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EXTRANJEROS MENCIÓN INGLÉS**

TITLE

**STRATEGIES BASED ON THE NATURAL APPROACH TO REINFORCE THE
ENGLISH-SPEAKING SKILL IN SOPHOMORES**

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Submitted in Partial Fulfillment of the Requirements for the
Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés

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RODRÍGUEZ AMAYA SHEYLA ALEJANDRA: “Strategies based on the Natural Approach to reinforce the English-speaking skill in sophomores”

MASTER’S DEGREE AT: Master in Pedagogy of National and Foreign Languages: Mention in English Language, Técnica del Norte University, Ibarra

DIRECTOR: Sandra Guevara-Betancourt M.A.

The General Objective of this Thesis was: To adapt strategies based on the Natural Approach to reinforce the English-speaking skill in sophomores within the academic year 2020-2021.

Among the Specific Objectives were: To provide broad theoretical support on the influence of the Natural Approach to enhance the development of speaking skills in sophomores. To diagnose the orality level of sophomores through data collection techniques in order to know the problems regarding the speaking skill. To adapt the strategies used within the Natural Approach in order to help students reach the requirements established in the Common European Framework of References of Languages at level A2. To establish conclusions and recommendations that allow having a global vision about the incidence of the Natural Approach strategies on the English speaking skill development in sophomores.

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DEDICATION

This thesis work represents one of the challenges to which I have dedicated a lot of love and patience, which is why I want to dedicate it to my mother, Blanca, for accompanying me on this wonderful journey and being my support at every moment of it. I also want to dedicate it to Gabriela, my sister and adventure companion, who has known how to believe in me even in the moments when I couldn't, thank you for being my best company.

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RESUMEN

El presente trabajo de investigación se basa en la adaptación de estrategias de Enfoque Natural para reforzar la habilidad del habla en el ámbito educativo. A lo largo de los años, la lengua inglesa se ha visto muy afectada por metodologías tradicionalistas que se han aplicado erróneamente, es por ello que el objetivo principal de este estudio se centra en el uso de las habilidades orales para lograr que los alumnos del Primer Bachillerato de la Unidad Educativa La "Academia General Machado" alcance el nivel A2, nivel previamente establecido dentro del Ministerio de Educación. Para lograr los objetivos de este estudio se utilizó una metodología mixta que permitió la recolección de datos cualitativos, a través de una entrevista, y cuantitativos, una prueba oral, lo que permitió tener una idea clara de las deficiencias que tenían los estudiantes en cuanto a la habilidad oral. Uno de los resultados más reveladores de este estudio fue cómo los niveles de ansiedad afectaron negativamente la participación de los estudiantes, quienes a pesar de reconocer el papel de la lengua inglesa en nuestro entorno, también reconocen el miedo a cometer errores, por ello, la guía metodológica que se propuso dentro de este estudio fue diseñado siguiendo los lineamientos del Enfoque Natural para crear clases innovadoras donde también se tienen en cuenta los intereses y gustos de los estudiantes para crear un ambiente de participación y aprendizaje.

Palabras claves: Enfoque Natural, destreza del habla, adquisición de la lengua, nivel A2.

ABSTRACT

The present investigative work is based on the adaptation of Natural Approach strategies to reinforce speaking skills within the educational environment. Over the years, the English language has been greatly affected by traditionalist methodologies that have been erroneously applied, that is why the main objective of this study focuses on the use of the speaking skills to achieve that the students of the First Baccalaureate of the Educational Unit "Academia General Machado" reach level A2, a level previously established within the Ministry of Education. To achieve the objectives of this study, a mixed methodology was used that allowed the collection of qualitative data, through an interview, and quantitative, an oral test, which allowed to have a clear idea of the shortcomings that students had regarding speaking skills. One of the most revealing results in this study was how anxiety levels negatively affected the students' participation, who despite recognizing the role of the English language in our environment, also recognize the fear of making errors, Therefore, the methodological guide that was proposed within this study was designed following the guidelines of the Natural Approach to create innovative classes where the interests and tastes of the students are also taken into account to create an environment of participation and learning.

Keywords: Natural approach, speaking skills, language acquisition, A2 level.

CHAPTER I

THE PROBLEM

1. Introduction

It is increasingly evident that education is the primary tool capable of ensuring the change that Latin American nations need to align their development with the developed countries. Within the Ecuadorian educational field, it is written in the constitution of the Republic of Ecuador (2008), in article 27, Ecuadorian education must guarantee the development of students within the ambits of democracy, equality as well as being part of the fulfillment of human rights. Besides, the Ecuadorian state must promote quality education, where the critical sense of the students must be developed within the different areas of study. For this reason, to reinforce the quality of Ecuadorian education, it is necessary to put special emphasis on areas where it has been verified that the educational level does not respond to what was established by the Ecuadorian constitution.

In 2020, EF (Education First), which is a global organization that seeks to promote the study of many languages around the world, had taken an exam to one hundred countries to know the level of English, in the test in which Ecuador also participated was surprising to find that the country is located in a low position, 93/100. Since that year, the English language has become one of the critical areas in the educative field in the country. The English language was adopted in 1992, even though there were several educational reforms to improve the quality of language teaching, the country has not reached an adequate level. For that reason, one of the main aims of this research work is to investigate the problems that the students of a school located in Otavalo have regarding the mastering of the English language, specifically the development of speaking skills. It has been observed that the target population of this study, sophomore students present greater problems in the development of speaking skills.

The following research work seeks to investigate the problems that the students of a high school have regarding the management of the English language, specifically the development

of the speaking skill, this is located in Otavalo city. The English language in this high school was adopted in 1992, even though there were several educational reforms to improve the quality of language teaching, the country has not reached an adequate level, it also has been observed with the sophomore students, who will be part of this research, presents greater problems in the development of the speaking skill.

Therefore, to investigate more deeply, a qualitative and quantitative type of research will be carried out allowing to obtain more accurate data about the problems that the students have within the learning process of this skill. Starting from a minuscule collection of data, strategies based on the Natural Approach will be planned that allow students to develop the “speaking skill” according to the standards of level A2. In the end, conclusions and recommendations are established that, in a certain way, can reveal the deficient reality that students face when using speaking skills and what strategies can be used to help in the process of acquiring this skill.

Based on the shortcomings detected through the data collection techniques, the research work proposes the most suitable strategies based on the Natural Approach that reinforce the development of the speaking skill during English class. These strategies focus on developing the speaking skill through stages where the instructor respects the students’ progress as well as their affective conditions. The activities created on each strategy seek to raise students’ awareness about the speaking skill, they are also aligned to Krashen’s hypothesis to reach the A2 level. In the end, conclusions and recommendations are established to present a whole vision about Natural Approach strategies that can improve the deficient reality students have regarding speaking skills.

1.1. Problem description

The English language as well as other types of languages are made up of a series of skills that allow students to develop not only knowledge but also an understanding of it. The skills within this language are: writing, speaking, reading, and listening; all of them are necessary to develop the different levels of language proficiency. However, within the aforementioned

skills, there is one of them which has been considered as a challenge that thousands of teachers have faced during the learning process. This is the speaking skill. Agreeing with Rahayu (2015), “Students often feel afraid to say things in a foreign language. They are usually worried about making mistakes, anxious or simply shy of the attention that their speech attracts”. (p. 3) The anxiety problem, for example, is the one most common at the moment students have to use the English language to communicate, it is also the main factor that locks students’ performance.

Ecuadorian students face the same reality that other students around the world live in relationship to the speaking skill in the English language. Developing the speaking skill requires that the user be able to carry on a conversation using the appropriate terms according to the context. Additionally, it must be remembered that speaking also means using the knowledge that has been acquired throughout the study of the English language. The various reforms in the country's educational curriculum have focused on preparing students according to the requirements of the Common European Framework of Reference for Languages in terms of English language proficiency. “The main objective of the current curricular reform of the English subject is to help Ecuadorian students to develop their communication skills in the language” (Ortega-Auquilla & Minchala, 2019, p. 60). However, this main goal seems difficult to reach since the Ecuadorian policies have not made big changes.

Even though the skill is one of the main objectives within the Ecuadorian educational context, the scant use of it by the students is evident.

During the time we have taught English as a foreign language in Ecuadorian public institutions, we have realized that students have particular difficulty with speaking skills. Even though most students have a command of basic vocabulary and grammar structures, they have difficulties in holding a basic conversation using the target language. In fact, students avoid using English for communication in classrooms. (Moreira, & Bazarro, 2019, p.4).

Even if students have the necessary foundations in terms of grammar and vocabulary, the simple fact that they do not use them in conversations within classes creates one of the biggest problems since one of the main objectives that is already established, is being completely avoided. In addition to evading the pre-established standards, the effects of not using the English language during classes can be long-term. One of the most notorious is that the language is part of the curriculum of higher education where, in a similar way that in the educational institutions, the students must take a certain number of levels to demonstrate the domain of the language. Another of the great effects lies in the fact that the country reduces its level of development within the global framework. King (2018) in his report mentioned that “It is probably not too controversial to say that English has acquired this ‘hyper-central’ role not because it is a superior or intrinsically more useful language, but as a reflection of geo-political realities” (p.14). For the country, it will be difficult to raise its standards when education is not given the attention required.

For this reason, Ecuador should not be one of the countries that do not benefit from the transformative reality that the language proposes, that is why this research work investigates: What strategies based on the Natural Approach method are appropriate to develop the English-speaking skill in sophomore students of Academia General Machado School, in Otavalo?

1.2 Research Background

Around the world, English is considered the tool which has been the only way to link the whole population in the same place. Even if it is not spoken in all the countries around the globe, its impact has turned it into one of the second official languages in many countries. This language is considered the business language in a globalized world. It is for that reason how transcendental is to speak English in this century.

The English language is immersed in all the contexts to let the people be part of the globalized world. One of these aspects is education. The majority of the countries have adopted this language as part of the educational curriculum which wants to promote the

English language. However, the fact that this language is part of the educational curriculum does not mean that students achieve the levels required by international regulations such as the case of the Common European Framework of Reference for Languages. According to Cronquist and Fiszbein (2017), “The limited information available suggests that English language learning (ELL) in Latin America is deficient. And while many governments are making important efforts to remedy this situation, the remaining gaps are significant” (p. 9). Latin American nations may continue having the same educational gaps if the actions to be carried out do not establish reforms to change the educational system.

Ecuador, likewise other countries in Latin America, experiences the same poor conditions regarding the English learning process. The efforts of the Ministry of Education to avoid more educational gaps have consisted of seeking external help from entities whose vision is the management of the foreign language. British Council (2015), argued that “The Foreign Language Administration was established in 1992, and under an agreement between the Ministry of Education and Culture (MEC) and the British Council” (p.20). Despite the efforts and various entities to encourage the development of the aforementioned subject, they do not seem to be sufficient in a competitive world.

As it would be expected, the results of a subject whose teaching began in 1992 would achieve its effects in international contexts, however, the results were completely different. According to EF (2020), in its report, Ecuador is located in the 93 position which means the lowest level. As reported by Obiajulu (2017), "Evolution of English in Latin America and Ecuador, in particular, is yet to meet the quality, vision, and government expectation substantiated by government investment and budget in education” (p. 183) Despite all the governments' efforts, Ecuador continues to have a low English level that obstructs the insertion of citizens in international labor markets.

Previous studies have shown that EF was the organization that took part in the structuring of English language teaching plans in 2016. However, educational gaps are also a great reason for students not to be in the desired place corresponding to English language proficiency. LAS PRIMICIAS, (2019) mentioned that “One of the main causes of these low

grades for the country, the study concludes, is the lack of preparation of teachers who teach this subject.” (p. 243) The country's reforms are not always consistent with the different realities experienced within educational institutions which means that some educational realities are being evaded.

1.3 Objectives

1.3.1 General objective

To adapt strategies based on the Natural Approach to reinforce the English-speaking skill in sophomores within the academic year 2020-2021.

1.3.2 Specific objectives

- To provide broad theoretical support on the influence of the Natural Approach to enhance the development of speaking skills in sophomores.
- To diagnose the orality level of sophomores through data collection techniques in order to know the problems regarding the speaking skill.
- To adapt the strategies used within the Natural Approach in order to help students reach the requirements established in the Common European Framework of References of Languages at level A2.
- To establish conclusions and recommendations that allow having a global vision about the incidence of the Natural Approach strategies on the English speaking skill development in sophomores.

1.4 Justification

The Ministry of Education in Ecuador, in its effort to improve educational quality, has set some objectives within the area of foreign languages that emphasizes the need to raise awareness and the use of a globalized language. It is, therefore, of vital importance that the students, who have directed the education curriculum, achieve the set objectives. According to the English Language curriculum (2016), high school students need to develop their speaking skills to acquire a B1 level, where it is evident that they interact quite clearly, appropriately according to various situations. It is for that reason that this research project has been carried out to provide solutions to the problems regarding the development of the speaking skill in the sophomore students from Academia General Carlos Antonio Machado Arroyo School; this group being the main beneficiary.

Similarly, it is planned to favor teachers in the English area of the same school with a proposal that allows the development of the speaking skill not only in the group of students part of the research but also in other academic levels. In this way, it is planned to create a change in the strategies that are currently being adopted and do not allow the full development of the speaking skill.

Furthermore, the development of this investigative work reaffirms the written objectives within the "Plan toda una vida", where it is mentioned within Objective N° 1, that educational quality must be guaranteed at all levels, is this another reason to carry out this research, since the creation of strategies to reinforce the speaking skill will raise the educational quality of First Year of high school students in Otavalo.

Besides, it is worth mentioning that this type of research contributes to consolidating the educational quality of the Universidad Técnica del Norte, since through its innovative vision, this institution prepares students with investigative skills, who are capable of being part of the change that Ecuadorian society needs. Also, it contributes to one of the lines of research established by the university, which is Methodology for the teaching-learning of English as a foreign language.

Finally, it is considered appropriate to mention that the development of this research contributes to the researcher in his educational and teaching praxis.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. English Language as part of the world

During the last decades, people have seen how the English language increases its role in society. Nowadays, it is well-known that this language has been considered as the official second language in countries like Sweden, France, Malaysia, China, etc... But why English? According to Klappenbach A. (2021) around the world, there are more than 6.500 languages, so the English language is the one considered a means of communication, which means that communication around the whole world is easy since English is the main language in the globe to allow the process.

Even the English language is not officially recognized as the main language in the USA but its impact has covered many aspects of human life. According to Lyons D. (2017) around the world, about 360 million people speak the language as its first language. It is also demonstrated that the language is used in aspects like education, law, economy, etc... Aspects like the ones mentioned display that the language which domains the world is also contemplated as a means of economic factor to develop business among countries from all over the world

In the same way, the language is considered as the only tool to carry out communication, it is imperative to explore some benefits that humans can have if the English language is our second language. “There are large numbers of books that are written in the English language. English literature is vast and rich. Many of the latest scientific discoveries are documented in English” (Rajathurai, 2018, p. 872). One of the principal benefits in the educative field is the quality of information. The majority of books, research data, or articles are written in the English language, at the same time, this language makes easier the way people understand and learn from the world.

Since people are connected to a wide network like the internet, humans’ needs are adjusted to understand what is happening throughout the world. “Learning English is

important as it gives access to over half the content on the internet. Knowing how to read English will allow access to billions of pages of information which may not be otherwise available” (Rajathurai, 2018, p. 872). A great number of websites use the English language, some others allow translating their content from a native language to the English language, thus learning English provides the opportunity to update the knowledge it is found on the internet.

2.1.1. English Language as a subject

The English language is well-known as a worldwide language or lingua franca, both meanings refer to the use of language through the globe, its impact has reached a high unimaginable level and it is because the language is immersed in aspects like business, communication, education, entertainment, and even diplomacy. According to Gimenez T. (2018), “English linguistic imperialism takes place when “the dominance of English is asserted and maintained by the establishment and continuous reconstitution of structural and cultural inequalities between English and other languages” (p.14).

One of the pivotal aspects in which the English language has its impact is Education. Through the history of the language, this one has its beginnings in Europe, to be more precise, the United Kingdom. It was not until the 18th century when the English language started its popularity within the educative field in Germany. As Verlag cited (2018), "In the first two-thirds of the 18th century, English was only sporadically present in schools and universities across the German countries". (p. 2) Nowadays, its vital role in education has covered not only the European continent but also many regions from America.

How the English language became a subject in the majority of the countries in Europe had its beginnings in the 19th century. “By early in the nineteenth century the subject had spread generally to schools, and soon afterward the first subject departments emerged and the first public examinations were introduced.” (Jeffcoate, 2003, pag.32). Nevertheless, the English subject as it is known today was not the same subject that began one century ago. The language started being as part of teaching reading as well as English literature, many

years ago the impact of language was simply to support the articulation of oral and writing strategies.

The English language carries a big historical heritage, it is necessary to mention that the language started its consolidation in the European continent due to the colonization process where other cultures also cooperate with its transformative change. From the 19th century "The language has assumed a much more consolidated position as the most popular "foreign" or even second language to be learned". (Xuesong, 2019, p.4). Today this language has been adopted for not only European countries but also, in a certain way, for a big percentage of countries around the world, according to RaoParupalli (2019) "There are even fifty-four countries with English as their official language and the language of their instruction in higher education". (p.68), the English adoption within the educational curriculum has been one way of contributing to the scientific and technological advances that great countries are initiating.

2.2. English challenges in Latin American countries

Latin America, like the rest of the countries in the world, is adopting strategies that allow proficiency in the English language since the language has been considered as a tool for competitiveness and financial development. Even though governments create policies to fulfill international standards, there is a set of challenges that Latin America has been facing since English is considered a worldwide language.

If one looks closely at the reality that most of the countries in Latin America live, a big amount of them is officially Spanish speakers, where also the role of indigenous languages is completely considerate because they represent the heritage of the country. Now, as a way to respect and preserve what each country has as a legacy, governments have the right to promote at the same time to maintain not only ancient customers but also the language that was spoken before the conquer. Apart from that, the educational curriculums have to respect the cultural identity of the people. That is precisely where the role of the English language is been challenged, "Due to the population diversity and political contexts, Latin American

countries are extremely unequal. This inequality has translated into very different levels of access and education opportunities to citizens” (Rojas, 2018, p.19).

To the aforementioned challenges, it must be added the way how the English language is taught in Latin America. “English classes are taught for 45 minutes three times per week. This suggests that English is being treated as what some scholars refer to as a “limited instruction EFL context” (Ramírez-Romero & Sayer, 2016, p. 5) English language, especially in Latin America, is not completely given the relevance that it deserves, which means that students, even living in a Spanish environment only have access to the language a little time during a week, in the end, it is reasonable that the results are limited.

Another weak aspect in Latin America regarding English teaching is the professionals in the field. Teachers are a transcendental part of the process who have the great responsibility to spread the language throughout the country. The amount of certified English teachers is reduced in comparison to European countries. “These weaknesses, coupled with poor implementation of the policy framework regarding teacher qualifications, result in poor ELL teacher quality. Teachers demonstrate poor proficiency levels and often lack certification or training” (Cronquist & Fiszbein K. 2017, p. 6). This signifies that the quality of English education is also reduced and does not allow students to be in touch with the reality of the language.

2.2.1. English Language in Ecuador

Ecuador like the rest of the countries in Latin America has the same educational conditions regarding the language. The English language has been part of the country since the past century and its results continue to be not the desired ones. According to El Comercio (2012), “In 1912, more than a century ago, English began to be taught in the country's schools. But the subject entered the curriculum more formally in the fifties, during the government of Galo Plaza Lasso”.

The Ecuadorian educative legislation proposes the development of a bilingual education where the teaching of a foreign language is taken into account. In agreement with Ley Orgánica de Educación Intercultural (LOEI) “To be considered bilingual, educational institutions must include in their curricular innovation proposal, which is part of the Institutional Educational Project, the fundamentals of bilingualism and the hourly load”. (Article 111). This means that every educational institution must certify the teaching of a foreign language, in this case, the English language, where the workload previously established by the Ministry of Education is also considered, as well as the teachers who are in charge of teaching the Language must prove a minimum level of B2 according to the Common European Framework of Reference for Languages.

To start the teaching of a foreign language like English, Ecuadorian legislation established a project with the cooperation of the United Kingdom, the project was named, CRADLE, an educative proposal to teach the English language in public and semi-public schools was legally accepted in 1992. “The main purpose of the CRADLE project is to grant secondary students’ firm basis in the handling of English, and thus offer them a starting point for their future.” (Haboud, 2009, p.66). The CRADLE project sought to strengthen and innovate the English language through books adapted to the Ecuadorian reality (Our World Through English), as well as to place students by the standards and indicators of the language. Besides, it pursued the objective of training teachers of the subject and creating a solid curriculum where the communication skills should be acquired by students according to the previously established.

Similarly, another of the programs dedicated to strengthening the teaching of the English language was "Go, teacher." According to what was proposed by the Ministry of Education, the "Go teacher" program was in charge of granting scholarships to Ecuadorian teachers specialized in the teaching of the English language, who had the opportunity to carry out a study program in the United States about techniques and language teaching methodology, in the end, everything learned would be put into practice in public schools in the country. According to El Telégrafo (2014) “The professionals, who after a series of tests won the scholarship, lived for 7 months in the United States and received classes at the University of

Kansas.”. The program began with its development in 2012, it was officially founded in 2013, where its main goal was to train around 1000 Ecuadorian English teachers in an English-speaking country. Apart from the certificate that the teachers obtained at the end of the program, the approval of level B2 of the Common European Framework was also required, it should be remembered that during the time the program was running, our country had few professionals duly certified by an international entity. “At the completion of the eight-month program, students obtain certification to teach English as a second language”. (Chavez, 2015)

Another of the programs that would be run later, and in the same way it was expected to strengthen the language, was "Time to teach.". El Telégrafo (2018) argued that “Time to teach consisted of English-speaking volunteer teachers coming to live in Ecuador for a year to teach English to children and young people in public schools”. To carry out the program, the Ministry of Education, together with the “Fundación Edificar”, would be in charge of carrying out an agreement to supply English teachers and thus cover the deficit of professionals that our country was facing at that time. The selected teachers from around 25 participating countries had to reside in our country and with their knowledge of the English language they had to strengthen the teaching and reception process of the language. However, it is presumed that the aforementioned program ended its execution due to its mismanagement.

In order to include the efforts to improve the teaching of the English language, between the years of 2016 and 2017, the Ecuadorian government made a restructuring of the foreign language curriculum where the teaching of the language is contemplated through a new approach, Content and Language Integrated Learning (CLIL). “CLIL is only included in this last curriculum where an additional language is used to promote both content and language acquisition. This model also involves four interconnected dimensions (4 Cs): content, culture, communication, and cognition”. (Palma, 2020, p.85). Following what is specified within the Ministry of Education, the teaching of the English language through the CLIL approach is mainly based on covering other areas of knowledge so that the language is taught through other curricular subjects. “CLIL is usually related to the teaching of subjects such as Science, Social Studies, Mathematics, Arts, etc.”. (Loaiza M., Salazar T., & Salazar T., 2019, p.39).

At the same time, it seeks to develop the critical thinking skills of Ecuadorian students while they also prepare to get B1 level according to the Common European Framework. However, implementing a new way of teaching English through other academic areas compromises the knowledge of teachers about the new subjects to be taught, so that the question arises: Are Ecuadorian teachers prepared to teach other curricular areas through the English language? “Even, when the English book assigned by the Ministry of Education includes the teaching of academic topics for the development of linguistic skills, results in evidence that 60% of teachers do not include academic topics in their instruction”. (Palma, 2020, p.93) This means that a new teaching model has been launched, taking into account the preparation of the Ministry of Education on it.

Within a few years, and despite the efforts of various governments to encourage the development of the English language, the results of the educational reality in which our country is immersed concerning the language would appear. EF, (Education First) analyzed the English level of some Latin American countries where it was found that the country is ranked No. 81/100, the study carried out in 2017 placed the country at 46.57/100 which means a “Very Low Proficiency”. According to Las Primicias, “The EF English Proficiency Index 2019 test revealed that the country has "very low levels of English proficiency". due to the lack of capacity of their teachers and the poor language skills of their students”. (Machado, 2019)

2.3. Language Theory of Acquisition

The theory of second language acquisition refers to the fact that learners can achieve or pick up a new language different from the native one. “It is the study of how second languages are learned. In other words, it is the study of the acquisition of a non-primary language; that is, the acquisition of a language beyond the native language”. (Gass & Larry, 2008, p. 1) According to Herschensohn and Young-Scholten (2013) “The fact that a second language learner already knows another, native, language is so basic to the modern conceptualization of L2 learning that it provides the name for the phenomenon, “second language acquisition”. (p.28) In SLA (Second Language Acquisition), learners who acquire the language are not

conscious they are acquiring the language however they are aware of using the second language to communicate.

