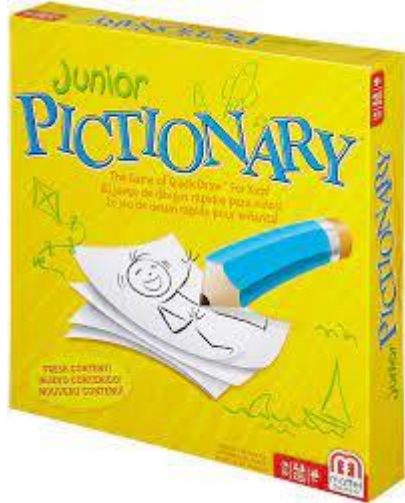
### Sources included in the report

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<b>SA</b>	<b>UNIVERSIDAD TÉCNICA DEL NORTE / FINAL THEORETICAL FRAMEWORK.docx</b> Document FINAL THEORETICAL FRAMEWORK.docx (D122757204) Submitted by: japilataxim@utn.edu.ec Receiver: jmobando.utn@analysis.arkund.com	4
<b>SA</b>	<b>UNIVERSIDAD TÉCNICA DEL NORTE / Lema W- Final project.docx</b> Document Lema W- Final project.docx (D129447718) Submitted by: wflemac@utn.edu.ec Receiver: jmobando.utn@analysis.arkund.com	1
<b>SA</b>	<b>UNIVERSIDAD TÉCNICA DEL NORTE / NARVAEZ MARIA 28-10-2022.pdf</b> Document NARVAEZ MARIA 28-10-2022.pdf (D148127091) Submitted by: dfflores@utn.edu.ec Receiver: dfflores.utn@analysis.arkund.com	6

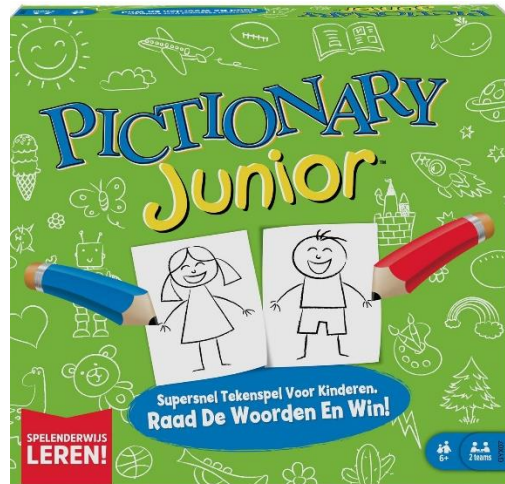
# Annex proposal

## Annex 1 Pictionary

Dual modality Suggested activity in (face-to-face and virtual)



Pictionary box <https://n9.cl/0zz9f>



Cover Pictionary <https://n9.cl/9bkm3z>



Game board and cards : <https://n9.cl/363ue>



Cards: <https://n9.cl/flgnz><https://n9.cl/buv0v>

### EASY Pictionary WORDS

Household Words 	Nature Words 	Human and Emotion Words 	Food Words 
ball	bee	baby	apple
Bible	bird	beard	beans
bikini	butterfly	cry	burger
book	cat	ears	carrot
bucket	dog	eye	cheese
camera	dolphin	eyes	cherry
church	elephant	face	corn
crayon	fish	glasses	donut
fireworks	flower	happy	egg
high heel	giraffe	mad	popsickle
ice cream	moon	man	sandwich
cone	night	mouth	spaghetti
lamp	ocean	nose	taco
mailbox	rainbow	sad	pumpkin
recycle	snow	woman	pizza
sandcastle	snowman	shirt	pineapple
stairs	spider	pants	banana
tire	star	hat	cake
toothbrush	strawberry	hand	grapes

