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**Cognitive learning strategies based on Situational Language Teaching approach to
improve English speaking skills with sophomore students at “Universitario UTN High
School”, Ibarra 2020-2021**

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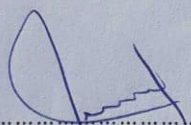

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DEDICATION

The present research project is dedicated to my family, who are the reason for my existence and the support in this learning process at university. Especially it is to my parents who told me words of encouragement to never give up on my studies.

This project is also to the institution where the research took place for teachers and authorities who believe that English is important in the teaching and learning process for all students.

Finally, it is for all my English teachers who were the essential part of my learning process at university.

Nelly Chacua

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Nelly Chacua

RESUMEN

El presente trabajo de investigación se realizó en el Colegio Universitario UTN en el contexto urbano de la ciudad de Ibarra durante el año lectivo 2020-2021, con la participación de sesenta y siete estudiantes de primer año de Bachillerato y dos docentes del área de Inglés. El principal propósito de esta investigación fue determinar estrategias cognitivas de aprendizaje basadas en el enfoque de enseñanza de idiomas situacional para mejorar las habilidades del habla en inglés, y posteriormente proponer una guía metodológica con sugerencias para mejorar la habilidad del habla de los estudiantes. Este trabajo de investigación recolecto datos mediante encuestas a los estudiantes, entrevista al docente de inglés y una evaluación de speaking a los estudiantes. Los resultados recogidos con los instrumentos fueron analizados en base a trabajos previos y similares. El trabajo de investigación fue desarrollado con un enfoque mixto, es decir, cualitativo y cuantitativo para alcanzar los objetivos planteados. Utilizando las herramientas de investigación se encontró, que los estudiantes usan estrategias cognitivas como la inferencia y transferencia del idioma para hablar. Además, los estudiantes aprenden el idioma aplicando los estilos de aprendizaje interpersonal, visual, musical y lógico. Por lo tanto, se concluye que las estrategias cognitivas son usadas para el aprendizaje del idioma inglés y estas son útiles para el mejoramiento del speaking.

Palabras clave: Estrategias cognitivas, Enseñanza situacional, Speaking, aprendizaje

ABSTRACT

The present research project was carried out at Universitario UTN High School in the urban area in Ibarra city during the school year 2020-2021, sixty-seven sophomore students participated and two English teacher. The main purpose of this research was to determine cognitive learning strategies based on the Situational Language Teaching approach to improve English speaking skills, and subsequently to design a methodological guide with suggestions to improve students speaking skills. This research project collected data through surveys to students, an interview to the English teacher and a speaking test for students. The outcomes found with the instruments were analyzed based with previous and alike research works. The research project was developed with a mixed approach, it means qualitative and quantitative research to arrive the established aims. Using the research tools was found that students use cognitive learning strategies such as inferencing and transferring the target language to speak. Besides, students learn the language applying the interpersonal, visual, musical and logic learning styles. Therefore, it could be concluded that cognitive strategies are used for language learning and these are useful to improve speaking skills.

Keywords: cognitive strategies, Situational Language Teaching, speaking, learning

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INTRODUCTION

1. Motivations for the study

Improving speaking skills is considered a topic to be studied in the language teaching and learning field. There are different manners to learn and to improve speaking skills; one of them is cognitive learning strategies which are connected with mental processes while learning. Besides, some researchers have been studying cognitive learning strategies to improve speaking skills. Despite this, researchers have not linked these strategies with a methodological approach to create a guide to improve speaking skills. This is one reason to carried out this research project.

In addition, the researcher has had some problems communicating with the target language. One of the reasons could be the ignorance of the variety of learning strategies to improve her speaking skills. And, with this study, the researcher is looking for a solution to the problem through cognitive learning strategies to improve her speaking skills and help other learners with the same issue.

On the other hand, learners seem that speaking is a difficult task, and the researcher shares this idea. There are some factors involve in the process. However, this study is not focused on that. This project presents a solution to the problem when speaking English.

2. The problem

The need to increase economic and at educational level has brought English as a foreign language in many countries. English is now known as the universal language all over the world that is the reason why currently this language is spoken and learned in many countries to communicate with the big world powers. Speaking a foreign language became a need for most of the population. For that reason, Ecuador has implemented English as a subject in the educational system from second grade at elementary school until high school as a right and duty to Ecuadorians.

Learning a foreign language in the correct way is not an easy task for most of the students at the high school level who speak Spanish as their mother tongue. There are some factors that influence this language learning process; time, environment, teacher classroom management, students' motivation and discipline to have a successful learning outcome in the subject.

Students have to approve the subject Foreign Language with a B1.1 level of proficiency in that language at the end of high school in order to graduate. However, some students are not able to achieve this level of English. There are many causes for this situation, such as the lack of English teachers' preparation. According to (Machado, 2019) in the last English Proficiency Index, an international exam, Ecuador just got 46,57 over 100 points. Besides, the Ministry of Education, Monserrat Creamer, in an interview, says that there are

not enough teachers in this area, and those who exist do not have the necessary knowledge to prepare their students well.

This problem is not just seen in Imbabura province. It is a problem in a general level in the country. Based on the outcome of an exam took by 9,624 English teachers 5 of them got a C1 level. 2,715 got a B2 level and 6,904 got a low level (A1-B1). As a result of this, students cannot have a meaningful learning and they also have a low level of English. Although, Education Ministry is working to change this reality with an agreement with the United States Embassy (Machado, 2019)

This present research is going to be focused on the speaking skills improvement with the application of cognitive language learning strategies based on the Situational Language Teaching approach in order to improve the students speaking skills at Universitario UTN High School from Ibarra city, during the first quimester of 2020-2021.

It is important to mention a brief history of the institution where the research takes place. The Universitario UTN High School is located in El Sagrario neighborhood, Ulpiano de la Torre avenue and Obispo Jesus Yerovi Street. It is an academic unit of teaching practice of the Faculty of Education, Science and Technology (FECYT) of Técnica Del Norte University (UTN). It was created by teachers for teaching practicum. The main authority is Dra. Flores Diana. There are six grades. It is from eight basic graders to seniors. The English area has four teachers to seventeen classrooms and the English coordinator is Msc. Narcisa Hinojosa.

As undergraduate students in the Pedagogy of Languages specifically in English worried for the students' language learning improvement. It has been observed during the practicum time that there is a low speaking skill development using strategies that allow students to speak in classes at Universitario UTN High School. Because, English teachers do not use teaching and learning strategies based on their students' needs. Thus, they do not focus in their students' needs to learn and produce the language in a better way.

According with the practicum observations that the researcher has done in this institution, some students are not interested at the moment of speaking to participate in the class. Teachers just use the course book to teacher their students and it is important to implement other activities from different resources to help students get interested to learn the language and to use it at the moment of speaking. Besides, students need to improve their skills through language learning strategies such as cognitive strategies.

At this point, the research proposes the following questions to guide the research project:

How do cognitive language learning strategies based on Situational Language Teaching approach improve English speaking skills with sophomore students at Universitario UTN High School, during the first quimester 2020?

- What are the cognitive language learning strategies used to improve speaking skills?
- What is the students' English speaking level using cognitive language learning strategies?
- What is the impact of cognitive learning strategies based on Situational Language Teaching in the improvement of English Speaking skills?

3. Justification

Nowadays, learning English is an important part of every student or professional to have better opportunities in their lives. English is known as the Universal language. It means that English is the language of science, research, business, Education, sports, famous people, etc. Besides, being part of this big change called globalization that helps to connect small countries with the big world powers is important in this current world. Therefore, Ecuador is also part of this network. That is the reason why English has been included as a subject and a goal to achieve in the academic field.

The previous observation experience in practicum at Universitario UTN High School has determined the weakness and strengths of the language learning process in the classrooms from the teachers and students. The four language skills (Speaking, Listening, Reading, and Writing) are important in order to get a certification as an English speaker. But the most difficult for students is in the oral production or speaking skills. There are some reasons like few activities that allow oral production, the methodologies used by the teachers and the learning strategies students use to learn the language.

The present research project has the aim to help students from Universitario UTN High School in the learning process to achieve the level of speaking skill required with cognitive language learning strategies based on the Situational Language Teaching. Therefore, the main objective of this work is to do a research about this topic and design a methodological guide with cognitive learning strategies based on the Situational approach in order to improve students' English speaking skills.

The project looks for helping people to take advantage of the cognitive language learning strategies based on the Situational approach to improve speaking skills. There are direct and indirect beneficiaries. The direct beneficiaries are the students, the teachers and the institution. They are going to get directly the benefits of the research project, because the guide is created to help them in the teaching-learning process. Students will learn how to use cognitive learning strategies in order to improve the language speaking skills. And the teachers will help students to improve their speaking skills guiding their students with the cognitive learning strategies based on the Situational approach. In addition, the indirect beneficiaries are the parents and the community. In the case of parents, they might save money for future students' plan because students are going to be well at speaking the

foreign language. Parents are not going to spend money in private English courses. Finally, the community also gets benefits from this work. It gets people well prepare to communicate in the foreign language.

Moreover, there were some researches in this field about the improvement of the speaking skills, because this skill is the most difficult to learn and produce it by language learners. And many people are interested in this topic. The cognitive language learning strategies are connected more with memorization and repetition to learn something. And this work will prove how this learning strategies can help to improve the oral production or speaking skill.

The present project is achievable. The researcher has the enough and the necessary resources to carry out this work and the fissionability to do it. This research needs materials to achieve it and money to move the researcher to the place of the investigation. And the researcher has the necessary information and technological resources to accomplish this work.

4. Impacts

The achievement of this research work had remarkable impacts in the linguistics and academical areas for language teacher and for learners. The present research helped sophomore students from UTN High School-Ibarra to improve their speaking skills with the application of cognitive strategies based on the Situational language teaching approach. On the other hand, the academic impact could be observed by using cognitive learning strategies to improve speaking skills and communicate better in the English classes at UTN High School.

5. Objectives

General objective

- To apply cognitive language learning strategies based on Situational Language Teaching to improve English speaking skill with sophomore students at Universitario UTN High School, 2020-2021.

Specific objectives

- To analyze the cognitive learning strategies to improve English speaking skills.
- To assess the level of English-speaking skill in sophomore students with a test.
- To design a methodological guide with cognitive learning strategies based on Situational Language Teaching to improve English speaking skills with sophomore students at Universitario UTN High School 2020-2021.

6. Final project structure

This research project has five chapters:

In Chapter I, the researcher is focused on a literature review which contains essential concepts, principles, and relevant information related with the variables to support the research work.

In Chapter II, the research methodology is presented in this chapter. A mixed method was used to collect data. The researcher used tools to collect data such as survey, interview and an English-speaking test. Moreover, to carry out the project, the researcher used deductive, inductive and descriptive methods to achieve the research work.

In Chapter III, the analysis and interpretation of the data collected were presented. It has statistical figures to show the outcomes of each interrogative asked in the survey for students, interview for English teacher and speaking test for students.

In Chapter IV, it presents the research proposal designed by the researcher with the support of the literature review and data analysis. A methodological guide was designed with cognitive learning strategies based on the situational language teaching approach to improve learners speaking skills in the target language.

In Chapter V, it presents the conclusions and recommendations that the researcher suggested at the end of this research project.

CHAPTER I

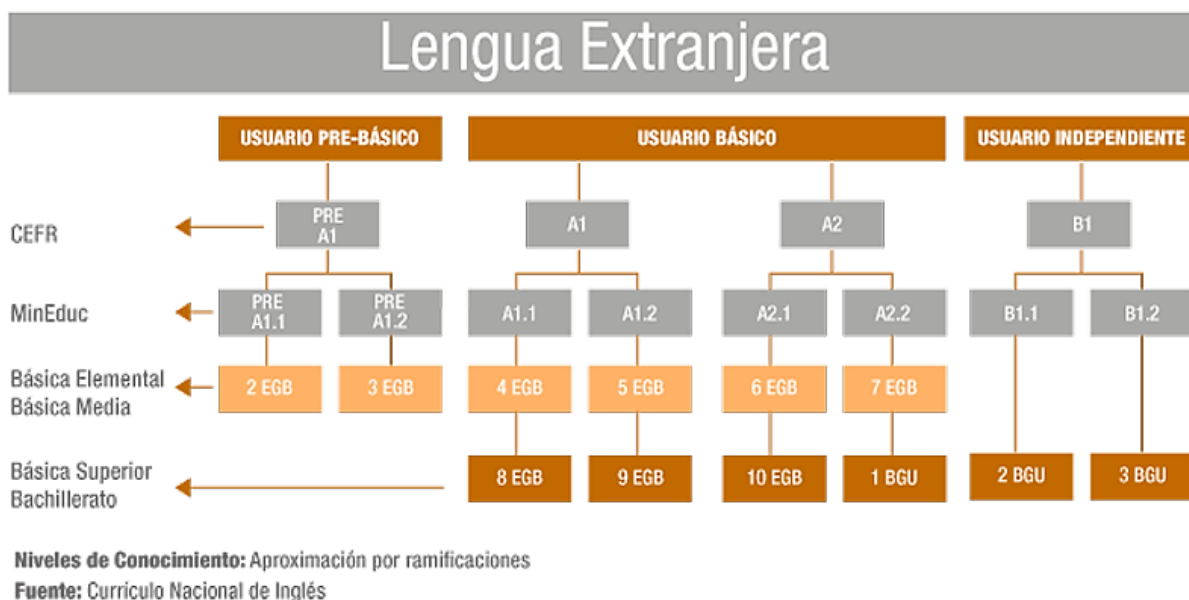
Theoretical framework

The improvement of English language skills is considered an essential task for many language learners. Speaking is known as the most challenging skill to domain from the four macro-skills. Thus, this chapter is focused on the comprehension of the definition of cognitive language skills that can be based on the situational language teaching approach in order to improve the speaking skills.

1.1 English Education in Ecuador

Currently, English is known for most people as the most important language around the world. English is common in most countries to communicate among them in different professional areas. That is why people want to learn this language. Thus, Ecuador has implemented that foreign language as a subject in the curriculum. Ministerio de Educación (2016) states that “the English curriculum is designed to students from 2° to 10° graders EGB and 1° to 3° BGU”. The basic principles of this curriculum are the language communicative approach, learner-centered, thinking skills, integrated learning and international standards. Besides, the proposed profile in the national curriculum to EGB AND BGU is in the following chart.

Figure 1. EFL learning outcomes specified by the Ministry of Education in Ecuador.



Source: Ministerio de Educación (2016) Currículo nacional de inglés. Retrieved from: <https://bit.ly/3h9q5s8>

This research work was focused on sophomore students of 1° BGU and they are required to achieve an A2.2 level according with the national curriculum and with the Common European Framework (CEFR).

1.2 Communicative and linguistic competencies in sophomore students.

The A2.2 level means that learners have achieved a true A2 level in 1st BGU according to the (CEFR) and with the National Curriculum. Besides to what was learned in the previous year 10th grade, students will be able to: have a repertoire of primary language, use simple basic sentence patterns and communicate about themselves and other people, socialize in basic effective terms, expand learned and built phrases through simple recombination. However, learners have to develop the four language skills (Paredes at all, 2018, pag.17).

1.3 The language learning process

Learning is a common action of human beings that takes place in the brain. Everyone is learning something new at any time. Now, learning is part of Education in most countries. Malamed, (2016) mentions a definition of learning from *The New Social Learning* by Tony Bingham and Marcia Conner.

We define learning as the transformative process of taking in information that—when internalized and mixed with what we have experienced—changes what we know and builds on what we do. It's based on input, process, and reflection. It is what changes us.

Learning something could be seen as a simple mental process, but this is a complex process taken in the human brain. This process needs to take previous knowledge or information which can be learned in previous experiences and the new ability to be mixed in construct the knowledge with the experienced to be internalized in the brain for a long time. Besides, reflection is an important task in the brain to learn better the input information to process it.

In addition, there are six interactive components of the learning process: attention, memory, language, processing and organizing, graphomotor (writing) and higher-order thinking. These processes interact not only with each other but also with emotions, classroom climate, behavior, social skills, teachers, and family (Learning, 2019).

English teachers need to be aware of the components involved in the learning process which were previously mentioned. Therefore, teachers should prepare activities in the lesson plan that help to learn the target language. Two significant components are the emotions and social skills that can be helpful for students to connect with the teacher and with the subject to learn better. Because it is known that students need to have good communication with the teacher to involve them in the learning process.

1.4 Strategies

According to the dictionary, a strategy is a method or plan chosen to bring about a desired future, such as the achievement of a goal or solution to a problem. Besides, a strategy is the art and science of planning and organizing resources for their most efficient and

effective use. The term is derived from the Greek word for leading an army. See also tactics (Dictionary, 2019).

In Education, strategies are used to help students in the language learning process. They can improve their skills through strategies and achieve meaningful learning in any subject. Strategy means steps or actions to control and get goals or aims during the learning process (Córdova, 2016).

Based on the definitions of a strategy, it is essential to carry out any task in any context. Learners should use strategies that are helpful to achieve their learning goal of any subject they have to study at school or high school. In English classes, learners also need to apply strategies to reach the learning goals of this subject. However, some students do not know what strategies could be helpful for them. That is why teachers should help students with some strategies to learn the target language. In these cases, the researcher is focused on cognitive strategies to learn the language and to improve mainly the speaking skill.

1.5 Language learning strategies

Learning strategy is a certain way that students use to comprehend some materials and improve their learning. Thus, learning strategies are any possible actions learners choose to understand something and create a different way of learning. (Oxford, 1990). Besides, (Lee, 2010) says that learners can respond to any particular situation when they are starting to learn something. They use learning strategies to have a successful learning outcome.

Language learners use different language learning strategies in their learning process of any subject to achieve their learning goals. These strategies are defined as the operations or processes that learners consciously or unconsciously select and apply to learn the target language.

1.5.1 Classification of language learning strategies

Many researchers in the field have classified language learning strategies. Nevertheless, the classification is almost the same.

Oxford (1990), cited in Ghufon (2018) classified language learning strategies in two big types; direct and indirect, which are divided into six groups. Direct strategies used by learners involve using the target language directly. It is divided into memory strategies, cognitive strategies, and compensation strategies. Meanwhile, indirect strategies are the opposite; they support and manage language learning without involving the language directly. It is divided into metacognitive strategies, affective strategies, and social strategies. (p. 188)

Table 1. Classification of language learning strategies

CLASS	GROUP	SET	
Direct strategies		Creating mental linkages	
		Applying images and sounds	
		Reviewing well	
	Memory Strategies	Employing action	
	Cognitive strategies	Practicing	
		Receiving and sending messages	
		Analyzing and reasoning	
		Creating structure for input and output	
	Compensation strategies	Guessing intelligently	
		Overcoming limitations in speaking and writing	
	Indirect strategies	Metacognitive strategies	Centering your learning
			Arranging and planning your learning
Evaluating your learning			
Affective strategies		Lowering your anxiety	
		Encouraging yourself	
		Taking your emotional temperature	
Social strategies		Asking questions	
		Cooperating with others	
		Empathizing with others	

Source: Oxford, R. (1990) *Language learning styles and strategies*.

O'Malley and Chamot (1990) state that "language learning strategies can be divided into three by groups: metacognitive strategies, cognitive strategies, and social/affective

strategies". (p. 45). However, six main groups of language learning strategies have been stated by the researcher Rebecca Oxford.

1.5.1.1 Memory strategies

Memory strategies are related to memorization, which does not involve reasoning. According to Oxford (1990), memory strategies are used to help L2 students link the target language without a deep understanding. Memory strategies allow learners to learn and retrieve information in order. Thus, memory strategies are known as strategies through the memorization of large characters. Learners use these strategies to memorize vocabulary and grammar rules.

Furthermore, Chang (2015) states that memory strategies include elaboration, mental imagery, mnemonics, organization and rehearsal. The learning process involves memorization of huge information. (p.3)

1. 5.1.2 Cognitive strategies

Cognitive strategies allow language learners to manipulate the materials directly. For example, learning through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, reorganizing information to create schemas or knowledge structures, practicing in naturalistic stages, and practicing structures and sounds in a formal way. (Oxford, Rebecca, 2003, pág. 12)

Furthermore, the British Council (2019) established that cognitive strategies include a learning process through repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization. For example, learners remember new words through visual sources represented in significant and memorable situations. Thus, they make easier and faster to remember the new vocabulary. In the classroom, learners can use cognitive strategies by making mind maps, visualization, association, mnemonics, using clues in reading comprehension, underlining keywords, scanning, self-testing and monitoring.

Cognitive strategies are mental routines to accomplish cognitive goals, for example, solving problems or studying for a test. Additionally, Dole (2008) mentioned an interesting description of cognitive strategies:

Thinking and problem solving are well-known examples: We have an explicit goal to be reached, the solution of a problem, and there may be specific operations, mental steps to be performed to reach that goal. These steps are under our conscious control and we may be at least partly able to verbalize them so we can analyze the strategies followed in solving the problem. (p. 4)

Finally, cognitive strategies are useful learning tools to help learners in the process. The term cognitive refers to the use of the mind to do complex tasks in the brain. These

strategies are also procedural facilitators in the learning process to have a successful learning result. And cognitive strategies are used to support learners to develop internal processes to accomplish complex tasks.