Within the study of Second Language Acquisition some perspectives discuss the process in which the second language is acquired:

- Behaviorist perspective: In this perspective, the SLA is considered as a process of repetition or imitation where students acquire a second language. In this perspective, teachers are allowed to use positive reinforcement every moment students use the second language. Errors are corrected immediately to avoid fossilizations.
- Innatism perspective: This perspective in SLA talks about how human beings can acquire language in a natural way. Its hypothesis sustains that children born with some abilities to discover by themselves the rules that govern the language that they are exposed to.
- Krashen's five hypotheses: Krashen's hypothesis is: the acquisition-learning hypothesis, the monitor hypothesis, the natural order hypothesis, the input hypothesis, and the affective filter hypothesis. Within Krashen's perspective about SLA, it's worth distinguishing the difference between learning and acquires because in his hypothesis the SLA is something acquired by different inputs.

2.3.1. The view of Stephen Krashen's within the study of SLA

Stephen Krashen was one of the last linguistics who talks about the theory of Second Language acquisition from a Monitor Model perspective. "Krashen's approach is a collection of five hypotheses which constitute major claims and assumptions about how the L2 code is acquired". (Saville-Troike, 2006, p. 46) The major proposal on his vision according to the second language acquisition was that language is something people acquire. To acquire the language students should overcome some stages and one of the principles in this approach is the "Silent Period".

Krashen considered “The Silent Period” as the inner-speech stage. “Silence itself does not equal input processing but only becomes meaningful when there is exposure to comprehensible input and efforts are made toward L2 processing”. (Bao, 2019, p. 31) It is for that reason that when students are placed in the silent period, they must continue receiving language exposure, they should listen to the language as well as see some examples in class or simply appreciate how their classmates use the new language to communicate to absorb the language. During this period is essential to respect students' conditions since they are preparing themselves to use the language, this kind of period can last depending on each student's situation. When students are ready to talk, at the beginning they will use short phrases or talk for a short period, but the process will continue working and students will gain enough confidence to talk.

The Natural Approach proposal is based on five hypotheses in which students acquire the language by comprehensible input. "Input" implies following some aspects to develop the students' understanding. Some of the aspects that will help students understand the real meaning of the language are "visual aids". Visual aids, graphic expressions, or pictures are some of the best tools that help students grasp the content. Vocabulary is another aspect that can help students to succeed in the acquisition process. According to Krashen's view, students need to acquire vocabulary because at the same time they are learning morphology and syntax which certainly supports the understanding of the meaning of utterances. The classroom atmosphere is also an implication, students prepare themselves to talk, to have the desired results teachers should expose students to the language they are preparing for through a series of activities that imply students have the necessary exposure to the language.

2.4. What is the Natural Approach about?

The Natural approach is an English Approach established by Tracy Terrell and Stephen Krashen this approach based its proposal on the learning-acquisition theory in which students can also achieve the language through communicative skills. Within Natural Approach, “Learning” and “Acquisition” are two separate theories. While “Learning” is considered as

knowing grammatical rules, “Acquisition” refers to getting the language to use it naturally in communication. The main goal of the Natural Approach is to allow communication, and it could happen at the time learners take part in some stages in which they prepare themselves to be ready to talk. “One of the main objectives of learning a language is to produce ideas and communicate them using that language. Moreover, language is viewed as a vehicle for communicating messages and meaning”. (Praveen, 2016, p. 15)

Natural Approach focuses on significant activities that enhance the process of acquisition. “Its greatest claim to originality lies not in the techniques it employs but in their use in a method that emphasizes comprehensible and meaningful practice activities, rather than the production of grammatically perfect utterances and sentences”. (Ratna, 2017, p. 15) The activities or "input", need to necessarily be memorable so that students can experience the language. It does not emphasize forcing students to talk but creating adequate spaces where they can be ready to talk naturally.

2.4.1. History of the Natural Approach

The Natural Approach was originally developed by Tracy Terrell and Stephen Krashen; it had its beginnings during the 19th century. Tracy Terrell, a Spanish teacher sought to develop a teaching style whose principles were based on the theory of second-language acquisition. She worked in collaboration with the linguist Stephen Krashen, and in 1983 the results of their collaboration took place as a book named "The Natural Approach".

The Natural Approach is based on the idea that the language needs to be acquired naturally, exposing students to the real language. At the same time, it aspires to create a low anxiety environment where students can be involved in personal activities, it is also necessary to mention that this approach does not focus on correcting mistakes aloud. “Our view is that overt error correction of speech even in the best of circumstances is likely to harm students’ willingness to try to express themselves”. (Krashen & Terrel, 1988, p.177)

2.4.2. Theory of the approach

The belief that the natural environment is something that develops the acquisition of a second language is the main theory that holds this approach, furthermore to reaffirm this theory, there are five principles or hypotheses that are presented by Krashen (1988).

1. Acquisition-Learning Hypothesis: Krashen made the distinction between “Acquisition” and “Learning” because each one refers to two different aspects. Acquisition refers to an unconscious process that involves the environment to acquire the language. Learning, is a more formal process, a conscious one in which the language is acquired.
2. The Natural Order Hypothesis: “the acquired linguistic system is said to initiate utterances when we communicate in a second or foreign language.” (Richards, 2001, p. 133) The Natural Order refers to some grammar structures that are acquired fastly in comparison to other ones. It is for this reason that once the language is been learned, certain topics could be internalized easily than others.
3. The Monitor Hypothesis: In the Natural Approach, "Monitor Learning " can check or repair the utterances are produced which means students during the production are expected to use the right grammar structures. However, certain aspects can limit language production, these are: Time, focus on form, Knowing the rules. Learners should have enough time to produce the language by applying the correct grammar forms. Focus on form, refers to paying attention to the form of the utterance rather than the meaning. Knowing rules which refer that learners must know the rule.
4. The Input Hypothesis: Refers to the relationship between what the learner is exposed to and the theory of acquisition. Krashen also stands that learners should be exposed to a little higher level of the language that the learner can understand, this is known as $i+1$. (the stage immediately following the one the learner manages)

5. The Affective Filter Hypothesis: It refers to bringing down the anxiety levels. In other words, the affective filter means how feelings can affect in a certain way the production of utterances. Learners who are stressed, nervous, or anxious do not always acquire the language in comparison to those learners who feel motivated or self-confident

2.4.3. Natural Approach to develop communicative skills

One of the objectives of the Natural Approach is to use the language which is being acquired to communicate with native speakers. To be part of the acquisition process of a language, the learner needs to be exposed to some necessary input that will show the learner how the language is organized. According to Krashen S. (1988), “communications results in receiving more comprehensible input, both in the classroom and in the outside world” (p. 58).

Communication in the Natural Approach is not a simple process to follow. There are such as many aspects that surely contribute to having a successful result, here are some roles that are part of this process.

- a) Learner’s role: Students role who are learning the second language should be processors of the input they are going to receive during the course. At the same time, they should be part of the meaningful activities to acquire the language.
- b) Teacher’s role: Teachers are those who provide comprehensible input to students. Teachers must create a relaxed atmosphere using different realia or games to transfer meaningful meanings or words to students.
- c) Activities’ role: Activities that are used during the process of acquisition will awake the students’ interest in being part of the new language. These activities should involve students’ opinions, thoughts, ideas, feelings, etc... These activities need to be adjusted to students' needs as well as they must be meaningful and allow students to acquire the language through gaming.

2.5. Teaching Young Learners in English as a Second/Foreign

“Teaching English from a linguistic perspective is an exciting and complex challenge. It suggests that all primary teachers and all secondary English teachers would do well to take linguistics at an advanced level”. (Andrew & Jane, 2005, p. 5) Teaching English from a general perspective implies introducing all the necessary knowledge about the language and using adequate strategies, methodologies, and approaches depending on the learners’ ages. Apart from following the role of an English educator, teachers also should encourage students to be part of the language’ world which means that students also need to know what are the advantages of having a Second Language.

2.5.1. What does teaching a foreign language imply?

Apart from being instructed in a second language, in this case, English, there are some implications that teachers need to follow. From the teachers' view, students need to study English to reach a certain level that is prescribed in the national curriculum. Depending on each country, the level of English Proficiency can vary. In Ecuador, according to the Ministry of Education, (2016) “The EFL curriculum for BGU has taken into consideration the cognitive, social, emotional and physical growth of the learners, as well as their language abilities, as they progress from level A2.2 to B1.2 of the CEFR”. (p. 2). At the end of their academic instruction, Ecuadorian students must reach an English level of proficiency described as B1.2 It is necessary to mention that the teacher's labor focuses on preparing students according to B1.2 standards, within this standard students should be able to interact about familiar topics as well as read, write and listen to familiar topics and subjects.

2.5.2. Teaching a Speaking skill to young learners

At the moment students are acquiring a new language is mandatory that they are also good at the different skills presented in the language. One of the biggest skills in the English language and also the complex one is Speaking. Speaking is a skill that gives superiority to human beings, humans are the only species who can transmit opinions, feelings thought, etc...

From the very beginning, humans are capable to develop this skill through exposure to the context in which the language is used. Learning how to speak is also a synonym of interaction.

During the study of the English language, the "Speaking skill" is seen as a process in which students use what they acquire about the language and put it into practice to show meaning. In this process, students demonstrate that they can produce and receive all types of information in different contexts. Speaking is also about processing what others say in the second language and being ready to respond. "It is a truism that speaking ability is the most prestigious skill in the English language. Unlike other skills, when speaking in English, someone has to think fast, respond quickly, no hassle and little hesitation"- (Desfitranita, 2017, p.19)

Speaking in English involves many aspects that in a certain way show if the learner can use the language appropriately. This skill is not only related to the fact that students produce the language but also incorporates some other aspects from skills like, listening, reading, and also writing. Within speaking development, there are core skills that must be developed. The speaking core skills are established to obtain interaction, transaction, and performance from students. This kind of sub-skills tries to demonstrate how learners convey all the knowledge they have about the language, and how it is used.

Core Speaking Skills refers to developing the ability to process speech quickly to increase fluency (e.g. speech rate, chunking, pausing, formulaic language, discourse markers). It also involves being able to negotiate speech (e.g. building on previous utterances, monitoring understanding, repairing communication breakdown, giving feedback), as well as managing the flow of speech as it unfolds (e.g., initiating topics, turn-taking, signaling intentions, opening/closing conversations). (Burns, 2019, p. 3)

Teaching speaking skill also means developing students' immersion. In teaching Speaking skills, ESL students need to be able to produce sounds, to manage stress, intonation,

and rhythm, they also need to be conscious about organizing their thought, transmitting meaning in their sentences as well as using the language fluently and confidently. The majority of linguists and ESL teachers consider that Speaking Skills must be taught through interaction, providing students the opportunity to respond to some daily situations in which they exercise what they know and reinforce collaborative learning in the classroom. “We learned our first language by interacting with others, and to learn a new language, students need opportunities to use that language in meaningful interactions with others” (Palmer, 2013, p. 20).

Some internal and external factors can be crucial at the moment students are speaking in English. Only in the classroom students will practice the second language, which is that precisely where teachers should take advantage of methodologies, activities, techniques, and strategies to encourage students to be more aware of the benefits of a new language. According to RAO, (2018) “Hence it is the responsibility of the teachers to teach all the required skills, especially speaking skills, for the learners to develop their communicative competence, make them self-confident and win the hearts of people wherever and whatever they perform”. (p. 143) Speaking not only refers to "Talk", but aspects like the student's confidence, the classroom environment, the necessary foundations, and even their intrinsic and extrinsic motivation will also be crucial at the moment they perform speaking.

To develop speaking skills, learners should be introduced to a wide range of activities that awake them their interest, curiosity, and model the language in a real situation. Activities like imitating, short conversations, roles play, or answering simple questions could be favorable to allow students to be confident with the language. It is essential to consider the topics from all the activities and teachers are going to propose the best advisable topics depending on their English level. “Applying a wide range of techniques makes the learners shift from the normal routine and as a result, they participate in various activities very actively with more energetically and enthusiastically”. (RAO, 2018, p. 155) If all the activities are carefully selected to awaken the student's interest in participating in the English classroom, another big factor should be easily covered, "classroom atmosphere".

As mentioned Rakhmawati, Ratnasari, Tafuzy, & H., (2019) “In this case, the teacher is the one who takes responsibility to create a good classroom environment, they have to provide and organize the classroom setting to give a positive impact on the students”. (p. 313) Teachers are the only ones who are in charge of the classroom atmosphere. The quality of the activities and the manner in how activities are developed can cause a positive impact on the student's performance, furthermore, social and psychological aspects during a student's learning process can facilitate the teachers to obtain major results in short periods. Like any other learning process, the process in which a language is acquired also demands to deal with errors. Errors are always part of a speaking class; this is the way how learners demonstrate they are processing the language.

Through the learning process, errors will be the most common aspect of the classroom. Most of the time errors made by students show that they cannot deal with all the content that the teacher is sharing in classes. “We usually find some unbelievable errors which occur in students’ spoken English. Because students can’t master the whole knowledge that teacher introduced”. (Jing, Xiaodong, & Yu, 2016, p.99) That is when feedback plays an important role during the learning of the English language. Feedback is the information that the learner obtains from a performance, the main goal of this component is to aim students to correct their errors.

According to Krashen (1998) “In both cases, error correction, either in speech or written work, is intended to help students adjust their conscious mental picture of a rule”. (p.176) From the Natural Approach perspective, errors committed by learners are signals about the process of language acquisition as well as part of communicative competence. It is also worth remembering that Natural Approach focuses on meaning rather than form. “An important corollary to this is that the errors that learners make form part of this organic development, and should therefore be seen (and welcomed) as marking natural stages in the development of communicative competence”. (Mani, 2016, p.12) One of the aims of the Natural Approach describes by Professor K. Ratna Shiela Mani (2016), is to focus on the meaning of utterances to exploit communicative competencies. Vocabulary is the vehicle to develop grammar competencies in the way students can speak when they are ready.

2.5.3. Teaching English within the A2 student's level.

Level A2 is a level that corresponds to basic users. According to what is established by the Ecuadorian Ministry of Education this level needs to be reached in 1st Bachelor where students can use common everyday expressions. The Common European Framework states that A2 level based on the students' oral production: "Can understand enough to be able to meet needs of a concrete type, provided people articulate clearly and slowly"., and "Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly". (p. 48)

Ecuadorian curriculum (2016) also mentioned in addition to developing oral communication in students, they necessarily need to develop other competencies which certainly certify their level, according to the scholar year 1st Bachelor, level A2, they must start gaining confidence about what they can contribute to the class. It is transcendental to mention that learners essentially use their knowledge of English in the classroom to build an environment in which the language is welcomed and errors are something expected. For the Ecuadorian Ministry of Education, during the English classes, teachers are seen as promoters which certainly motivates students to participate and lose the fear of producing errors. At the same time, teachers are also participants contributing with ideas, opinions that encourage students to go further with the use of their own English. "Learners will become more reflective and independent while improving their self-monitoring and self-correcting skills and strategies". (Ministerio de Educación, 2016, p. 13) It is important to clarify that whatever the academic year students are, the teacher has de right to provide feedback and let students be conscious of their own mistakes, this kind of aspect will awake students' awareness about using the language properly and also value their performance.

2.6. The relevance of Speaking skill

The English language is composed of 4 major skills in which "speaking skill" is considered as the tough one. Speaking skill has been underlying as the most important skills

since the new language teaching involves helping learners to communicate using the new language. However, this skill is also considered the most difficult skill since some external and internal factors hinder its development. “Learner factors, teaching strategies, curriculum, and environment result in difficulties in speaking English”. (Shen & Chiu, 2019, p. 90) Despite the intrinsic and extrinsic problems that learners can deal is important to point the relevance of this skill in the process of acquisition.

Throughout the learning process of a new language, speaking skill is presented in every single aspect of the educative field, it is advisable to remember that students learn a language to be able to use it in a real context. Since English becomes a Worldwide language is worth to start adequation our knowledge of the langue and using it appropriately not only to communicate but also to cover some other aspects that benefit the learners like having access to language culture, entertainment, learning, and the business world. “In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Perfect communication is not possible for people without using a language”. (Parupalli, 2019, p. 8) In Natural Approach, the relevance of speaking skills is seen as the main goal of the approach. Communication is primarily a component of the acquisition process. Natural Approach seeks to develop students' communicative competencies to communicate in the target language.

2.6.1. Challenges during Speaking skill development

One way to show how much people know about the target language is through "speaking". This kind of skill certainly demonstrate how the language is being processed in people's mind but it also reflects what are learners lacking from the language. Some of the factors that might create challenges in Speaking skills can be divided into external and internal. External factors like the education system, methodology, curriculum, time, or even class size are particularly responsible for not giving the correct basis of the English language. “EFL learners’ common difficulties in speaking English, several studies indicated that oral language development has largely been neglected in the classroom, and frequently, the oral

language in the classroom is used more by teachers than students”. (Shen & Chiu, 2019, p. 89)

From the perspective of Aisha G. (2020) “Speaking is the most difficult skill because the students need to share their ideas in oral so that it needs much practice”. (p. 36) Some intrinsic aspects are predominant during the learning process that is related to students' motivation, anxiety, the lack of confidence or even their attitude are transcendental aspects that also contribute to stopping the learning process. To understand where all the problems are originated, there should be considered that extrinsic and intrinsic factors create an environment in which English as a whole language is difficult to teach. That is the reason why new approaches, methodologies, and strategies need to be experimented with by the teacher since EFL students do not have adequate exposure after English classes. As Musliadi, (2016), states:

The problem in teaching speaking is not only related to the students' factor but also outside context. In the internal aspects, the problems that occurred are related to native language, age, exposure, innate phonetic ability, identity and language ego, and motivation and concern for good speaking. (p. 87)

Another aspect that also seems to be crucial when learners put into practice speaking skills, especially students from Latin American countries, is that they are not always going to find the same contexts described in English books, and even the audios used as part of the teaching process. Most of the time, the teaching material is limited to showing how the language is composed that is why it does not always reflect the true communicative sense of the language. Situations like the aforementioned trigger major problems like recognizing the accents, differentiating between phonetics, or even anxiety, which is considered the most common situation for Latin American students. According to Mantilla and Guevara-Betancourt (2018) “This anxiety can manifest itself in various ways, such as fear of speaking, of not being able to understand what others are saying, of not being able to express oneself clearly, or of being mocked” (p. 31) Language anxiety is a feeling of tension or fear at the moment when second language learners have to talk. This kind of feeling is very common especially if the learners have not had real contact with the language as itself.

It should be considered that being students in a context where the English language is not handled, challenges such as those mentioned above may intensify, making difficult access to a worldwide language a real challenge for teachers, students, and authorities. It is significant to consider that factors such as those mentioned above do nothing more than slow down the process whose consequences affect the insertion of students in a globalized world where the English language is the only means of communication between different cultures.

2.6.2. Students' anxiety as a speaking challenge

Anxiety is a feeling which affects the mind and the body causing some cognitive, physical, and emotional effects in the person. According to Jessica & McLaughlin, (2015) "Anxiety is commonly defined as apprehension, uneasiness, or worries about something that one believes will affect their well-being" (p.10). This kind of feeling seems to be more common in children and teenagers who experience nervousness or stress in certain environments where maximize the feeling and bring emotional and social consequences.

In English speaking performance, anxiety is seen as a sign of feeling worried about talking in front of the class, with a peer, or even with a teacher which is caused by some aspects like stress, pressure, interpersonal conflicts, misunderstandings, or the lack of knowledge. However, the range of the effects of students' anxiety varies from failing on the task to entirely forgetting what they already learned. "The most important causes of language learners' anxiety were worrying about consequences of failing, forgetting things they knew, and feeling uneasy during language tests" (Mohtasham & Farnia, 2017, p. 67). The educational environment is one factor that certainly raises the levels of anxiety. Students who do not feel motivated to learn the English language easily develop the feeling of anxiety.

Living in the EFL environment, these learners face limitations on the use of the target language i.e, lack of sufficient exposure to the language itself and shortage of opportunities to speak the language. As a result, learners may be under pressure and be vulnerable to anxiety once they are required to communicate through English. (Akkakoson, 2016, p. 64- 65)

EFL environment limitations do not allow students to face the real purpose of the language which means that students tend to feel more vulnerable to experience anxiety since they do not recognize the English language in their current environment. In some other situations, students focus on responding to elaborate answers rather than appreciating the communicative purpose of the language.

Students feel nervous about not having enough time to develop an adequate answer, despite time to develop an adequate response, even though they have prepared in preparation, such as in the case of oral exams and activities, and oral exams and activities that involve both speaking and conversational speaking, as well as written exams. (Mantilla & Guevara-Betancourt, 2018, p. 33)

Stephen Krashen and Tracy Terrell propose in the Natural Approach humanistic activities which lower anxiety and allow students to enjoy the acquisition process. “The Natural Approach aims to bring down it to as low a level as possible by taking the student “off the defensive” and lowering the anxiety level of the acquisition situation”. (Krashen & Terrel, 1983, p. 59) The majority of the time, students are afraid of making errors and the possible social implication they have, Natural Approach has as one of its implications the opportunity to low anxiety by creating pedagogical breaks to raise students’ motivation, furthermore, it promotes the positive self-image by encouraging students to obtain more input and become active participants of their acquisition process.

2.6.3. Speaking skills in English in Latin American contexts

Latin American countries like the rest of the countries in the world seek to enhance their competitiveness in all the aspects immersed in education however the result of many years of effort seems to be not the desired ones. “The limited information available suggests that English language learning (ELL) in Latin America is deficient. And while many governments are making important efforts to remedy this situation, the remaining gaps are significant”. (Cronquist K. a., 2017, p. 9) There are a large number of aspects that contribute to the delay

the learning process of the English language in Latin American environments, not only the level of teacher preparation is something that greatly influences but also there are aspects such as student's motivation, employment of strategies that allow the creation of a communicative environment, anxiety, student's lack of recognition towards the importance of the language and even the contact they maintain with it.

A different evaluation, the Business English Index, which assesses English proficiency in the workforce, ranked all 14 Latin American countries into the two lowest categories of "beginner" and "basic," which means that while they are able to communicate with simple phrases, they are not able to use English to actively participate in the workplace. (Cronquist, THE DIALOGUE, 2017)

One of the biggest challenges that Latin American students are facing is the lack of contact with the real language, despite the time they spend in English classes, the fact they do not put into practice what they know represents a big contradiction and, consequently, students do not feel the real need to communicate using English. "What students learn within the school system is not replicable in social contact with family, friends or relatives because the language in which they communicate is not English". (Ortega, 2016, p. 9). That is the reason why students use simple phrases to communicate in English, they spend time organizing their ideas that they do not realize the real purpose of communication is to do it spontaneously.

A study made by British Council in Ecuador has reported that the English development in Ecuadorian students does not show more than a basic level of proficiency where students can rate better grades in skills like Listening and Reading rather than Speaking.

Generally, we found that participants were more confident in their acquisition skills (reading and listening) than in their production skills (writing and speaking). Only a small share of respondents (11%) considered themselves to be Advanced or Fluent in reading, writing, and speaking English. Participants were least comfortable with their speaking skills, with almost half (46%)

rating their skills as Poor/basic and a further 38 percent classing their skills as Intermediate. Respondents reported similar but slightly better proficiency in writing, and the skill respondents were most confident in was reading. (British Council, 2015, p. 36)

2.7. Speaking strategies

One of the principal objectives of studying a second language is becoming a fluent speaker who can be immersed in the language culture. Considering the English-speaking skills are the most difficult ones because many factors interfere with their proficiency, there is the need to develop strategies that encourage students to be prepared and motivated to use the foreign language. Learning strategies are seen as “special ways of processing information that is used by learners to improve comprehension, learning, or retention of the information”. (Gani, Fajrina, & Hanifa, 2015, p.21) Speaking strategies are considered ways to help and motivate students to understand the speaking language as well as participate in the communicative process.