Pictionary words <https://n9.cl/u2jif>

**Virtual classroom Pictionary to play with students** Online or face-to-face

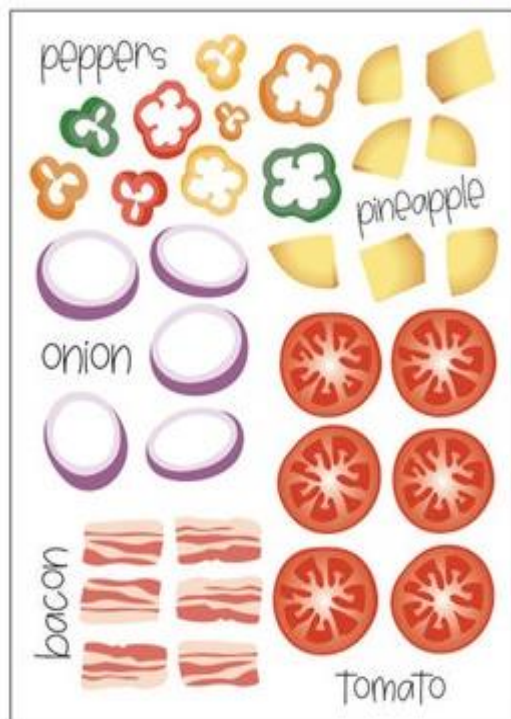
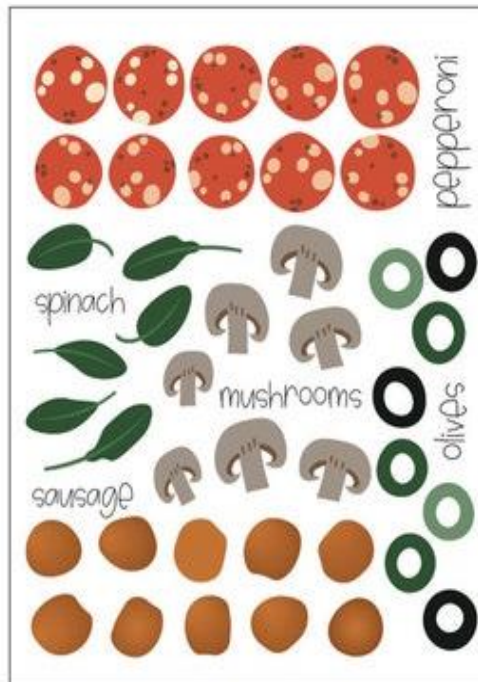
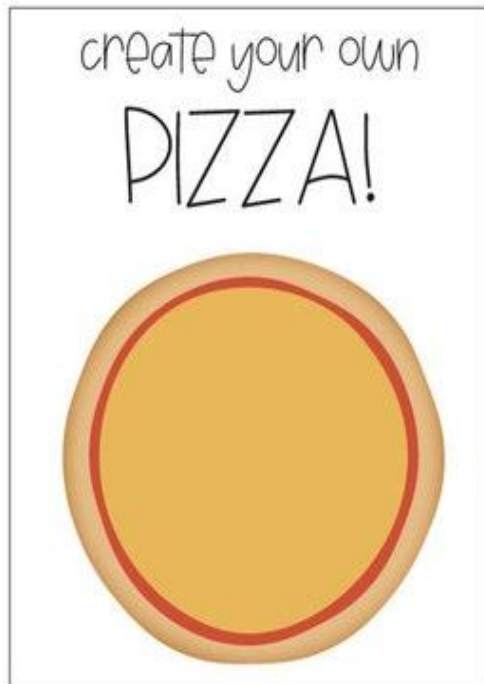
<https://www.drawize.com/blog/classroom-pictionary>