1.5.1.3 Compensatory strategies

Compensatory strategies help learners to make up for missing knowledge in the learning process. For example, learners use compensatory strategies to guess from the context in listening and speaking; using synonyms (Oxford, Rebecca, 2003). Moreover, “Compensatory Techniques are strategies used to help people perform tasks in an alternative manner or by using adaptive aids so that they can be more independent. Compensatory techniques also help people learn new tasks.” (Gill, 2017, pág. 3)

Besides, the taxonomy of the theory of compensatory strategies used for the classification of the data in the Nijmegen project is based on two major arch-strategies, a conceptual and a linguistic one. They are divided into two types of strategies; Conceptual is divided into analytical and holistic, and Linguistic strategies are divided into morphological and strategy transfer. (Ljungberg, 2011, pág. 6)

1.5.1.4 Metacognitive strategies

Metacognitive strategies are used for controlling the whole learning process. As an example, learners can identify their own learning style preferences and needs, plan their language learning task, organizing the materials, organizing a schedule and space, monitoring mistakes, and evaluating their tasks and learning strategies. (Oxford, Rebecca, 2003). On the other hand, Purpura (1999) says that metacognitive strategies had "a significant, positive, direct effect on cognitive strategy use, providing clear evidence that metacognitive strategy use has an executive function over cognitive strategy use in task completion" (p. 61).

When monitoring and assessing an individual performance to achieve a task, learners use metacognitive strategies, which are routines and procedures. It means that learners who use metacognitive strategies are conscious of the resources they have to accomplish any task. They can check their outcomes. They monitor, test, and evaluate their strategies for learning.

1.5.1.5 Affective strategies

Affective strategies are used to identify learner' mood and anxiety level, talking about feelings, and using deep breathing for good performance in L2 proficiency in a research by Dreyer and Oxford (1996) with South African EFL learners. However, other studies with EFL learners in Thailand have shown that affective strategies presented a negative connection with L2 proficiency. One reason, learners use cognitive, metacognitive, and social strategies to get proficiency in a foreign language. (Oxford, Rebecca, 2003, pág. 14)

Furthermore, the British Council (2019) affirms that “affective strategies are learning strategies concerned with managing emotions, both negative and positive. The relationship between affective strategies and learning is not clear, but a positive affective environment helps to learn in general.” For example, using relaxation techniques for decreasing anxiety levels is an effective strategy. In the class, teachers can help students in the learning process applying affective strategies such as creating a positive atmosphere.

1.5.1.6 Social strategies

Social strategies help language learners in the learning process by asking questions for verification and clarification, asking for help when doing tasks, talking with a native speaker, and exploring cultural and social norms. (Oxford, Rebecca, 2003, pág. 14). Moreover, these strategies are the set of approaches you as a teacher can use to get students to become active participants in class through interaction with others and sharing of knowledge they have. It means that social learning strategies get students to learn from others and with others (Reinoso, 2017).

The following table shows the big three groups of learning strategies in summary to get a better understanding;

Table 2. The classification of Language Learning Strategies by O'Malley & Chamot (1990)

Generic strategy classification	Representative strategies	Definitions
	Selective attention	Focusing on special aspects of learning tasks, as in planning to listen for key words or phrases.
	Planning	Planning for the organization of either written or spoken discourse.
Metacognitive	Monitoring	Reviewing attention to a task, comprehension of information that should be remembered, or production while it is occurring
	Evaluation	Checking comprehension after completion of a receptive a receptive language activity, or evaluating language production after it has taken place.
Cognitive	Rehearsal	Repeating the names of items or objects to be remembered.

	Organization	Grouping and classifying words, technology, or concepts according to their semantic or syntactic attributes.
	Inferencing	Using information in text to guess meaning of new linguistic items, predict outcomes, or complete missing parts.
	Summarizing	Intermittently synthesizing what one has heard to ensure the information has been retained.
	Deducing	Applying rules to the understanding of language.
	Imagery	Using visual images to understand and remember new verbal information
	Transfer	Using known linguistic information to facilitate a new learning task.
	Elaboration	Linking ideas contained in new information, or integrating new ideas with known information.
	Cooperation	Working with peers to solve a problem, pool information, check notes, or get feedback on a learning activity.
Social/Affective	Question for clarification	Eliciting from a teacher or peer additional explanation, rephrasing, or examples.
	Self-talk	Using mental redirection of thinking to assure oneself that a learning activity will be successful or to reduce anxiety about a task.

1.6 Approaches and Methods in Language Teaching

All the previous and current approaches and methods in language teaching were listed in a book by Richards and Rodgers (2001). They divided their book into three main parts; part I deals with a major trend in twentieth-century language teaching; part II is about alternative approaches and methods that have appeared through the last 30 years; and part III presents current communicative approaches.

However, it is important to present the definitions of both main terms to understand their meaning and how they differ from each other; approaches and methods. First, the approach consists of views, ideas, and beliefs related to the nature of language and language learning. It means that it emphasizes the theories about language to apply them practically to language learning and teaching. Second, the method refers to the overall plan for learning a second language, and it involves the design of a syllabus for the course and its learning objectives (Arias, 2015).

Approaches and methods are in the following list:

- The Grammar-Translation Method
- The Direct Method
- The Oral Approach and Situational Language Teaching
- The Audio-Lingual Method
- Total Physical Response
- The Silent Way
- Community Language Learning
- Suggestopedia
- Whole Language
- Multiple Intelligences
- Neurolinguistics Programming
- The Lexical Approach
- Competency- Based Language Teaching
- Communicative Language Teaching
- The Natural Approach
- Cooperative Language Learning
- Content Based Instruction
- Task-Based Language Teaching

Table 3. Methods and approaches

Methods and approaches	Main characteristics
The Grammar Translation method	<ul style="list-style-type: none"> - It is a way of studying the foreign language through translation. - The first language is a reference. - Reading and writing are the major focus. - Grammar is taught deductively.
The Direct Method	<ul style="list-style-type: none"> - The second language is learned as the first language. - Apply natural principles in which there is a lot of oral interaction. - Instructions in the target language - Correct pronunciation and grammar were emphasized.
The Oral Approach and Situational Language Teaching	<ul style="list-style-type: none"> - Language teaching begins with the spoken language. - The target language is the language of the class. - New language points are introduced and practiced situationally. - Simple forms should be taught before complex forms. - Inductive teaching of grammar. - The objective is to teach the four basic skills of language through speech first.
The Audio-lingual method	<ul style="list-style-type: none"> - Audiolingualism stresses the mechanic aspects of language learning and language use. - This method is almost similar with the situational language teaching. - Stimulus and response. - Teaching involves extensive oral instruction with accurate speech.

Total Response	Physical	<ul style="list-style-type: none"> - It is a Natural Method built around the coordination of speech and action. - It attempts to teach through physical activities. - Learning is a parallel process as the first language. - The objective is to teach oral proficiency at a beginning level. - Comprehension is a means of an end.
The Silent Way		<ul style="list-style-type: none"> - The teacher should be silent as much as possible in the classroom. - Students should be encouraged to produce as much language as possible. - The objective is to give beginning-level students oral and natural facilities in basic elements of the target language.
Community Learning	Language	<ul style="list-style-type: none"> - Humanistic techniques engage the whole person, including the emotions and feelings as well as linguistic knowledge and behavioral skills. - Learners become members of a community. - Learning tasks such as translation, group work, recording, transcription, analysis, reflection and observation, listening and, free conversations.
Suggestopedia		<ul style="list-style-type: none"> - Decoration, furniture, and arrangement of the classroom are important. - Music is used as a therapy for learning the target language. - There are six components of suggestopedia; authority, infantilization, double-planedness, and intonation, rhythm, and pseudo-passiveness
Whole Language		<ul style="list-style-type: none"> - It is focused on teaching the separate components such as grammar, vocabulary, and word recognition, and in particular, the teaching of phonics.

	<ul style="list-style-type: none"> - It emphasizes learning to read and write for pleasure. - The use of material related with the learners' environment.
Multiple intelligences	<ul style="list-style-type: none"> - Learners are viewed as processing individual learning styles, preferences, or intelligence. - There are eight native intelligences; linguistic, logical/mathematical, spatial, musical, bodily/kinesthetic, interpersonal, intrapersonal, and naturalistic. - The learning process should help learners to construct their learning through their own multiple intelligence.
Neurolinguistics programming	<ul style="list-style-type: none"> - It refers to a training philosophy and a set of training techniques where people influence each other to communicate successfully. - It refers to a theory of communication. It tries to explain both verbal and nonverbal information processing.
The Lexical approach	<ul style="list-style-type: none"> - This approach is focused on vocabulary and words combinations. - Language structures and language use are learned as particular units. - Lexical rather grammatical principles.
Communicative Language Teaching	<ul style="list-style-type: none"> - Dialogues are not memorized. - Language learning is learning to communicate. - The target linguistic system will be learned through the process of struggling to communicate. - Communicative competence is the desired goal.
The Natural Approach	<ul style="list-style-type: none"> - It is known as a traditional approach that considers communication the main goal. - Language is viewed as a vehicle for communicating meanings and messages. - The teacher is the primary source of comprehensible input in the target language.

Cooperative language learning	<ul style="list-style-type: none"> - It is also known as collaborative learning. - Activities involve pairs and small groups work. - It is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners.
Content-based instruction	<ul style="list-style-type: none"> - Teaching is organized around the content or information that students will require to learn. - Acquiring content through language rather than the study of language. - Language is the means of acquiring other subjects.
Task-Based Language Teaching	<ul style="list-style-type: none"> - Tasks are used as the core of a unit. - Activities that involve real communication are essential for language learning. - Activities in which language is used for carrying out meaningful tasks promote learning. - The focus is the process rather than the product.

Source: Richards and Rodgers (2010) Approaches and methods in Language Teaching. Elaborated by the author Chacua, 2021.

1.6.1 The oral approach and Situational Language Teaching approach

This approach was developed by Palmer, Hornby, and other British linguistics in 1920. It involves systematic principles of selection (the procedures to choose lexical and grammatical content), gradation (principles to determine the organization and sequencing of content), and presentation (techniques used for presentation and practice in a course (Richards & Rodgers, 2001. Pág 38).

The main characteristics of this approach were the following:

1. Language teaching begins with the spoken language. Material is orally taught before it is presented in written form
2. The target language is the language of the classroom.
3. New language points are introduced and practiced situationally.

4. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
5. Items of grammar are graded following the principle that simple forms should be taught before complex ones.
6. Reading and Writing are introduced once a sufficient lexical, and grammatical basis is established.

1.6.1.1 Theory of language and learning

The theory of language about Situational Language Teaching is known as a type of British structuralism. Speech is the basis of language, and structure was viewed as the heart of speaking ability. Some British applied linguists like Palmer and Hornby had prepared pedagogical descriptions of the basic grammatical structures of English. According to Frisby (1957) the material of teaching based on this approach are; word order, structural words, the few inflections of English, and content words. However, the British theoreticians had a different vision; structuralism as the notion of the situation. The principal activity in the teaching is the oral practice of structures. This oral practice should be given in designed situations to give enough practice in English speech (Richards & Rodgers, 2001).

The theory of learning about Situational Language Teaching is a type of behaviorist habit learning theory. It means that the process is more important than the learning conditions. Palmer affirmed that there are processes in language learning; receiving information, fixing it in the memory by repetition, and using it in actual practice. However, French saw language learning as a habit, and the fundamental is correct speech habits...Learners should be able to put the words, without hesitation and almost without thought, into correct sentences patterns by imitative drills. On the other hand, this approach adopts inductive teaching of grammar. It means that the meaning of words or structures is not given through explanation, and it is induced from the situation. Billows (1961) affirms that if teachers give the definition of a new word in any language by translation, teachers weaken the impression which the words make on the mind.

1. 6.1.2 Objectives

The objectives of the Situational Language Teaching method are to teach a practical command of the four skills of language through structures. Accuracy in pronunciation and grammar are crucial, and errors are avoided. Therefore, learners read new structures, and teachers should teach the new structures and vocabulary orally. Oral composition is an important activity (Richards & Rodgers, 2001).

1.6.1.3 The syllabus

A structural syllabus and a word list are the basic to the teaching of English in this Situational method. A structural syllabus is a list of basic structures and sentences patterns of English according to their order of presentation. Structures are always taught within sentences, and vocabulary is related to sentences patterns (Richards & Rodgers, 2001).

1.6.1.4 Types of learning and teaching activities

Situational Language Teaching employs a situational approach to presenting new sentence patterns and a drill-based of practicing. By situation, Pittman means that the use of concrete objects, pictures, and realia, actions, and gestures can be used to present the meaning of new language items. Besides, the practice techniques consist of repetition and substitution activities, dictation, drills, and controlled oral-based Reading and Writing tasks. Other oral-practice techniques are sometimes used, including pair practice and group work (Richards & Rodgers, 2001. Pág. 43).

1.6.1.5 Learners and teacher roles

Learner roles are initially required to listen and repeat what the teacher says and to respond to questions and commands. The learner does not have control over the content of learning. Later, more active participation is encouraged, this includes learners' responses and asking each other questions, although teacher-controlled introduction and practice of new language is stressed (Richards & Rodgers, 2001).

The teacher in the presentation stage serves as a model, setting up situations in which he creates the target structure and then models the structures for learners to repeat. After that, the teacher is the skillful conductor of an orchestra. It means the teacher is required to be a skillful manipulator, using questions, commands, and other cues to elicit correct sentences from learners. Language lessons are teacher-directed, and he sets the steps. Organizing review is a primary task for teachers. Pittman (1963) established the teacher's responsibilities;

1. Timing
2. Oral practice, to support the textbook structures
3. Revision
4. Adjustment to special needs of individuals
5. Testing
6. Developing language activities other than those arising from the textbook

1.6.1.6 The role of instructional materials

A textbook and visual aids are the most important materials in the Situational approach. The textbook contains tightly organized lessons planned around different grammatical structures. Visual aids may be produced by the teacher or commercially produced; they consist of wall charts, flashcards, pictures, stick figures, and so on. However, the textbook should be used as a guide to the learning process (Richards & Rodgers, 2001).

1.6.1.7 Procedure

The procedures vary according to the level of the class. Pittman (1963) gives an example of a typical lesson plan:

1. Pronunciation
2. Revision (to prepare for new work if necessary)
3. Presentation of new structure or vocabulary
4. Oral practice (drilling)
5. Reading of material on the new structure or written exercises.

1.7 Language skills

Language is important for communication among people, and it distinguishes man from animals. According to Husain (2015), language is a divine gift of God. Language means a collection of words strung together in sentences with a different meaning. Language is used to express thoughts and feelings in a social group. And Webster states that language is an audible, articulate human speech. It is produced by the action of the tongue and adjacent vocal organs. (p. 1)

There are four language skills that people use for communication in an oral or written way. First, skill means the ability to do an activity or job well, mainly because you have practiced it. Another definition is that skill is a particular ability that you develop through training and experience, and it is helpful for a job. Thus, every human being can communicate with society (Cambridge, 2020).

Language teacher knows the four basic language skills: Listening, Speaking, Reading, Writing. These skills are also called macro-skills. There are micro-skills which are grammar, vocabulary, pronunciation, and spelling. The four basic skills are connected by two parameters: the mode of communication: oral or written and the direction of communication: receiving or producing the message. Speaking is connected with Listening, and Reading is connected with Writing (Aydogan, 2014, pág. 673).

1.8 Language as a skill

Language is a skill and not just a subject of content like Science or Mathematics, which have the objective to impart knowledge and fill the human mind with information. Language is a skill because it comes under psychomotor domains. Besides, a skill is the ability to do something well. Knowing about contents is cognition and using the knowledge in action. In fact, language is a complex skill involving four sub-skills; Listening, Speaking, Reading, and Writing (Husain, 2015).

1.9 Classification of language skills

The four and fundamental language skills are classified into two parts:

Table 4. Classification of Language skills

Language Skills	Oral	Written
Receptive	Listening	Reading
Productive	Speaking	Writing

Source: Language and Language Skills by Husain (2015)

Speaking and Writing are called productive skills because while using these skills, a learner/user is not only active but also produces sounds in speaking and symbols (letters, etc.) in writing. On the other hand, listening and reading are considered receptive skills because here, a learner is generally passive and receives information either through listening or reading.

1.9.1 Reading skill

According (Bojovic, 2010) reading skills involve: identifying word meaning, drawing inferences, identifying writer technique, recognizing mood of passage, finding answers to questions. Reading skills can also include: recognizing the script of language; deducing the meaning, use of unfamiliar lexical items; understanding explicitly and non-explicitly stated information, conceptual meaning, the communicative value of sentences, relations within the sentences and between parts of a text through lexical cohesion devices; recognizing indicators and the main point of information in discourse; distinguishing the main idea from supporting detail; selective extraction of relevant facts from the text; basic reference skills; skimming, scanning, transcoding information from diagrams/charts. Furthermore, reading skills are as follows: word meaning in context, literal comprehension, drawing inferences, interpreting metaphor, finding main ideas, forming judgments. Reading skills also involve automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/world background knowledge, synthesis, and evaluation skills/strategies, metacognitive knowledge, and skills monitoring. (pág.1)

1.9.2 Writing skill

(Revolution, 2014) “Writing is a complex, multifaceted, and purposeful act of communication that is accomplished in a variety of environments, under various constraints of time, and with a variety of language resources and technological tools.” Writing is the transportation process, the form of writing, demonstration of knowledge, communication tool, and learning tool. Therefore, Sekhar & Sri, (2018) mention that writing is meant for conveying thoughts, ideas, and facts in easy and lucid language. Students have to learn the art of good writing, which is essential to excel at both academic and professional levels. Good writing skills are needed for all the students to accomplish their educational and employable requirements. (p.3)

1.9.3 Listening skill

Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know. There are two distinct processes that characterize listening comprehension top-down and bottom-up processes. Learners use top-down processes when they rely on prior knowledge in order to understand the meaning of a message. Bottom-up processes are used to rely on specific components of the L2 for aural comprehension. In fact, listening comprehension is an interactive, interpretative process where listeners use both prior knowledges in understanding (Liubiniené, 2008).

However, some researchers thought that listening to speaking was a passive process because it is a receptive skill. But, other researchers have found that listening is not a passive skill. It is an active process of constructing meaning from a huge of sounds. Listening can be the fundamental skill to speaking because without comprehension, the input at the right level, and learning can begin (Solak, 2016).

1.9.4 Speaking skill

The production of a language through speech is the most important skill to communicate orally. Many languages worldwide just have the spoken way, and they do not have a written system. And a language is learned first by listening to a lot of speaking sounds, words, and phrases. Thus, speaking is the best introduction to their language learning skills. A natural way of learning a foreign language is through speaking. And speaking is the way to produce what learners have learned in a course (Yasar, 2016).

1.10 Principles of teaching speaking skills

According to Hussain (2018), the principles of teaching speaking skills:

- Encourage students to speak right from the first day.
- Tolerate students if some of them repeat what they say.
- Let learners speak actively with whatever knowledge they have.

- Propose structures, phrases, words and let learners use in different situation and drill as much as possible.
- Organize role play and pair work and supervise the learners,
- Let learners commit errors and mistakes. Interruption and correction hind fluency and discourage learners. (pág. 15)

1.11 Speaking sub-skills

There are ten speaking sub-skills. The following table shows all the sub-skills and explains the application of each of them. According to (Ken Lackman & Associates, 2010);

Table 5. Speaking Sub-skills

Sub-skills	Application
<p>Fluency</p> <p>Students practice speaking with a logical flow without planning or rehearsing.</p>	<p>Activities which require students to focus on meaning in communication without immediate concern for accuracy.</p>
<p>Accuracy with words and pronunciation</p> <p>Students practice using words, structures, and pronunciation accurately.</p>	<p>Students are able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities.</p>
<p>Using functions</p> <p>Students use specific phrases for different purposes.</p>	<p>Activities that stress that verbal communication is for a reason or function. Role-plays and simulations.</p>
<p>Appropriacy</p> <p>Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.</p>	<p>Activities which stress the purpose of talking about any topic.</p>
<p>Turn-taking skills</p> <p>Students practice ways of interjecting, eliciting an interjection, or preventing one.</p>	<p>Students can practice listening for appropriate gaps to take their turn without irritating the speaker.</p>

Relevant length	Activities which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn.
Students practice speaking at length appropriate to a situation.	
Responding and Initiating	Gestures and other paralinguistic tools are also used in conversation management.
Students practice managing a conversation by making responses.	
Repair and repetition	The spontaneous nature of conversation requires that participants constantly have to make sure that what's being said is understood.
Students practice repeating or rephrasing parts of a conversation.	
Range of words and Grammar	Students need to know a range of words and grammar to choose the most appropriate for a specific task.
Students practice using particular grammar and vocabulary for speaking a specific topic.	
Discourse Makers	Students use specific words and phrases to talk about any topic.
Students practice using words or phrases to organize a talk.	

Source: Speaking Sub-skills by Ken Lackman (2010)

1.12 Classroom practice

The lesson plan of English teachers is important to develop a good class performance. Based on Harmer's (2007) model, an instruction unit should have the following stages:

Introduction: explaining to learners the purpose of the current lesson and asking them the previous knowledge about the topic.