Speaking strategies are designed to help students overcome their problems related to the skill however not all of the strategies described in books or magazines are advisable if the instructor does not know well the students' problems. Considering all of the factors that could contribute to delay the learning process it is advisable to appreciate two major factors that are certainly the ones that could determine how successful can the learning strategy is. One of the essential factors that can contribute to the successful application of a learning strategy is "Knowing students' level". The Common European Framework defines the various levels that students can acquire; it is formed by six levels that range from beginners to high proficiency.

The CEFR is widely seen as primarily a framework for defining levels of proficiency for assessment purposes. The basic six-level scale from A1 to C2 appears to express a natural progression in language learning from beginner to intermediate level and on to advanced proficiency. (Read, 2019, p. 13)

The multiple scales within the CEFR are seen as factors that describe the abilities acquired by students during the learning process of a second language. As was mentioned before, this research will focus just only on one of the levels of the scale, to be precise A2 level. The Ministry of Education in its regulations requires that students get a certain level of proficiency per each level of high school even they are not prepared to certify that level.

The second factor that also influences the way how speaking strategies are applied is the quality of the activities. Even if students are not aware of the topics of the class, the quality of the activities within the strategies is something that will catch the student's attention. The right activities will awaken students' understanding of the language at the same time they also offer a range of possibilities to participate during the class.

Activities help create interaction in the language classroom. Additionally, communicative activities can motivate the learners and establish good relationships between the teacher and the students as well as among the students thereby encouraging a supportive environment for language learning. (Oradee, 2012, p. 533)

Speaking activities should demonstrate to students how the language is used under different perspectives at the same time students overcome emotional feelings like anxiety, demotivation, or lack of confidence. But not only can students benefit from well-planned speaking activities, but the whole class can also have the opportunity to build an atmosphere of cooperation where they can feel safe at the moment of speaking in public.

2.7.1. Strategies based on the Natural Approach

The Natural Approach developed by Professor Stephen Krashen based his ideas on the main goal which is communication using the target language. To develop speaking skills in students, there are some steps that they should be followed to acquire the language. “Most of the N.A. techniques for classroom activities in early stages are oriented to giving students comprehensible input without requiring oral production in the target language”. (Krashen &

Terrel, 1988, p. 58) There are certain stages that students must acquire to achieve proficiency in the language. Furthermore, during the stages of the process is acceptable that students make a lot of errors, or even they are not prepared to use the language appropriately.

Based on Natural Approach, students must face three stages. Preproduction stage, which is the first stage where students need to have exposure to the English language. During this stage, students absorb the language as well as respond to it through gestures (non-verbal). Instructors do not force students to use the language, on the contrary, the body language, facial expressions, gestures, or physical objects to give further explanations. Early production stage, at the moment students, have had contact with the language they move to the next stage where the responses emerge. In this stage, teachers start asking a question that does not require long answers. Most of the common questions are formulated to the teachers who require Yes/No answers or Wh-questions that require single words, for example, “What color is the ball?” “-Blue”. The questions need to be well selected to respect the level of students. It is common to avoid unknown vocabulary. The last stage is “Extending Production”, during this stage students are encouraged to speak through short phrases to provide a solid contribution. They are also able to talk about things they like.

The Natural Approach strategies are based on a set of principles that pursue to help students during the stages where they acquire the language as well as to show them how the language is structured. Apart from the principles, Natural Approach also proposes Affective-Humanistic Activities to involve not only students’ feelings but also opinions, desires, ideas, reactions, and even their experiences. Humanistic activities are designed to attempt to lower the affective filter. “The best situations for language acquisition seem to be those which encourage lower anxiety levels”. (Krashen & Terrel, 1988, p. 38) As Krashen proposed in his hypothesis, affective factors or variables that directly affect students’ performance that is the reason why Krashen includes the quality of the input and creates a situation in which students can reduce their level of anxiety.

The second type of activity proposed by Doctor Krashen is “Problem- solving activities”. To use “Problem- solving activities” students must have comprehensible input and need to

have an interesting topic. These kinds of activities seek to provide opportunities in which students can appreciate the need of speaking in the target language. The instructor needs to provide a wide range of opportunities to solve problems and even personalize them according to students' interests. Those activities that can be considered successful just only when students are immersed in solving the problem use the target language. According to Stephen Krashen and some other authors with also based their studies on the Natura Approach, the next are the main strategies:

2.7.1.1. Instructional Strategy (Pre-production)

The Natural Approach is highly flexible with some other approaches since it allows to incorporate techniques and principles from Approaches like Suggestopedia, Silent Way, or even Total Physical Response to develop language acquisition.

Instructional strategies are based on some objectives from Total Physical Response. “TPR can easily be used in an everyday classroom routine. The teacher encourages the children to recognize and respond to simple classroom instructions and gestures”. (Sühendan, 2013, p. 1767) The idea of linking two approaches to developing students' knowledge about a language gives the notion that Natural Approach, as well as Total Physical Response, are two approaches without any limitation at the moment instructors put them into practice in innovative strategies. “Particularly good is the technique developed by James Asher which forms the basis for his Total Physical Response Approach. This technique consists of giving commands to students and giving them act out what the teacher says”. (Krashen & Terrel, 1988, p. 76) However, TPR does not only focus on commands since it has a lot of techniques to provide comprehensible input.

Instructional strategies encompass any type of learning technique a teacher uses to help students learn or gain a better understanding of the course material. They allow teachers to make the learning experience more fun and practical and can also encourage students to take more of an active role in their education. (Persaud, 2018)

Teachers use instructional strategies to create a significant connection between concepts and situations where students can apply them. “Teaching and learning techniques recommended by Krashen and Terrell are often borrowed from other methods and adapted to meet the requirements of Natural Approach theory. These include command-based activities from Total Physical Response”. (Mani, 2016). Research made by Jessica Lynn Dalessandro (2016) argues that using both approaches TPR and NA it is possible to acquire meaningful knowledge of the language. Students who were part of the study had positive reactions through acting vocabulary to remember the meaning of some words, the researcher also incorporated some repetition using meaningful activities in order students to acquire the adequate pronunciation of the words.

Instructional strategies which draw the attention of the learner to specifically structural regularities of the language as distinct from the message content, will under certain conditions significantly increase the rate of acquisition over and above the rate expected from learners acquiring that language under natural circumstances where attention to form may be minimal and sporadic. (Terrell, 1991, p. 54)

In Natural Approach the idea of incorporating Instructional Strategies focuses on not forcing students to speak however, with the use of these kinds of strategies students will be able to comprehend the input as well as prepare themselves to speak. It is worth remembering that Natural Approach does not seek to make students speak for the first time, that is why the approach plans some stages to achieve the main goal. Those stages are Listening Comprehension, Early Production, and Extending Production. Furthermore, Instructional strategies focus on “Listening Comprehension”, where students feel comfortable listening and being familiar with the content of the target language. “In order to produce an utterance, the students must recall the words they wish to use, articulate new sounds, and use as much syntax and morphology as they have acquired”. (Krashen & Terrel, 1988, p. 77). At this stage, the instructor concentrates on giving students the language tools as well as ensuring students can recognize the new utterances. Instructors can achieve successful results when

they draw students' attention to how to use the lexical items and their appropriate pronunciation.

2.7.1.2. Comprehensible input acquisition strategy (Early production)

In Natural Approach, students are providing a range of opportunities to acquire the language through Comprehensible input strategies that base on what students hear, see and also the knowledge is provided by the teacher. "The comprehensible input strategies and activities that will help you create a comprehensible classroom style to efficiently teach your students a new language". (VIPKid, 2017). Through using Comprehensible Input strategies teachers can provide students simple speak opportunities where is going to be noticeable the transition from the pre-productive stage to the early production stage. "Speaking is, of course, a primary goal of most language students. It is also important in that it stimulates conversation, which in turn will encourage more comprehensible input". (Krashen & Terrel, 1988, p. 57) Krashen also argued that at the time when students feel more comfortable with activities based on Comprehensible input, the teacher will lower their anxiety since students are going to be able to use the target language.

Within the early productive stage, students have little knowledge which means they can follow instructions as well as they are familiarized with utterances from the language. Furthermore, teachers are expected to respect students' answers even if they are short answers. Encouraging and immersing students in interesting activities can help to lower the affective filter.

What characterizes the Natural Approach is the use of familiar techniques within the framework of a method that focuses on providing comprehensible input and a classroom environment that cues comprehension of input, minimizes learner anxiety, and maximizes learner self-confidence. (Ratna, 2017, p. 13)

Comprehensible Input strategies let students become comfortable with producing single responses in the target language. Activities based on comprehensible input strategies signify allowing students to understand the language in little chunks. Through making short questions, commenting, filling charts, and making advertisements, students receive vocabulary that is slightly higher than what they used to however, the teacher needs to continue explaining the new structures with gestures or representations that allow students to draw a better idea in their minds. This kind of strategy focus on students' vocabulary acquisition rather than grammar structures. Tracy Terrel (1991) argued that "for foreign language learners, the classroom is the only source for comprehensible input and meaningful oral interaction". (p. 54) The only moment where students receive comprehensible input is within the academic environment. Classrooms are the only place where they can have contact with the language, which also means teachers should provide a sequenced activity that allows students to go beyond their current competence. Even if they do not have contact with the language regularly, significant activities based on this strategy can make a big difference not only in their English level but also in the way they motivate and propose positive feelings to the language.

Conferring to research made by Diaz Villablanca M. and Vergara Galindo C. (2012) in Chile with English learners, they found that "Comprehensible input strategies under the FSA are vital elements when teaching in EFL settings. Thus, the design of stimulating and innovative multisensory teaching materials-maintained students motivated in the lessons". (p. 67). The study gives a better idea of how comprehensible input strategies aim to use innovative activities where also realia are the visual aids help students to get access to the language in the real context. Authentic material allows the teacher to foster communicative goals in the classroom as well as reach more accurate and fluent students' participation.

2.1.7.3. Productive Strategy (extending production stage)

Natural Approach has as its main goal students can use the target language in communication. Krashen argued (1988) "Speech production emerges as the acquisition process progresses". (p. 58) The approach is designed to develop students' communication

and then focuses on academic learning which means students learn how to communicate in a familiar context to reach the goal of expressing and concerning opinions. The stages in where each strategy is developed point out how students can start from simple topics to complex ones.

Aristo, Sudarson, and Sada in their research focused on Natural Approach to give the chance to develop the “Circle Talk” strategy, which is a strategy adapted based on the approach to promote students from the early production stage to extending production stage. This study aims at teachers to stimulate students to be active speakers in the classroom. “Circle Talk is a strategy of teaching speaking. This teaching strategy engages and stimulates the students to be active learners, think independently and confidently in participating in English speaking activities”. (Aristo, Sudarson, & C., 2019, p. 2)

In brief, the teaching strategy forms the students to face others so that facilitates the students to have notice to each other. The teaching approach applied was also used to guide the students to have confidence and safety as the students did English speaking activities. Thus, for the Planning Phase, the researcher designed Circle Talk as the strategy and Natural Approach as the frame of the research. It purposed to reduce the anxiety and to present the effort that makes the learning environment as stress-free as possible. (Aristo, Sudarson, & C., 2019, p. 3)

According to what Krashen also proposes, grouping strategies like “Circle talk”, help learners to focus on students’ messages as well as contribute to lowering the affective filter. “Language can be acquired best by involving the students in activities in which the focus and attention of the students are on the message being transmitted during the activity”. (Krashen & Terrel, 1988, p. 127)

During the Circle Talk strategy students work in teams depending on the number of students and the teacher’s goal for the classroom even though, some teachers adequate this strategy depending on their students’ needs. Usually, students form groups, then the teacher

presents them some questions, students must reflect on questions, after that they discuss the questions presented by the teacher in their circle, students should share the group's opinions with someone from another circle, but teachers can adequate the strategy depending on their students' needs and capacity. "In this strategy, the teacher will teach the students to discuss and share information and ideas with their classmates indirectly". (H, Khairi, & A, 2017, p. 97) The huge benefits this strategy involves are not only to the effective field of the students since they feel more comfortable discussing with the ones who maintain their regular English level but also the strategy allows improving their responses as well as engaged students in thinking differently and have different perceptions. Finally, it also encourages "community building" among students.

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. Description of the study area / Study group

The following research work was carried out in the city of Otavalo, specifically in San Eloy neighborhood where the high school is located, to which the research was focused. The group of students who participated in the research study is the sophomore students from "Academia General Carlos Antonio Machado Arroyo" High School. The group is made up of 22 students, of whom 14 are men and 9 women, who are in an age range of 14 to 15 years. According to the level of English language proficiency and the texts that they use, the students are at level A2, elementary students.

3.2. Research Approach/ Type of Research

3.2.1. Research approach

This research focused on the mixed approach, which means that qualitative and quantitative approaches were used in it. Both approaches were chosen based on the need to obtain numerical and non-numerical data to clearly express the positions of the students participating in the study regarding data collection techniques.

According to Marczyk, DeMatteo, & Festinger (2005), "Quantitative research involves studies that make use of statistical analyses to obtain their findings. Key features include formal and systematic measurement and the use of statistics." (p.17) The quantitative approach allowed obtain numerical answers to know more deeply about the problem presented within this investigation, it is necessary to highlight that these answers were quantified to have high reliability in the results.

In the case of qualitative research, "Qualitative research explores attitudes, behavior, and experiences." (Dawson, 2009, p. 23) Through the qualitative approach, it was possible to know what the opinions are as well as the emotions regarding the problem presented from

the little use of the “speaking skill”. This approach allows us to cooperate with the quantitative approach to obtain more precise data to better understand the aforementioned problem.

3.2.2. Research Design

As Nassaji (2015), mentioned in his report “The goal of descriptive research is to describe a phenomenon and its characteristics.” (p. 129) This research uses the descriptive design to detail the problem that encompasses the selected population. In a certain way, it is expected to describe the population around the problem of the low use of "speaking skill", as well as to characterize the variables that are part of this research.

3.2.3. Type of research

Explanatory research, “Explanatory research attempts to clarify why and how there is a relationship between two aspects of a situation or phenomenon.” (Kumar, 2011, p. 30). The explanatory research within this study focused on further explaining the nature of the problem that has been found to have a better knowledge about it. Besides, it described the aspects and variables that have been found during the investigative process. Within this study, it is planned to find feasible evidence that permits solving the phenomenon.

Exploratory research, “This is when a study is undertaken with the objective either to explore an area where little is known or to investigate the possibilities of undertaking a particular research study.” (Kumar, 2011, p. 31) the main objective of this type of research is to investigate a phenomenon for which there is limited information, while also discovering the relationship between phenomenon and ones who are affected by it. Concerning this research, the exploratory research contributed to exploring the reasons why sophomore students omit the use of speaking skills within English classes. Students' points of view regarding skill were also examined to develop strategies that contribute to their process and that are in turn aligned with their needs.

3.2.4. Research methods used

Inductive and Deductive methods are used in this study. According to Walliman (2011), the inductive method “starts from specific observations or sensory experiences and then develops a general conclusion from them.” (p. 17) This research started by using previous experiences that have had with the study group to reach macro conclusions about the problem.

“Deductive reasoning begins with general statements (premises) and, through logical argument, comes to a specific conclusion.” (Walliman, 2011, p. 18) Based on the knowledge of the causes by which the students omit the use of "speaking skill", it was planned to use the deductive method to start from the findings found to establish recommendations that allowed better guiding about the use of speaking skill.

3.3. Population Sample

Previously it was said that the group selected for this research are the students of the "Academia General Carlos Antonio Machado Arroyo" high school, a group that was made up of 22 students, according to Sampieri (2014), “Furthermore, it is obvious that in certain phenomena the size of the sample varies depending on how homogeneous or heterogeneous the universe considered is”. (p. 189) This means that being a small universe, all students were participants in the study.

3.4. Instruments and techniques

3.4.1. Survey

One of the instruments was used for data collection in the survey. “A survey is a research method used by social scientists (e.g., economists, political scientists, psychologists, and sociologists) to empirically and scientifically study and provide information about people and social phenomena.” (Lavrakas, 2008, p. 860). The survey technique is one of the main data tools within this study. The survey was used to obtain numerical data from the use of a

questionnaire. The questionnaire is the instrument with which the rapid data collection of the investigated persons was achieved. In general, the questionnaires have a series of questions that allow the investigated to know the reality of a phenomenon.

3.4.2. Interview

According to Cohen, Manion, & Morrison (2018), “The interview is a flexible tool for data collection, enabling multi-sensory channels to be used: verbal, non-verbal seen, spoken, heard and, indeed with online interviews, written.” (p. 506) The interview is a technique of collecting data from a dialogue between the interviewee and the researcher to inquire more deeply about the interviewee's position on a certain topic. In this study, the interview was aimed at finding out what is the point of view of the students who are facing this phenomenon. Within this technique, the instrument used was the questionnaire that was made up of a series of questions that seek to know in detail about the problem presented.

3.5. Procedures

The procedure to be followed based on the specific objectives begins with the collection of information, which describes in detail the influence of the methodological approaches of the English language within the teaching process of “speaking skill”. Subsequently, the appreciation of “speaking skill” in students was be diagnosed as well as, their points of view were known according to their educational performance within the institution; all of these aspects were done through techniques and data collection instruments like surveys and interviews. Once the position of students regarding this problem was known, it was planned to establish pedagogical strategies based on the Natural Approach to promote “speaking skill” and arise the academic level of the students in the subject. Finally, from the culmination of the entire investigative process, the conclusions and recommendations of the study were established, which were focused on directing the pedagogy used from the use of strategies based on the Natural Approach to improve “speaking skill”.

3.6. Bioethical considerations

One of the fundamental bases of this study was the opinions of the students who participated in the study, which were collected anonymously to preserve their integrity. The questions that were asked and served as an instrument for the collection of the information were written using respectful language and according to the age of the students to whom they were addressed, thus avoiding confusion or misunderstanding. It was also appropriate to mention that the work of other authors was respected based on the use of APA standards; in the same way, the reality that students were living in terms of the use of "speaking skills" was clearly and precisely exposed. Also, the authenticity of the written work was ensured based on respect for the standards established by the Universidad Técnica del Norte.

CHAPTER IV
FINDINGS AND DISCUSSION

4.1. Findings

According to one of the objectives described in this study, the students' part of this study were diagnosed based on two collecting techniques, an interview, and an oral test. The interview represents the qualitative part of the research since this study is a mixed one. This interview was applied to seven students from the whole group.

4.1.1. The interview

This interview was made up of seven questions that seek to gather personal information about students' perspectives, fears, and goals. Furthermore, to obtain more precise information, all the questions were asked in Spanish to avoid misunderstandings.

On the graphic below is listed all the questions that were part of the personal interview. In a certain way, the questions were proposed following the Five Hypothesis proposed by Natural Approach.

Table 1

Interview questions

Questions	
	1. Would you like to learn to speak English? why?
	2. How do you feel when you understand English phrases in situations such as in an advertisement, in a post, to the teacher, in a song, in readings, etc ...?
	3. How do you feel most comfortable when your English teacher corrects your mistakes the moment you make them or at the end of your intervention? Why?
	4. How would you like to learn the English language in class, through what activities?
	5. Are you motivated to learn English? But because?
	6. What do you think of the idea of speaking in English through stages, that is to say: first listen to the language; then give short answers in English and at the end speak using complete sentences in English?
	7. What aspects do you think do not allow you to learn English better in class?

Question N*1 seeks to have a global vision about students' appreciation of respecting the idea of speaking in English.

Question N* 2 is based on The Input Hypothesis, Krashen highlights the importance of understanding English morphemes if students hear them or read them in messages. The question seeks to identify the students' feelings when they have the opportunity to appreciate the English language in their everyday actions. At the same time, it tries to appreciate the students' vision when they find new words or phrases beyond their current knowledge which represents the $i+1$. Remembering what Krashen states, the $i+1$ represents the extra-linguistic information students can acquire by using visual aids or through deducing from the context.

Question N* 3 plans to discover the role of the errors when students are learning a second language. Based on the Acquisition-Learning Hypothesis, this question emphasizes how students' errors should be corrected by the teacher. Krashen considers errors as part of the acquisition process, he also mentions that when students tend to make errors, they are dealing with structures beyond their current knowledge which signifies they are comprehending the English language. It also seeks to identify their points of view about the precise time in the classroom when errors need to be corrected.

Question N* 4, is based on the Natural Order Hypothesis which states that some certain grammatical structures are acquired early than others. To let students acquire the corresponding grammatical structures that fit with their knowledge, they should be involved in the process by innovative activities that transform the most complex topics into something enjoyable.

In the case of question N* 5, the affective filter hypothesis states that attitude towards the language is another factor that determines how successful the acquisition process will be and the level of achievement of the language each student will reach. The role of motivation in the acquisition process allows students to have a positive self-perspective and encourage them to try to receive more input to contribute to their personal development.

Question N* 6 is based on the Monitor Hypothesis where students to get fluent in the second language need to be exposed to the language. Natural Approach proposes stages where learners start developing the language through activities. At the beginning of the process, these activities do not require any response but with the development of the process, they will start producing small words to well-structured sentences. The question seeks to emphasize the positive aspects of incorporating a process where students acquire the language by stages.

Question N* 7 is based on two hypotheses, the Acquisition-Learning Hypothesis, and the Affective Filter Hypothesis. The acquisition-learning hypothesis seeks to consider based on students' opinions what are the factors which hinder the acquisition process. The Affective Filter Hypothesis seeks to investigate the negative effects of the factor which blocks students' acquisition process.

From the opinions expressed by students, their commentaries were grouped per each question, the results are the next ones:

According to what question N* 1 states, from the total of seven interviewed students, all of them highlight the importance of managing the English language not only in our current society but also in international environments where the language is the only vehicle to allow communication.

Question N* 2 seeks to understand students' usage of the language in their daily context, from the total of seven responses, four students underline how the little knowledge of the language learned on their background has helped them to appreciate the language in their daily context; the three students just estimate their effort as the only aspect to let them understand the language.

Question N* 3 is based on students' errors, in this question students' opinions vary. From the total of seven students, four of them, who represents the majority, consider that errors should be corrected at the end of the students' performance since they consider interruption

as a way to block the knowledge they have in mind, from the same group two students recognize the need to write down their errors to internalize and correct them. Three students from the total of students consider their errors should be corrected at the moment they make them because they have the opportunity to correct them in the same moment as well as avoid forgetting their own mistakes.

Question N* 4 was proposed to discover which activities seem to be innovative and striking to students. From the total of seven students, six of them agree to the use of games to encourage English acquisition. Three students from a total of seven, recognize the need to pick up the language through videos. With the same pattern, three students recognize that songs are another form to build and reinforce English knowledge. Some other students propose to use different activities from the ones mentioned like riddles, role-plays as well as audio in English.

Question N* 5 wants to understand students' motivation to learn English. Two students from the total, value the English language as the only global tool to communicate with the world. Three students highlight the role of the language in the educative field and consider they need it for further studies. One student considers the language as a demonstration of the culture. One student considers it necessary to learn the English language as part of their personal development.

Question N*6 proposes to the students, the opportunity to speak by stages. All of them agree on the idea of developing the speaking skill by stages, they also recognize this idea as the best way to master their knowledge since they are going to put in practice their speaking skills according to what they are learning, like step by step.

Finally, question N* 7 lets students identify what are the aspects which hinder their performance. In this case, their opinions express that L1 is one of the aspects because they think English works like Spanish. They also mention their insecurities, they are afraid of not being understood by someone else. Distractions are another factor they mention, they see their environment full of these. They also mention the complexity of the topics since their

English level requires them to master some of the principal grammatical tenses and a wide range of vocabulary. In the end, they also identify pronunciation as one of the problems because they are not always in contact with the big assortment of English pronunciations.

4.1.2. The oral test

The second part of the collection techniques proposed was an oral test. This was adapted from one Cambridge sample. It was planned to last between 7 to 8 minutes. It was structured in three different stages which are: the introductory part (2 minutes) which contains some common questions like What is your name? How old are you? Where do you live? What are your hobbies? What do you do on weekends?; the second part (2 minutes) was about a personal description where students were asked to describe their houses, the questions planned in this stage were: Describe your house. How many bedrooms are there in your house? Where do you watch TV at home? What's your favorite room in the house? What's your least favorite room in the house?; the last stage was about a picture description. Following the same pattern, students were asked to describe a picture of a house where they could clearly distinguish current objects from a kitchen. In order to evaluate students' performance, a rubric provided for the same sample test (Cambridge 2020) was used.