## UNIT 2

Look at annex 2 make own pizza

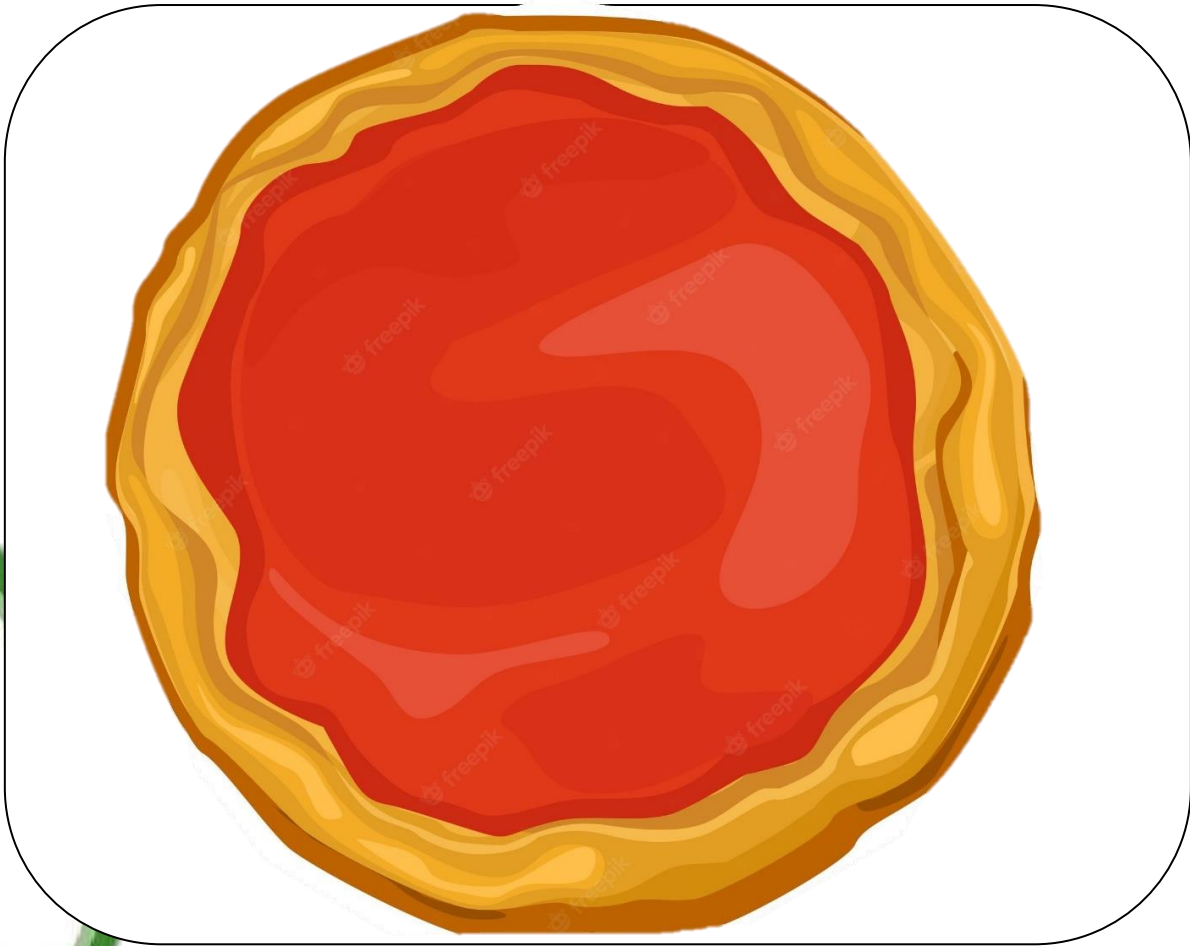
Dual modality Suggested activity in (face-to-face and virtual)

In the following activity you must prepare your own pizza with the ingredients.



Make a virtual pizza: <https://n9.cl/c6w0>

Here you can paste the pizza you created and describe the process using the sequence connectors.



The sequence connectors.

<b>First</b>	<b>Third</b>	<b>Then</b>	<b>Finally</b>
<b>Second</b>	<b>After</b>	<b>Next</b>	

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Resources: <https://dictionary.cambridge.org/en/dictionary/>

UNIT 3 WORKING AS A COUPLE.

Look at annex 3 FLASHCARDS Family members

My mom's daughter is my..



**Sister**

The youngest son of my  
parents is



**Baby**

My mom's first child is my..



**Brother**

My dad's wife is my...



**Mother**

My grandmother's son is my...



**Father**

My father's brother is my..



**Uncle**

My father's sister is my....



**Aunt**

My aunt's son is my...



**Cousin**

My grandmother's husband

is my...



**Grandpa**

My mom's dad is my ....