Presenting the task: explain what students should do and check if students understood the task.

Observation: the teacher monitors the class to ensure the progress of the class objectives.

Feedback: to make the students learn about their performance at the end of the activity.

Follow up Activities on the topic: to reinforce the activities. Send homework related to the speaking activity.

1.12.1 Classroom activities and tasks for practicing speaking skills

Repetition of rhymes, look and say, oral, composition drills, read aloud, open-ended stories, narration, description are important activities to practice and improve speaking skills. Thus, Hussain (2018) proposes some activities that can be used to develop speaking skills.

Table 6. Activities to improve speaking skills

Activity	Description
Dialogue	Dialogue is a classroom technique used to practice language functions like greeting, agreeing, disagreeing, apologizing, suggesting, asking for information, etc.
Roleplay	It is a popular technique to use in the class to promote speaking. There are three types of role plays; with clues, totally guided, and free type.
Opinion/Ideas	Controversial topics or situations can be used to ask about opinions. Learners could be divided into groups to discuss and give opinions.
Problems	Problems are a good source for making learners speak to solve them.
Surveys and interviews	It is a technique in which an interviewer or surveyor finds data from others.
Visual comprehension	The learners will be provided a picture to describe it or to answer questions about it.
Dreams or ambitions	All learners have dreams and ambitions in life. It is a valuable technique for speaking.
Rhymes and Tongue Twisters	Learners can learn the target language through the recitation of rhymes in an enjoyable manner.
Songs	Many learners enjoy songs, and they can be used for developing speaking skills.

Source: Teaching Speaking Skills in Communication Classroom by Shafaat Hussain (2018)

Elaborated by Nelly Chacua, 2020

CHAPTER II: MATERIALS Y METHODS

2.1. Types of research

2.1.1 Mixed method

This project uses a mixed research method, it means quantitative and qualitative research to analyze the context of the problem and to propose a possible solution.

According with (Burke, J., Onwuegbuzie, A., & Turner, L., 2007) state that a mixed method research is: “the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e. g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration” (p.9).

2.2.2 Quantitative research

Therefore, (Destiny, 2017)provides a definition of a quantitative research:

A quantitative research method deals with quantifying and analysis variables in order to get results. It involves the utilization and analysis of numerical data using specific statistical techniques to answer questions like who, how much, what, where, when, how many, and how (p.42).

Therefore, the quantitative research method is connected with the interpretation of the survey to students and teachers that look for the learning skills they use to learn the foreign language and how they use their cognitive learning skill to improve speaking.

2.2.3 Qualitative research

(Bacon, 2020) defines that qualitative research is:

An inquiry process of understanding based on a methodological tradition of inquiry that explores a problem, which enables construction of a complex, holistic picture, analyses words, reports detailed views of informants and conducts the study in a natural setting. Qualitative research usually involves many variables and few cases (versus many cases and few variables for quantitative research) (p.47).

This research project uses a mixed method research that involves qualitative and quantitative research in order to collect data from teachers and students. The quantitative method is used to ask through a survey to get a concrete result of the cause and facts of the problem. On another hand, the qualitative method is used to ask ‘what’ and ‘how’ questions about the topic to teacher.

2.2. Methods, techniques and instruments

2.2.1 Methods

A. Deductive

This research project will use the deductive method in order to collect data about cognitive language learning strategies used in sophomore students at UTN High School. Therefore, the research will apply a survey to collect data about the problem to be developed in this research.

B. Inductive

The inductive method was required in this research project because the undergraduate researcher looked for information about cognitive language learning strategies and the Situational Language Teaching approach. The research went through to general conclusions of both main variables of this research project. The inductive method helped to establish strategies to create a methodological guide for language teachers.

C. Descriptive

With the descriptive method, the undergraduate researcher will characterize all the situations and events that were developed during the whole process to carry out the general and specific objectives of this research project.

2.2.2 Techniques and instruments

The researcher used different techniques and instruments in order to get data from English teachers and students at UTN High School. The researcher used an interview, a survey and class observation.

A. Interview

Many researchers use a well-known technique to collect data. The interview is used to collect qualitative data. This kind of instrument was used by the researcher to interview two English teachers about cognitive learning strategies they use in the class in order to improve speaking skills in their students.

B. Survey

Surveys are used for many purposes in different academic or non-academic contexts. Most researchers used this instrument to collect qualitative data. They create a questionnaire with concrete or multiple-choice answers in order to collect real and common data. Therefore, the research of this project used a survey to ask to sophomore students at UTN High School about the cognitive learning strategies they used to learn English as a foreign language.

C. Speaking test

The researcher of this project had the need to know the students speaking level and to get data it was used a speaking test from Cambridge according with the level required (A2). The instructions were presented in a virtual meeting, students have to record a video and send it through WhatsApp to be evaluate with a Cambridge rubric.

2.3. Research questions

The researcher of this project stated the following research question in order to help to develop the project:

1. What are the cognitive language learning strategies used to improve speaking skills?
2. What are the students' cognitive language learning strategies use in the classroom?
3. What is the impact of cognitive learning strategies based on Situational Language Teaching in the improvement of English-Speaking skills?

2.4. Participants

The participants or population of this project were young students from sophomore level at UTN High School. Most of them are from fourteen to sixteen years old. For more understanding, the following table will show the participants of this research project.

Table 7. Participants of the project

Institution	Course	Class	Students
"Universitario UTN" High School	Sophomore students/ 1° BGU	"A"	23
		"B"	21
		"C"	23
Total			67 students

Elaboration by the researcher, 2021

2.5. Procedure and data analysis

The present research project used different techniques and instruments in order to collect data, therefore, it was necessary to use a technological tool to analyze the data collected with the survey. In this case, the researcher used Forms to present the survey, Zoom and Teams to do the interview, and WhatsApp to take the speaking test. Finally, to present the data results it was necessary to use Excel and Word.

CHAPTER III: RESULTS AND ANALYSIS

This chapter presents the results obtained from an interview, a survey, and a speaking test applied in order to achieve the objectives of this research project. First, an interview was applied to two English teachers in charge of the three parallels of 1° BGU. The objective of this interview was to determine how much teachers know about the main topics of this project such as, the achievement of the curricular objectives, students speaking level, the speaking activities they use, cognitive strategies use in the class, and their opinion about the implementation of the Situational Language Teaching approach. Second, a survey was applied to students of 1° BGU to recognize the followings aspects such as, their participation in speaking activities, their preferences when using cognitive strategies, their learning style, and their opinion about a methodological guide. Finally, a speaking test was taken to students to measure their speaking level with a A2 speaking rubric of Cambridge.

The analysis and interpretation for qualitative data involve a discourse analysis of an interview applied to English teachers. The data collected from this interview is presented according to the following template:

1. Transcription
2. Description of the question
3. Data analysis
4. Interpretation

The analysis and interpretation for quantitative data shows the results collected with a survey to students. The data is presented in paragraphs that have the following template:

1. Description of the question
2. The graphic
3. Data analysis
4. Interpretation

The speaking activity or test applied to students provided qualitative and quantitative data. It means that a mixed analysis was made. The researcher used the assessing speaking for Cambridge English qualifications A2. A rubric was use to grade students speaking test which has subscales (Grammar and vocabulary, pronunciation, and interactive communication). Bands (subscales graded from 0 to 5), and Descriptors (comments of subscales). The data collected is presented with the following template:

1. Cambridge English speaking assessment scale

2. Analysis of the speaking test
3. Comments of the sample

Sample of assessing speaking for Cambridge English qualifications A2.

Figure 2. Assessing speaking for Cambridge qualifications

A2 Key Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on the following page.

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>		

Source: Cambridge English Qualifications A2 key for Schools.

3.1 Qualitative interpretations of interviews.

Q1: Do you think that the institution has achieved the curricular objectives related with English oral production established by Ministerio de Educación?

Teacher parallels A and B

Well, I would like to consider some factors before answering your question. First, our students' backgrounds and goals. For them, English has been one of the compulsory subjects that they have to approve, but they really cannot seem themselves using English as a tool of communication. It has been the most difficult barrier to brake for teachers in my opinion. But, of course as teachers we have done our best. Another factor to consider is that our institution doesn't have enough materials. We don't have a lab to practice, for example. The most of our students don't have access to technology. They don't have a permanent internet service at their homes. And now, affected as we are with the pandemic, it has been so hard to work with activities that allow students to get a good level in the oral production specially.

Anyway, I would say that there is a small group around 15% with whom we can say they have achieved the curricular objectives in general, not only related to the speaking skill, but all of them.

Analysis

The data collected in this question shows the opinion of the English teachers who participated in this study about the achievement of the curricular objectives of the institution related with speaking skills established by Ministerio de Educación. According to teacher one, teachers and the institution always work hard and together to help students to achieve the curricular objectives. However, the teacher suggests that just a small group of students have achieved the goal due to some factors such as the pandemic, internet access, the lack of an English lab and materials. The pandemic has affected any single area to the whole world. Thus, education has changed the modality to study because nobody can come back to the institution. Besides, the internet access is another issue for some students and teachers because with the pandemic some of them do not have enough resources to afford the internet. On the other hand, teacher mentioned the need of a lab in the institution to improve the learning process. However, in this moment the infrastructure of the institution is not used. In addition, teachers have materials provided by the Ministerio, but they always need to look for or create new materials to help their students in the learning process. Thus, the teacher opens the opportunity to create new materials in this project to help teachers and students in the learning process. In conclusion, there some factors that not completely allow the achievement of the curriculum. However, teachers have the task to look for alternatives to teach in this new reality.

Teacher parallel C

Good afternoon, dear student. According to my opinion, I could say that the institution does the best that they can, right! Because, we have a lot of limitations sometimes. We don't have labs in order to students could listen or, sometimes we couldn't use some buildings or some classrooms that could have this kind of materials in order to students could listen and later could practice virtual tools in order to improve their speaking activities. Nevertheless, we have in the institution in the English area, we have a lot of materials that we prepare by ourselves and we apply these materials into the class. These materials are related with interviews between teachers and students and sometimes between students to students and we take advantage of these activities that we plan in our lesson plans most of the time. So, when the Ministerio de Educación asks for some strategies or they want that we improve the speaking skills, we try to do our best using the strategies that we can apply in our classrooms and also, we use a lot of activities that permit students can practice the speaking part into the class right. So, I could say that we do that and we are doing our best in order to improve not only the speaking skills. I guess that we work improving the whole skills.

Analysis

The data collected in this question shows the English teachers' opinions about the achievement of the curricular objectives in the institution related with speaking skills established by Ministerio de Educación. According to teacher two, teachers and the institution are always working to achieve the curricular goals with their students. On the other hand, teacher suggests that in spite of lack of technological resources and other materials, teachers create and prepare a variety of activities to help students to achieve the linguistic competences. In conclusion, the interview suggests that English teachers have the task to create their own material and prepare the lesson plans according to students needs and possibilities in order to achieve the following curricular objectives; to have a repertoire of basic language, use simple basic sentence patterns and communicate about themselves and other people, socialize in basic effective terms, expand learned and built phrases through simple recombination.

Q2: What can you say about your students speaking skills?

Teacher parallels A and B

Well, many of them are really shy as all teenagers, I think. They are afraid of making mistakes when speaking in front of their classmates or other people. When we are normally in class, it is easier to motivate them and control their reactions. But now, we have done some activities. I mean in the way we are working now, online. And they have done some activities that let them show their speaking skills through videos and they feel of course more confident. But in my opinion, those activities have disadvantages like the communication is not natural. I really hope to go back to classes to work in a better way.

Analysis

The data collected in this question is about the teacher's opinion about their students speaking skills production in the class. According to teacher one, their students have different levels of speaking according to their participation in face-to-face classes. However, teacher mention that with the current situation the oral production has changed. Students and teachers are working in a new modality and this could have advantages and disadvantages. The positive aspect is that students can feel more confident when speaking in front of the camera and they have more opportunities to practice the presentation. On the other hand, the negative aspect is that students are not having enough oral interaction with other students and the communication is not fluent and real. In conclusion, students in any environment have a variety of opportunities to produce the target language with different linguistic levels.

Teacher parallel C

Yeah! Sometimes, it is very difficult for students to practice the speaking skills because speaking is a productive skill right. You need to produce something and before that they feel sometimes a little nervous, a little scared about it. And sometimes students are shy, so we

need to motivate themselves working with some strategies previous that. We choose a topic and later we ask them to write this topic and information, a little composition about the topic that we choose and later the students could practice that. And when they know the vocabulary because we ask them to select some words related with the topic that they will talk and when they know this vocabulary. They already prepare the little speech or their little composition. We could apply this in a speaking activity. Sometimes, when you want to do this without any preparation you could have a little bit of difficulties because students don't have contact with English as a second language right. Or they don't have somebody who tells or something to practice or speak with them with an English language.

Analysis

The data collected in this question is about the teacher's opinion about their students speaking skills production in the class. According to teacher two, their students have to be involved in a systematic process in which they have the chance to prepare for the speaking part. However, the feelings of nervous, shyness and scary are always part of humans and those feelings are minimized when students prepare the speech with other activities that allow them feel comfortable when speaking. In conclusion, every student is different in the learning process and related on speaking every student has a different English level. And the teacher is the person in charge to carry them to the level required.

Q3: What kind of activities do you use to improve students speaking skills?

Teacher parallels A and B

When we are in the normal classes, I mean in the classroom. We do a lot of activities to keep them speaking little by little. For example, we usually start with a brain storm. We use role playing, story-telling. We used to make short interviews among students. We do story comprehension. Sometimes, we sing songs or something or other activities that let them practice a little bit their speaking skills.

Analysis

The data collected on this question is about the kind of activities teachers use to improve students speaking skills when teaching English. Teacher participant one on this topic suggests some activities useful and connected with students' English level. First, brainstorm is an activity which can be used at the beginning of the class in order to get previous knowledge. But this activity is not in the current modules for 1 BGU. Second, role play is related with oral interaction because students have to work in groups to represent a scenario, and it could be produced at the last stage like a speaking project suggested in the modules. Third, story-telling is another activity found in the modules that is used more in writing. However, teacher suggests this activity in speaking. Fourth, interview is an oral interaction activity in which students ask and answer questions about a specific topic. This activity could be used to develop speaking fluency because students would feel more confident talking among them. Moreover, the modules suggest other activities like pair or group discussion,

picture description, conversation, and speaking projects. In conclusion, teacher one mentions some activities linked with the new modules' activities. And these activities look for the next objectives established by the CERF; have a repertoire of basic language, use simple basic sentence patterns and communicate about themselves and other people, socialize in basic effective terms, expand learned and built phrases through simple recombination.

Teacher parallel C

Ya! Like as was telling you before, we have a lot of activities speaking about any topic is the most common strategies that we use and the students make questions or we prepare the questions and they answer the questions about any topic that we chose previously and the students could tell us the personal stories or their personal aspects or things that are related with their background. And also, we work in students speaking activities sometimes that help them to talk about any topic without the pressure of the teacher behind of them and also, we talk, we create videos that students can tell us something about their personal lives. Another strategy that we use is the quilt, the personal quilt. You know quilt in Spanish is mural. They create in a big paper, something like a collage with different pictures about the topics that they were talking about. For example, we are talking about the family. Right. They create the quilt about their family and they put there some pictures of their family members and they talk about of every single member of their family and they answer the questions about that. But it is a previous preparation before speaking and later well, answering questions is another activity that we use mostly or frequently in our class. Right. So, that is the strategies or the tools that we can use in order to improve the speaking activities with students. Sometimes, also I could say that I send them some links in order that they could practice by themselves at home. Some speaking online activities too. But, isn't very common sometimes because students don't have the internet connection very easily. So, for us is quite difficult to face this situation and work against that. Right, anyway we try to do our best.

Analysis

The data collected on this question is about the kind of activities teachers use to improve students speaking skills when teaching English. Teacher two on this question suggest three activities to work on the speaking skills. First, telling personal stories is an oral production activity and is an individual activity that can be used in the last stage of the class to encourage speaking fluency and accuracy because students have enough time to prepare the activity. Second telling personal information in videos is another oral production activity that looks for students to improve speaking and this is a control activity that can be used at the last stage. Third, answering questions among students is an oral interaction activity because students participate among them. Also, this activity is less control by the teacher and looks for fluency because students have the freedom to answer questions. On the other hand, teacher does not mention the activities established in the modules such as pair or group discussion, picture description, conversation, role-play, and speaking projects presentations. In conclusion, teacher two use other activities to improve speaking skills which are not

mention in the modules. However, the activities mention by the teacher are partly focused on the linguistic objectives established in the Ecuadorian framework which mention that students need to be able to have a repertoire of basic language, use simple basic sentence patterns and communicate about themselves and other people, socialize in basic effective terms, expand learned and built phrases through simple recombination.

Q4: What cognitive learning strategies do you think your students use to improve speaking skill?

Teacher parallels A and B

By themselves?... I could say that most of our students by themselves do not apply any strategy to learn anything. I think that is the teacher who has to guide them through a variety of activities and strategies to lead them to a better learning process. Well among the cognitive learning strategies, we used to apply with them in classes. Maybe, I could mention guessing meaning from context, repetition, or imitation technique which is good to improve the speaking skill. We use images for memorization vocabulary. We also use mind maps or timelines to speak about specific topics. Maybe, those are the most used in our classes. Depending on the level. And you are working in your thesis with First class of bachillerato, so maybe these are the most used in classes.

Analysis

The data collected in this question shows the teacher's opinion about cognitive learning strategies use by their students to improve speaking skills. According to teacher one, students are not in charge to use the strategies because is the teacher who have to guide students in the learning process preparing the materials and the strategies. There are a variety of cognitive strategies such as learning through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, organization, practicing in context, repetition, guessing meaning from context, memorization, association, and scanning. These activities help students in the learning process with mental activities. Therefore, teacher has mentioned some of these strategies. First, guessing meaning from context is a strategy used to in most English classes because students have to inference the new topic. Second, the repetition or imitation strategy is another well-know strategy mainly used to enhance the correct pronunciation of words and phrases. Third, memorization is a mental activity in which students have to memorize the new vocabulary, it is mainly used to memorize verbs and grammar rules. Fourth, organization with mind maps and timelines, this is a cognitive strategy which is connected with summarizing and helps students to get the main or important information of the class. In conclusion, teacher one mention some cognitive learning strategies that teacher uses in the classes to help students in the learning process. And there are many strategies that are not mention by the teacher.

Teacher parallel C

Ok. I think that you could use all of them, but in different steps or different parts of the speaking. Because you couldn't start a speaking activity without a preparation, right? So, you can use like you said. [Memorization] You need to memorize some specific vocabulary about any topic. The next one please [Organization] Yes, they need to organize their ideas using a writing activity. You know, they could write ideas and organize their ideas through a composition or an essay with a specific number of words. So, they could have enough vocabulary for speak about any topic. Next one, please. [Inferencing] Yeah, inference is a very important step that they need to, because they watch something. For example, they will have a listening activity or they watch a video or whatever you could see they could catch up the ideas. They could infer what is the topic or what does the main idea of any audio or video or YouTube video. Right? So, that is important.

Analysis

The data collected in this question shows the teachers' opinion about cognitive learning strategies use by their students to improve speaking skills. According to teacher two, all the cognitive strategies are important to use in the class, but in different stages of the class. There are a variety of cognitive strategies such as learning through reasoning, analysis, note-taking, summarizing, synthesizing, outlining, organization, practicing in context, repetition, guessing meaning from context, memorization, association, and scanning. These activities help students in the learning process with mental activities. Therefore, teacher two mention the important of the following cognitive strategies. First, memorization is a strategy that can be used at the beginning of the class to memorize the new vocabulary to understand the new topic. Second, organization is a strategy that is useful for students to prepare the speaking part with mind maps or summarizing the main ideas. Third, inferencing is another cognitive strategy used in the first stage of the class to help students to think about the new topic. In conclusion, teacher has mentioned that cognitive strategies are used to help students in the learning process and these strategies can be applied in different stages.

Q5: Do you think that the Situational Language Teaching approach would be useful to improve students speaking skill?

Teacher parallels A and B

Sure, I think it could be interesting. In my opinion, to expose students to different situations would help them to learn how to communicate in a better way. Maybe in a more natural and less control way. Because, usually the material we use for teaching or for developing the speaking skill are very controlled. So, they are not very natural. So, in my opinion, it could be very interesting to apply this.

Analysis

The data collected in this question shows the teacher's opinion about the Situational Language Teaching approach to help students to improve the speaking skills. According to teacher one, this approach could be used to improve the speaking skills because it is focused on the spoken language with different situations. Besides this approach has the main objective to teach the four language skills through speech first. And this is an important tool in this project. This approach also provides a procedure focused on the oral production which is good too. In conclusion, teacher thinks that this approach could be useful to improve students speaking skills.

Teacher parallel C

Of course, I guess that. It is necessary in every single aspect of teaching. Right? Because, it is related with skills that would apply into the class in order that students have a significant learning. They can also feel comfortable talking about any topic there or telling us a story. Right? So, we need to use a lot of strategies that could help us to have a better teaching.