Figure 1

Rubric

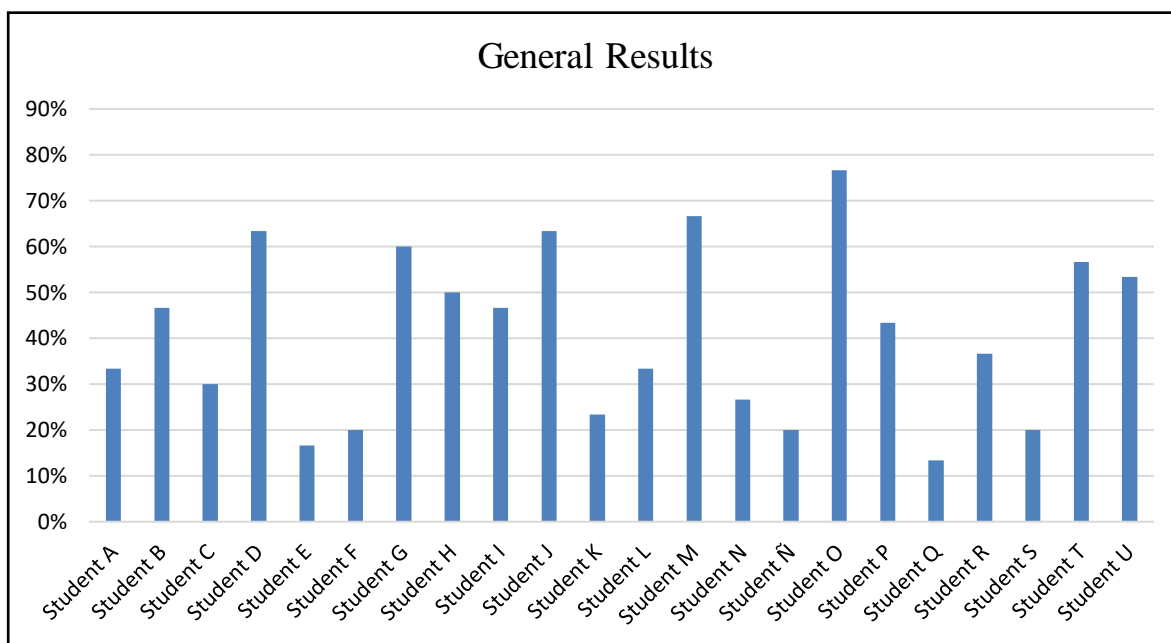
A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

The main aspects to be evaluated by the rubric focuses on Grammar and Vocabulary, Pronunciation and, Interactive Communication.

To have a better vision of students' performance, the results from the oral test are presented in four schemas. Figure N* 2, represents a general vision about students' performance in the oral test to reach the A2 level. The rest of the drawing gives a better vision about each area evaluated in the test, they are Grammar and Vocabulary, Pronunciation and, Interactive Communication, so the study details some of the weak areas from the oral test.

Figure 2

General Results



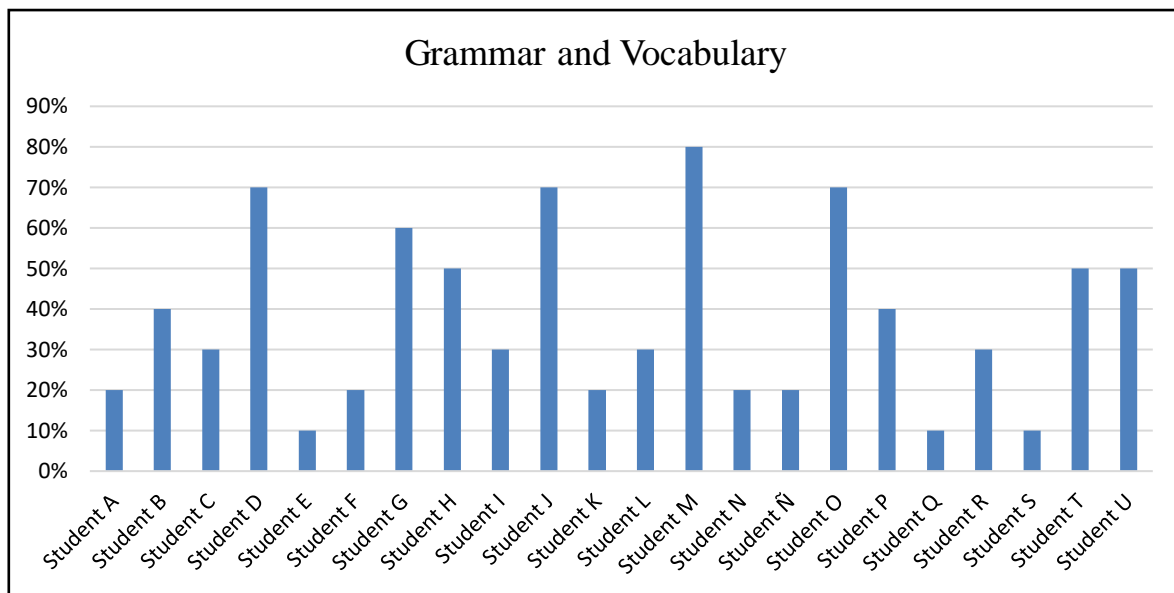
To get a better idea about students' performance, the before-presented drawing represents students' results in the whole test. It can be appreciated that from the total of 22 students, one student, student O, is the only one who overcomes the group getting 77%. Following the same pattern, there are four students, D, G, J, and M, who range from 60 % to 67 %. The next group of students, students H, T, and U are located on a range from 50% to 57%. Under the 50 %, it is sound students B, I, and P, whose grades range from 43% to 47%. It was found that four students, students A, C, L, and R score from 30% to 37%. One of the biggest groups in comparison to the other is the students located in the ranges from 20% to 27%, they are

students F, K, N Ñ, and S. Finally, the group of students who scores below the 20 % is located students E and Q who have around 13% to 17%.

One of the areas that were evaluated on the oral test was Grammar and Vocabulary which seeks to know about students' control about simple grammatical forms as well as the appropriate vocabulary about the everyday situation.

Figure 3

Grammar and Vocabulary

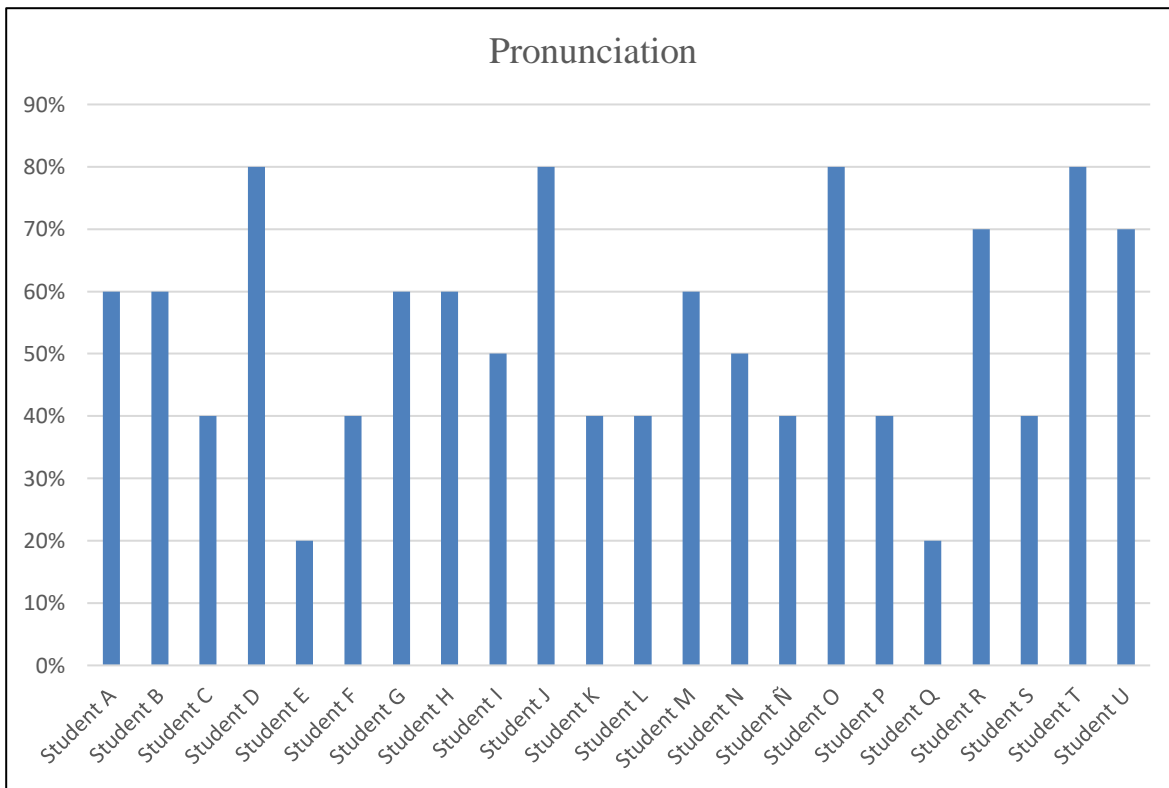


In this area, students were grouped into five groups. Student M, who is the only one from the whole group who achieve 80 %. In the range of 70% to 79% are found students D, J and, O. Those who are below 70% are students who scored from 50% to 69%, they are G, H, T, and U. Then, it is found the students group who reach from 30% to 49% which are students B, C, I, L, R, and P. One of the biggest group are those students whose performance is under the 29%, these students are students A, E, F, K, N, Ñ, Q, and, S, they range approximately from 10% to 29%.

Pronunciation is one of the strongest parts of the students' performance. In the next drawing are listed the results from the aspect which evaluates the phonological control of utterances.

Figure 4

Pronunciation

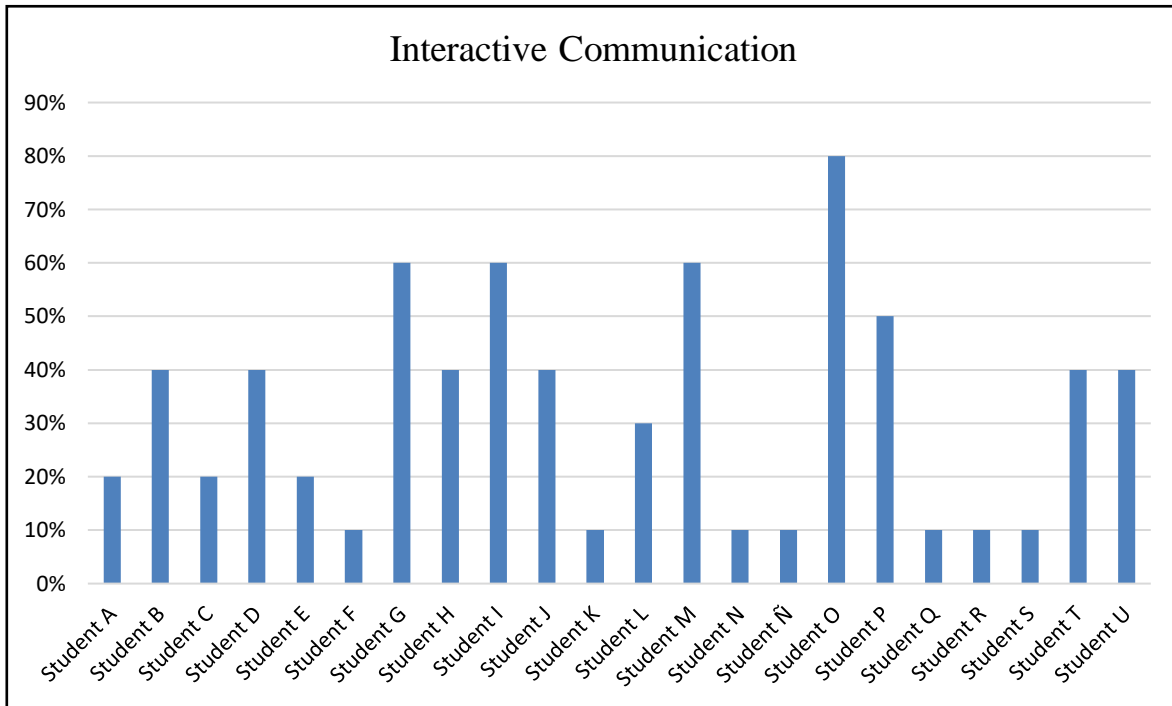


In this field is noticeable that there were four students: D, J, O, and T who obtain an 80%, whose pronunciation is mostly intangible. Then, it is found students who range their performances between 60% to 70%, are students A, B, G, H, M, R, and U. Under the 60%, there are students whose performance is located in 50%, these are I and N. After that, there are students whose performance ranges the 40% which are C, F, K, L, Ñ, P, and S. Finally, the last group of students are those who reach the 20%, they are E and Q.

The last aspect presented in the rubric is Interactive Communication, an aspect that evaluated the students' ability to exchange ideas to maintain a simple conversation. Level A2 requires simple exchanges.

Figure 5

Interactive Communication



In this aspect it is found that one student reaches 80%, the student O. The next group of students is the ones who get the 60% which are G, I, and M. Students P is the one whose performance is located in the middle range, 50%. Then, there are students whose scores are under the middle scale, which represents the 40%, they are B, D, H, J, T, and U. Student L is the only one who obtains the 30%. Consequently, there is a group of students who reaches 20%, they are A, C and E. Finally, the biggest group of students are the ones whose performance reaches 10%, these students are F, K, N, Ñ, Q, R, and S.

4.2.Discussion

4.2.1. The Interview

The survey was one of the tools that allowed us to learn more about how students appreciate the language. Within it, it was found that all students in a certain way recognize the usefulness of the English language not only for the educational and work environment but also as part of their leisure environment, despite recognizing that the language has allowed them to understand the meaning of some certain words or phrases within the educational and personal field, students identify that what they know so far is not entirely sufficient to achieve their personal goals. Feeling motivated to learn the English language has permitted students to recognize the objective of the language, it is not only about communicating using the English language, but also emphasizing the culture that it represents and how to know the Language can allow them to travel abroad or, within our environment, to use it in the educational area. In the Natural Approach, the motivation towards the acquisition of a language refers to conscious learning where the student has reduced the fear of using the second language within. According to Krashen (1988), "Factors that contribute to a low affective filter include positive orientation to speakers of the language acquiring in a low anxiety situation and at least some degree of acquirer self-confidence" (p. 19-20). Even if they feel motivated to acquire the language, there are some certain aspects they believe could hugely help them to speed up the process.

The students were questioned about the factors that in a certain way delay the process of acquiring a language, among which it is mentioned that the role of the first language, in this case, Spanish, is the one who plays a fundamental role, since the form of structuring ideas in both English and Spanish varies significantly, which is because a great number of the students try to translate what they want to express in a textual way, making errors. Language transfer greatly affects second language acquisition because students generally tend to fossilize certain errors or use the same grammatical rules from L1 to apply in the L2.

The Natural Approach considers that errors are part of the learning process, they are indicators of second language acquisition, although it is true within the educational context,

they must be corrected, the Natural Approach proposes the correction of those after being committed by using activities to reinforce them. Krashen stated (1988), “The principal way of internalizing knowledge about the rules of the language is through explanation and practice with cognitive grammar exercises or audiolingual drills” (p.177) Within the interview, this was one of the key points to understand how the students felt regarding the correction of errors, which the vast majority alluded to preferring to be corrected at the end, after their performance. When they were asked about how those errors need to be corrected, they stated through games, videos, dialogues, songs, riddles, and roles plays, they strongly considered that these are ways not only to internalize the language but also to understand the language.

The last of the questions in this interview was based on exposing the idea of using the stages presented by the Natural Approach for students to develop speaking skills. The students' responses were encouraging considering that the Natural Approach would allow them to internalize and have contact with the structures of the English language. Starting from the basics, through listening to the language and then being able to engage in dialogues and give structured responses, is a way of considering the development of each student concerning the acquisition of the language. “In planning a communicative based syllabus, we use three stages as a basis for beginners; all involve personalization and the use of familiar topics and situations” (Krashen, 1988, p. 73). Let us remember that to be successful within the development of the stages proposed within the Natural Approach, the opinion and interests of the students must be taken into account, this will allow the full commitment of the students with their learning process.

4.2.2. The oral test

The oral test was structured so that students demonstrate their ability to speak about everyday topics. Within the general results (*Figure 2*), it could be seen that approximately 19% of the students reached an encouraging average for the level of English they are supposed to achieve, which they found with grades above 50%. The rest of the students, who represent 81%, are those where their greatest shortcomings are in vocabulary and grammar. The students were asked about themselves, their hobbies, their place of residence, as well as

the things they do on the weekends. They were asked to describe their home and finally to describe a photo of a kitchen, a very familiar environment for them. According to the results, grammar and vocabulary were aspects that did not achieve a higher score due to the gaps they have regarding simple grammatical structures as well as a basic vocabulary. With these results, it can be deduced that students do not reach level A2, which is required to be fulfilled within the English Language Curriculum of the Ministry of Education (2016).

4.2.3. General Interpretations

From the use of both data collection instruments, this study was able to access not only the students' vision of the English language, but also measure their ability to speak. Despite reaching an average below the normal, the students who were part of this study did not reach the required level based on personal factors as well as their educational environment. The recognition by students about the use and importance of the English language is one of the aspects that encourages the use of the Natural Approach to start from the essentials and basics and be able to advance to stages where they can develop the skill of speaking with greater fluidity. Within the Natural Approach, the emotional aspect of each student is seen as a decisive factor in the acquisition process, students are part of this process as long as their opinions and interests are considered to create an environment where the levels of anxiety are minimal. The Natural approach encourages students to feel comfortable with the second language and for this, it proposes the use of catching activities very different from those contemplated daily in Ecuadorian classrooms. Furthermore, one of the fundamental pillars within this approach is how errors are considered not only by teachers but also by students themselves. The vast majority of students who were part of this study allude that errors within the educational process are viewed negatively, which generates fear of participating in classes, however, the Natural Approach raises a different vision from the one most people are used to, mistakes are part of the process, they are a way in which students show how much they have acquired and what aspects need to be reinforced, not in the traditional way, interrupting to correct, but using activities so that students are aware of the mistakes they made and can correct themselves.

Finally, the Natural Approach considers that within the second language acquisition process, students should be exposed to the English language, so the use of students' interests can generate a motivational environment where the language is seen and appreciated. as an opportunity to learn and be part of what it represents.

CHAPTER V PROPOSAL

The methodological guide "*HEY FRIENDS, I AM READY TO TALK*", is an adaptation of the strategies proposed by Stephen Krashen (Instructional, Comprehensible input acquisition, and Production) to reinforce the speaking skills through three stages: Pre-production, production, and extended production. Within each stage, curricular activities are proposed where students start from the basics until they reach a level that allows them to express themselves using simple phrases in the English language.

It is important to highlight that the methodological guide can be adapted according to the topic that is going to be taught by the teacher. It is also necessary to know that it has been designed according to the hypotheses raised by Stephen Krashen and Tracy Terrel in their book "*The Natural Approach*", which considers internal and external factors that in a certain way greatly influence the quality of teaching within the educational process.

One of the main objectives pursued by the Natural Approach is to promote the acquisition of the language through attractive activities that are under the interests of the students within an environment where students have the opportunity to enjoy their learning as well as value their mistakes, being the same part of the process. It seeks to greatly respect the emotions of the students within the process to reduce the risks of anxiety and promote conscious learning.



HEY FRIENDS,
I AM READY TO TALK!

BY
SHEYLA RODRÍGUEZ



Methodological guide to help students
succeed in Speaking

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Dedication

When I started my career as an English teacher, I never imagined that this would turn into an adventure. Teaching the language to my students allowed me to be part of their world and understand why most of the time they were not comfortable with English. From the multiple experiences, I recognized ways and strategies of using what they have in their world and incorporating it in the



learning of the English language. One of the transcendental aspects that I must recognize is that raising the self-esteem of my students allowed me to broaden their vision and acceptance of the language.

The trajectory had its challenges, but in the end, it fills me with satisfaction knowing that every step, every activity, every task, and even every joke was designed so that they would appreciate the language



and its many advantages. This methodology guide is something that I dedicate



to them. All the activities proposed here are created for students to develop speaking skills. It includes attractive activities where students can put into practice what they know, considering

the multiple emotions that they can develop when starting to use the language.



Acknowledgment

Having arrived here was not by chance, I think it was the best way to learn to value my profession.

I want to thank the Educational Unit "Academia General Carlos Antonio Machado" for having received me and accepted me as one of their team.



Inside these classrooms, I lived the best experiences and I learned to continue forging myself to encourage my students to be participants in this learning process.



To all those who were my students, I thank them infinitely for allowing me to be their teacher, for helping me build their knowledge, and for being the main reason that every day I want to be better for them. Everyone who was by my side in this educational process.



Finally, I want to thank a great human being who has been one of my greatest sources of inspiration. Teacher Sandra Guevara-Betancourt was one of the persons who contributed to supervising this research, with her wisdom, patience, and dedication, my dream can also be possible. I want to thank you for believing in me and in everything that is in my heart.



How to use the Guide

The following methodological guide is designed based on the principles outlined within the Natural Approach where students develop speaking skills through stages. Each of the strategies indicated is chosen to respect the following stages: pre-production, early production, and extended production, so the proposed activities respect each stage in which the student is located to ensure production at the end. oral.

The topics proposed within the methodology guide are selected for the level of English A2, however, each of the activities can be rethought depending on the topic to be taught. Within the guide, the user will find the objective of the selected topic, a brief explanation of the activity, the vocabulary to use as well as the suggested material. The user will also find that each activity is detailed by steps and examples to give a better idea of what is expected to develop in classes.

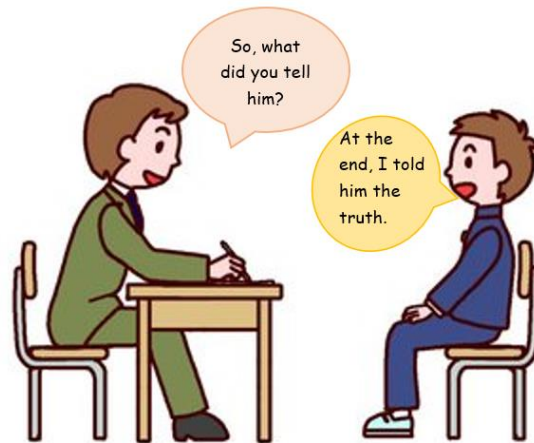
At the end of each activity, there will be an evaluation that depends on the user's perspective to be applied or not. Two of the aspects mentioned by Dr. S. Krashen are the role of error and the affective role. Teachers are advised that within the development of speaking skills, mistakes should be reinforced through engaging activities where learners consider their own mistakes and correct them independently. In

order to avoid anxiety in students when speaking in a second language, it is advisable to create an environment full of motivation and participation where students not only learn from the teacher but also from other students.



How to assess students by using Natural Approach?

One of the relevant points in the Natural Approach is creating a motivating environment where students can feel comfortable with their English. Natural Approach seeks to prepare students to be able to exchange messages at the same time they are being tested by the teacher. Natural Approach tests the ability to apply the grammar rules correctly.

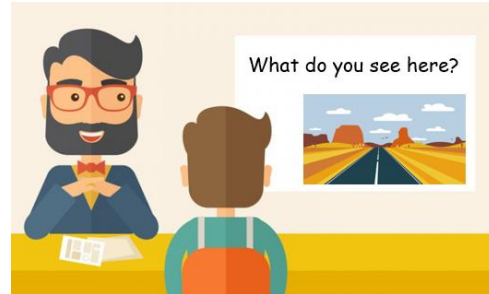


According to Stephen Krashen (1988), one of the best ways to measure students' progress is by an oral interview which relatively gives an understanding of oral communication. Natural Approach allows evaluating students' ability to understand messages in the foreign language and communicate thoughts, ideas, and opinions by selecting specific situations rather than pronunciation tests. Do not forget that the main goal of this approach is not only communicative competence but also linguistic competence.



To carry out the task of assessing students' progress, this methodological guide is based on Responsive speaking. According to Rahmawati Y (2015), "Therefore, the speaker is stimulated to speak promptly. To respond a short

conversation, making a simple request comment is a kind of activity that belongs to this type of speaking." (p. 201). Depending on the educational stage they are located in, this guide proposes ways and rubrics to evaluate students' development.



One of the instruments proposed by this guide is the use of a rubric that considers the next points: Grammar, Vocabulary, Pronunciation, and Interactive communication. The presented rubric was adapted by Cambridge (2021). The aforementioned aspects were selected to reinforce students' knowledge. Grammar: To show the control of the grammatical utterances. Vocabulary: to use terms and avoid the overuse of words. Pronunciation: to produce sounds and respect articulation, stress, and intonation of the words. Finally, interactive communication: to evaluate the ability to transmit ideas and o interact with others during communicative tasks.