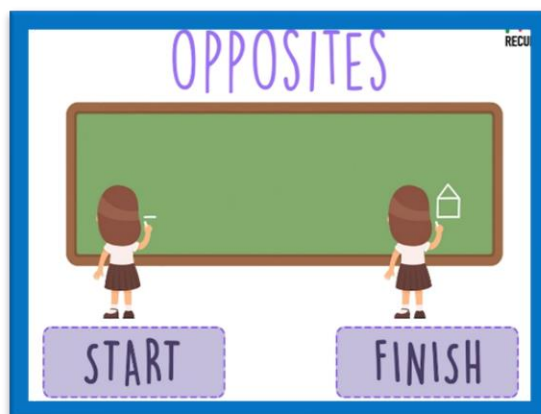
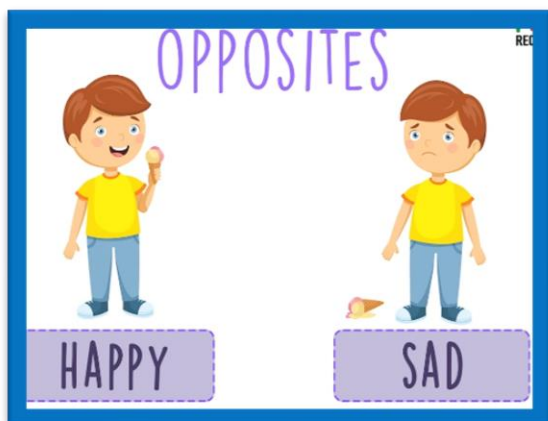
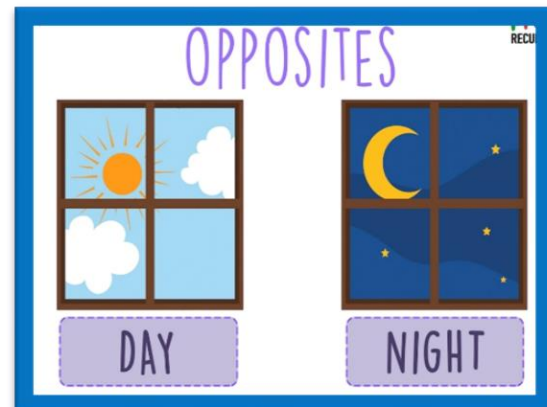
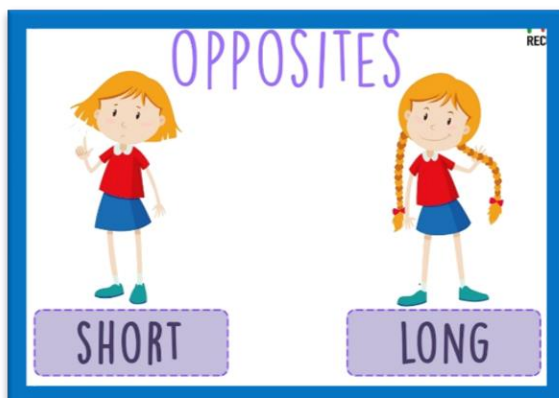
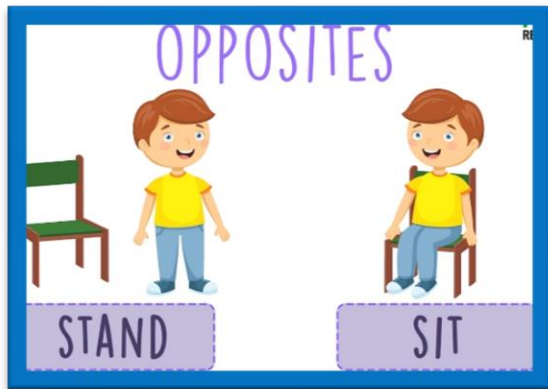