Analysis

The data collected in this question shows the teacher's opinion about the Situational Language Teaching approach to help students to improve the speaking skills. According to teacher two, this approach could be used to improve the speaking skills because all approaches are focused on how to teach the language and mainly with the speaking activity. Besides this approach has the main objective to teach the four language skills through speech first. And this is an important tool in this project. This approach also provides a procedure focused on the oral production which is good too. In conclusion, teacher believes that this approach could be useful to improve the speaking skills.

Q6: Do you consider that a methodological guide will help you to improve your students speaking skills?

Teacher parallels A and B

Well, I think that any extra-material could be very useful. You know the material we use is the material that Ministerio de Educación has developed these years. We are working with models, but the models are not complete yet. They are working on the audios. So, we do not have the listening. We don't have the material for teachers' guide. So, in my opinion, the teachers have to look for other materials, have to look for other helps. And use the internet or some other things in order to help students to develop their skills in general. But, of course, maybe speaking is one of the most difficult skill to develop with teenagers. It is not easy to develop this skill with them. So, it could be very interesting.

Teacher parallel C

Of course, I think. I was telling you before any strategy or any methodology that has something new, or something different, or something that could offer us a help or a tool in our classrooms. It is very welcome to our classrooms.

Analysis

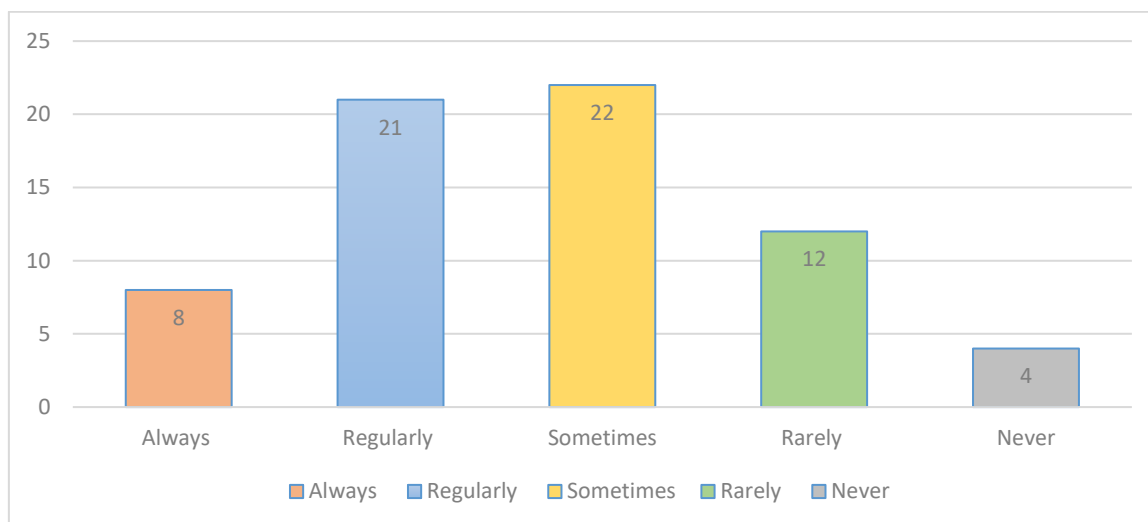
The data collected shows the teachers' opinions about the use of a methodological guide with cognitive learning strategies based on the Situational Language Teaching approach in their learning and teaching process. According to teachers' answers, they are in agreement to implement this guide because they think that every new tool will help them to have more ideas to teach better the target language. In conclusion, teachers have a wide variety of resources that can find on internet, but they are pleasant to try with this new material in order to help their students.

3.2 Quantitative data

The survey was applied to students of 1° BGU at UTN High School. There was a total of 67 participants divided into three different parallels; A (23), B (21), and C (23). The survey was taken in virtual meetings with platforms like Zoom and Google meetings. It is important to mention that not all students answer the survey.

1.- Do you participate actively in speaking activities in class?

Figure 3. Students speaking participation



Source: Survey, May 2021

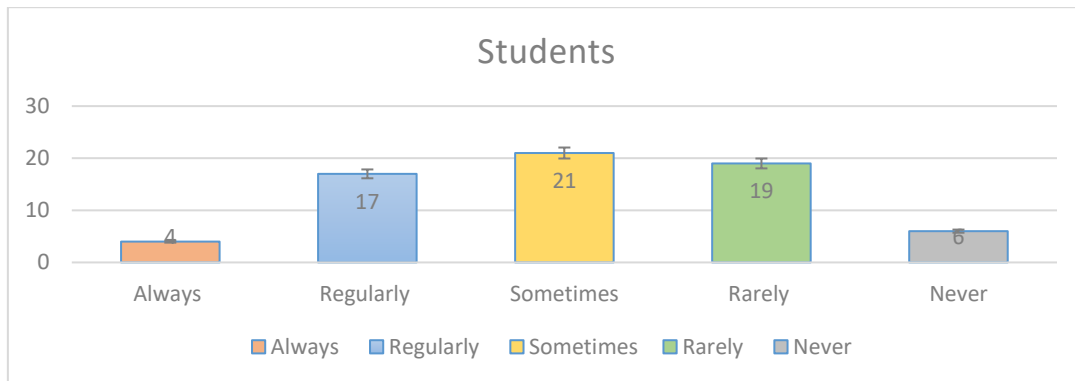
Analysis

The bar chart shows the result of a survey to the question of the frequency of students' participation in speaking activities in class. According to the results, most participants

mentioned that they sometimes participate in the speaking activities in class. Meanwhile, a small number of participants never participate in the speaking activities. This data suggests that teachers give students oral activities in their lessons in spite of students range of participation. In conclusion, the data suggest that students have to deal with some factors such as emotional, sociocultural, fear to make mistakes while speaking which do not allow an active participation in the class.

2.- How often do you use English as a mean of communication in the class?

Figure 4. English as a mean of communication



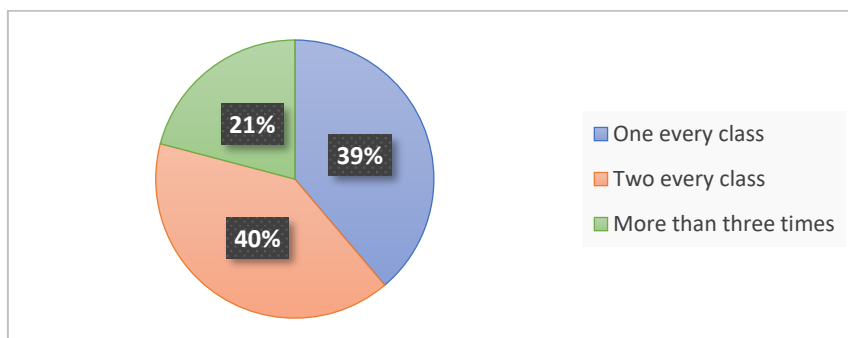
Source: Survey, May 2021

Analysis

The bar chart illustrates the answer to the question how frequently students use English in class as a mean of communication. The data collected evidences that there is a great range of comparative differences between the categories sometimes which reaches the peak whereas the always reaches the lowest category in this question. This data suggests that the range of the use of English during the lessons is not enough if we attempt the use of English as means of communication in the classroom.

3.- How often does your teacher provide activities to improve speaking skills?

Figure 5. Frequency of speaking activities



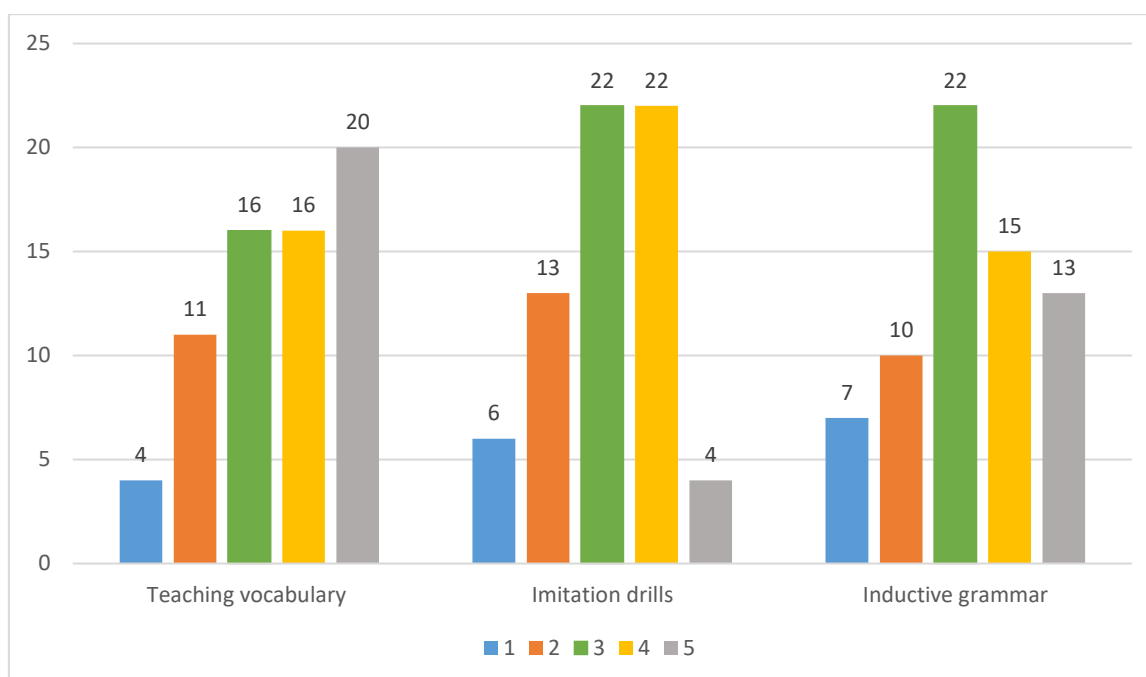
Source: Survey, May 2021

Analysis

The pie chart gives the answer to the question English teacher speaking activities provided in every class. According to the data collected, most participants mentioned that they have one or two speaking activities per class. It means that students have enough activities to practice the oral production. On another hand, a small group of students mentioned that they have more than three activities per class. However, the test results showed that they do not have a good speaking level in spite of the opportunities to practice speaking skills in the class. This situation could be because as the question number one shows that students just sometimes are involved actively in speaking activities. In conclusion, students could have enough opportunities to practice speaking but the teacher is the person in charge to motivate them to be part in the speaking activities.

4.- How often does your teacher present this kind of activities to improve speaking skills? Put a tick according with your answer.

Figure 6. Speaking activities by the teacher



Source: Survey, May 2021

Analysis

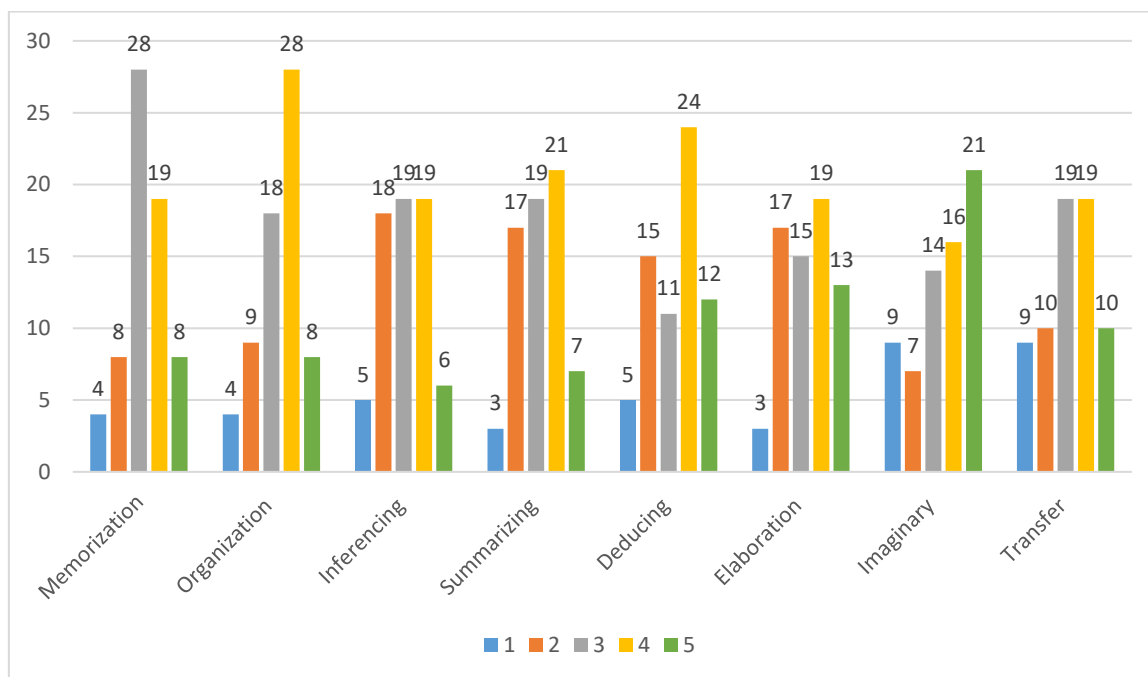
The bar chart shows the frequency of this kind of activities presented by the English teacher in the classes. These activities are mainly applied in the Situational Language Teaching approach which is part of this research project. The data collected suggests that the teaching vocabulary is the activity which is most applied in the English lessons in spite of four participants mentioned that this activity is not applied in the lessons. The second activity, imitation drills is mostly present in the lessons and a small group of students mentioned that the teacher always provides this activity. The third activity is teaching inductive grammar

which refers that learners need to discover the grammar rules with different activities. The data shows that this activity is sometimes presented by the teacher in spite of the smallest group mentioned that this activity is never presented in the English lessons. In conclusion, these activities are sometimes presented by the teacher in the language lessons and it means that the Situational approach is still used to improve speaking skills. Moreover, it opens the opportunity to the researcher to design the guide with this approach.

5.- How much do you like to use the following cognitive learning strategies in the class?

Consider that 5 is the most and 1 is the least.

Figure 7. Cognitive learning strategies.



Source: Survey, May 2021

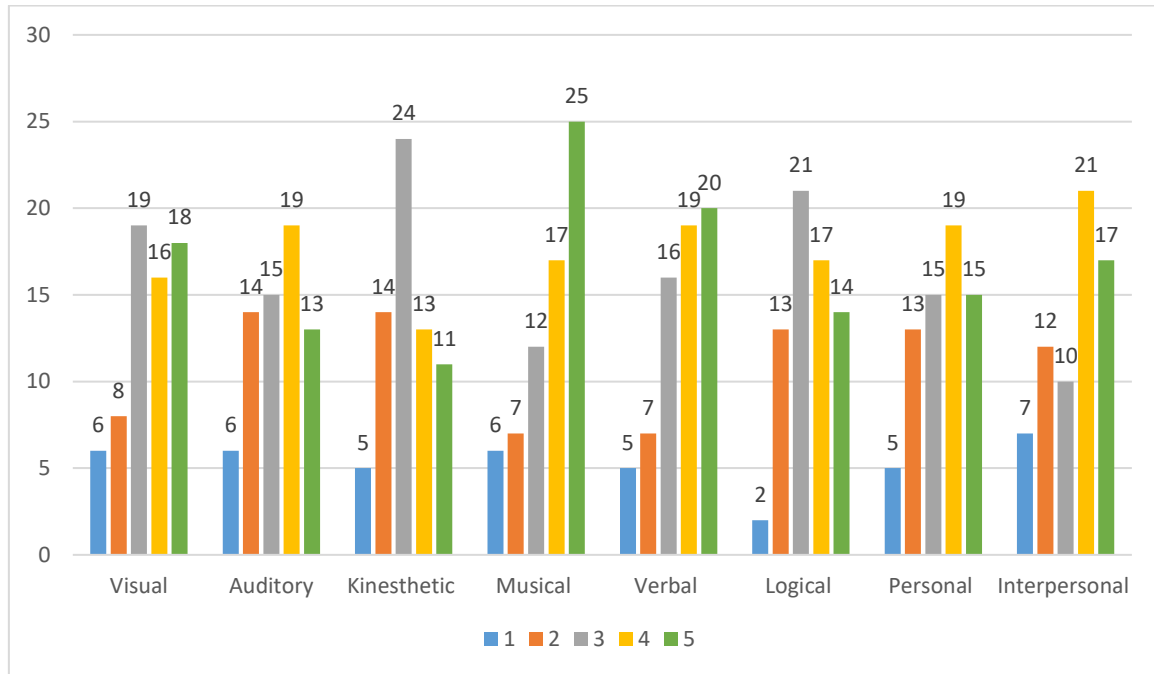
Analysis

The bar chart illustrates the level on which students like to use each cognitive learning strategies to improve their speaking skills in the class. The data collected shows that imaginary and elaboration are the most liked cognitive strategies. It means students like to have the opportunity to work with a bit of freedom in the speaking activities. Besides, they are well when they have to elaborate an oral composition. On another hand, the data suggest that memorization and organization are mostly preferred by the participants. These cognitive strategies are considered useful for students to improve their speaking skill. In conclusion, these cognitive learning strategies are applied for the participants but they could need a reinforcement when using these strategies.

6.- How do you think you learn better English?

Consider that 5 is the most and 1 is the least.

Figure 8. Learning styles



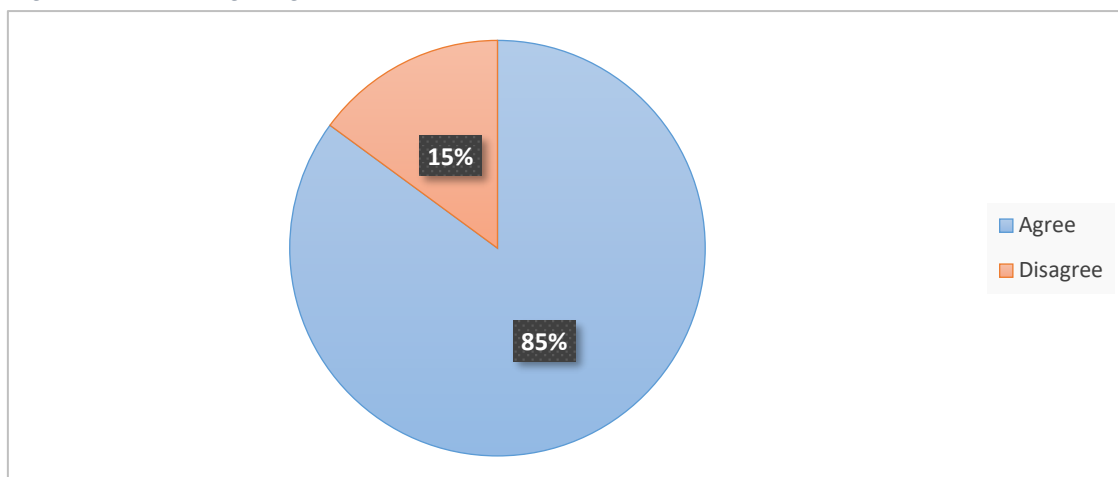
Source: Survey, May 2021

Analysis

The bar chart shows the answer to the question how students think they learn better using all the learning styles; visual, auditory, kinesthetic, musical, verbal, logical, personal, and interpersonal. The data collected suggests that musical, verbal and visual learning styles are the most preferred by the participants. However, all the learning styles are used in different level for students. It means that the researcher needs to design activities to almost all of the learning styles. In conclusion, students have different learning styles in a variety of context or activities in their lessons.

7.- Do you believe that a methodological guide with cognitive strategies will be useful to improve your speaking skills?

Figure 9. Methodological guide



Source: Survey, May 2021

Analysis

The pie chart describes the answer to the question if students believe that a methodological guide with cognitive learning strategies will be useful for them to improve their speaking skills. Based on the data collected, most participants think that it will be useful to have a methodological guide. However, there is a minimum percentage of students who think that this guide will not be useful for their learning process referencing to the improvement of speaking skill. In conclusion, the methodological guide with the cognitive strategies based on the Situational approach will be useful for the majority of students from this institution. It gives the opportunity to the researcher to work in the design of this proposal.

3.3 Sample and analysis of speaking activity.

1. Write a paragraph about your favorite typical food in at least 80 words. The, record a video telling your answer in 1 minute and 30 seconds. Answer the following questions to guide your paragraph.

- 1) What is your name?
- 2) How old are you?
- 3) Where are you from?
- 4) What do you do?

- 5) What is your favorite typical food?
- 6) What are the ingredients of your favorite dish?
- 7) Do you recommend your food to other people?

Student A

Video transcript

‘Good day! Today, I am going to present about my favorite food. Hello! My name is (_____). I am fifteen years old. I am from Imbabura and I live in La Esperanza. I study at UTN University college to have a good future. I like to eat and cook with my family and play with my friends. In some cities in Ecuador, there are many typical foods. My favorite food is the roast guinea pig. This is a typical dish from the Ecuadorian highlands. Roasted guinea pig is prepared with meat and guinea pig seasoning. Cooking potatoes, salad, chilly, salsa and fruit juice. I highly recommend this dish to people as the spite is delicious. ‘

Table 8. Analysis and comments

Subscale	Mark	Commentary
Grammar and vocabulary	4	Although most of the speech has a good grammar. There some parts which are not understandable and there is a wrong use of some grammar rules
Pronunciation	3	The participant pronounced correctly most of the speech. However, some words are not pronounced correctly.
Interactive communication	3	In this case, it was not a conversation. However, the participant has a good control of his body language and intonation while he is speaking.