A2	Grammar	Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms.	Uses a range of appropriate vocabulary according to the situation presented.	Is mostly intelligible.	Maintains simple exchanges.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows sufficient control of simple grammatical forms.	Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows an only limited control of a few grammatical forms.	Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>			



Hey Friends, I am
ready to talk!!!

Introduction

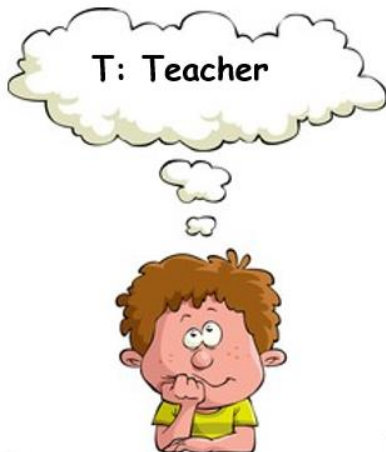
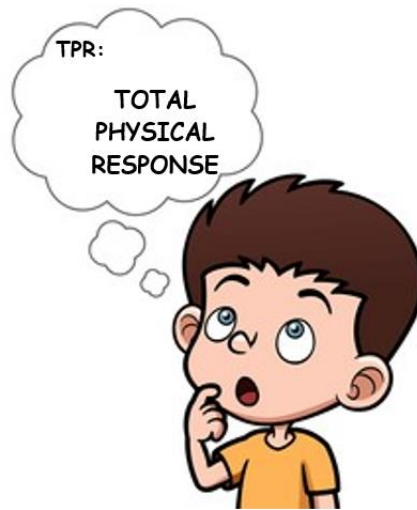
The methodological Guide "Hey friends, I'm ready to talk" is a compilation of some of the most transcendental aspects from the Natural Approach developed by Doctors Stephen Krashen and Tracy Terrell. In order to achieve

the major goal which is to develop speaking skill, the guide proposes three strategies which are Instructional Strategy, Input Comprehensible strategy, and Productive Strategy.

Each one of the above strategies is focused to develop English comprehension in different ways to let learners speak in English. Within the Instructional Strategy, students' development focused on the pre-productive stage where they become listeners and receive the most comprehensible information of the language. Input Comprehensible strategy based on early production stage which refers to the simple speaking opportunities where students can respond to basic questions or requirements using short English phrases. Productive Strategy based on extending the production stage points out how students can start formulating complex sentences in the language.

The activities described by each strategy seek to develop students speaking skills by also incorporating Krashen's five hypotheses like "the natural order", "affective filter" or "the input hypothesis" to create speaking spaces among students as well as allow the students to enjoy the English language to create significative learning.

Acronyms



Objectives

General Objective

- To enhance the English speaking skills by implementing activities based on Natural Approach strategies to help students reach the requirements established in the Common European Framework at level A2.

Specific Objectives

- To consider the opinions expressed by students within the data collection instruments to create activities that allow them to enjoy the language.
- To select appropriate activities to reinforce the English speaking in each stage from the Natural Approach



Theoretical Foundations

The Natural Approach



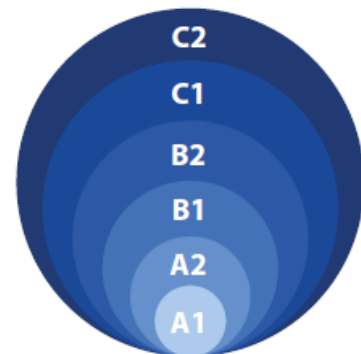
The Natural Approach is a method developed by doctors Stephen Krashen and Tracy Terrell. Natural Approach is based on the theory of second language acquisition that supports it. The first principle of the approach is that "comprehension precedes production" reason why to reach its goals the approach proposes some hypothesis. Natural

Approach also proposes not to force students to speak at the very first moment since students acquire these skills through hearing, reading, and comprehensible input from their environment. Krashen S. (1988) suggested letting students speak at a time when they feel comfortable. The affective filter hypothesis is one of the hypotheses which plays a substantial role within the speaking process. This refers to lowering the anxiety from the students when they speak through engaging activities depending on the stage.

To reach the Productive stage, which is the ultimate goal of the Natural Approach, students should face some other stages like pre-production, early production and, extending production. During the pre-production, the students just only produce single basic words as responses. In the early production stages, students focus on short phrases. Within the extending production stages, which is the last one, students can produce complete sentences according to their English level.

Level A2 (CEFR)

According to the Ecuadorian Ministry of Education (2016), students who are located at the A2 level can demonstrate very short social exchanges in personal, educative, public, or vocational aspects. From the CEFR perspective (2020), A2 learners (Basic users) can handle simple brief exchanges about familiar topics in predictable situations. Students with A2



level are also able to describe simple aspects referring to the past or their environment which implies the use of simple utterances to express themselves in familiar topics. EF (2020) refers to the A2 level to those users that can express information related to shopping, geography, routines, or background. Users are also able to describe, discuss, engage and talk using simple terms.

Speaking Skills



Learning a new language implies being able to develop the major skills: listening, reading, writing, and speaking. The speaking skill is considered as the vehicle in which people can transfer their knowledge of the language. Speaking skill has been underlying as the most important skill since the new language teaching involves helping learners to communicate using the new language. According to Krashen S. (1988), speaking is the primary goal of most of the students. Learners learn a language not only to understand but also to be able to express themselves in different contexts.

However, to be able to speak, certain aspects interfere in the performance. Some of them are related to the emotional part of every student, where is noticeable that anxiety levels can rise immediately and block students' ideas or thoughts. Another aspect is motivation, how motivated are the students to learn the language. This aspect plays an important role at the time students are developing their speaking skills since they need to be comfortable with all the English aspects presented in the class. Finally, during the speaking process is normal that students make mistakes, Krashen considers mistakes as a sign about students' learning process, however, the instructor should manage them in a way student do not feel afraid of making mistakes.



Instructional Strategies

Natural Approach took some relevant aspects from approaches like Total Physical Response to propose Instructional Strategies. "TPR can easily be used in an everyday classroom routine. The teacher encourages the children to recognize and respond to simple classroom instructions and gestures". (Sühendan, 2013, p. 1767). Mainly, these kinds of strategies focus on giving commands and instructions to students to develop language acquisition. The expressions that the instructor uses during classes seek to let students understand and process the language rather than speak at the very first stage.

Instructional Strategies are proposed to develop the students' appreciation of second language utterances. These types of strategies are the most advisable to allow students recognition during the "Pre-production" stage. During this stage, the students are active listeners in an environment full of comprehensible input.

The next activities seek to enhance students' understanding of the language using simple commands and instructions. The activities are also planned to develop students' listening capacity since Natural Approach proposes to fill students' minds with a lot of comprehensible prompts about how to use the language.



This is me



DIVERSITY

Objective: By the end of the session students will be able to recognize what phrases they need to use to provide personal information by context to introduce themselves in short conversations.

Explanation of the activity: This activity encourages students to recognize common phrases to describe their profiles. By using flashcards, students are going to identify what kind of phrases are adequate when they are going to mention their name, age, country, the place they live, occupation, phone number.

Grammatical Tense: Simple present

Activity Time: 40 minutes

Warm-up: Brainstorm: Ask students to guess which aspects can be included in the personal profile for example names, ages, occupation, etc.

Materials:

- 1 picture about the student
- 1 picture that represents the number of their age
- 1 picture that represents their country
- 1 picture about the place where he/she lives
- 1 picture that represents their occupation
- 1 picture that contains their phone-number
- 1 picture of a map of their neighborhood

Let's consider:



Let's remember that students are active listeners which means that all the prompts used in the session need to be clear and be represented by gestures.

Vocabulary:

- I am..... (name)
- I am....years old (age)
- I am from... (country)
- I live (place)
- I am..... (occupation)
- I am good at.... (sports, skills)
- My telephone number is ... (number)
- My address is.... (address)



PRESENTATION

1. First, the teacher asks the students to form a circle where he is in the middle.



2. The teacher uses the phrases that he/she considers necessary to describe his personality.
3. For each phrase that he directs to the students, he/she must show the corresponding flashcard that in a certain way represent each phrase, and add gestures. for example.

Hello my name is Carla (use the card indicating the name)

CARLA

4. The teacher can ask students to help reading what is written in the flashcard to practice pronunciation. Example:

T: I am from... (show the flashcard)

S: Ecuador

PRACTICE

5. In order to let all students participate, they can work in pairs. One in front of the other.



6. The teacher says the prompt and students should show each partner the correct flashcard.



Students show the corresponding flashcard to each partner.

PRODUCTION

7. To create a participatory environment, students can randomly switch partners.
8. The teacher asks the new pairs to share everything they know about their profile.

Wrap up: Set a five-minute time limit and in groups have students think up and write down as many facts as they can remember about their profile. Those groups that have the majority of aspects will win.

COOPERATIVITY



One day in my life



Objective: By the end of the session students will be able to recognize which activities they perform during a day by using simple present tense in order to describe their daily routine in short conversations.

Explanation of the activity: This activity will help students to recognize different activities from a daily routine in the English language. By using gestures and realia, students are going to be able to identify how to describe their daily routine.

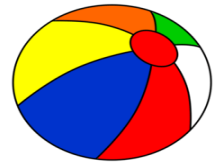
Grammatical Tense: Simple present (do/does)

Activity Time: 40 minutes

Warm-up: *Gesturing.* Select from the vocabulary students are going to study, some words related to the daily routine and let students guess what the teacher represents.

Vocabulary:

- | | |
|-----------------|------------------|
| - Wake up | - Get up |
| - Take a shower | - Get dressed |
| - Comb hair | - Have breakfast |
| - Go to school | - Have lunch |
| - Do homework | - Have dinner |
| - Watch TV | - Go to bed |



Materials:

- For students: 1 drawing clock (Use the worksheet suggested)
- For Teacher: teacher can use different realia to represent each activity from the daily routine like blanks, hairbrush, food, books, etc...
- Flashcards of a daily routine

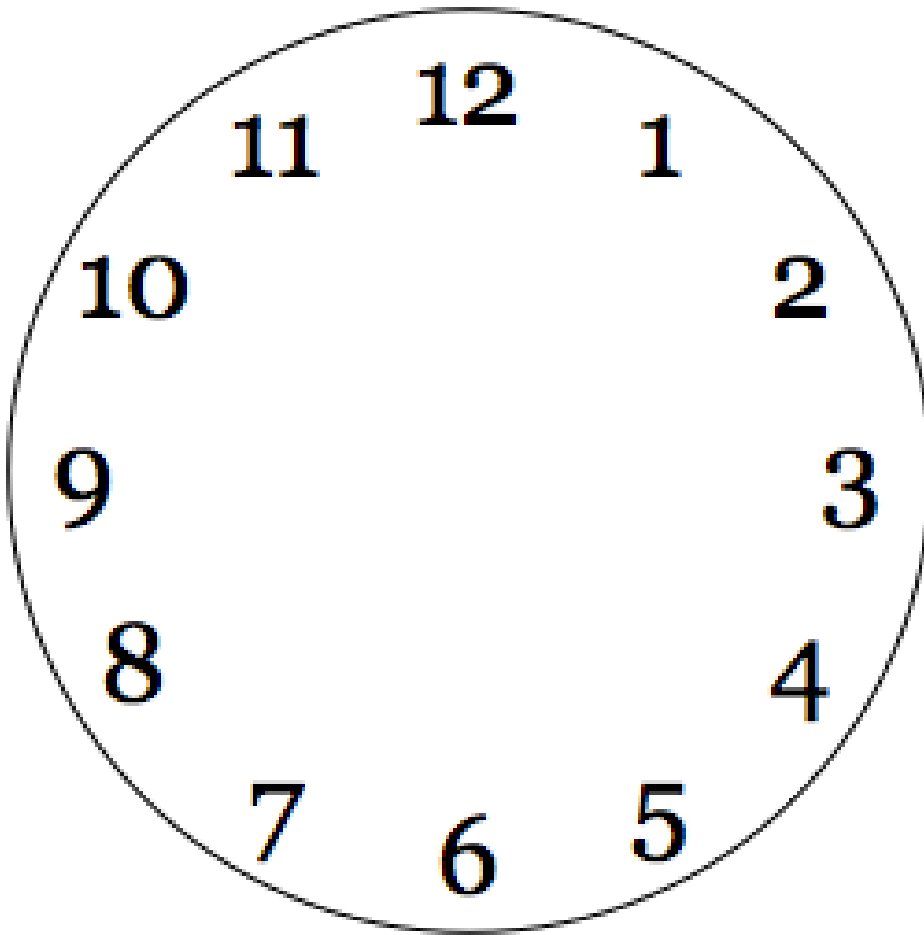
Let's consider:

Let students enjoy their learning. During an activity like this one, students can share with the class some of the activities from their daily routine, as a teacher, please respect their comments and include some of them in the activity, this will show students that they are who perform their learning.



ENJOY THE LEARNING PROCESS




Worksheet suggested



Note: By using a clock, students will identify the time in which each activity from their daily routine is performed.

PRESENTATION

1. To present the topic, the teacher starts modeling a daily routine. He/she can use flashcards and realia to show what is referring to each activity. For example:

T: I wake up at 7:00.	T: I get up at 7:00.	T: I get up at 8:00 o'clock
		
Show a drawing of a sun	Modeling	Show a blanket

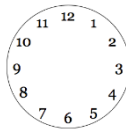
2. At the time all the vocabulary is already introduced, the teacher will clarify all the doubts by drawing a big clock on the board.



3. Spread the flashcards about the daily routine to all the students, ask them to use the clock, and place the flashcards depending on the time the activity can be performed.

PRACTICE

4. Use the worksheet suggested organizing the daily routine of each student.



5. Ask students to select a specific hour and write the activity they perform for each hour.
6. Do not forget that students need to visualize the vocabulary they are going to work with.

PRODUCTION

7. Once students have finished the writing part, it is time to share it with their classmates.
8. Asks the students to form columns in which each student has a classmate in front.



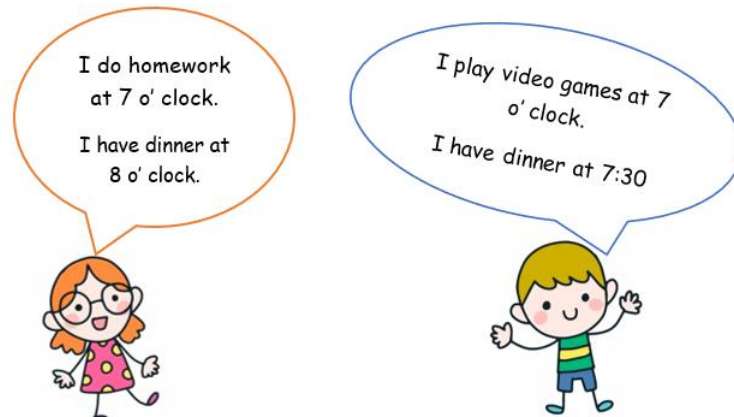
9. When the columns are set, students will listen to the next words "morning", "afternoon" and "night". For each word, students should just only share the activities of their daily routine they perform during the specific time. For example

T: In the "Afternoon"



10. To make the activity more active, per each word "morning", "afternoon" and "night" students can immediately switch the partner so they build collaborative learning by listening to each other.

T: At night



Wrap up: Set a five-minute time limit and ask students to fill the next form. Ask the students to choose a classmate they have heard and write all the aspects they remember about the classmate's daily routine.

Form suggested:

Classmate's name	
In the morning	
In the afternoon	
At night.	



Let's visit my classroom

Objective: By the end of the session students will be able to recognize and name common objects of the classroom by using prepositions of place to follow common educative routines.

Explanation of the activity: This activity will help students to recognize different objects and name them by using prepositions of place. In the activity, students will use realia as well as flashcards to internalize how to indicate the specific place of a classroom object.

Grammatical Tense: Simple present (Verb to be)

Activity Time: 40 minutes

Warm-up: On a piece of paper, ask students to write the name of the classroom objects they know. It doesn't matter if students do not know a lot of names. When they finished the writing part, ask some volunteers to name and point out the object of the classroom.

Vocabulary:



- | | | |
|---------------|------------|---------------|
| - Desk | - Clock | - Colors |
| - Chair | - Map | - Calendar |
| - Book | - Computer | - Calculator |
| - Notebook | - Table | - Garbage bin |
| - Pencil case | - Bookcase | - Blackboard |
| - Backpack | - Desk | |
| | - Ruler | |

Note: As a teacher, you can decide what classroom objects should include in this activity, it is advisable to consider all the objects students see within the classroom, this will help students internalize the vocabulary with realia.

Vocabulary: Prepositions of place

- | | | |
|-----------|-----------|---------------|
| - On | - Under | - In front of |
| - In | - Behind | |
| - Next to | - Between | - Above |

Materials:

- Use classroom objects that students see in their environment.
- For students: sticky notes
- Use the worksheet suggested
- For Teacher: teacher can use different realia to represent each classroom object.



Let's consider:

In Natural Approach, errors are seen as something part of the learning process. To manage students' errors, teachers should select the best activities where learners reinforce and realize their own mistakes. During this activity, students will have errors, do not worry if they commit them, just let students feel comfortable with the language.



Errors as part of the Learning process

Worksheet suggested

Prepositions of Place

Let's help the boy finding the classroom objects.



1) Where is my notebook?



The notebook is _____ the table.

2) Where is my ruler?



The ruler is _____ the bed.

3) Where is pencil?



The pencil is _____ table.

4) Where is my calculator?



The calculator is _____ table.

5) Where is the garabage bin?

The garabage bin _____ the table and the blackboard.



6) Where are my colors?



The colors are _____ the calendar.

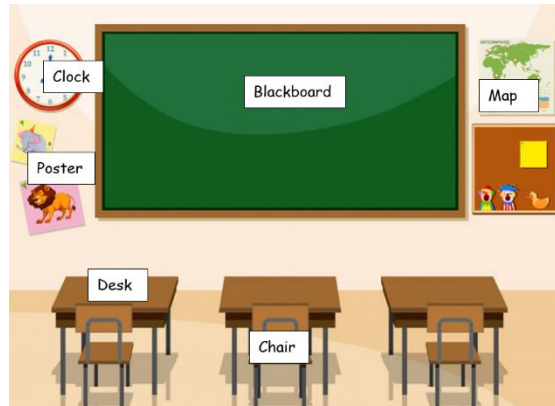
7) Where is teacher's map?



The map is _____ the bookcase.

PRESENTATION

1. To present the topic, the teacher starts modeling the vocabulary about the classroom objects. To be sure students understand, the teacher pastes a small card that contains the name of the object.



2. To be more interactive, the teacher can ask the students to help him/her read what each card says. Point out the card and the object and ask the students to read it aloud.
3. Once students have a better idea about the new vocabulary, it is time to start with the "Prepositions of place". For this activity, it is advisable to use a teddy bear or even a ball to show the students how to use prepositions of place.



The teddy bear is **UNDER** the table.

Use an object, like the example, and model the preposition.



The teddy bear is **ON** the table.

Note:

Do not forget to catch students' attention. To be sure they are understanding the correct meaning of each preposition ask questions like:

The Teddy bear is _____ the table

PRACTICE

4. Use the worksheet suggested reinforcing both, the classroom objects and prepositions of place.
5. When students finish filling the worksheet, ask them to join with a classmate to compare the answers.



PRODUCTION

6. Once students have finished the writing part, it is time to ask and answer the questions.
7. The teacher will ask the students to work with different classmates. They will listen carefully to the teacher and follow what he/she asks.
8. The teacher will indicate the preposition of place and each pair needs to share a sentence that contains the classroom object and the preposition it represents. For example:

T: ON (preposition of place)



S1: The colors are on the teacher's desk.

S2: My pencil is on my table.



My pencil
is on my
table.



Note: During this activity is advisable to let students work with different classmates, this opportunity will create cooperativeness as well as help students to realize the vocabulary used.



Wrap-up: Riddles: Use some riddles that help students to remember the classroom objects. For example:

I am long. I am rectangular. I have centimeters. Students use me for measuring.
What am I?



Do not forget who I am or it will be late.
What am I?



The teacher uses me to teach you. I am rectangle and you can erase everything on me.
What am I?



I am blue, sometimes I am green, I can be orange and yellow like the sun.
What am I?



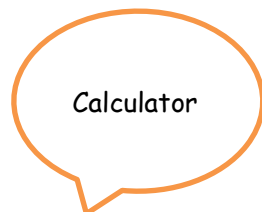
I have continents and some oceans. I have cities and countries. I can show you the world
What am I?



If you are tired, you can rest on me.
What am I?



I always play with numbers and symbols. I give the results immediately.
What am I?



I will keep your notes as well as your drawings.
What am I?



My family and I



Objective: By the end of the session students will be able to recognize the vocabulary of the members of the family by using different realia to provide short descriptions.

Explanation of the activity: In this activity, students will be more active since they are going to provide short descriptions about some of their family members by using the present simple tense as well as adjectives to describe their personality.

Grammatical Tense: Simple present (Verb to be)

Activity Time: 40 minutes

Warm-up: In this opportunity, use the text suggested to read a story to the students. Emphasize those words which are part of the vocabulary of the session.



Let's meet my family

Hi, I am Kathlyn, I am sixteen years old. I live in Ecuador, in Otavalo. I have a small family. We are four. My mother is Karla. She is thirty-two years old. She is a housewife. My father is Luis. He is thirty-nine years old. He is a driver. My young sister is Lesly. She is thirteen years old. She is a student, like me. Lesly and I study in the same high school. We also have a pet. It is a cat. Its name Pompom. It is playful. Every weekend we go to the countryside. We enjoy spending time together. My family is my best gift.



Vocabulary:

- Parents
- Siblings
- Grandparents
- Mother
- Father
- Sister
- Brother
- Uncle
- Aunt
- Grandmother
- Grandfather
- Cousin
- pet



Materials:

- Sheets of paper
- Colors, markers, and pencils
- Use the worksheet suggested
- For Teacher: teacher can use pictures of some members of your family.



Let's consider:

During this activity, students will present personal information about themselves. As a teacher, it is important to remember to the students that all types of families are perfect even if they are not the common prototype. Let students know that they are loved by their relatives and having someone at home is the best gift.

Worksheet suggested



My family and I

1. Use the words on the box to complete the reading.

Hi, my name is Brenda and this is my family. My _____ are been married since 2017. My _____ is Matilde. She is 60 years now. My _____ is Carlos. He is 65 years old.

My _____ are been married for ten years. My _____ is Esteban, he is thirty years old. My _____ is Sofía. She is twenty-nine years old.

I am not an only child. I have _____. My young _____ is Katty, she is four years old. My older _____ is Martin. He is fifteen years old.

On weekends my mother's sister usually visit us. My _____ is Soledad and my _____ is Peter. They are really kind with us.

We also have a _____. It is a dog and it is small. Its name is Pepito. Everyone loves it.

Parents
Grandparents
Siblings
Mother
Father
Brother
Sister
Grandmother
Grandfather
Aunt
Uncle
Cousin
Pet

PRESENTATION

1. To present the topic, the teacher starts modeling the vocabulary by using real pictures from his/her family.
2. The idea is to use the board to show students the teacher's family tree.



3. To see if the students understand the vocabulary, the teacher can use some questions like:

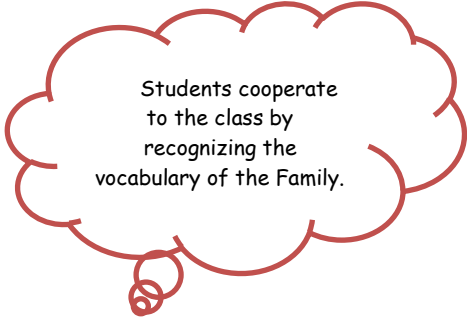
Example:

T: Mario is my

S: Father

T: Carla is my.....

S: Mother



Students cooperate to the class by recognizing the vocabulary of the Family.



PRACTICE

4. Use the worksheet suggested complementing what was explained in the class.
5. Once students have finished the writing part, it is time to ask them to draw their family trees.
6. Do not forget to ask the students to write the names of all their family members.



PRODUCTION

7. Once students have finished the writing part, they are ready to present their families to the class.
8. Ask them to form two lines, students in front of students.