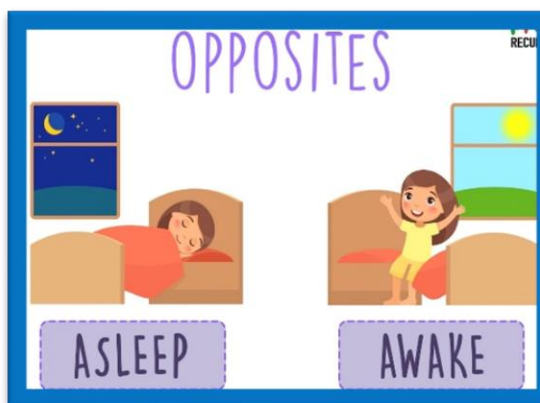
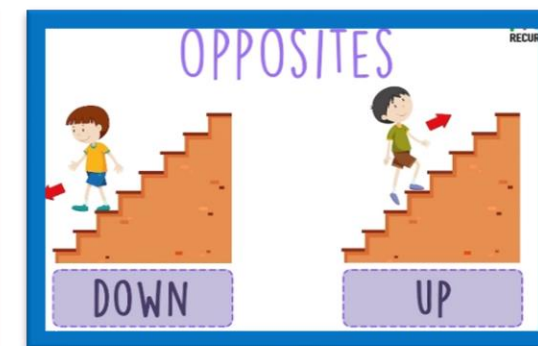
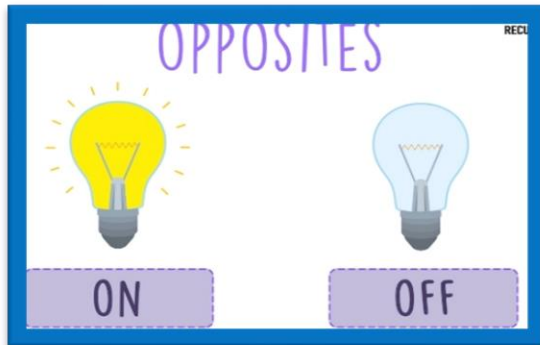
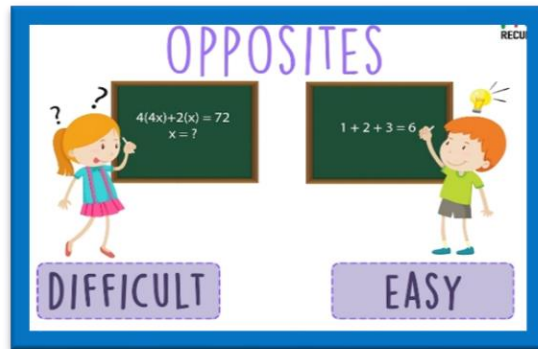
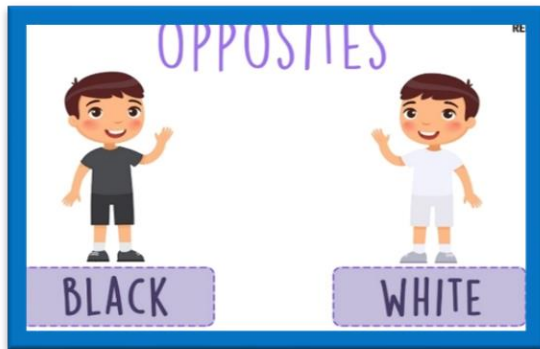
**Grandma**



### UNIT 3 WORKING AS A COUPLE.

Look at annex 4 Flashcards Opposites





#### Look at annex 4

This type of activity can be dual since it is easily adaptable to face-to-face and virtual

Padlet: <https://n9.cl/cb7w0>

Flascard: <https://n9.cl/ibfie>

### UNIT 3 WORKING AS A COUPLE.

Look at annex 5 physical appearance

The image is a grid of six panels, each with a title and illustrations of people or faces representing different physical characteristics. The panels are arranged in a 3x2 grid.

- HEIGHT:** Shows three people of different heights. A tall woman on the left, a medium-height woman in the middle, and a short child on the right. Labels: TALL, MEDIUM-HEIGHT, SHORT.
- WEIGHT:** Shows three people of different weights. A large, round man on the left, a fit woman in the middle, and a thin man on the right. Labels: FAT, FIT, THIN.
- AGE:** Shows three people of different ages. An elderly woman on the left, a middle-aged man in the middle, and a young girl on the right. Labels: OLD, MIDDLE-AGED, YOUNG.
- FACE:** Shows three faces with different shapes: round, long, and oval. Below are illustrations of a mustache and a beard. Labels: ROUND, LONG, OVAL, MOUSTACHE, BEARD.
- HAIR:** Shows various hair colors and styles. Colors: BROWN, DARK, RED, FAIR or BLONDE. Styles: SPIKY, CURLY, WAVY, STRAIGHT. Lengths: LONG, SHORT, BALD.
- EYES:** Shows eyes of different colors and sizes. Colors: BROWN, GREEN, BLUE. Sizes: SMALL, BIG.

HANANE MIMOUI\*\*\*

UNIT 4 GROUP WORK

ANEXO 6

Boxes with parts of the speech with an adjective, an article, and a noun



Articles

Adjective

Noun



Formation of simple sentences

TYPICAL NOUN PHRASE STRUCTURE			
ENGLISH	ARTICLE	ADJECTIVE	NOUN
example	The	red	ball.

PICTURES / LINKS

Link cards

<https://cutt.ly/nOnaaZY>