Source: Assessing writing for Cambridge English Qualifications A Guide for teachers A2

Table 9. Speaking test results

SPEAKING TEST RESULTS					
	Students	Grammar and vocabulary (5)	Pronunciation (5)	Interactive communication (5)	Total (15)
1 BGU "A"	1	5	4	5	14
	2	4	3	5	13
	3	4	3	4	11
	4	4	4	4	12
	5	4	4	4	12
	6	4	3	3	10
	7	4	4	3	11
	8	3	3	2	8
	9	4	3	4	11
	10	4	2	3	9
	11	3	3	3	9
1° BGU "B"	12	3	2	3	8
	13	4	3	3	10
	14	5	3	4	12
	15	3	2	3	8
	16	3	3	3	10
	17	4	4	4	12
	18	4	3	3	10
	19	3	2	3	8
	20	3	3	3	9
	21	3	2	3	8
	22	3	4	3	10

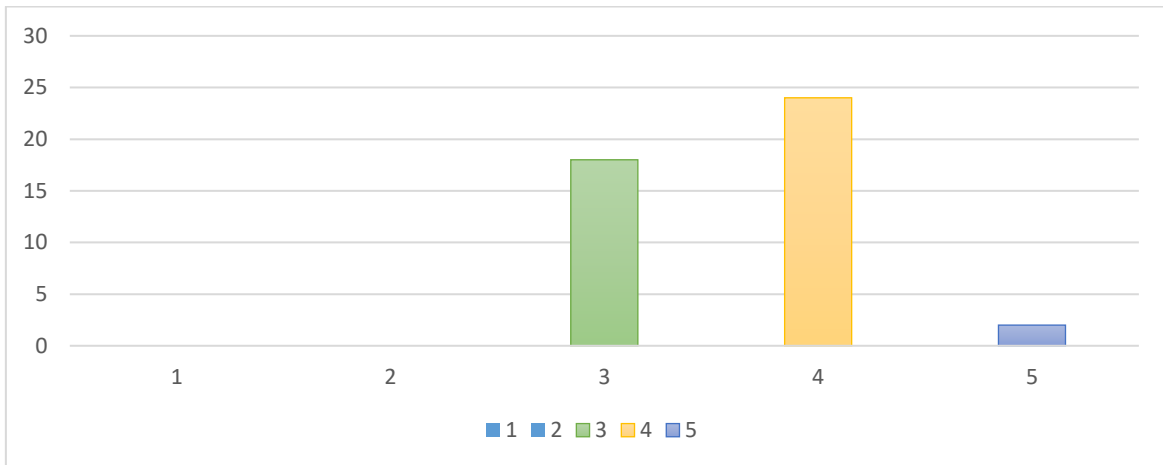
	23	4	3	3	10
	24	3	3	3	9
1° BGU "C"	25	4	4	3	11
	26	4	4	4	12
	27	3	3	3	9
	28	4	3	3	10
	29	3	3	3	9
	30	3	3	2	8
	31	4	3	3	10
	32	3	2	3	8
	33	4	3	3	10
	34	4	4	4	12
	35	3	3	3	9
	36	4	3	3	10
	37	3	2	3	8
	38	4	4	3	11
	39	4	3	3	10
	40	3	3	3	9
	41	4	4	3	11
	42	4	4	3	11
	43	4	4	4	12
	44	3	4	3	10

Analysis

The table shows the speaking test result taken to students. The data collected suggest that participants have an intermediate A2 level. It means that they need to work more in the speaking improvement in order to achieve a higher level or a complete A2. Although, they have enough opportunities to practice with speaking activities. They are not actively

participating in the activities. In conclusion, the data suggest an opportunity for the researcher to create a methodological to help students improve the speaking skill.

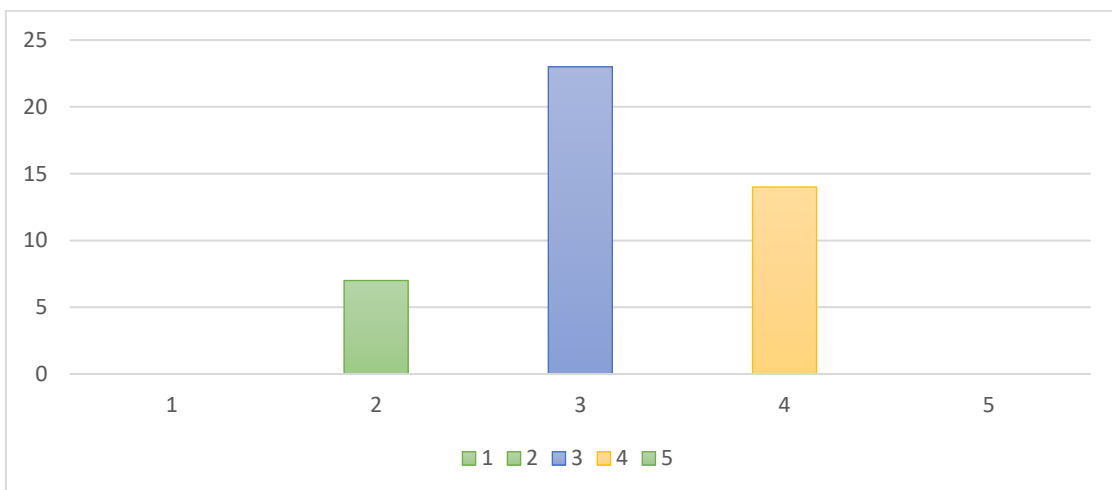
Table 10. Grammar and vocabulary



Analysis

The bar chart shows the results of the subscale grammar and vocabulary of the speaking A2 rubric. The subscale has five items which determine the level of the correct use of grammar and vocabulary. Students presented a good level of grammar structures while speaking. However, a small group of students used the correct grammar structures. On the other hand, students had some problems in word choice and they used Spanish words in the speaking test. In conclusion, students need a reinforcement in some grammar rules and in word choice to have a better speech.

Figure 10. Pronunciation

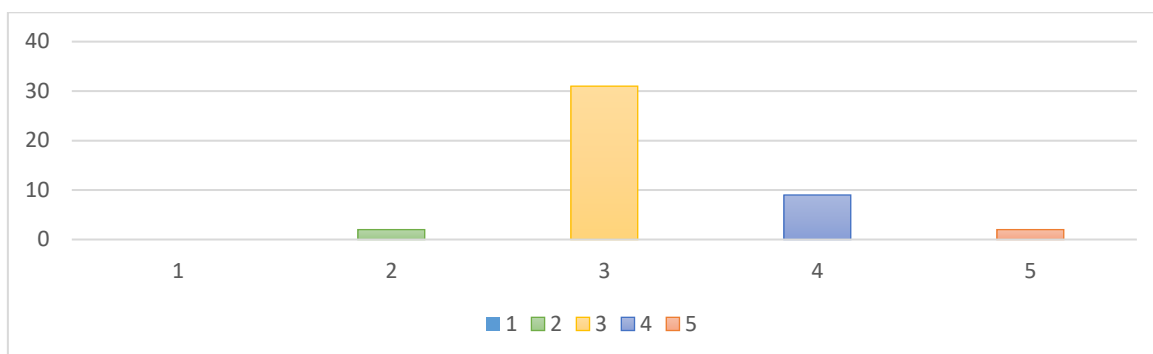


Analysis

The bar chart shows students phonological control while speaking. According with the participants, they have a good pronunciation despite some words are not pronounce correctly. Besides, students do not have the low level and it is a positive aspect. In

conclusion, students need to work in pronunciation and the methodological includes a stage for that.

Figure 11. Interactive communication



Analysis

The bar chart show students' interactive communication level while speaking. In this case, students were not in a conversation. For that reason, the researcher took into count gestures and body language while they speak. Participants presented an intermediate use of gestures and body language while speaking because almost a half of students were reading in the video. In conclusion, students should have more opportunities to enhance their body language while they are speaking and the researcher will include some tips to improve that in the methodological guide.

3.4 DISCUSSION

Theory states that the situational language teaching approach was a method widely used to help students to develop the four language skills but mainly focused on the spoken language. The literature review suggests that the principal activity in the teaching is the oral practice of structures. This oral practice should be given in designed situations to give enough practice in English speech. (Richards & Rodgers, 2001) This method was a useful guide for teachers to improve the speaking skills. The data collected suggests that teachers are still using parts of this method to teach and help students in the oral production.

There are some learning strategies to help students in the process, but in this case cognitive strategies were chosen to know if they can be useful to develop the speaking skills. Theory suggests that these strategies are mainly used for reading and writing skills, but they can be useful strategies to help the oral production. The literature review mentions that cognitive learning strategies are mental routines which allow language learners to manipulate the materials directly. For example, visualization, association, mind maps, summarizing, memorization, etc. (Oxford, 2003). The data collected suggested that teachers guide students in the process with some cognitive strategies and students like to work with those strategies which help them to improve the speaking skills.

Speaking is a productive skill which involves some subskills such as fluency, accuracy, functions, and appropriacy. According to (Yasar, 2016) this skill is considered the most difficult to achieved for most learners and many researchers have worked in projects to help learners in the oral production. The speaking test suggests that students have some issues when pronouncing some words, communicative language, the grammar usage and vocabulary to achieve the English-speaking level.

CHAPTER IV: PROPOSAL

4.1 Proposal title

Improving speaking skills with cognitive learning strategies based on the Situational Language Teaching approach

4.2 Objectives

4.2.1 General objective

Design a methodological guide with cognitive learning strategies based on the Situational Language Teaching approach to improve English speaking skills in sophomore students

4.2.2 Specific objectives

- Select some cognitive learning strategies based on the Situational Language Teaching approach to help teacher to improve sophomore students' speaking skills
- Develop activities based on students' needs with some cognitive learning strategies based on the Situational Language Teaching approach to improve English speaking skills

4.3 Introduction

This proposal was developed to help to improve English speaking skills of sophomore students and it contributes in the teaching process of English teachers from Colegio Universitario UTN. The main objective of this proposal is to improve students speaking skills with cognitive learning strategies presented in a guide based on the Situational Language Teaching approach. A series of activities are presented for students and teacher so they can use during their English lesson to have a huge variety of resources to improve the oral production.

Cognitive learning strategies are mental activities which allow students to be in touch with the material to have a meaningful learning. There are a variety of cognitive strategies such as visualization, association, mind maps, summarizing, memorization, organization, etc. Most cognitive are presented in the methodological guide to help students with the speaking skills.

Situational Language Teaching approach is connected with the main objective of this proposal because this approach is focused on the spoken language, grammar and pronunciation. This proposal took the syllabus of this approach to guide each lesson of the guide. The methodological guide presents three main units and each unit has three different lessons. Besides, the topics and the grammar points are taken from the modules of Ministerio de Educación for 1 BGU students.



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS



Improving your speaking skills



A methodological guide with cognitive strategies
based on the Situational approach

Author: Nelly Chacua

2021

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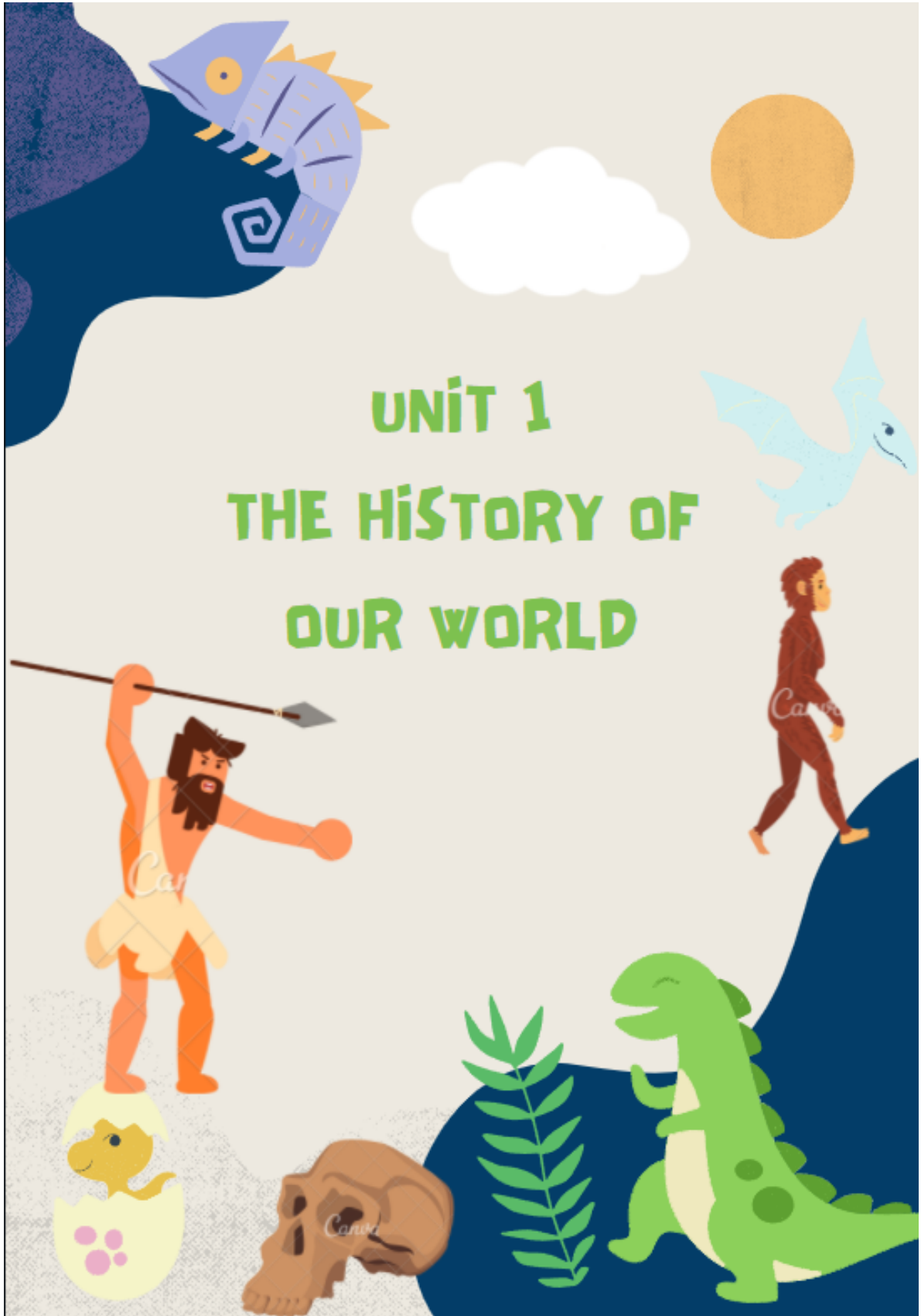
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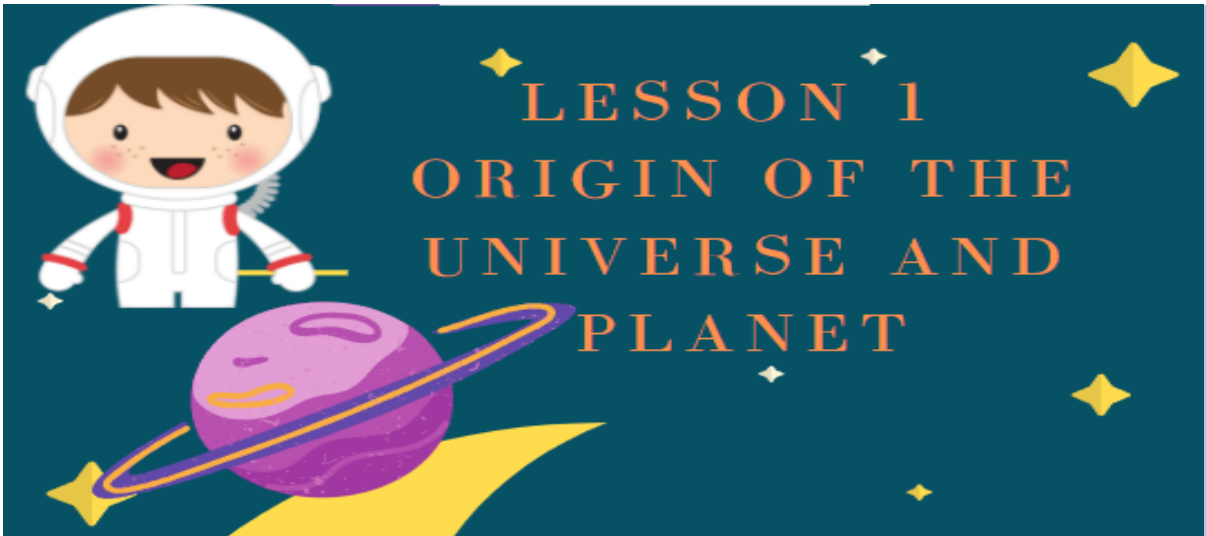
Syllabus

Objectives: Students will be able to learn the content of this course with Cognitive learning strategies based on the Situational Language Teaching approach.

Units	Lessons		Goals	Grammar	Skills and strategies	Final Project
Unit 1 THE HISTORY OF OUR WORLD	Lesson 1	Origin of the universe and planet	Students will be able to talk about past events.	Simple past	Reading Listening Writing Speaking	Make a demo tape of the universe, animals, and humans.
	Lesson 2	Interesting facts about dinosaurs	Students will be able to give opinions about past events.	Simple past and past of BE	Reading Listening Writing Speaking	
	Lesson 3	Origin of humans Climate change and extinction	Students will be able to talk about future situation and conditions.	First conditional	Reading Listening Writing Speaking	
Unit 2 TECHNOLOGY AND BEYOND	Lesson 1	Discoveries from ancient cultures	Students will be able to talk about discoveries using present perfect.	Present perfect	Reading Listening Writing Speaking	Design an invention with any materials
	Lesson 2	Beyond our world	Students will be able to talk about our galaxy in past perfect.	Past perfect	Reading Listening Writing Speaking	

	Lesson 3	Technology changes cultures worldwide	Students will be able to talk about technology in the current cultures.	Present perfect and past perfect review	Reading Listening Writing Speaking	
Unit 3 WHAT A MISTERY	Lesson 1	Myths, legends and culture	Students will be able to talk about legends using past continuous.	Past continuous	Reading Listening Writing Speaking	Tell a legend with a song.
	Lesson 2	Common supernatural stories in our country	Students will be able to narrate stories using adverbs of manner	Adverbs of manner	Reading Listening Writing Speaking	
	Lesson 3	Cultures The maya's disappearance	Students will be able to talk about cultures history with past modals	Past modals for speculation Must /May/Might Can / Could	Reading Listening Writing Speaking	





Objective: Students will be able to use simple past to talk about the origin of the universe in a short presentation.

Cognitive strategies: note-taking, repetition, guessing meaning from context, association, and outlining.

Pronunciation (5')

1.- Before watching the video about the origin of the universe. Practice the pronunciation of the following words with a partner using monkey mirror.

Pronunciation	Word
/speɪs/	Space
/'juː.nɪ.vɜːs/	Universe
/'θɪə.ri/	Theory
/'dʒen.ə.sɪs/	Genesis
/.reɪ.di'ei.jən/	Radiation
/'mæt.ər/	Matter
/'haɪ.drə.dʒən/	Hydrogen
/'græv.ə.ti/	Gravity



2.- Match the words with the correct definition.

Pronunciation	Word	Definition
/speɪs/	1. Space	a) a chemical element that is the lightest gas, has no colour, taste, or smell, and combines with oxygen to form water
/'juː.nɪ.vɜːs/	2. Universe	b) a form of energy that comes from a nuclear reaction and that can be very dangerous to health
/'θɪə.ri/	3. Theory	c) the force that attracts objects towards one another, especially the force that makes things fall to the ground
/'dʒen.ə.sɪs/	4. Genesis	d) everything that exists, especially all physical matter, including all the stars, planets, galaxies, etc. in space
/,reɪ.di'eɪ.ʃən/	5. Radiation	e) a formal statement of the rules on which a subject of study is based or of ideas that are suggested to explain a fact or event or, more generally, an opinion or explanation
/'mæt.ər/	6. Matter	f) the origin of something, when it is begun or starts to exist
/'haɪ.drə.dʒən/	7. Hydrogen	g) the empty area outside Earth's atmosphere, where the planets and the stars are
/'græv.ə.ti/	8. Gravity	h) physical substance in general, as distinct from mind and spirit; (in physics) that which occupies space and possesses rest mass, especially as distinct from energy.

Source: <https://dictionary.cambridge.org/es/>

Revision (15')

2.- Watch the video about the Origin of the Universe. Take notes about the main ideas you listen to in the video.



Retrieved from. YouTube: <https://www.youtube.com/watch?v=HdPzOWILrbE>

Note taking card

Cornel Two-Column Note	
Keywords	Notes
✓	I.
✓	a.
✓	b.
✓	c.
✓	II.
✓	a.
✓	b.
✓	c.
✓	
✓	
✓	
✓	
✓	
✓	
✓	
Summary	

After watching

3.- Answer the following questions.

a) What is the universe?

b) How did everything begin?

c) What is the most common theory about the origin of the universe?

d) When did the first explosion occur? What did the explosion create?

e) What are the eras of the origin of the universe?