9. You can indicate to the students which member of the family they need to present just only by saying smalls prompts, for example:

Teacher: Parents



Note: When the teacher says "PARENTS", students could decide if they talk about both parents or only about their fathers or mothers.

Wrap-up: Use the next reading to ask students to underline those words which are part of the vocabulary learned.

Let's meet my family



Hi, my name is Javier Fanning. I am fifteen years old. I live in Otavalo. I am a student at Academia Machado and today I will present to you, my family. My father is Stalin Fanning. He is a firefighter.

He is thirty-six years old. My mother is Paola Moreno. She is thirty-four years old. She is a lawyer. I have two siblings. My sister is Naomi. She is thirteen years old. She is a student like me. My youngest brother is Ariel. He is five years old.



We have a pet. Its name is Angie. It is a big and white dog. We love it so much.



Guess what I'm doing!



Objective: By the end of the session students will be able to use the Present Continuous to describe free time activities through a mime.

Explanation of the activity: This activity focuses on using the Present Continuous to guess what students represent by mimes.

Grammatical Tense: Present Continuous

Activity Time: 45 minutes

Warm-up: Guess the verb. Show students some cards which represent free time activities and ask them what verbs better fit each drawing.

Vocabulary:

- Celebrate your birthday
- Go dancing
- Hang out with friends
- Have a party
- Listen to music
- Play an instrument
- Play video games
- Read books
- Take photos
- Do exercise
- Surf the internet
- Study
- Go shopping

***Note:** The teacher can add more free time activities if there is the need or even change some of them.

Materials:

- Use the worksheet suggested
- For Teacher: Flashcards.
- For students: It could be a good idea if the students incorporate in the mimes any item which represents each free time activity.

Let's consider:














The affective-humanistic side of the Natural Approach considers that each activity must be intrinsically interesting or meaningful so that the student's attention is focused on the content of the utterances. That is why students' contribution needs to be considered during the acquisition process.



Worksheet suggested

Free-time activities

1. Match the words with the corresponding phrase.

Celebrate your birthday			
Go dancing			
Hang out with friends			
Have a party			
Listen to music			
Play an instrument			
Play video games			
Read books			
Take photos			
Do exercise			
Surf the internet			
Study			
Go shopping			

My name is _____

Grammatical Prompt:

Present Continuous:

Purpose	To describe things that are happening now
Structure	
Positive	<p>I } am + verb (ING) + complement.</p> <p>You } We } are+ verb (ING) + complement.</p> <p>They }</p> <p>He } She } is+ verb (ING) + complement</p> <p>It }</p>
Negative	<p>I } am +not + verb (ING) + complement.</p> <p>You } We } are+ not + verb (ING) + complement.</p> <p>They }</p> <p>He } She } is+ not + verb (ING) + complement</p> <p>It }</p>
Yes/No questions	Verb to be+ subject+ verb (ING)+ complement?
Information question	WH- words + verb to be+ subject+ verb (ING)+ complement?

PRESENTATION

1. To present the topic, the teacher starts explaining the Present Continuous.
2. In order to reinforce the -ing form, it is advisable to use the worksheet suggested.
3. To introduce the vocabulary, the teacher will model the words and represent them with mimes.



PRACTICE

4. To start practicing the vocabulary, spread the flashcards about the vocabulary on the board and ask for some volunteers to pick up a card and conjugate the verb that it has on it.



PRODUCTION

5. In this stage, there are two ways to carry out the speaking activity, the teacher can divide the class into small groups, or the teacher can assign to each student a different card about a free-time activity, so everybody in the class can participate.

***Note:** If you decide to give each student a word from the vocabulary about free-time activities be sure not to repeat the words, you can incorporate some activities that are part of the students' free-time activities.

6. Give to each student a different word. The idea is to represent by mimes the different vocabulary while the rest of the class guess what could be the possible answer. In this stage is advisable to use the items that represent in a certain way the vocabulary. For example:



Activity	Item
Celebrate your birthday	Balloons,
Go dancing	Use music
Hang out with friends	Picture of friends
Have a party	Customs
Listen to music	Cd, MP3 player
Play an instrument	Musical instrument
Play video games	Video Game
Read books	Book
Take photos	Photos/camera
Do exercise	Weights/ resistance bands
Surf the internet	Picture of a computer/or any navigator like google, Chrome, etc....
Study	Mathematics book/ English book
Go shopping	Bags/ items like food or clothes

7. To start the game, ask for some volunteers to stay in front of the class and use mimes and the corresponding items to represent the world that was assigned.
8. Indicate to the rest of the class that to guess the corresponding vocabulary, they need to use the Present Continuous tense to describe what their classmate is doing at that moment.

***Note:** Do not forget to emphasize the use of Present Continuous at the time students will guess the word. By doing this activity, they will realize the use of the tense and the structure of the sentences.



Assessment



In Natural Approach, testing cannot be interpreted as a factor that causes students' anxiety, it should motivate students to prepare for their tests by obtaining comprehensible input. Certainly, speaking tests are the ones which require a lot of effort and time not only by students but also by teachers who normally manage a class of thirty or forty students. To develop an assessment that reflects what students have acquired it is advisable to do it in several classes. Teachers can work with a small number of students while the rest of them are working or busy.

Speaking tests should evaluate students' ability to use the language and communicate ideas in specific situations. Within the Instructional Strategies, students develop the ability to respond to instructions. Sometimes, if they feel comfortable with their language development, they could use small words or phrases. In this stage, the main idea is to engage students to react to the teacher's instructions. So, how to do that? One core aspect is to select the topics that students have learned. Then, select the grammar prompts that students are going to respond to by reacting or even producing small phrases. For example:






1. Select what aspects are going to be evaluated.

- Introducing myself (Simple Present)
- Daily routine (Simple Present)
- Free time activities (Present Continuous)

2. Prepare the material.

The material could be flashcards or some physical items which help students to remember the content they learned.

Introducing Myself	My Daily routine	Free-time activities
		
Students' pictures	Physical items that represent what students do every day. For example, a blanket, a toothbrush, a notebook.	A picture of a birthday cake. A cellphone and headphones.

3. Prepare an appropriate rubric that contains the way students will be evaluated. Here is one example:

A2	Grammar	Vocabulary	Pronunciation
5	Shows a good degree of control of simple grammatical forms.	Uses a range of appropriate vocabulary according to the situation presented.	Is mostly intelligible.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms.	Uses appropriate vocabulary to talk about the situation presented.	Is mostly intelligible, despite limited control of phonological features.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows an only limited control of a few grammatical forms.	Uses a vocabulary of isolated words.	Has very limited control of phonological features and is often unintelligible.
0	<i>Performance below Band 1.</i>		



Tips:

Do not forget that, this assessment gives the idea of how students incorporate the input received by analyzing and reacting to the teacher's requests.

It is advisable if the teacher starts exemplifying first, so it helps students to create a low-anxiety atmosphere. For examples:

If students are going to present their daily routines, it could be beneficial if the teacher starts with his/her daily routine, so students will gain confidence to talk.



Try to do the same with the rest of the topics considered to be evaluated. In a certain way, creating a low-anxiety atmosphere will help students to respond to the questions planned.



Comprehensible input acquisition strategy

Within the Natural Approach, students need to be provided a range of speaking opportunities where they can demonstrate the different stages they are crossing. Input Comprehensible strategies focus on the "early production stage" where according to Stephen Krashen, learners can produce simple and short phrases. "Speaking is, of course, a primary goal of most language students.

It is also important in that it stimulates conversation, which in turn will encourage more comprehensible input". (Krashen & Terrel, 1988, p. 57)

Comprehensible input strategies let students be more motivated to participate using the target language since this strategy does not force students to use the language beyond their knowledge. Moreover, these kinds of strategies also focus on dynamic activities as well as stimulating and attractive realia.

Some of the aspects which play an important role here are "the affective filter" and the "role of the error." At the time students start producing their first phrases in the target language teachers must lower their anxiety. Anxiety or shyness are the most common feelings that can block students' production in the target language. Errors are something common when students start using a second language. In the Natural Approach, errors are caused by misunderstanding, and when the learners' knowledge goes beyond what is expected. To minimize students' errors, Natural Approach proposes to the teacher to use creative activities where students can appreciate the correct form of the utterance.





I prefer...

Objective: By the end of the session students will be able to use the pattern "I prefer" through selected vocabulary.

Explanation of the activity: This activity encourages students to recognize the use of the grammatical structure "I prefer", the teacher can teach this topic with a wide range of alternatives like sports, favorite activities, seasons, weather, or hobbies.

Grammatical Structure: I prefer.....

Activity Time: 40 minutes

Warm-up: For this stage, the teacher can present to the students some pictures that represent places where they can appreciate how the weather looks like. Ask students just only choose one picture per pair presented.

Picture 1



Picture 2



This warm-up encourages students to recognize how the weather looks like in different places.

Vocabulary selected: Weather

- Let's select some contexts where the weather is a pivotal factor.

- 1) Practicing a sport.
- 2) Having a party
- 3) Go shopping
- 4) Swimming in the pool
- 5) Playing in the park
- 6) Listening to music
- 7) Reading a book
- 8) Playing video games
- 9) Studying
- 10) Spending time with family

Note: You can incorporate some other leisure activities/ contexts.

- Let's select some common words related to weather.

- 1) Sunny
- 2) Cloudy
- 3) Partly cloudy
- 4) Rainy
- 5) Snowy
- 6) Foggy
- 7) Windy
- 8) Warm
- 9) Icy
- 10) Clear sky

Material:

Worksheet suggested

Leisure Activity	Weather
Practicing a sport.	¿?
Having a party	
Go shopping	
Swimming in the pool	
Playing in the park	
Listening to music	
Reading a book	
Playing video games	
Studying	
Spending time with family	

Let's consider:



During activities like the one presented here, it will be common to listen to students' errors, especially if they have to use "Simple present conjugations". N.A proposes to reinforce those errors through comprehensible activities where students can realize their mistakes and consciously correct them.

PRESENTATION

- To introduce the group of words, the teacher can show the vocabulary by modeling, using flashcards, or any other material. Show the item and say the phrase:

Reading a book



Having a party (play the music and dance)



- To introduce the second group of words, the instructor can use flashcards.



1. Use the model of the worksheet proposed to have students' answers first. Mention the activity and students should write the type of weather they prefer.

Leisure Activity	Weather
Practicing a sport.	¿?
Having a party	
Go shopping	
Swimming in the pool	
Playing in the park	
Listening to music	
Reading a book	
Playing video games	
Studying	
Spending time with family	

2. Once students have completed their worksheets, it is time to divide the whole class into pairs.



PRACTICE

3. To let students talk, they will organize a short interview where they need to use the vocabulary proposed. For this stage, it is important to give the students grammatical prompts. For example:

Subject	Verb	Complement
I	prefer	Practicing a sport when is cold.
Subject	Verb	Complement
Carlos	prefers	Practicing a sport when is cold.

Students should notice the difference between both situations regarding verb conjugation.

4. Sit each student in front of his/her pair. Asks students to use "What activity do you prefer when is (mention the weather condition)" to have possible answers.



PRODUCTION

5. Ask one volunteer per pair who shares with the whole class all of the activities and weather conditions the interviewee prefers.



6. At the time one student is representing the pair, the whole class should pay attention and take notes.



Wrap up: Set a five-minute time limit and ask those students who didn't talk to describe the preferences of one of their classmates. They can use the notes taken.





The best day of my life

Objective: By the end of the session students will be able to use the simple past tense to talk about their journeys.

Explanation of the activity: This activity encourages students to improve their memory by internalizing the past tense of regular and irregular verbs.

Grammatical Structure: Simple past (did)

Activity Time: 80 minutes

Warm-up: For this stage, use the text suggested. Ask the students to read the story and underline the verbs they find on it.

Then, read the story and emphasize the verbs you find on it.

One of the best days of my life

Hi, my name is Fernanda, and today I will tell you about one of the best days of my life. It **was**



the Mother's Day. I am a singer. I am part of a group of Mariachis. Last year, the group and I **worked** giving serenades on Mother's Day. Before Mother's Day, we

prepared ourselves

with some emotional songs to dedicate to

mothers. During the week, we **received** some contracts to sing and surprise mothers on their special day. That day I **chose** the



best customs. We **started** our presentations early in the morning till

the night. It was astonishing to see mothers receiving this surprise.

Some mothers **cried** and **hugged** their children. Some others **sang** with

us because they **felt** happy to celebrate this day. To finish my day, I

also **surprised** my mother with a serenade. I **loved** to see her singing

with me.

Vocabulary:

***Note:** In this section, the teacher should consider the verbs that are appropriate for students' level. Here is a list of some verbs that students should manage to their English level.

Regular Verb	Past Form	Spanish Translation	Irregular Verb	Past form	Spanish Translation
Want	Wanted	Querer	Be	Was/were	Ser/estar
Look	Looked	Mirar	Buy	Bought	Comprar
Use	Used	Usar	Choose	Chose	Escoger
Work	Worked	Trabajar	Come	Came	Venir
Call	Called	Llamar	Do	Did	Hacer
Try	Tried	Intentar	Draw	Drew	Dibujar
Ask	Asked	Preguntar	Drink	Drank	Beber
Need	Needed	Necesitar	Eat	Ate	Comer
Help	Helped	Ayudar	Feel	Felt	Sentir
Talk	Talked	Hablar	Fly	Flew	Volar
Travel	Travelled	Viajar	Get	Got	Obtener
Start	Started	Empezar	Have	Had	Tener
Play	Played	Jugar	Hear	Heard	Oir
Move	Moved	Mover	Make	Made	Hacer
Like	Liked	Gustar	Read	Read	Leer
Live	Lived	Vivir	Run	Ran	Corer
Believe	Believed	Creer	Say	Said	Decir
Happen	Happened	Suceder	See	Saw	Ver
Provide	Provided	Proveer	Send	Sent	Enviar
Include	Included	Incluir	Sleep	Slept	Dormir
Continue	Continued	Continuar	Swim	Swam	Nadar
Change	Changed	Cambiar	Take	Took	Tomar
Watch	Watched	Ver	Wear	Wore	Llevar puesto
Wash	Washed	Lavar	Think	Thought	Pensar
Follow	Followed	Seguir	Understand	Understood	Entender
Surprise	Surprised	Sorprender	Sing	Sang	Cantar
Prepare	Prepared	Preparar	Write	Wrote	Escribir
Receive	Received	Recibir	Spend	Spent	Gastar

*If the teacher sees that the content to be explained is too much, it is advisable to do the same activity in two different sessions. For example, one session can use just only regular verbs and the next session can focus on irregular verbs, so students will have a clear idea about what verbs are regular and irregular.



Materials:

- One Sheet of paper
- Colors, markers, and pencils
- For Teacher: teacher can use flashcards that represent the verbs students will use on the activity, past them around the whole classroom.



Let's consider:

This activity encourages students to talk about personal experiences. As teachers, it is important to show appreciation for their personal experiences as well as to show interest in what they have lived. Sharing experiences in the classroom is a way to reinforce their social skills.

**Grammatical Prompt:
Simple Past:**

Purpose	To describe past actions
Structure	
Positive	I You We They Complement. He She It } + Verb (past form) +
Example:	I ate a cake yesterday.
Negative	I You We They He She It } didn't + Verb + Complement.
Example:	I didn't work this week.

Questions	I You We They He She It	} } } } } } }	+ Verb + Complement?
Example:	Did you listen to the radio?		
	Wh + Did + I You We They He She It	} } } } } } }	+ Verb+Complement?
Example:	What did you eat?		

PRESENTATION

1. To present the topic, the teacher starts explaining to the students the use of Simple Past.
2. The idea is to give them a review since this topic is something they studied before.
3. To explain the verbs, the teacher could paste flashcards or write them on sheets of paper to spread them around the classroom.

PRACTICE

4. The teacher asks the students to use a sheet of paper to represent one of the best journeys they have had.
5. While students are drawing, the teacher should ask them to pick up from the verbs that are spread in the classroom the ones that perfectly define that journey.
6. When students have finished their drawings, ask them to select the verbs they will use to describe their picture.



PRODUCTION

7. Before students start their presentation with their peers, the teacher plans some questions that students should ask their classmates to get more information. Some sample questions are:

Questions:	What attraction did you like from the place you travel to?
When did you travel to that place?	What kind of animals did you see there?
How did you get to that place?	What kind of clothes did you wear there?
Did you travel with your family or friends?	Did you feel happy being there?
What kind of food did you eat there?	Did you buy something special for a parent or a friend in that place?

***Note:** By using small prompts students will be able to create simple dialogue to get information, besides, they will appreciate the need of getting engage in the Language to inquire.

8. Divide the class into two groups, the ones who are going to present the drawing and the ones who are going to listen and get information.



9. Set the corresponding time for each presentation. The main goal of this part of the class is to let everybody listen to their classmate. It is advisable to exchange the roles, for example, the ones who were presenters can be listeners too.



***Note:** If the teacher considers it necessary, students who have the role of listeners can use a template to fill in the information they get from their classmates. The idea of using a template is to allow students to keep a record of the most significant aspects of their classmates' presentations. Like the example below:

Students' Name	Jerico	David	Luis
Questions			
When did you travel to that place?			
How did you get to that place?			
What kind of clothes did you wear there?			
Did you travel with your family or friends?			

Wrap-up: By using the information from the students' presentations, students can retell to the teacher they have heard from their peers or the teacher can decide what information she/he would like to listen to from students.





I was angry!!!

Objective: By the end of the session students will be able to use the Past Simple (Was/Were) and the vocabulary emotions and feelings to describe past moods by small dialogues.

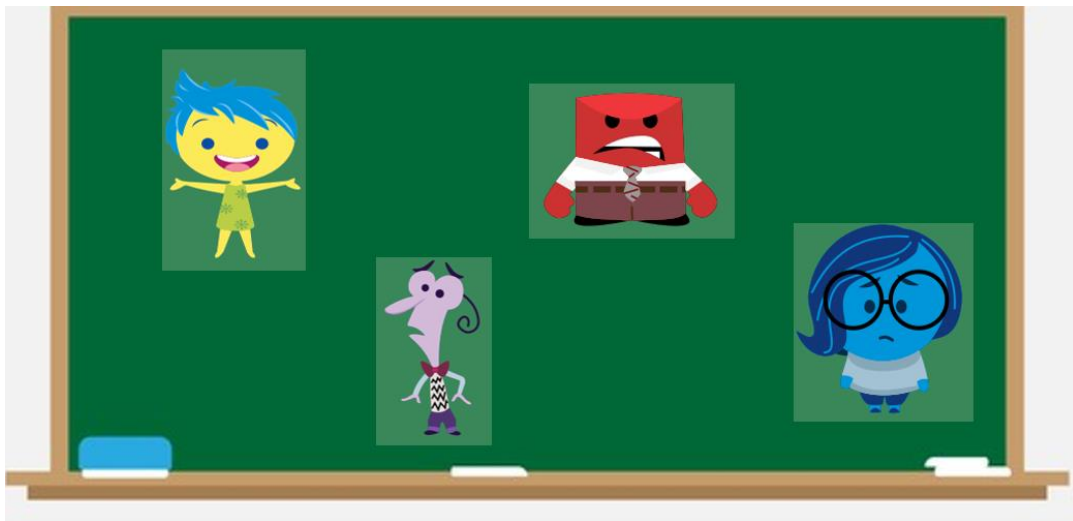
Explanation of the activity: This activity encourages students to recognize their emotions and feelings and describe them using the Past Simple (Was/Were)

Grammatical Tense: Past Simple (Was/Were)

Activity Time: 60 minutes



Warm-up: The teacher spreads some flashcards which show different feelings on the board.



*The teacher asks the students to guess what is the word that best represents each emotion.

Vocabulary selected: Emotions and Feelings

- If you consider it necessary, you can incorporate more words.

- 1) Afraid
- 2) Sad
- 3) Happy
- 4) Bored
- 5) Guilty
- 6) Angry

- 7) Shocked
- 8) Anxious
- 9) Proud
- 10) Exhausted
- 11) Pensive
- 12) Shy



Grammatical Prompt: Past Simple (Was/Were)

Purpose	Structure				
We use was or were to talk about things that happened or existed before now. ...	<table><tr><td>I He She It</td><td rowspan="2">}</td><td rowspan="2">Complement +.</td></tr><tr><td>You We They</td></tr></table>	I He She It	}	Complement +.	You We They
I He She It	}	Complement +.			
You We They					
Example	She was angry after the test.				

Materials:

- For students: Sticky notes. Colors, markers, and pencils, 12 sheets of paper.

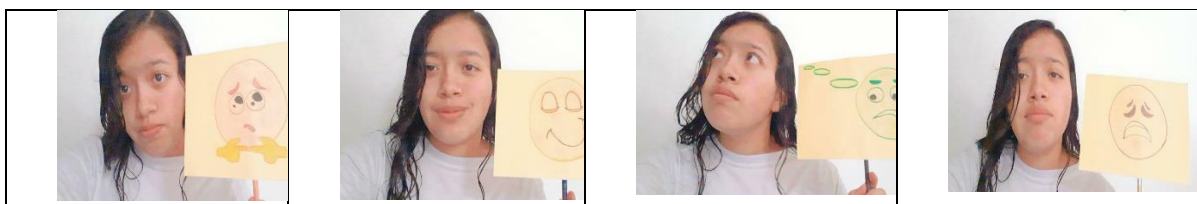
Let's consider:

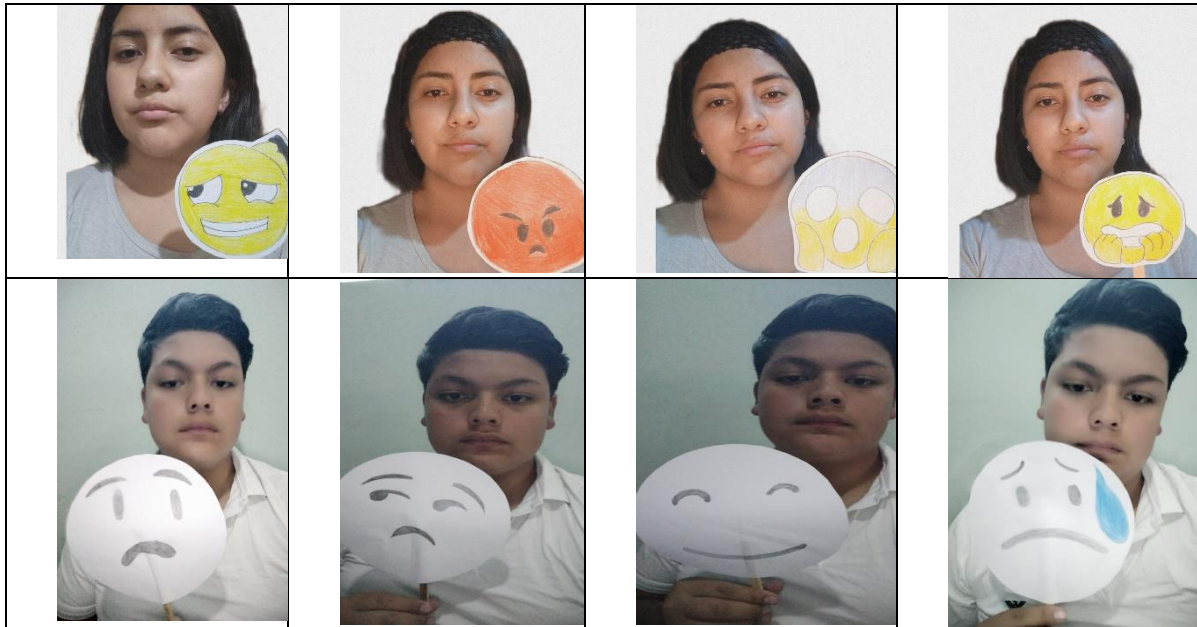


During this activity, students will do as much as possible to act as the corresponding emotion or feeling. Let's congratulate them for showing effort. Furthermore, this activity will encourage those shy students to project their feelings to the rest of the class so they will need to receive their teacher's support.

PRESENTATION

1. Ask the students to draw on each sheet of paper the emotions that will be part of the class.





2. At the time the students finish their drawings, it is time to introduce the vocabulary, so it is advisable to demonstrate the word by word and their meaning.
3. When students have an idea about the new vocabulary is time to play. The teacher should mention an emotion/feeling and the students must show the drawing corresponding to what the teacher said.
4. Introduce the grammar prompts. Do not forget to mention in which kind of situations do we need to use Was and Were, and the difference among each other.
5. Ask the students to write some personal examples where they can apply the topic explained, then ask them to write their notes on a sticky note which will be pasted on the board.