Language development (15')

Dialogue



Lisa: Hello friend! I have a question for you?

Robert: Hello Lisa! Tell me.

Lisa: Do you know what is the origin of the universe?

Robert: I believe that the universe **started** with a big explosion.

Lisa: Really? I know another theory. My grandmother told me that the universe **began** with God.

SIMPLE PAST

We use simple past tense to describe actions and events that started and finished in the past.

➔ **Positive sentences:** Subject + Verb (Past) + Complement.

- Everything started with a big explosion in the space.

➔ **Negative sentences:** Subject + did + not + verb (base form) + Complement.

- Earth did not begin 5 million years ago.

➔ **Interrogative sentences:** Did + Subject + verb (base form) + Complement.

- Did the planet emerge from the Big Bang theory?
- Yes, it did. / No, it did not.

Grammar practice

1. Classify regular and irregular verbs in the columns writing their past form.

- | | | | |
|--------------|---------------|--------------|-----------------|
| <i>start</i> | <i>write</i> | <i>cause</i> | <i>have</i> |
| <i>begin</i> | <i>expand</i> | <i>think</i> | <i>increase</i> |

Regular verbs	Irregular verbs

Oral practice (controlled practice) 10'

2. Fill in the blanks with the correct form of the verbs in past from activity 1.
Then say the sentences aloud to your partner.

- a) +) Many people _____ (think) that the planet's life is forever.
- b) -) Scientists _____ (write) about the origin of life.
- c) ?) Did the particles and atoms _____ (expand) in the space.
- d) +) Life _____ (start) with the Big Bang theory.
- e) -) Gravity _____ (cause) any effect in the evolution of planets.
- f) ?) Did our planet _____ (have) water at the beginning?



Speaking activity (production) 15

1. Create a comic in which you illustrate the origin of the universe. You can search for more theories and chose one. Then, present your story to the whole class.








Objective: Students will be able to use simple past with to be to talk about dinosaurs in a class display.

Cognitive strategy: repetition, guessing meaning from context, summarizing.

Pronunciation (5')

1.- Practice the new vocabulary with flashcards

		
1.- Dinosaur	2.- Measure	3.- Extinction
/ˈdaɪ.nə.sɔːr/	/ˈmeɪʒ.ə/	/ɪkˈstɪŋk.ʃən/

		
4.- Massive	5.- Eruption	6.- Shape
/ˈmæs.ɪv/	/ɪˈrʌpʃən/	/ʃeɪp/

		
7.- Size	8.- Ovoid	9.- Fossilized
/saɪz/	/'oʊ.vɔɪd/	/'fɔː.səl.aɪzd/

2.- Before reading. Match the words with their definitions.

Pronunciation	Word	Definition
/'daɪ.nə.sɔːr/	1. Dinosaur	a) When a volcano erupts, it explodes and flames and rocks come out of it:
/'meɜ.ə/	2. Measure	b) how large or small something or someone is
/'ɪk'stɪŋk.ʃən/	3. Extinction	c) having become a fossil (= something preserved in rock for a very long period):
/'mæs.ɪv/	4. Massive	d) a type of reptile that became extinct about 65,000,000 years ago. There were many different types of dinosaurs, some of which were extremely large.
/'ɪrʌpʃən/	5. Eruption	e) the fact or process of a species, family, or other group of animals or plants becoming extinct.
/ʃeɪp/	6. Shape	f) having the same shape as an egg, or of a similar shape
/saɪz/	7. Size	g) to discover the exact size or amount of something:
/'oʊ.vɔɪd/	8. Ovoid	h) very large in size, amount, or number:
/'fɔː.səl.aɪzd/	9. Fossilized	i) the physical form or appearance of a particular person or thing:

Source: <https://dictionary.cambridge.org/es/>

Revision (15')

Read the following article with some interesting facts about dinosaurs.

i



The Longest Dinosaur

The Longest Dinosaur

The longest dinosaur was Argentinosaurus, which measured over 40 metres, as long as four fire engines. It was part of the titanosaur group of dinosaurs. Its remains have been found in Argentina, South America.

i



The Heaviest Dinosaur

The heaviest dinosaur was Argentinosaurus at 77 tonnes. It was the equivalent to 17 African Elephants. Argentinosaurus is a double award winner being also the longest dinosaur. It is also the largest land animal to have ever lived.

i



What killed the dinosaurs?

It is believed that dinosaur extinction was part of a mass extinction brought about by two massive destructive events. The first of these was the collision with the Earth of a meteorite landing in what is now the Yucatan Peninsula, of Mexico. This was followed by an enormous volcanic eruption which split what is now India in half.

i



The Smallest Dinosaur Egg - How To Tell a Dinosaur Egg from a Rock?

Dinosaur eggs come in all shapes and sizes. They tend to be ovoid or spherical in shape and up to 30cm in length - about the size of a rugby ball. The smallest dinosaur egg so far found is only 3cm long. Once the egg has been fossilised it will become hard like rock, but it will retain a structure of its own.

Retrieved from: <https://www.thedinosaurmuseum.com/dino-facts>

While reading

Underline the most important ideas from the text and circle the verb to be in past.

Example:

What killed the dinosaurs?

It is believed that dinosaur extinction was part of a mass extinction brought about by two massive destructive events. The first of these was the collision with the Earth of a meteorite landing in what is now the Yucatan Peninsula, of Mexico. This was followed by an enormous volcanic eruption which split what is now India in half.

After reading

Choose True or False according with the previous reading.

- 1.- The longest dinosaur was the Argentinosaurus. True/False
- 2.- Theropoda was the heaviest dinosaur. True/False
- 3.- The longest dinosaur measured 100 metres. True/False
- 4.- The longest and heaviest dinosaur was found in Argentina. True/False
- 5.- A meteorite destroyed the dinosaur planet. True/False
- 6.- The smallest dinosaur egg was 50cm long. True/False



Language development (15')

SIMPLE PAST - TO BE

Usage: The verb -to be in past (was/were) is used to talk about events that ended in the past.

Rules

Affirmative: Subject + verb to be (was/were) + complement.

Ex. The longest dinosaur was the Argentinosaurus.

Negative: Subject + verb to be (was/were) + not + complement.

Ex. The Argentinosaurus was not small.

Interrogative: Auxiliar to be (Was/Were) + Subject + complement.

Ex. Were dinosaurs in the whole planet?

Yes, they were. / No, they were not?

PRACTICE

1.- Write was or were in the following sentences.



She _____ in the park yesterday.

Mark _____ at the museum last week.

Alice and Luis _____ at home yesterday.

I _____ tired for my work yesterday.

They _____ at the hospital yesterday.



2.- Write wasn't or weren't

This dinosaur _____ the smallest dinosaur.

They _____ at the archeological museum last month.

It _____ the best theory of the origin of the universe.

I _____ at the airport last week.

Dinosaurs _____ the same size.



3.- Write questions and short answers.

_____ you at the cinema yesterday?	Yes, you _____.
_____ she at the restaurant?	No, she _____.
_____ Sophie a tall girl?	No, she _____.
_____ they at the museum last week?	Yes, they _____.
_____ he in the college?	No, he _____.

Oral practice (controlled practice) 10'

Vocabulary acquisition game

- 1.- Teacher will provide a dice with a new word in each side.
- 2.- Students will roll the dice and tell the new word aloud, and give a short definition.



Speaking activity (production) 15

- 1.- Search information about some dinosaurs. Then choose one of them and draw it on Nearpod.
- 2.- Finally, describe you dinosaur to the whole class.



Link nearpod: <https://nearpod.com/library/preview/lesson-L106338050>



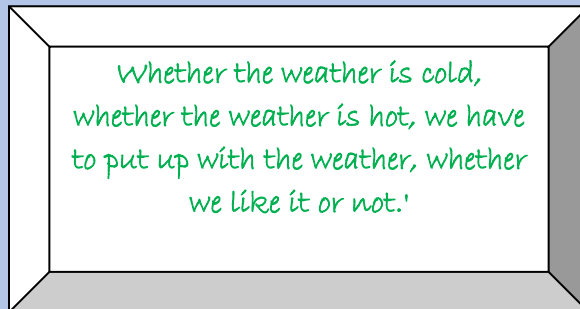


Objective: Students will be able to use future tense and zero- first conditional to talk about the origin of humans and climate change.

Cognitive strategy: note-taking, repetition, guessing meaning from context.

Pronunciation (5')

1.- Listen and practice the following tongue twister. Then record your voice on Vocaroo. <https://vocaroo.com/>



Listen in the following link: <https://voca.ro/1ajilZPWg8zr>

Vocabulary

2.- Read the following statement and guess if they are true or false. Then, watch the video and check your answers.

- a.- The history about human origin began 10 million years ago. True/False
- b.- There were 20 human species before the current humans. True/False
- c.- The first humans had large brains, small teeth, and bipedality. True/False
- d.- The hominins are divided into five major groups. True/False

e.- Humans started living in Africa.

True/False

f.- The homo species started 5 million years ago.

True/False

2.- Watch the video about origin of humans.



<https://www.youtube.com/watch?v=ehV-MmuvVMU>

Revision (15')

Before reading

1.- Discussion. Work with a partner and answer the following questions.

a.- What is climate change?

b.- Why is our planet dying?

c.- What are you doing to care our planet?

d.- What are the causes of climate change?

e.- What are the consequences of climate change?

Read an article about climate change and underline the main ideas.

A growing need for species to adapt to a changing world

Climate change leads to a loss of species Depending on a species responses to the warming, especially their ability to migrate to new sites, habitat change in many ecoregions has the potential to result in catastrophic species loss.

Global warming resulting from human emissions of greenhouse gases. The consequences include habitat loss; shifts in climatic conditions and in habitats that surpass migrational capabilities; altered competitive relationships.

Changes already underway



Evidence suggests that the warming of the past century already has resulted in marked ecological changes, including changes in growing seasons, species ranges, and patterns of seasonal breeding.

Growing need for adaptations

The fate of many species in a rapidly warming world will likely depend on their ability to migrate away from increasingly less favorable climatic conditions to new areas that meet their physical, biological, and climatic needs.

Selection of the fastest?

WWF scientists have estimated that most species on this planet (including plants) will have to "move" faster than 1,000 metres per year if they are to keep within the climate zone which they need for survival.

Many species will not be able to redistribute themselves fast enough to keep up with the coming changes.



These species, as far as we know given present knowledge, may well become extinct.

Global warming has the potential to cause extinctions in a majority of the world's especially valuable ecosystems.

Depending on a species responses to the warming, especially their ability to migrate to new sites, habitat change in many ecoregions has the potential to result in catastrophic species loss.

Global warming is likely to have a winnowing effect on ecosystems, filtering out species that are not highly mobile and favouring a less diverse, more "weedy" vegetation and ecosystems that are dominated by pioneer species, invasive species.

Retrieved

from:

https://wwf.panda.org/discover/our_focus/wildlife_practice/problems/climate_change/

Post-reading

Write a short summary in 100 words with the ideas that you underlined.

Language development (15')

Read the dialogue



Jorge: Hello Kevin! How are you?

Kevin: Hi I am ok. What will you do this weekend if it rains this weekend?

Jorge: If it rains, I will stay home and cook with my mom.

Kevin: And what will you do if it is sunny?

Jorge: If it sunny, I will go camping to the mountain with my family. And what will you do this weekend?

Kevin: If the climate is good, I will go to the park with my friends.

FIRST CONDITIONAL

This type of conditional is used in **situations where if a condition is met, a certain result is likely to occur** .

- The **first conditional** is used to express **future plans, threats, warnings, promises or to convince** someone about something.

FORM

IF + SIMPLE PRESENT, + FUTURE TENSE.

If + subject + verb (present) + complement, subject + will + verb(inf) + complement.

EXAMPLES

If the temperature of the planet increases, ice from the poles will melt and disappear.

If we start doing something now, we will avoid a sad future.

If we do not reduce plastic use, our oceans will be contaminated.

Practice

A Circle the correct form of the verbs.

- 1 If she come / will come late to home, her mother is / will be angry.
- 2 If we have / had holidays, we go / will go to the beach.
- 3 I will come / come early if I finish / will finish my work.
- 4 My mother will cook / cooks the dinner if my father brings / will bring the food.
- 5 If I study / will study hard, I will pass / pass the exam.

B Order the following words to form sentences.

- 1 Rains/home/if/I/tomorrow/will/it/stay.

- 2 an/will/doesn't/Luis/if/umbrella/get/he/wet/bring.

- 3 tickes/you/cinema/enter/don't/if/you//the/buy/to/won't/the.

4 future/have/you/if/much/spend/much/in/water/the/you/if/too/won't/water.

5 take/humans/environment/animals/die/will/care/the/if.

Oral practice (controlled practice) 10'

Picture passing

1.- Students will guess what are the causes and consequences of climate change.
They have to use first conditional to give their ideas.



Speaking activity (production) 15'

- 1.- Students will create a questionnaire about global warning and what people is doing to care our planet in an interview.
- 2.- They will present the main results to the class.



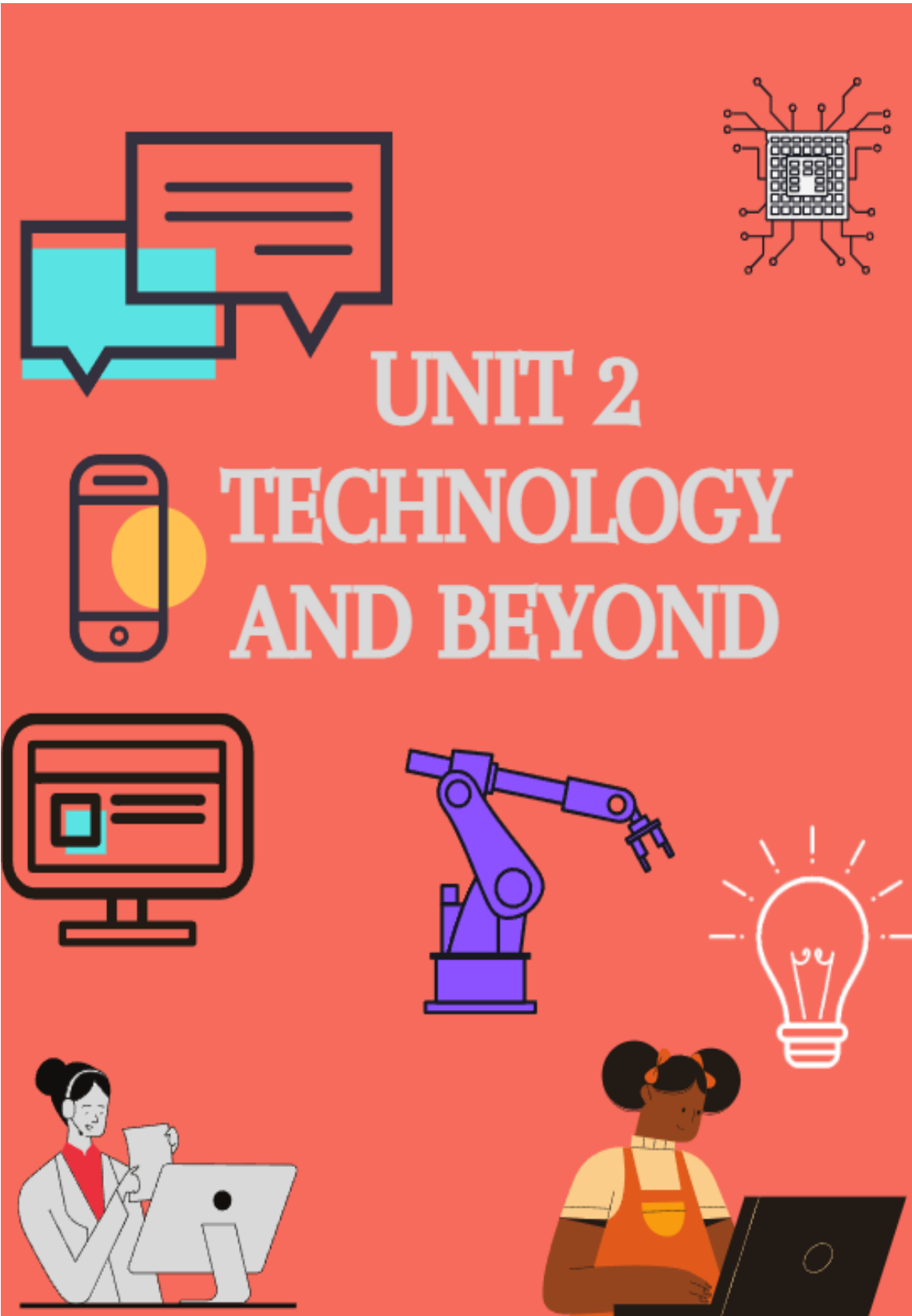
Final Project

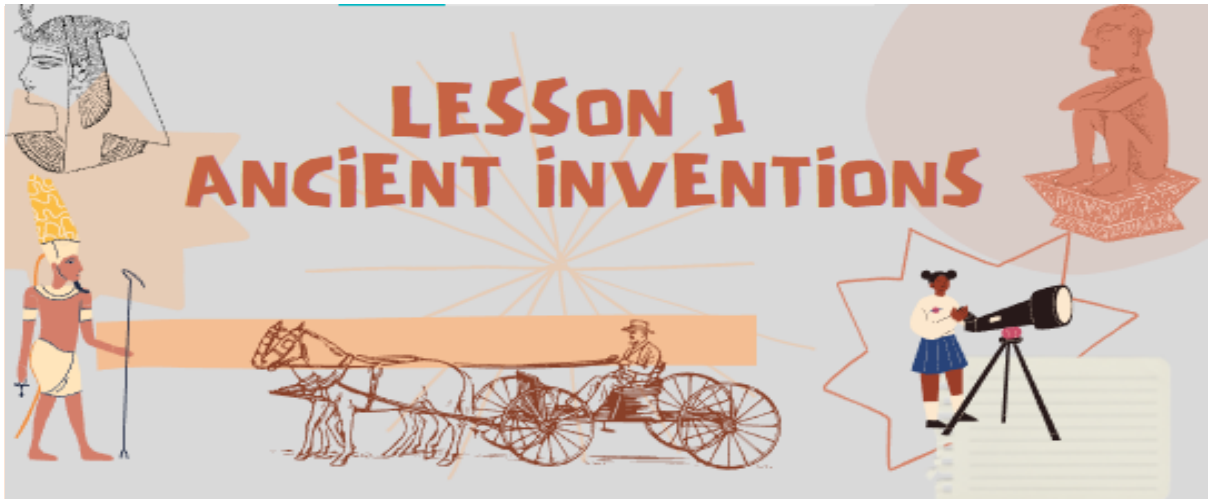
FINAL PROJECT UNIT 1

Students will work in a demo tape-mock up-model. First they have to choose one topic from this unit. Then create a mock up with any material to make it realistic.

- 1.- Origin of Universe
- 2.- Dinosaurs
- 3.- Origin and evolution of humans
- 4.- Climate change















Objective: Students will be able to use present perfect expressions to talk about inventions from ancient cultures in an infographic about the study of the universe.

Cognitive strategies: mind maps, visualization, association, scanning, guessing meaning from context.

Pronunciation (5')

1.- Look at the pictures and guess what past inventions they are. Then, search the words in the crossword.

			
a.	b.	c.	d.
			
e.	f.	g.	h.

Pictures retrieved from: <https://www.google.com/>

D	H	S	U	R	B	H	T	O	O	T
P	A	P	E	R	F	R	R	E	I	L
R	F	L	E	K	P	O	C	A	A	O
P	R	P	C	H	J	O	N	R	R	Z
U	I	T	K	O	N	O	S	T	E	E
E	E	O	R	C	H	O	T	H	H	R
K	S	K	R	H	T	O	R	Q	G	O
A	E	E	O	E	Z	U	L	U	M	A
M	T	N	S	I	L	K	R	A	K	H
E	P	Z	A	R	N	O	E	K	T	C
E	A	S	O	P	L	S	U	E	U	E

2.- Listen and practice the pronunciation in the following link.

<https://voca.ro/16rFqTXphNSv>

Revision (15')

1.- Read the following article about invention from the ancient cultures. Fill the timeline with the 8 inventions you have read before according to the years they were invented. number one is done for you.

8 Inventions we owe to the ancients

1.- **Paper:** Egyptians had developed a technique for making paper from the pith of the papyrus plant around 3000 B.C. The Egyptians also invented pens made of cut reeds, which were strong enough to write in the papyrus. Many of the papyrus sheets remain and readable even after 5, 000 years.

2.- **Eye make-up:** Egyptians **had started** making kohl to line their eyes by mixing with galena in 4000 B.C. Both women and men wore kohl eye makeup. They believed it had healing properties.

3.- **Concrete:** Around 2, 100 years ago, Romans discovered a substance to construct roads, bridges, and buildings. Romans mixed limestone with volcanic ash to form a mortar. They **have built** the Pantheon and the Colosseum at that time.

4.- **Number zero:** The idea to use zero as a placeholder emerged after 300 B.C. Mayas and Babylonians had had this idea in their calendars. However, a Hindi astronomer wrote rules for using zero.

5.- **Alcohol:** it is known as Jiu in Chinese and it was often used as spiritual offerings to Heaven and the Earth or ancestors in ancient China. The alcohol was found 1600 years B.C.

6.- **Silk:** it is one of the oldest fibers, originated in China 6000 years ago. The first evidence of silk was found in Shanxi Province dating back between 4000 B.C. in ancient time, the Chinese silk was an important item and it was exported to other continents.

7.- **Toothbrush:** it was invented in 1498 by Chinese who made it with coarse horse hairs attached to bone or bamboo handles. Later, Europeans started buying this new item.

8.- **Earthquake Detector:** The Han Dynasty in China, a seismograph was created by Zhang Heng a brilliant inventor 140 A.D. Its function is to determine the movements in the Earth.

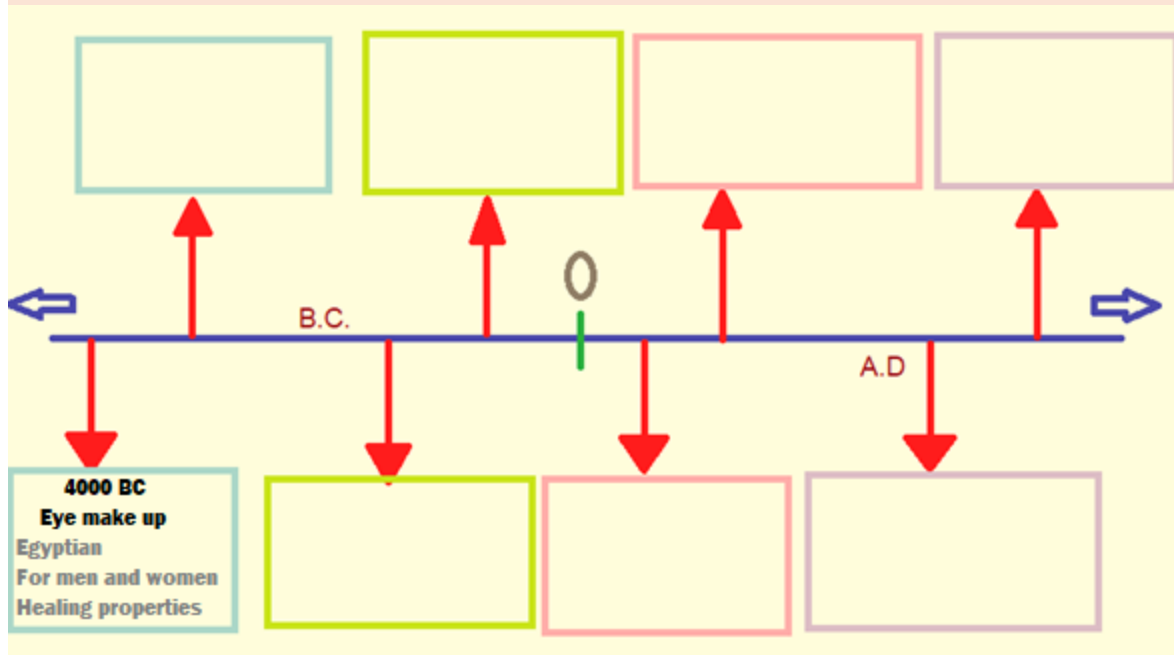
Retrieved from:

<https://www.history.com/news/8-inventions-we-owe-to-the-ancients>

<https://china.usc.edu/sites/default/files/forums/Chinese%20Inventions.pdf>

While reading

Fill the timeline with the 8 inventions you have read before in order.



Read the following statements and decide if they are true or false.

- 1.- Chinese people invented the paper 3000 B.C. True/False
- 2.- Egyptians had started using eye makeup with kohl. True/False
- 3.- The concrete was discovered by Romans 1000 years ago. True/False
- 4.- the idea to use zero started in the Mayas and Babylonians cultures. True/False
- 5.- Alcohol was invented by European civilizations. True/False
- 6.- Silk is piece of cloth invented in China 6000 years ago. True/False
- 7.- the toothbrush has emerged in 2001 by Chinese people. True/False
- 8.- China had invented a seismograph to detect earthquakes. True/False

Answer the following question.

1 Which material did Egyptians use to write?

2 Why do you think that Egyptians used make up?

3 What materials have been used in the ancient civilizations to build?

4 What was the purpose of Chinese to invent alcohol?

5 Would you like to use an ancient toothbrush now?

Language development (15')

Dialogue

Mark: **What has been the most important past invention?**

Luis: Well, The concrete, I think. Have you heard about it?

Mark: **No, I haven't.** Where was the concrete invented?

Luis: Romans **have invented** the concrete to build better buildings in their cities.

Mark: Oh! That is interesting. It is still an important invention in most countries.

Luis: Yes, it is.



Grammar explanation



PRESENT PERFECT

Form: +) Subject + have/has + past participle + complement.
-) Subject + have/has + not + past participle + complement.
?) Have/has + subject + past participle + complement?

USE

- a. Actions started in the past and continuing in the present
- b. Unfinished period of time
- c. Unspecified period of time
- d. Experiences

EXAMPLES

Concrete has been essential for our buildings.

Many people have invented item to improve life.

Have discoveries impacted human history?

PRACTICE

Choose and circle the correct option.

- 1.- Robert have been has been to Japan.
- 2.- I has climbed/have climbed the Everest Mountain.
- 3.- Leslie has studied/have studies for hey Science exam.
- 4.- They has seen/have seen that TV shows many times.
- 5.- Luis and Anita hasn't visited/haven't visited their grandparents.
- 6.- Mary hasn't written/haven't written a book.

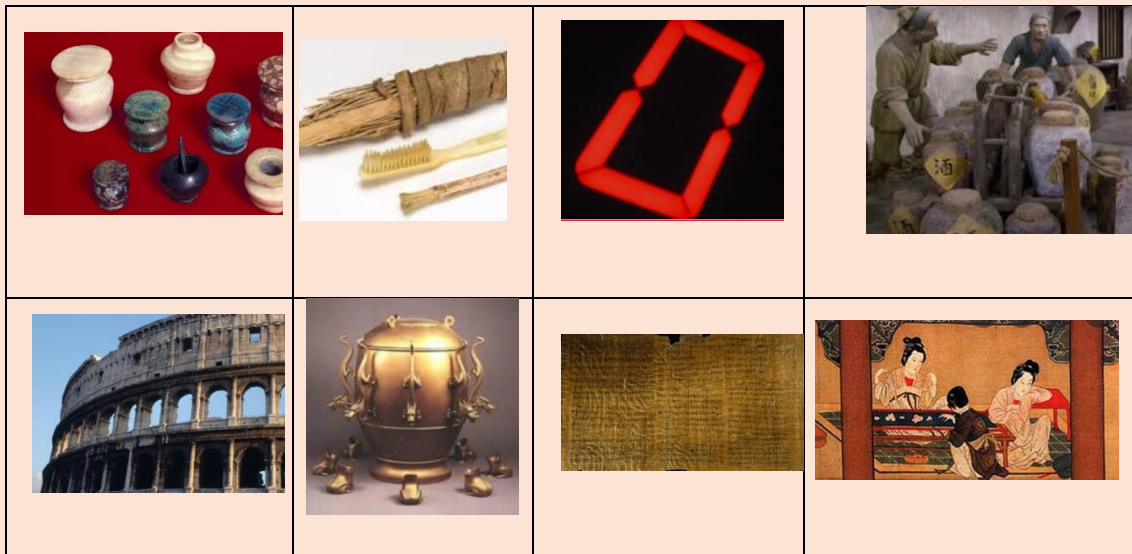
Read the sentences and correct the mistakes.

- a) I has practice different sports at High school.
- b) They have play some video games since they were children.
- c) Sara have studied hard for the final exams.
- d) Mary has listen that song many times.
- e) He have visited his parents very often this year.
- f) My parents haven't buy a new car yet.

Controlled oral practice (15')

Picture passing

Teacher presents the inventions in some pictures and students have to tell the information they can remember about the items.

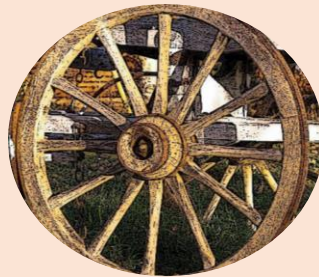


Pictures retrieved from: <https://www.google.com/>

Speaking activity - production (10')

1.- Search information of other ancient inventions. Choose two items and design an infographic with the main information and present to the class.

You can use Canva to design the infographic. <https://www.canva.com/>



Pictures retrieved from: <https://www.google.com/>



Objective: Students will be able to use past perfect expressions to talk about inventions to study the universe in the new era in a TV show interview.

Cognitive strategies: practicing in realistic stages, visualization, association, reorganizing information to create schemas

Pronunciation (5')

1.- Match the words from the box with the pictures below and practice the pronunciation.

Observatory	universe	Earth	sun	moon
Telescope	astronomy	stars	Mayas	Egyptians

Listen and repeat: <https://vocaroo.com/>



a.-



b.-



c.-



d.-



e.-



f.-



g.-



h.-



i.-

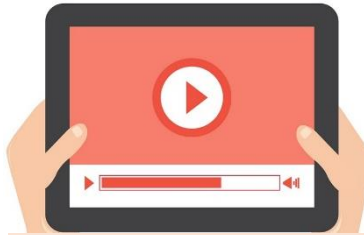


j.-

Pictures taken from: <https://www.google.com/>

Revision (15')

Watch the video about the evolution of Astronomy.



Retrieved from YouTube: <https://www.youtube.com/watch?v=mE9DSiRZ3SQ>

While watching

Fill a chart with the required information.

Characters and civilization	Time	What do they do?	Interesting facts
Albert Einstein			
Mayas			
Paleolithic period			
Mesopotamia			
Roman			
Egyptian			
Greeks			
Aristoteles			

Nicolas Copernicus			
Hans Lippershey			
Galileo Galilei			
Isaac Newton			

Post-watching

Discussion

In pairs discuss the following questions.



Do you know other ways to study the universe?
 Would you like to travel in a rocket? Why?
 Have you ever visited an observatory? What is it like?

Language development (15')

Dialogue

Laura: Hello Jei! How was your trip to London?

Jaiden: Hi! Laura. I will tell you that it wasn't easy.

Laura: What happened?

Jaiden: First, When I arrived to the airport the flight **had been** cancelled.

Laura: Ow, that was **horrible**.

Jaiden: Then, I had to wait for an hour to fly in the next plane. Later, I went to my room but someone had taken my room because I was late.

Laura: What **had you done** when this situation came?

Jaiden: I **had complaint** for a while before the receptionist gave me another room



Grammar explanation

PAST PERFECT

USE: We use the past perfect when we mention two events in the past and we need to emphasize the order.

FORM
Had + past participle

1st event / **2nd event**

Affirmative: Subject + had + verb (past participle) + complement + Subject + verb (past simple) + complement.
example: He had eaten lunch when I arrived home.

Negative: Subject + had + not + verb (past participle) + complement / + Subject + verb (past simple).
example: He hadn't eaten lunch when I arrived home.

Interrogative: Had + subject + verb (past participle) + complement?
example: Had you eaten lunch when I arrived home?

The diagram features a horizontal timeline with arrows at both ends. On the left is labeled 'past' and on the right 'future'. A vertical line marks the 'present'. Two events are shown in the past: '1st event in past' (circled in yellow) and '2nd event in past' (circled in pink). Above the timeline are two illustrations: a man eating a sandwich and a woman standing in a doorway. The website 'AlbumDigital.org' is visible in the bottom right corner.

We _____ football before it started to rain.

- a) had played
- b) had play
- c) have played

She had studied hard at home before she _____ to university.

- a) go
- b) gone
- c) went

When my husband arrived home, I _____ dinner.

- a) have cooked
- b) had cook
- c) had cooked

I _____ an ice cream when my friend called me on WhatsApp.

- a) have eaten
- b) had eaten
- c) have eat

Control oral practice (15')

Work in pairs. Student A choose one situation and ask to student B to form a sentence that is true for him/her. Remember to use past perfect tense in the sentences.

- | | | |
|-----------------------|------------------------|--------------------|
| a. Visit grandparents | b. Travel to Guayaquil | c. Write a letter |
| d. broke the car | e. Study for an exam | f. Play basketball |

Write your partner answers.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____
- f. _____



Pictures taken from: <https://www.google.com/>

Speaking activity - production (10')



Role play...

An ancient interview on TV

In groups of 5 students. Choose a character or a civilization and read more information about their study of the universe. One student is going to be the TV presenter and the rest are going to be the guests.





Objective: Students will be able to use present perfect and past perfect to talk about the inventions

Cognitive strategies: practicing in realistic stages, visualization, association,

Pronunciation (5')

Match the words with the correct definition. Then practice the pronunciation of the new vocabulary.

Pronunciation	Word	Definition
/tek'nɒl.ə.dʒi/	1. Technology	a) videos, music, and photographs that are stored as particular types of files on a computer
/In'fɔ:m/	2. Inform	b) a set of connected things or devices that operate together
/en.tə'teɪn/	3. Entertain	c) the act of buying something
/'mi:.di.ə/	4. Media	d) to tell someone about particular facts
/'sɪs.təm/	5. System	e) the methods for using scientific discoveries for practical purposes, esp. in industry
/dɪ'vaɪs/	6. Device	f) to keep a group of people interested or enjoying themselves

/'pɜː.tʃəs/	7. Purchase	g) an object or machine that has been invented for a particular purpose
-------------	-------------	---

Source: <https://dictionary.cambridge.org/es>

Revision (15')

Read the following article about 5 important inventions of communication through history.

5 INVENTIONS TO COMMUNICATE

1.Telephone: First developed by Alexander Graham Bell in 1876, the telephone was the first piece of **technology** that allowed people to speak with each other over vast distances.



2.Radio: The radio did more than just **inform** and **entertain** the majority of the world's population in the early twentieth century. It also was the earliest, and until television, the most conspicuous demonstration of electronic mass **media**'s propensity to diffuse ideas and homogenize culture.

3.Television: Electronic television was first successfully demonstrated in San Francisco on Sept. 7, 1927. The system was designed by Philo Taylor Farnsworth, a 21-year-old inventor who had lived in a house without electricity until he was 14. Starting in high school, he began to think of a **system** that could capture moving images, transform those images into code, then move those images along radio waves to

different devices.

4.Computer: A computer is a **device** that can be programmed to carry out a variety of operations automatically. A computer at least consists of a central processing unit, which carries out arithmetic or logical operation, and a form of memory to store the operations. The first computer was invented by Charles Babbage.

5.Smartphone: The first smartphone, created by IBM, was invented in 1992 and released for **purchase** in 1994. It was called the Simon Personal Communicator (SPC). It wasn't until the year 2000 that the smartphone was connected with an actual 3G

network. In other words, a mobile communications standard was built to allow portable electronic devices access to the Internet wirelessly.

Source: <https://relayto.com/relayto/10-inventions-that-changed-how-we-communicate-1qn4cint>

<https://simpletexting.com/where-have-we-come-since-the-first-smartphone/>

While reading

Read the article again. Decide which statement is true or false and if it false write the correct information.

1 Alexander Graham developed a telephone in 1986. True / False

2 The radio was developed in the eighteenth century. True / False

3 The television was invented by Tomas Edison in 1929. True / False

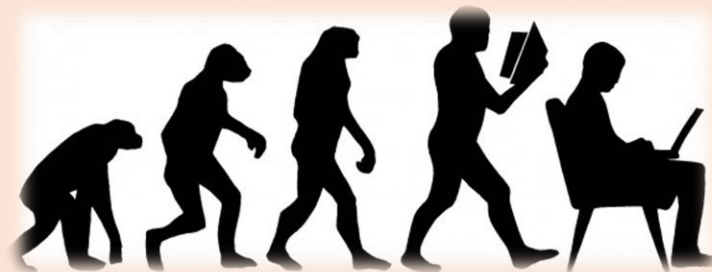
4 Charles Babbage invented the first computer. True / False

5 The smartphone was invented in 1992. True / False

Post reading

Work in groups of 4 students and discuss the questions.

1. How was life before these inventions?
2. What is the most important invention for you?
3. What invention you use the most to communicate?
4. How could be our life without these inventions?



Language development (15')

PRESENT PERFECT

Has/ Have + verb in past participle

USE:

1. Actions started in the past and continuing in the present.
2. Unfinished period of time.
3. Unspecific period of time
4. Experiences

EXAMPLES:

Telephone has been useful for many years.
Inventions have been invented to improve communication.

PAST PERFECT

Had + verb in past participle

USE:

It is used to talk about an action that happened in the past before another action that is expressed in simple past.

EXAMPLES:

Some inventors had created visual telegraphs before Morse invented the electrical telegraph.

The radio had been invented before someone invented the television.

PRACTICE



Decide which sentence is in present perfect and past perfect.

- 1 Invention have been important for life. _____
- 2 When I arrived home, the radio had been on. _____
- 3 Computers had been invented before scientist
invented a smartphone. _____
- 4 Planets have been moving around the sun
for several years. _____
- 5 The telescope has been invented to study the space. _____
- 6 The telephone had been invented before the computer. _____

Controlled oral practice (15')

DEBATE

Work in groups of 4 students and in pairs debate the following topics.

Group 1	Group 2
A life without technology to communicate.	A life with technology to communicate.
Arguments 	Arguments 

Pictures taken from: <https://www.google.com/>

Speaking activity - production (10')

You are going to be an inventor.

Create an invention by yourself and fill the following card. Draw your new invention.

My invention

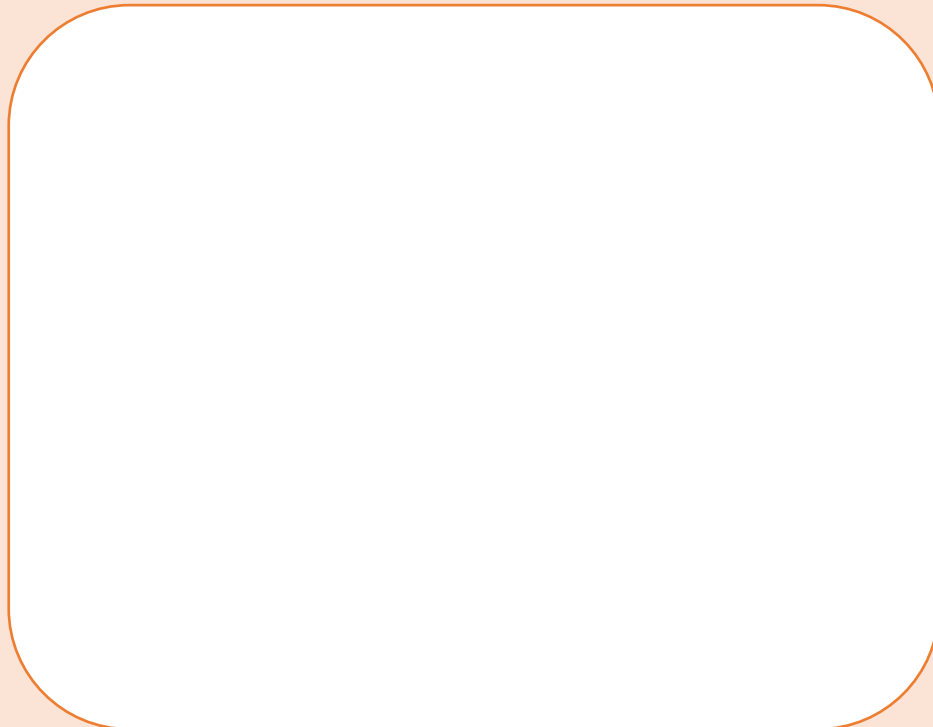
Inventor: _____

Date: _____

Name of invention: _____

Description: _____

Use: _____



FINAL PROJECT

INSTRUCTIONS

1. Work in groups of 4 students.
2. Choose one invention from the whole Unit 2
3. Use any kind of material to design the invention.
4. Present to the class the history of the invention and explain what materials you used.



Pictures taken from: <https://www.google.com/>



UNIT 3

WHAT A MYSTERY

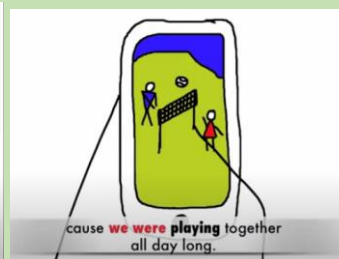


Objective: Students will be able to use past continuous to talk about myths and legends in a role play.

Cognitive strategies: practicing in realistic stages, guessing meaning from context, visualization.

Pronunciation (5')

1 Watch the video about legends.



Video from YouTube:

<https://www.youtube.com/watch?v=5vmHyTCaqeg>

2. Read the lyrics of the previous video and practice the pronunciation.
3. 3 Record your voice on <https://vocaroo.com/>



Past Continuous Song - Rockin' English

I was laughing and you were smiling.
Sun was shining and the birds were flying.
Wind was blowing and the waves were breaking.
A million pictures that we were taking.
Yesterday was the greatest day of all.
Because we were playing together all day long.
We were surfing and we were biking.
We were fishing and we were hiking.
I was drumming and you were singing.
And the music was really swinging.
Yesterday was the greatest day of all.
Because we were laughing and playing our favorite songs.
I was dreaming about you all night long.