***Note:** Encourage students to read their peers' notes aloud in the classroom to reinforce their self-confidence.



PRACTICE

- To introduce the Simple Past (Was/Were), students as a whole class can create a short paragraph of any topic in which they need to include Was/Were in all the aspects explained before.



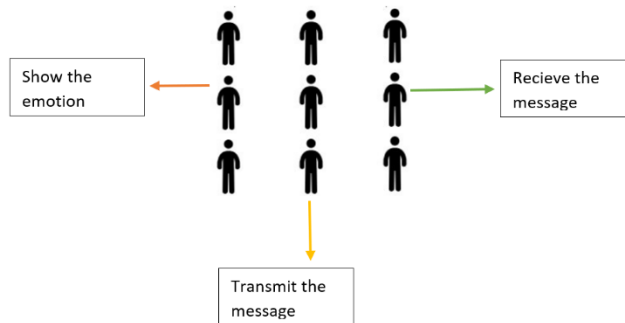
PRODUCTION

- To let all the students participate in the activity, divide the class into 3 groups. Students will play a game in which they have to transmit a message based on their classmates' emotions.
- Divide the class into three groups. Each group should form a line, each line in front of the other like the drawing below.



- Each column will play a different role: The ones who are in charge of demonstrating the emotion or feeling should show the card they did at the beginning of the class. The group who are in charge of transmitting the message needs to guess what the

situation could be. For this stage, they must use Was and Were. Finally, the receptors, just need to listen to the message and ask why that person feels that way. This dynamic will create a role-play and allow students to have a short dialogue.



***Note:** In the last stage, students need to guess possible situations that students who show the emotion faced before, it is comprehensible if students invent what their peers' experiences were to be in that mood. The important aspect here is to let everybody participate, it is also advisable that the teacher exchange the roles of each group.



Wrap up: After permitting everybody to participate in the game, the teacher should ask some questions to check students' understanding. For example:





I will...

Objective: By the end of the session students will be able to use "Will" to express future predictions about themselves.

Explanation of the activity: This activity encourages students to recognize what kind of aspects do they want to achieve in a specific period, at the same time, they will reflect on their personal goals.

Grammatical Tense: Will - future predictions

Activity Time: 40 minutes

Warm-up: The teacher asks the students to draw on a sheet of paper one of their major goals. Then, students walk around the whole class appreciating their classmates' drawings and what each drawing represents.

Grammatical Prompt:

Will:

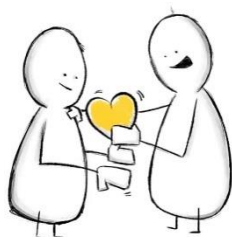
Purpose	Structure
We use "will" to express future predictions.	I You We They He She It
	} Will + Verb + Complement.
It will rain.	She will travel to Morocco.

Materials:

- For students: 1 sheet of paper
- For the teacher: flashcards that represent actions.



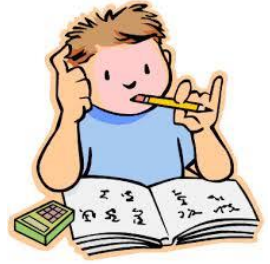
Let's consider:



During this activity, students will expose some future predictions corresponding to their life. The teacher should show enthusiasm and clap all those aspects they want to achieve in their life. Do not forget to demonstrate support.

PRESENTATION

1. Ask the students to list between 10 to 15 things they would like to achieve in life. Do not forget that students should write just only the word or action that represents what they want as a goal.
2. At the time the students finish, introduce the grammatical aspect. You can use flashcards, graphic organizers, or visual aids.
3. Ask the students to draw a timeline on a sheet of paper.



Note: Each timeline needs to be divided into months, which means it will have 12 sections.

4. Once students have finished their drawing, ask them to place all the activities they want to achieve depending on the time they want to achieve them. So, students will have in their timeline all their goals and the time.

PRACTICE

5. Ask the whole class to stand up and start talking about their future predictions. Give the students the adequate prompt they will use to ask their classmates about their predictions. Let's use:

What will you do in (month)?



6. At the time students start practicing and using the prompts given, the teacher monitors the whole class seeing if everybody is participating. It is important to pay attention to their errors so the teacher can correct them with attractive activities.

PRODUCTION

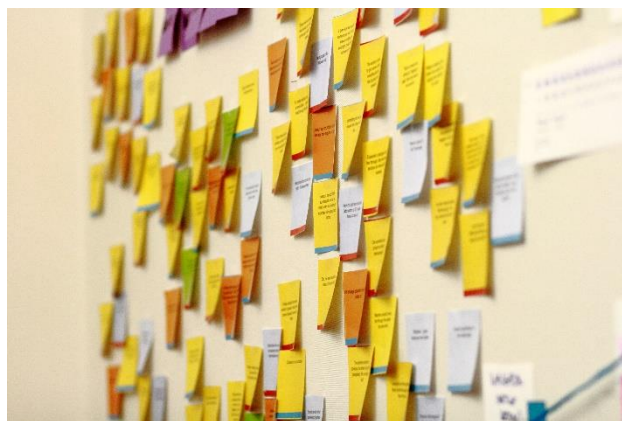
7. Ask the students to choose a specific classmate to tell his/her all the predictions they have heard from their classmates.



8. During the final stage, students will transmit messages to their classmates, this will encourage them to recognize the real purpose of the language.

*Note: In this stage, students will be aware of the grammatical functions of the auxiliary "Will" for all the subject pronouns.

Wrap up: Set a seven-minute time limit and ask the students to write down all the most attractive classmates' predictions on a sheet of paper. Past all their notes on the wall and ask the students to review their classmates' predictions.





My friend is going to...

Objective: By the end of the session students will be able to use "Going to" to describe future plans.

Explanation of the activity: This activity encourages students to organize their ideas to express a good structure plan. It also helps students to follow an order when they have to talk about their future arrangements. Besides, it will allow students to tolerate and respects their classmates' information.

Grammatical Tense: Going to - future plans

Activity Time: 50 minutes

Warm-up: Ask the students to think of verbs that represent the actions they are going to do in the week.

Students need to write down the list of verbs they consider representing all the activities they are going to do during the week.



Grammatical Prompt:

Going to:

Purpose	Structure
We use "going to" to talk about future plans and intentions which decision about the future plans has already been made:	<p>I } am + going to + verb + complement.</p> <p>You } We } are+ going to+ verb+ complement.</p> <p>They }</p> <p>He } She } is+ going to+ verb+ complement</p> <p>It }</p>
Yes/No questions	Verb to be+ subject+ verb+ complement?
Information question	WH- words + verb to be+ subject+ verb+ complement?

Vocabulary:

Sequence words:

- | | |
|-----------|----------------|
| 1) First | 5) Then |
| 2) Second | 6) After that, |
| 3) Third | 7) Finally |
| 4) Next | |



Materials:

- For students: worksheet suggested
- For the teacher: flashcards that represent actions.

Worksheet suggested

Name of the student	Activities	Additional Information (Where/How/Why/When)
Kathlyn		
Joel		
Ivan		
Fernanda		
Camila		
Jaren		

***Note:** The length of this worksheet depends on how many interviews students should have.

Let's consider:



During this activity, students will expose some of their plans. It is advisable to remember the students they need to a healthy life which involves the practice of any sport. Technology not always needs to be the best option for entertainment.



PRESENTATION

1. Start the class by introducing the grammatical prompts.
2. To reinforce the use of "Going to" to talk about plans, you can use for this activity, flashcards which contain your future plans for tomorrow. Do not forget to use the sequence words, so students will express well-organized future plans.
3. Spread the sentences on the board. For example:



4. With this example, you encourage your students to openly talk about the things they are going to do tomorrow.

PRACTICE

5. Ask the students to represent their future plans by drawing them on a sheet of paper.



6. Then, the students need to formulate their future plans using sequence words. It is not necessary to write them, the students can have it on their minds.

PRODUCTION

7. Ask the students to interview five friends.
8. Students must ask their classmates about their plans and use the worksheet suggested filling in the information.



***Note:** The use of the worksheet will allow students to get more information about their classmates' future plans. The teacher should encourage students to provide that information.

9. It is advisable to control the students' role since everybody should participate as interviewer and interviewee.

Wrap up: To close the session, the teacher could ask students to present their classmate's plans. Those plans seemed to them interesting.



***Note:** The teacher could notice that students not only talk about their classmates' activities but also start adding extra information about those activities.

Watch out!



Objective: By the end of the session students will be able to use the Present Perfect and the vocabulary about the body parts to describe common accidents.

Explanation of the activity: This activity encourages students to recognize their body parts and describe common accidents and injuries by using the Present Perfect tense.

Grammatical Tense: Present Perfect

Activity Time: 60 minutes

Warm-up: The teacher asks the students to draw on a sheet of paper their bodies. The teacher also asks them to identify the body parts.

Vocabulary selected: Body parts

- | | | | |
|----------|-----------|--------------|-----------|
| 1) Ankle | 6) Finger | 11) Forehead | 16) Toes |
| 2) Elbow | 7) Neck | 12) Nose | 17) Eyes |
| 3) Foot | 8) Mouth | 13) Stomach | 18) Chest |
| 4) Knee | 9) Head | 14) Shoulder | 19) Back |
| 5) Hand | 10) Ears | 15) Wrist | 20) Jaw |

Note: You can incorporate some other body parts.

- Let's select some common words related to accidents.

- | | | |
|----------|------------|----------|
| 1) Bang | 5) Hurt | 9) Sling |
| 2) Break | 6) Fall of | 10) Tri |
| 3) Burn | 7) Sprain | |
| 4) Cut | 8) Slip | |



Grammatical Prompt: Have/has

Purpose	Structure				
We use "have/has" for something that happened in the past but is important in the present.	<table border="0"> <tr> <td>I You We They</td> <td rowspan="2">}</td> <td rowspan="2">+ have + V. Past Participle + C.</td> </tr> <tr> <td>He She It</td> </tr> </table>	I You We They	}	+ have + V. Past Participle + C.	He She It
I You We They	}	+ have + V. Past Participle + C.			
He She It					
	She has slipped on the wet floor.				

Materials:

- Worksheet suggested
- For students: Sticky notes. Colors, markers, and pencils
- For the teacher: flashcards that represent injuries and accidents.

Worksheet suggested

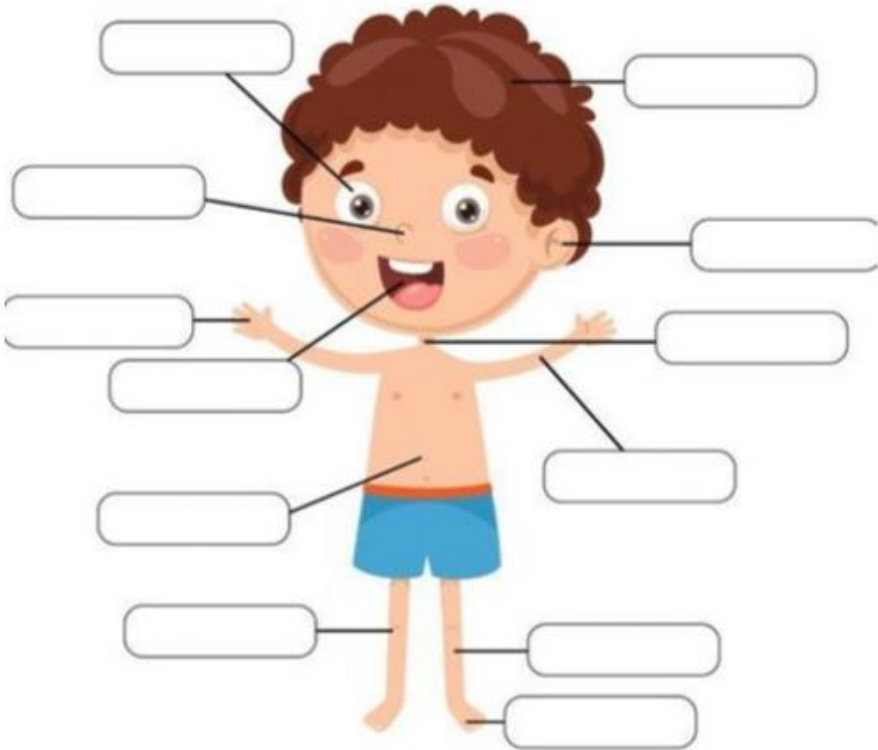
BODY PARTS

My name is: _____

Date: _____

1. Use the words in the box to complete the body parts.

Nose
Eye
Foot
Mouth
Hand
Leg
Hair
Neck
Knee
Stomach
Ear



Let's consider:

During this activity, students will mention some of the accidents or injuries they have suffered. It is important to demonstrate support as well as to highlight the need of taking care of ourselves.

PRACTICE

6. During this stage, the teacher will contribute to exemplify the short dialogues that students will have with their peers. It is advisable to do the same activity as the students. Paste on your body the names of the parts of the body and asks students to use the following prompts to ask about what has happened.



Example

Students:	Oh, what happened?
Teacher:	I have slipped on the floor. I have broken my arm.

***Note:** This stage seems to be like a role play where students ask the teacher about numerous accidents, he/she had. It is important to model the answers they can produce or even reformulate.



PRODUCTION

7. Ask the whole class to paste the sticky notes with the name of the corresponding body part in those body parts where they have experienced illnesses or accidents. This will contribute to using personal experiences to reinforce the vocabulary. As you can notice, each student will refer to their experiences and different parts of the body.



8. When all the students have pasted the names of the body parts they have injured before it is time to share a group.
9. Asks the students to stand up and start sharing their personal experiences. Do mention them to use the aforementioned prompts and vocabulary.



***Note:** in this stage, the teacher could notice how students start emitting long sentences and supporting them with phrases. If they have problems remembering the words, they need in English this will create a sense of self-awareness of the need to continue improving their vocabulary.

Wrap up: When students have participated telling their peers about their accidents and injuries it is time to tell the teacher what they have heard before. Leave 5 to seven minutes before the class finishes and ask the students to tell you orally what they have heard, in this activity they will start using "has" to retell what they heard.





Assessment

Input Comprehensible strategies are based on the "early production stage" where learners can produce simple and short phrases. The way we assess students during this stage can be the same way the teacher used to assess the previous stage.

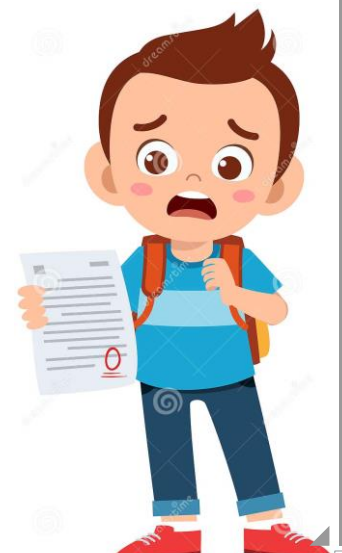
During this stage, students will be able to produce errors which are something common, as teachers we need to accept them since they are ways students demonstrate their knowledge and the way they manage the amount of input they have received. In this stage, the main idea is to engage students to have short dialogues based on any topic. So, how to do that? One core aspect is to select the topics that students have learned. Then, select the grammar prompts that students are going to respond to by reacting or even producing small phrases. For example:


1. Select what aspects are going to be evaluated.

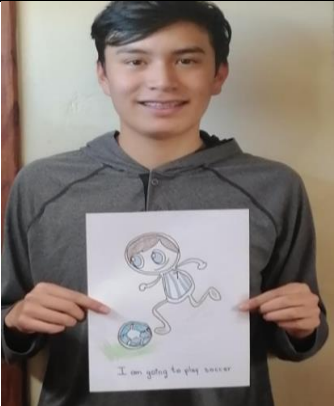
- I was angry! (Simple Past)
- My friend is going to... (Going to)
- Watch out! (Present Perfect)


2. Prepare the material.

The material could be flashcards or some physical items which help students to remember the content they learned.



Was or Were	Explanation
	<p>Give the student the chance to explain how they felt yesterday. So as a teacher you can ask simple questions to maintain the dialogue.</p>
Yesterday, I was....	Why you were happy?

I am going to ...	Explanation
	<p>Give the student the chance to explain any future plan.</p>
I am going to.....	Oh really, when? How?

Watch out!	Explanation
	<p>In this case, you can ask students to name those body parts they have hurt before.</p> <p>What has happened? (you need to wait for the student's explanation.)</p>

3. Prepare an appropriate rubric that contains the way students will be evaluated.
Here is one example:

A2	Grammar	Vocabulary	Pronunciation
5	Shows a good degree of control of simple grammatical forms.	Uses a range of appropriate vocabulary according to the situation presented.	Is mostly intelligible.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms.	Uses appropriate vocabulary to talk about the situation presented.	Is mostly intelligible, despite limited control of phonological features.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows an only limited control of a few grammatical forms.	Uses a vocabulary of isolated words.	Has very limited control of phonological features and is often unintelligible.
0	<i>Performance below Band 1.</i>		

*Note: It is advisable to take notes of all the students' errors to reinforce them by using activities, worksheets, or even by using any other realia.

Tips:

Do not forget that, this assessment gives the idea of how students incorporate the input received by analyzing and reacting to the teacher's requests.

It is advisable if the teacher starts exemplifying first, so it helps students to create a low-anxiety atmosphere.

The teacher needs to use realia to help students by realizing what they have learned before.

Do not force students to produce any response they do not feel comfortable with. Even when they do not respond, it does not mean they are not able, sometimes the affective filter is which lows students' performance.



Productive Strategy



The main goal of the Natural Approach is to encourage learners' speaking. After providing students the necessary structures of the language depending on their levels, students are ready to maintain conversations. With Productive Strategies, students are located in the productive stage which means they can talk independently by using some possible prompts to extend the dialogs.

According to Krashen's vision (1988), Productive strategies need to be developed through grouping activities where students have the opportunity to exchange their opinions, thoughts or even help each other to reach the class goal. Grouping activities allow students physical movement and interaction, they have the chance to meet their classmates in different learning contexts and low some commons feeling at the time to speak.

Factors like the number of students, the complexity of the topic, and even the class goal are some aspects that the teacher must recognize. During the Productive strategies, students do not only exchange answers with their assigned peers, but they also are active receptors and transmitters about what others think, in this case, the knowledge is built by the whole community.





Buying

Objective: By the end of the session students will be able to ask for prices and characteristics in a role play.

Explanation of the activity: This activity encourages students to foster their communication skills by interacting in common situations. The teacher will see how students practice their knowledge to create a short conversation.

Grammatical Tense: Present Tense/Modal verbs

Activity Time: 45 minutes

Warm-up: Give me 5! - The teacher asks the students to present 5 things they would like to buy for: themselves, for his/her family, for a friend, etc....

T: Give me 5 things you would like to buy for a friend

S: A car, a coat, a house, a dog, and a new cellphone.

Grammatical Prompt: Simple present tense/ modal verbs

Modals Verbs	Prompts
Can Would you like... May	How can I help you?
	Would you like to try it?
	May I offer it in a different size?

Materials:

For teacher:

- The worksheet suggested (conversation)

For Students:

- Colors, papers, markers.
- Sheets of paper (A4)



Let's consider:

This activity is like a play-role where students will exchange comments and opinions about prices, sizes, colors, and products. Let's encourage students to act in the role they are assigned and contribute to the activity by talking in English and using the expressions learned.

Worksheet Suggested

Shopping for clothes

SA: Good morning, Can I help you?

C: Good morning. Yes, please. I am looking for an elegant dress for a party.

SA: What color would you like?

C: I don't know. What colors have you got?

SA: We have got all colors. What do you think of blue?

I think it matches your eyes and your hair.

C: I would like to try it in medium size.

SA: Yes, here you are.

C: Can I try it?

SA: Yes, of course.

SA: Here is the changing room.

C: I like it!

C: How much does it cost?

SA: It is 55 dollars.

C: Can I pay it in cash or by credit card?

SA: You can pay in cash and by card, too.

C: Here is my card

SA: Thank you. Here is your receipt.

C: Thanks. Goodbye.





PRESENTATION

1. To start the class, select a worksheet about an English conversation between a salesperson and a customer. (You can use the worksheet suggested)
2. Give the worksheet to each student and ask them to underline the phrases they consider fundamental for a salesperson and a customer. Pay attention to the phrases related to ask and thank.
3. Introduce the grammatical prompts students will use to perform the activity. Do not forget to show them clear examples of how to use the phrases.

PRACTICE

4. Divide the whole class into two teams. One group will represent the salesperson. The other group will represent the customers.

<i>Salespersons</i>	<i>Customers</i>
<ul style="list-style-type: none">• They will draw on sheets of paper products related to:<ul style="list-style-type: none">- Food- Technology- Clothes- Instruments- Furniture	<ul style="list-style-type: none">• They will write a possible list of items to buy from the topics assigned to the group that represents the salespersons.
<ul style="list-style-type: none">• Do not forget to ask them to write prices \$.	

5. Ask the students to write down the phrases they will use to buy the items they need.

PRODUCTION

6. Ask the salespersons group to stand up and take a specific place in the class where they can spread their products to exhibit them.



7. Ask the costumers group to stand up and try to complete the list of items they need to buy. They can buy some other items, the ones they like.



***Note:** Do not forget to ask students to use the grammatical prompts given. During this stage, the teacher is not more than a monitor who checks students' performance using the English language.



Wrap up: Set a seven-minute time limit and ask the students who performed as salespersons to present their products. Asks the students who performed as customers to present the products they bought.

Exciting trips

Objective: By the end of the session students will be able to use the auxiliary verb "should" to express suggestions by giving suggestions to have an amazing trip.

Explanation of the activity: This activity encourages students to use their personal experiences about a trip or a journey to give suggestions to those who want to visit that place. It encourages sharing personal opinions to avoid eventualities.

Grammatical Tense: Present Tense/Should

Activity Time: 45 minutes

Warm-up: spread on the board some pictures about places in your country that are frequently visited by local people.



Ask the students to name them.



Grammatical Prompt: Should

Auxiliary Verb	Prompts	
<p>Should: It is an auxiliary verb - a modal auxiliary verb. We use should mainly to: give advice or make recommendations</p>	Positive	Subject+ should+ verb+.
	Negative	Subject+ should not+ verb+.
	Questions	Should+ subject+ verb+?



Materials:

For teacher:

- The worksheet suggested

For Students:

- A picture of a familiar trip.

Let's consider:



During this activity, the teacher shows interest and enthusiasm by listening to the students' advice to visit a place. This activity will help them to reflect and value our country's biodiversity. Furthermore, the teacher should remain the students to take care and respect touristic places in our country.

Worksheet suggested

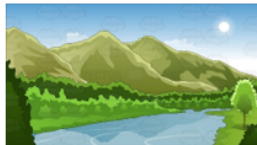
Exciting Trip

My name is _____

1. Read the following suggestions and match them with the correct place.



A: The beach



B: The mountains



C: The jungle

1. If you want to visit this place, you should visit an umbrella to protect yourself from the sun. _____
2. If you want to visit this place, you shouldn't worry about Bugs. _____
3. If you want to visit this place, you should check the weather forecast. Sometimes, it rains a lot and there is fog. _____
4. If you want to visit this place, you should carry a map. _____
5. If you want to visit this place, you should wear light long-sleeved shirts. Some small animals could beat you! _____
6. If you want to visit this place, you should have insect repellent. There are a lot of mosquitos. _____
7. If you want to visit this place, you should have binoculars, there are some amazing wild animals that you would like to photograph. _____
8. If you want to visit this place, you should wear a swimsuit or any other comfortable clothing that helps you deal with the sun. _____



PRESENTATION

1. To start the class, the teacher should present one of the places he/she had visited before and present this place to the students. It is also necessary to tell the teacher's suggestions to have a wonderful trip.

*Note: In this stage, you will notice that some of the students have also visited the same place before so, they also want to contribute with some other suggestions.

2. To reinforce the knowledge about the grammatical prompt, it is advisable to use the worksheet suggested.

PRACTICE

3. Once students have listened to your presentation, it is time to ask them to prepare their presentations.
4. Ask the students to think about what the possible suggestions are to visit the place they selected.

PRODUCTION

5. Before students start sharing their suggestions. The teacher can help them with some phrases to open the dialogue. For example:

Questions:	What should I do If want to visit Baños?
	What items should I carry if I want to visit San Pablo's lake?
Answers:	If you want to visit Baños, you should....
	You should....



*Note: If there is someone who has traveled abroad and wants to present the trip to their classmates, the teacher should accept it. This kind of situation creates the opportunity to expand the vocabulary of the students because they will see the need of using words related to some international requirements to travel abroad.

6. Ask the students to stand up and start sharing their recommendations.



*Note: Your role as a teacher in this kind of activity is not only to be the listener but you can also ask the students about their advice. Try to show curiosity and ask a question about how their trip went.

Wrap up: Set a 10-minute time limit to ask the students to paste their pictures around the class. You can start asking them about their trip and the requirements you should consider visiting that place.



My Rules!

Objective: By the end of the session students will be able to use the auxiliary verbs *HAVE TO* and *MUST* to express obligation and prohibition.

Explanation of the activity: This activity helps students to recognize those house rules and explain those to their classmates. Here, all the students will build a common recognition about rules at home and their purpose.



Grammatical Tense: Present Tense/Have to / Must

Activity Time: 45 minutes



Warm-up: The teacher can spread on the board some signs which represent those rules that she/he has at home. Then, the teacher explains them by using *have to* or *must*. Finally, it is advisable to ask students if they have a similar rule in their house.



Grammatical Prompt: Have to/Must

Auxiliary Verb	When do we use it?	Examples:
Have to Must	Obligation	You have to wash the dishes. You must clean your room.
Structure		Subject+ has/have to + verb+ complement. Subject+ must + verb+ complement.

Must not/Mustn't	Prohibition	You mustn't eat candies at night.
Structure		Subject+ must not +verb+ complement.

Materials:

For teacher:

- Flashcards

For Students:

- An A1 sheet of paper. (1 per group)

Let's consider:



Within this activity, students will recognize and compare some of the rules they have at home. It is transcendental to remain the purpose of all of them. You can also encourage the students to create some other rules they could incorporate into their homes to improve their familiar relationships.

PRESENTATION

1. To start the class, the teacher should present the grammatical prompts students need to use during the class.
2. To reinforce their understanding, the teacher encourages students to recognize the rules they have in the classroom. Use the board to write all of them.



PRACTICE

3. Once students have practiced and noticed how to use the auxiliary verbs, it is time to let them work.
4. Divide the whole class into small groups of 4 or 3 students.
5. The teacher asks each group to use the big sheet of paper to draw on it their dream house. They should start thinking about the rules they will have in their houses.



PRODUCTION

6. Once students have their drawings, ask them to paste their houses on the board.
7. If they have finished the house rules, the teacher will organize new groups. To have all the participants sharing with different members from the past groups, select one student from each group and form a new group. Do the same with all the students. Try not to place the same students from the past groups in the new group.



8. Ask the students to share their rules and comment if they believe it is necessary. Give them the prompts they should incorporate into their dialogue.



Let use these phrases	I would like to visit your house so, what do I need to know?
	What are some of your house rules?
	What do I have to do at your house?
	What I mustn't do at your house?

- Note: While each group is sharing, it is recommendable to listen carefully to the rules they consider for their houses.

Wrap up: To close the session, ask the students to come back to their first group, the one in where they created the house rules.

Now, let's imagine you have a house and need some rules. Ask each group to share with you those relevant rules you should incorporate in your house.





Let's Eat out!

Objective: By the end of the session students will be able to use the modal verb expression Would/Like, to express their preferences regarding food.

Explanation of the activity: This activity helps students to remember the vocabulary they learned about food. This will encourage students to use their own experiences about food preferences to connect with new structures.

Grammatical Tense: Would/ like

Activity Time: 45 minutes

Warm-up: To help students remember about food, the teacher will give each student a card which contains a picture about any food (vegetables, fruits, cereals, meat, etc...) Ask students to identify what is the name of the food and in which kind of meal people usually eat it. For example:



Grammatical Prompt: would/ would like to

Would	We also use would express desire.
Structure:	Subject would+ verb+ complement.
Would like to	We use would like /I'd like to say politely what we want, especially when making offers and requests: ...
Structure:	Subject+ would like to+ verb + complement.



Materials:

For teacher:

- Flashcards about food

For Students:

- Sheets of paper
- Colors, markers, and pencils

Let's consider:

This activity helps students to realize how important is to eat at least three meals a day. Furthermore, students will notice how necessary is to eat properly to be healthy.



PRESENTATION

1. To start the class, the teacher should present the grammatical prompts students need to use during the class.
2. If the teacher noticed that students have some problems remembering the vocabulary about food, it is advisable to ask them to describe what they would like to have for breakfast, lunch, and dinner. This will help them to organize their ideas. They can use a dictionary if is necessary.



PRACTICE

3. During this stage, all the students need to work alone designing a menu (breakfast/lunch/dinner). They should incorporate the vocabulary they know to present simple meals.
4. Once students have designed their menus, ask them to paste them on the wall, so all the students have the chance to appreciate the food. Do not forget to remain them to title each meal.



PRODUCTION

5. Divide the class into two groups. Some students will present their dishes while others must decide in which restaurant they should eat.
6. Ask the students to use some prompts like:

What is this dish made of?
How much does the extra portion ofcost?
Can I have something different like....?
Does the breakfast/lunch/dinner include.....?

- Those students who are visiting the restaurants need to select one or maybe some restaurants to eat the three meals. They could take notes of the names of the restaurants they will eat in.

Wrap up: To close the session, ask the students to come back to their seats and ask them questions regarding the restaurants where they will eat. You can reinforce their understanding by asking them questions about: What is the name of the restaurant? What the dish is made of? Or How much does it cost?


Assessment


Productive strategies are based on the students' ability to respond to simple questions and to maintain short dialogues. The way we assess students during this stage can be the same way the teacher used to assess the previous stage. During this stage, students will be able to produce few or no errors which are signs of students' capacity to deal with the language, as teachers, we need to accept them since they are ways students demonstrate their knowledge and the way they manage the amount of input they have received. During this stage, students are eager to produce open dialogues by using realia.



Learning is part of ourselves.

- 1. Select what aspects are going to be evaluated.**
 - Exciting trips
 - Rules at home
- 2. Prepare the material.**

Exciting trips	Explanation
	Show students some pictures from tourist places from the country and ask them to pick up the one they have visited before. This will help students to produce small suggestions
	<i>Have you visited Esmeraldas?</i>
	The main goal is to maintain a dialogue where the teacher not only asks students about using the grammatical prompts, they have learned but also responding some other questions.

Rules at home	Explanation
	Show students a picture about your house or could be some pictures about signs which represent the rules you have at home.
	Do you have to clean your room? At what time do you have to sleep?
	The main goal is to maintain a small dialogue. It is advisable to provide your own experiences to make the dialogue last. Students will feel comfortable if you, as a teacher, provide examples.

8. Prepare an appropriate rubric that contains the way students will be evaluated. Here is one example:

A2	Grammar	Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms.	Uses a range of appropriate vocabulary according to the situation presented.	Is mostly intelligible.	Maintains simple exchanges.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows sufficient control of simple grammatical forms.	Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows an only limited control of a few grammatical forms.	Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>			

- Note: It is advisable to take notes of all the students' errors to reinforce them by using activities, worksheets, or even by using any other realia.

Tips:

During this stage, the teacher needs to reduce the topics he/she will use to evaluate, or the teacher could link two topics by creating one. Do not forget, in this stage, students and teachers need to create a dialogue, it means the time will also be much longer in comparison to the previous stages.

It is advisable teachers also be asked so they can longer the dialogues. The teacher needs to use realia to help students by realizing what they have learned before.

Do not force students to produce any response they do not feel comfortable with. Even when they do not respond, it does not mean they are not able, sometimes the affective filter is which lows students' performance.



Conclusions

- The Natural Approach seeks to respect students' development within the educative process. Not forcing them to speak but giving them the necessary input to appreciate the language and prepare themselves for the next stages.
- One of the main aspects of the language process is the affective field. By creating low-anxiety environments, teachers can ensure students' language acquisition.
- The Natural Approach proposes to respect students' errors. It considers them as part of the process. To reinforce them, the teacher should prepare activities where students have the chance to realize why those prompts are considered errors. This also encourages students' self-awareness.
- The technique proposed to assess students' progress in this methodological guide is one of the ways teachers can be sure about students' language acquisition. By using "Responsive speaking" and the corresponding realia, teachers can motivate students to be tested.



Recommendations

- Preparing a friendly environment where students can not only appreciate the objects that will be part of their study but also some unknown items that encourage them to be interested in the language is the best to present them the English Language.



- Students' feelings are the key aspects of the whole acquisition process. To avoid those negative feelings, the teacher should prepare and incorporate catching realia that shows students that the acquisition process is a funny way to enjoy the English language.
- Activities like workshops or roles plays are some of the options that teachers can use to correct students' errors. It is also advisable to model the language and provide examples using students' errors to let them figure out the correct form or the utterances.
- Teachers should consider that tests, in a certain way, can raise students' anxiety. For that reason, this methodological guide proposes to teachers to be part of the assessment, not by responding to students' questions but by giving them the confidence to respond to the questions planned in the test.

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WE WILL BE MORE THAN
WE WERE WHEN WE
BEGAN

Anonymous



CHAPTER VI

Conclusions and Recommendations

7.1. Conclusions

- Employing the strategies outlined by the Natural Approach is one way to contribute to students' perspectives regarding English language acquisition. The methodological strategies are proposed to develop the acquisition of speaking skills through stages where students are exposed to the English language and in the same way, they acquire knowledge about how the language is structured to finally be able to be used.

- Within the study, it was possible to reaffirm the considerations of Stephen Krashen and Tracy Terrel regarding the role of the affective filter within the acquisition process. The students openly expressed positive of their feelings towards the English language, which should be used to reinforce and correct the aspects that are still difficult to internalize.

- Within this research, it could be shown that it is men who had the highest marks in the oral test, which had a greater ability to adequately answer the questions presented.

- It is concluded that the participation not only of teachers but also of students in the learning process can be a factor that encourages learners to feel more committed to the educational process. Taking into account the opinions of students allows breaking with the traditionalist scheme where teachers were the center of the educational process and creating inclusive learning where students feel more committed to their education.

7.2. Recommendations

- The use of the methodological strategies of the Natural Approach is recommended to reinforce the speaking skills not only at the level that the students in this study represent, but they can also be adapted according to the students' needs concerning the English language
- Teachers are recommended to consider the students' emotions within the class since according to what is perceived in this study, negative emotions can block the process of acquisition of the English language, so it is important to motivate and encourage students to value the opportunity to acquire a new language.
- It is suggested the development of studies that allow deepening in the gender differences concerning the learning of the English Language.
- Teachers are encouraged to inquire into the student's interests to create dynamic classroom environments where greater opportunities for participation are created and anxiety about speaking in English is decreased.

**CHAPTER VII
ANNEXES**

Image 1

Interview Authorization

Otavalo, 01 de marzo del 2021

Yo,.....padre/madre/representante legal del estudiante
....., de.....BGU autorizo la aplicación de la entrevista
como parte del proceso investigativo de la Licenciada Sheyla Rodríguez con tema “ESTRATEGIAS
BASADAS EN EL ENFOQUE NATURAL PARA REFORZAR LA HABILIDAD DE HABLAR INGLÉS EN
ESTDUIANTES DEL PRIMERO DE BACHILLERATO.” a ejecutarse el día miércoles 03 de marzo del
presente año.

Firma.....

C.I.

Image 2

Oral Test Authorization

Otavalo, 13 de Abril del 2021

Yo,.....padre/madre/representante legal del estudiante
....., de.....BGU autorizo la aplicación de una prueba oral como parte del proceso investigativo de la Licenciada Sheyla Rodríguez con tema “ESTRATEGIAS BASADAS EN EL ENFOQUE NATURAL PARA REFORZAR LA HABILIDAD DE HABLAR INGLÉS EN ESTDUIANTES DEL PRIMERO DE BACHILLERATO.” a ejecutarse el día miércoles 14 de abril del presente año.

Firma.....

C.I.

Image 3

Students' images Authorization

Consentimiento del uso de imágenes

Otavalo, 25 de mayo del 2021

Yo, _____ con número de cédula _____ siendo representante legal del estudiante _____ del 1ero BGU, autorizo el uso de la imagen de mi representado/a con fines **didácticos** para aportar al proceso investigativo de la Licenciada Sheyla Rodríguez en su trabajo de tesis con tema *“ESTRATEGIAS BASADAS EN EL ENFOQUE NATURAL PARA REFORZAR LA HABILIDAD DE HABLAR INGLÉS EN ESTUDIANTES DEL PRIMERO DE BACHILLERATO”*, dentro del cual las imágenes serán expuestas en la guía metodología con nombre **“Hey Friends, I am ready to talk”**, mismas que contribuirán a la explicación del empleo de estrategias metodológicas para desarrollar la destreza del habla en el idioma Inglés.

De la misma forma, soy consciente que las imágenes a utilizar no vulnerarán los derechos e integridad de mi representado/a.

Firma

C.I. :

Image 4

Oral Test Structure

Oral Test (Adapted from Cambridge 2020)

Time: 7 -10 minutes

Rubric

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5.		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3.		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1.		

Source: Taken from Cambridge 2020

Process

Interlocutor and Candidate

Time: 4 minutes

Questions	
Interlocutor	Presentation
	What is your name?
	How old are you?
	Where do you live?
	What are your hobbies?
	What do you do on weekends?
Interlocutor	Now, let's talk about home.
	Describe your house.
	How many bedrooms are there in your house?
	Where do you watch TV at home?
	What's your favorite room in the house?
	What's your least favourite room in the house?

Candidate

Time: 2-3 minutes

Description

What do you see in this picture?



Image 5

Oral Test: description stage

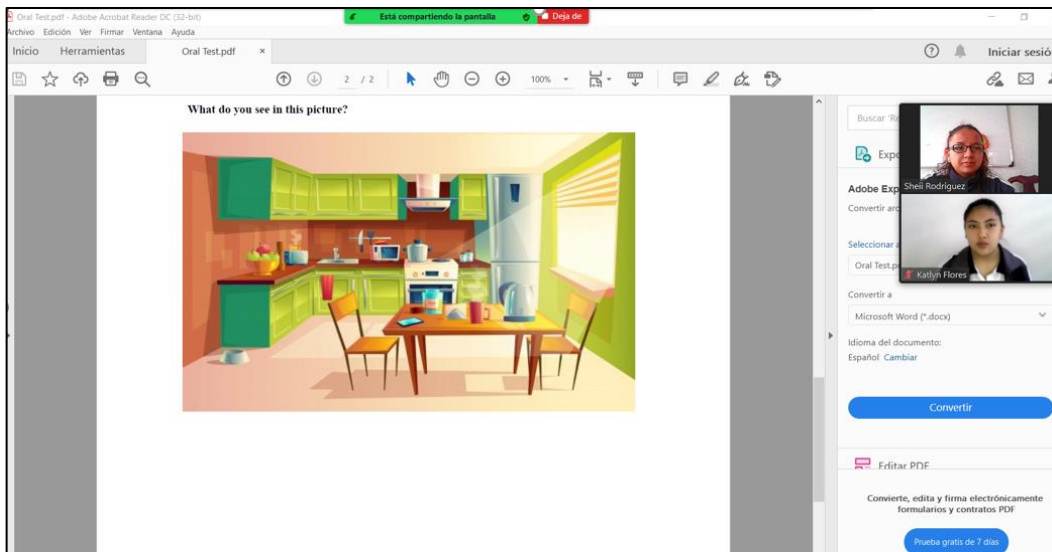
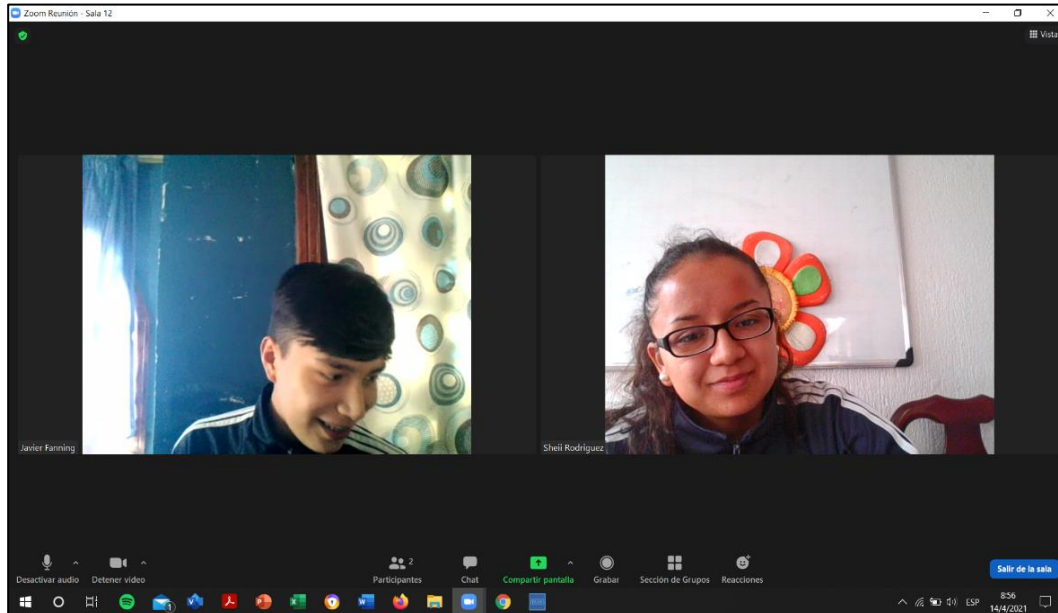


Image 6

Oral test evidence



Student's Names Questions	¿Te gustaría aprender a hablar en inglés? por qué?	¿Qué sientes cuando entiendes frases en inglés en situaciones como en un anuncio, en un post, a la maestra, en una canción, en una lectura, etc...?	¿Cómo te sientes más cómodo, cuando tu profesora de inglés te corrige los errores el preciso momento en que los cometes o al final de tu intervención? ¿Porqué?	¿Cómo te gustaría aprender el idioma inglés en clase, a través de qué actividades?	¿Te sientes motivado a aprender inglés? Si/no, por qué?	¿Qué te parece la idea de hablar en inglés a través de etapas, es decir: primero escuchar el idioma; luego dar respuestas cortas en inglés y al final hablar usando frases completas en inglés?	¿Qué aspectos piensas tú, no te dejan aprender mejor el inglés en clases?
Student A	Sí, me gustaría hablar en inglés, para poder entender a los hablantes nativos ya que es la lengua internacional y sí yo quisiera viajar a otro país, debo saber inglés.	A veces me siento normal, a veces cuando son palabras difíciles me siento muy bien ya que me digo “qué bueno que ya entiendo esta palabra”, me siento emocionada.	Yo prefiero al final, ya que ahí puedo anotar e incluso corregir lo que estoy mal, en cambio si usted me interrumpe yo me olvido de lo que iba a decir.	En juegos, hacer videos hablando como diálogos, también por medio de canciones para poder entender su significado.	Sí me siento motivada aprender inglés ya que es una lengua global ya que se utiliza para todo, por ejemplo, si necesitamos leer un documento en inglés, con el conocimiento ya podemos saber que significa.	Yo considero mejor que sería por etapas, ya que si vamos directo a hablar nosotros nos vamos a confundir y no sabemos cómo estructurar las oraciones e incluso lo podríamos hacer mal.	Sería nuestra lengua nativa ya que el español me bloquea demasiado y también cuando hablo con alguien nativo, yo tengo esa inseguridad de que voy a hablar mal o que el nativo no me entienda.
Student B	Porque el inglés no ayuda mucho. Nos abre las puertas. Al lugar en donde nosotros vayamos es algo fundamental para nosotros poder desenvolvernos	Me siento emocionada porque por ejemplo sé que, al momento de escuchar una canción, yo junto las palabras y después entiendo y me siento alegre porque con el	Personalmente, preferiría que fuera al final ya que si la maestra me interrumpe yo me voy a olvidar mis ideas. En cambio, si al final me dicen “mira esta esto mal” entonces yo puedo anotar,	Serían canciones, juegos y adivinanzas, ya que por ejemplo a través de las canciones ya que me permiten seguir recordando y practicando el inglés en mi mente y eso me	Sí, ya que las cosas que me motivan para aprender inglés es que me gusta entender a las personas que hablan Inglés. También por alguna carrera que yo vaya a elegir, el inglés me va abrir	Creo que sería mejor por etapas ya que a mí me gusta primero escuchar el idioma, empaparme para después hablar.	Las inseguridades, ya que no siempre voy a tener alguien que me traduzca lo que no entiendo

	fácilmente. Es muy fundamental para la comunicación.	poquito inglés que sé me puedo desenvolver.	puedo grabarme o seguir repasando para superar lo que estaba mal.	va ayudar a mejorar mi inglés.	demasiadas puertas y me va ayudar mucho.		
Student C	Porque se podría utilizar en diferentes países o ya sea que viajemos o por cuestiones de estudio o trabajo tengamos nosotros debemos usar el idioma.	De lo poco que sé, me siento feliz porque veo que sí me ha servido lo que he aprendido.	Más cómodo me sentiría yo al final porque si me interrumpen se me hace difícil poder continuar, entonces si me dicen al final todos mis errores, yo puedo repetir o corregir.	Con videos interactivos, juegos y a través de la música.	Si me gusta aprender inglés porque el idioma sirve mucho y es uno de los idiomas más importantes que nosotros debemos saber.	Me parecería bien ya que todos empezamos desde cero y terminamos en lo más alto y así debería ser, aprender desde lo más simple para salir hablando en inglés como un nativo	Las distracciones, porque yo suelo hacer otras cosas cuando debería estar atendiendo a clases.
Student D	Me gustaría aprender inglés porque me serviría en los estudios, si quisiera estudiar en el extranjero, el inglés es algo que me serviría mucho.	Me siento feliz y contento porque lo poquito que aprendí me está sirviendo y es como que no ha sido una pérdida de tiempo.	Me gustaría al final ya que después de haber expuesto mi respuesta, yo podría saber cuáles fueron todos mis errores para poderlos corregir. Porque si me interrumpen es como que me puedo confundir más.	Podrían ser dramatizaciones en donde nosotros representemos a personas de distintos países para poder practicar mejor nuestro inglés.	Si, estoy motivado a aprender inglés porque las carreras que quiero estudiar, el inglés es muy importante y quiero seguir estudiando inglés, poder ir más allá de lo que sé.	Me parece una muy buena idea porque siempre se empieza desde lo más bajo para poder llegar a lo más alto. Me encantaría.	Porque soy muy distraído y me suelo distraer con cualquier cosa
Student E	Si, me gustaría aprender ya que es el idioma que	Bien porque así sea que yo entiendo lo	Me gustaría que me corrijan en el momento ya que en	Podría ser a través de juegos	Por el tema de los estudios y porque también quiero	Me parecería muy bien ya que conforme voy	Los temas ya que varios de ellos son complicados y lo que

	se hablar en otros países. Es el idioma más hablado	básico, puedo utilizarlo y deducir.	el momento que me equivoco y me corrigen y puedo corregir mi error y decir nuevamente.		viajar y conocer las distintas culturas que hay en el mundo.	aprendiendo voy elevando el manejo del idioma.	varias palabras en inglés se parecen bastante en la pronunciación.
Student F	Sí porque necesito el idioma para mis estudios y para poder comunicarme con personas de otros países.	Me siento bien porque noto que ya estoy aprendiendo, pero de igual forma yo debo seguir mejorando ya que no siempre se entiende todo.	Al momento ya que al final me podría confundir más.	Con juegos, videos y audios	Sí porque ve que necesito el inglés para seguir estudiando y conocer más las diferentes culturas en el mundo.	Me parece bien porque primero entiendo y escucho, me empapo del idioma para luego utilizarlo y ver lo que realmente he aprendido	Las distracciones, a veces incluso mis compañeros.
Student G	Sí me gustaría aprender hablar inglés porque nos permite cruzar fronteras y comunicarnos con más personas además de que no da más oportunidades laborales.	Es una sensación gratificante ya que todo el esfuerzo que he tenido en aprender el idioma se ve reflejado.	Preferiría que me corte en la parte que estoy mal para poder corregir en ese momento porque después como que les podría omitir.	Juegos para poder aprender vocabulario.	Sí me siento motivado. Me motiva en el sentido de saber otro idioma y el colegio	Me parecería bien porque estaríamos empezando desde lo más fácil hacia lo más complejo. Si me gustaría aprender de esa forma.	Podría ser que a veces me resultaba difícil los temas, a veces confundía palabras.

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