Revision (15')

Read the following article about Myths and legends.



Myths & Legends

Myths are stories told aloud that were passed down from generation to generation for thousands of years. Myth is from the Greek word, “mythos” — which means “word of mouth” — oral stories shared from person to person.

Myths have helped people from different cultures to make sense of the natural world, before scientific discoveries guided our understanding. Myths explained the reason for an erupting volcano, or thunder and lightning, or even night following day.

Many myths feature gods, goddesses or humans with supernatural powers. Kids may be familiar with Zeus, the king of all gods in Greek mythology, who could throw lightning bolts from the sky down to Earth. Myths often include a lesson, suggesting how humans should act.

A legend is a traditional story about a real place and time in the past. Legends are rooted in the truth, but have changed over time and retelling and taken on fictional elements. The heroes are human (not gods and goddesses) but they often have adventures that are larger-than-life. The tales of Odysseus from Ancient Greece and King Arthur from Medieval England are two examples of legends.



Myths and legends can be found throughout the world. Many of these traditional stories feature similar subjects, but express the unique culture and history of the regions where they are from. There are flood myths from India, aboriginal legends from Australia, Taino creation stories from Puerto Rico, the legend of the Chinese zodiac, Norse myths, and many more.



We'll be exploring a certain kind of nature myth or folktale called a pourquoi tale and helping kids learn to write their own nature myth. There are many Native American pourquoi stories and we've included a selection in one of our booklists.



Source: <https://www.startwithabook.org/sites/default/files/swab-myths-legends.pdf>

While reading

Write the definitions of the following words with your own words.

Myths	
Gods	
Legend	
Supernatural	
Tale	

Post reading

Choose true or false according with the reading.

- 1.- Myths are written stories to past to generations. True / False
- 2.- Myths helped people to understand the natural world. True / False
- 3.- Myths often include lesson of how humans should act. True / False
- 4.- A legend is an unreal story with fantastic characters. True / False
- 5.- myths and legends look for preserving culture and history. True / False

Discuss with your partner the following questions.



- 1 Are myths and legends listening in their context?
- 2 Should you tell myths and legends to your children in the future? Why?
- 3 What was the last story you listen to?

Language development (15')

1 Match the pictures with the correct sentences.

	1. _____	a) She was driving in her car.
	2. _____	b) He was studying for an exam when he felt asleep.
	3. _____	c) It was raining when the bus arrived.
	4. _____	d) Sara was camping in the mountains.
	5. _____	e) They were cooking lunch when I called Lisa.

PAST CONTINUOUS

USE:

- It is used to express actions that were taking place in the past when another action interrupts it.
- Give information about events at a specific time.

FORM

- + **Subject + verb to be (past) + verb (ing) + complement.**
- **Subject + verb to be (past) + not + verb (ing) + complement.**
- ? **Verb to be (past) + Subject + verb (ing) + complement?**

EXAMPLES

Robbie was playing futbol when she called him.

It was raining while I was driving the car.

They weren't eating when I arrived home.

Was she cooking when you called her?

They were working in the factory last year.

PRACTICE

Complete the sentences with the correct form of the verbs.

- 1.- She _____ (play) the piano when her mom called.
- 2.- I _____ (do) homework when it started to rain.
- 3.- They _____ (cook) dinner when I arrived home.
- 4.- He _____ (surf) with his friend when the accident happened.

Controlled oral practice (15')

Write an ending for the following story and tell to the whole class. Try to use past continuous in your paragraph.

The Rocky Relationship of Zeus and Hera

Zeus, the king of the gods of Mount Olympus, had many relationships but it was his sister, Hera, whom he wanted to rule by his side as his wife. Hera, the goddess of marriage and childbirth and the ruler of the sky, said "no" every time Zeus proposed marriage. She was all too aware of Zeus' past and had no interest in the proposition. Zeus continued to propose for hundreds of years, each time getting a "no" from Hera.



Zeus was persistent and finally came up with a plan that would trick Hera into finally becoming his wife. Zeus was able to transform himself and turned himself into a helpless, rain-soaked bird. Hera found the poor bird and brought it to shelter and took care of it. Zeus turned himself back and Hera couldn't help but fall in love with him. She finally agreed to be his wife.

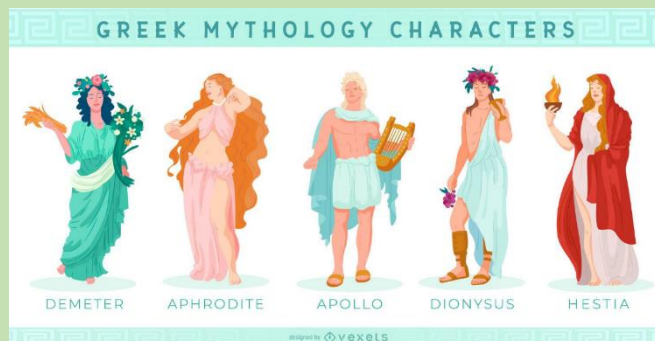
Source: <https://www.greekboston.com/culture/mythology/zeus-hera/>

Continue the story...

Speaking activity - production (10')

Role play

Search more information about a myth or legend and represent it in a role play. Work in groups of 5 students.





LESSON 2

COMMON SUPERNATURAL STORIES IN OUR COUNTRY

Objective: Students will be able to use adverbs of manner to talk about stories from our country in a video.

Cognitive strategies: association, visualization, guessing meaning from context, summarizing

Pronunciation (5')

Match the words with the correct definition and practice the pronunciation.

Pronunciation	Words		Definition
/sɪk/	1. Sick		a) the regular beating of the heart, especially when it is felt at the wrist or side of the neck
/pʌls/	2. Pulse		b) (An area of) very wet, soft land
/'hɔ:n.tɪd/	3. Haunted		c) physically or mentally ill; not well or healthy
/pə'zef.ən/	4. Possession		d) the nonphysical part of a person which is the seat of emotions and character; the soul.

/swɒmp/	5. Swamp	e) A haunted place is one where ghosts often appear
/'spɪrɪts/	6. Spirits	f) something that you own, or the condition of owning something

Revision (15')

Read the following post about supernatural stories from Ecuador.

► Real Ghost Stories

My Niece's Possession

By [Salsero1536](#) ♥

(1 stories) (1 posts) (the author is a young adult)

Date: 2007-06-07

Country: [Ecuador](#)

Paranormal Category: [Demons](#) / [Possessions](#) / [Exorcisms](#)



My story takes place in Guayaquil, Ecuador (I'm from there)... I was spending part of my summer there, about the second week I was there visiting my family, when things started to happen. One night my niece just started feeling sick and we took her to the doctor but the doc said that she just had a cold. But we didn't think so, we knew something else was going on, but we didn't know what it was...

At that night around 11:00 pm we heard my sister screaming and saying to let her go, when we got to the room, we saw someone holding her from behind and I saw my niece turning into some purple green color and she had a really low pulse. My sister started praying but then something else happened, our bathroom door opened and a man walked out from there and said it'll be over soon... My grandmother went to the bathroom and she saw bones, like dead person bones and she took it outside the house and then everything went calm again. Everyone felt comfortable in the house, but I didn't because I still did felt scared. Even after the second time I went there, I still felt scared... And this shiat really happened and I was only 14 years old.

If you want to find out, just let me know probably if you can afford to travel all the way over there, you can come by my place over there and find out for your self, beside my house is not the only haunted one in my neighborhood.

La Cienega

By **Carlos** ♥

(3 stories) (14 posts) (the author is a young adult)

Date: 2008-08-04

Country: [Ecuador](#)

Paranormal Category: [Haunted Places](#)



“ La Cienega” is a Spaniard hacienda built on the province of Cotopaxi-Ecuador. Two hundred years ago this hacienda served as home of Spaniard conquerors, they had thousands of indigenous people working on huge fields.

These haciendas were the heart of the economics in that time. Now, this hacienda is a touristic site, because is a building which has history. This hacienda has not been remodeled or modified it has been kept the same way as it was two hundred years ago. The hacienda works as an inn, and has the name of “la cienega”.

It was late October; I went to the cienega to spend a weekend outside the city. My younger sister and brother were scared because they knew this place was supposed to be haunted.

There is a legend which says, that the Africans and indigenous people who worked on this hacienda suffered everyday, they were slaves, and working schedules were so harsh, most of the slaves died in the middle of the task. And their bodies were buried in the fields.

It was Saturday in the night, after we at dinner in the hacienda restaurant, my parents went ahead to their room with my sister. Five minutes later, I went with my brother. As we were walking through a hallway, my brother just fell to the ground, he said he felt something grasping his foot.

There was no one, and there were no doors on that hallway, from which, a prankster could play a joke. I felt cold, and seen. I continued to walk very fast to our room. That midnight my brother woke up screaming because he said that he felt that someone was pulling his feet. I calmed him for a couple of minutes, and took him to my parent's room. I returned to my room.

I went to the bathroom to pick up a bottle of water because I was thirsty, when I stared at the mirror. At my side I saw a face, the face was ugly and seemed to be rotting, and I simply fainted. I woke up at nine o'clock. I checked my arms and they had scratches, as like those of a cat, but instead, these were only two lines in each arm. I was freaked out.

That next day I talked to a staff member and told him of what happened the other night. For my surprise, he simply told me that these kinds of experiences are weird. Although, that hacienda has a certain reputation of haunted.

A week later, I learned that this place gets its name “la cienega” from the translation from the Spanish, what means is “the swamp” because the Spaniards not only buried corpses on the ground, but mainly on a nearby swamp, which is about a five miles from the main house (where the inn works). And local people say that the spirits which inhabit the hacienda are enraged spirits who seek vengeance from their cruel masters.

Source: <https://www.yourghoststories.com/real-ghost-story.php?story=3692>

While reading

Write a short summary of each story.

My niece's possession



La cienega



Post reading

Select True or False according with the reading of supernatural stories.

- | | |
|--|---------------------|
| 1 The possession story took place in Quito, Ecuador. | True / <u>False</u> |
| 2 The niece felt sick and the doctor said it was a cold. | True / False |
| 3 At 1 pm, the niece wanted to go out from there. | True / False |
| 4 La Cienega is a farm located in Cotopaxi, Ecuador. | True / False |
| 5 Slaves worked hardly in La Cienega until their death. | True / False |
| 6 Carlos saw a real spirit in La Cienega. | True / False |

Language development (15')

Dialogue

Read the dialogue and pay attention to the highlighted words.

Lucas: Hello Mary! How are you?

Mary: Hi Lucas. I am fine and you?

Lucas: I am ok. Tell How was your weekend?

Mary: It was fantastic. I went to camp with my friends to the mountains.

Lucas: Really? It sounds good. What did you do there?

Mary: We **fortunately** arrived early to the mountain and we **quickly** prepare the tents to sleep.

Lucas: What happened next?

Mary: We **happily** ate dinner. Then we started telling horror stories.

Lucas: Well, what was the stranger story?

Mary: My friend Sara told us about a spirit in her grandparents' house. It was terrible because it was midnight and strange sounds come through the forest. So, we **quickly** went to sleep.



Adverbs of manner

Use: An adverb of manner describes how you do an action. Adverbs of manner are really useful because they let us add a lot of extra details to descriptions, to make what we say more interesting and dynamic to the listener or reader.

To make adverbs of manner, we usually add **-ly** to the adjective. For example,
quick – quickly careful – carefully

When an adjective ends in **-y** we change the **-y** to **-i** then add **-ly**. For example,
happy – happily easy – easily

However, there are also some irregular adverbs:
good – well hard – hard

Examples:

You speak English fluently.
 I slept badly last night.
 The children did really well in their test.
 The nurse picked up the baby gently.

Practice

a Write the adverbs of these adjectives.

1 quick	_____	6 perfect	_____
2 happy	_____	7 noisy	_____
3 good	_____	8 sad	_____
4 fast	_____	9 angry	_____
5 slow	_____	10 soft	_____

b. Complete the sentences with the correct adverb of manner from activity a.

- 1 She ran _____ to home when it started to rain.
- 2 Luis did very _____ in his exams.
- 3 He speaks English _____.
- 4 I open the window _____.
- 5 They _____ broke up their relationship.

Controlled oral practice (15')

Storytelling

Work in groups of 4 students. Decide the order of the following pictures to create a horror story. Each student has to contribute with a part of the story. Finally tell the complete story to the class.



Speaking activity - production (10')

Work in groups of 5 students. Create a horror story and sing a song to tell the story. It could be a real story from your community.

Record your voices in Vocaroo and send the link: <https://vocaroo.com/>





Objective: Students will be able to use Past modals for speculation to talk about the Mayas' story in a discussion.

Cognitive strategies: association, visualization, guessing meaning from context, summarizing

Pronunciation (5')

Search the definition of the following words and practice the pronunciation.

Go to Cambridge Dictionary: <https://dictionary.cambridge.org/es/>

Pronunciation	Word	Definition
/ˈruː.ɪn/	1 ruin	
/ˈpɪr.ə.mɪd/	2 pyramid	
/wɔːr/	3 war	
/ˈkæl.ən.dər/	4 calendar	

/sɛɪ'breɪʃən/	5 celebration	
/'æŋ,sɛstərz/	6 ancestors	

Revision (15')

Watch the video about the Maya's disappearance.



Video from YouTube: https://www.youtube.com/watch?v=I_OYqdL_TPs

While watching

Take notes of the main ideas from the video. Use the following card.

Cornel Two-Column Note

Keywords	Notes
✓	I.
✓	a.
✓	b.
✓	c.
✓	II.
✓	a.
✓	b.
✓	c.
✓	
✓	
✓	
✓	
✓	
Summary	

Post watching

Fill the blanks to complete the information from the video.

- 1 _____ was the largest city in the Maya period.
- 2 The Maya population had around _____ million people.
- 3 _____ percent of the Mayans have disappeared.
- 4 A _____ was the main cause of the Maya's disappearance.
- 5 The name of the new calendar was _____.
- 6 The new calendar was divided into _____ units approximately.
- 7 The Mayas did not celebrate the _____ baktun.
- 8 Some scientist suggest that Mayas disappeared because of a mass _____.

Language development (15')

Read the following text and pay attention to the highlighted words.

Many hypotheses have been established to explain what **could have happened** to such a great civilization. Some scientists believe overpopulation **may have caused** a lack of resources. Others think they **may have collapsed** due to warfare. There are even some non-science-based ideas saying that the civilization **might have been** invaded by aliens or taken somewhere out space. However, more plausible options have been proposed by scholars whose last archeological investigations suggest that there was not one only reason for the collapse of the civilization but many consecutive events. Most of them agree that deforestation **must have caused** rains to reduce which produced severe droughts and loss of crops. It **could have led** the Mayans to abandon so many cities.

Source: English Pedagogical Module 3 Page 19

PAST MODALS FOR SPECULATION

USE: We use past modals to say how certain we are about events that happened in the past.

MUST



very certain about something



Ex: Mayas **must** have disappeared for droughts.

MIGHT, MAY, COULD



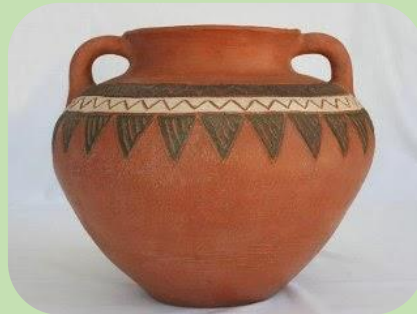
it is possible



Ex: Overpopulation **may** have caused a lack of resources.

Practice

Look at the pictures and write sentences about them. Use past modals for speculation.



Pictures taken from: <https://www.google.com/>

Controlled oral practice (15')

Order the words to form sentences. Then practice the pronunciation.

1 Collapsed/warfare/due to/ Mayas/ have/may.

_____.

2 Might/invaded/by/aliens/have/the/been/civilization.

_____.

3 reduce/production/have/deforestation/rains/to/must/agricultural.

_____.

4 happened/some/explain/the Mayas/to/could/try/to/people/what/have.

_____.

5 Mayas/have/cities/the/to/could/abandon/led/droughts.

_____.

Speaking activity - production (10')

Discussion

Work in pairs and answer the questions.



1 Where do you believe the Mayas went?

2 What is the most believable cause of the Mayas' disappearance?

3 Would you like to be a Maya?

FINAL PROJECT

Role play

- 1 Work in groups of 5 students.
- 2 Search a legend from Ecuador and represent it in a role play.
- 3 Present the role play to the class.



4.4 IMPACTS

The impact analysis is often shown in the final undergraduate project. Impacts are the negative or positive signals and aspects that a project application induced or will induce in a determinate group, area or context. There are two forms to do an impact analysis prospective and retrospective. This research work will present a prospective analysis because the proposal has not been accomplished. (Posso, 2011, pág. 235)

The present research project presents three main impacts, which are the following.

- Academic impact
- Social impact
- Cultural impact

It is important to analyze real impacts considered in the project. The researcher will use a matrix of impacts. The matrix has some specific indicators. Those are located in the left part of the table, and next to, there are the score of each indicator. (Posso, 2011, pág. 235)

The levels of impact are according to the following table:

Table 11. Numerical impact level

NUMBER	LEVEL OF IMPACT
-3	High negative impact
-2	Mid negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Mid positive impact
3	High positive impact

Source. Posso, 2011. Proyecto, Tesis y Marco Lógico.

At the end of each impact, the total score is divided by the number of the indicators. After that, an analysis is presented under each matrix of impacts.

Academic impact

Table 12. Academic impact table

INDICATOR	IMPACT LEVEL						
	-3	-2	-1	0	1	2	3
Improving oral production through the use of cognitive learning strategies.							x
Encouraging the use online technological tools through different cognitive activities.						x	
Promoting activities to improve L2 pronunciation.							x
Reinforcing knowledge through the Situational Language Teaching approach.							x
Increasing the English vocabulary related to specific grammar topics.							x
TOTAL						2	12
$\Sigma=14$							
$\Sigma= (14)$							
Level of academic impact = _____ = 2.8							
# indicators (5)							
Level of academic impact = Medium positive impact							

Notes: researcher elaboration. Source: Posso, 2011. Proyectos, Tesis y Marco Lógico

Analysis

- The proposal includes a series of well-chosen cognitive strategies distributed in the different stages of the class and with clear instructions to be done by the students. These leads conclude that if the strategies are implemented efficiently, they will help students to improve students 'oral production. Therefore, from this perspective, the proposal may have a positive academic impact.

- The proposal presents a variety of activities connected with technological tools to encourage the learning process and the oral production. Besides, with the pandemic period students and teachers have the opportunity to be more in touch with technology. For that reason, this indicator has a mid-positive academic impact.
- According with the Situational Language Teaching approach, the pronunciation is an important stage in each lesson. The proposal presents in each lesson an activity to practice pronunciation bur related with the new vocabulary. Therefore, this indicator will have a high positive academic impact.
- This indicator will have a high positive academic impact because the proposal of this research project was elaborated based on the Situational Language Teaching approach syllabus in order to have a guide to present the different stages of a class.
- In the proposal the vocabulary is related with the grammar point presented in each unit. For that reason, this indicator has a high positive academic impact and it is going to be an advantage to learn the content.

The majority of the indicators regarding to the academic impact of this research work has the maximum score (Improving oral production through the use of cognitive learning strategies; Promoting activities to improve L2 pronunciation; Reinforcing knowledge through the Situational Language Teaching approach; Increasing the English vocabulary related to specific grammar topics). A variety of activities are presented in the proposal to accomplish these indicators and it develops a high positive academic impact. On the other hand, the second indicator (Encouraging the use online technological tools through different cognitive activities). It has a mid-positive academic impact because the proposal presents a series of activities to work with technology. However, this project is not focused on the use of technological tools. Thus, the impact level is mid, and according with Numerical Impact Levels table. It is appropriate to give a mid-positive academic impact.

Social impact

Table 13. Social impact table

INDICATOR	IMPACT LEVEL						
	-3	-2	-1	0	1	2	3
Improving critical thinking about social topics such as climate change, technology and legends.						x	
Motivating cooperative work which will help students to be involved in the society.							x
Promoting communicative competencies to speak with the community.							x
TOTAL						2	6

$\Sigma=8$

$\Sigma= (8)$

Level of social impact = $\frac{\Sigma= (8)}{\# \text{ indicators } (3)} = 2,6$

indicators (3)

Level of social impact = Mid positive impact

Notes: researcher elaboration. Source: Posso, 2011. Proyectos, Tesis y Marco Lógico

Analysis

- The proposal provides a variety of activities which encourage the discuss and critical thinking in each unit. Those activities are related with social topics such as climate, change, technology, and legends which are considered topics of interest for students.

Besides, this could improve the learning process with the use of real information. Thus, this indicator is mid positive social impact.

- The researcher proposes some activities which need to be realize in groups and it promotes students interpersonal learning style which was one of the most chosen in the students' survey. For that reason, this indicator has a high positive impact and it will help students to learn how to work in groups in their future with the society.
- In the society is important to communicate with other people, it could be in a formal or informal way. This proposal offers a series of activities to help students with their communicative competences to have a better communication with other people.

Most indicators have a high social impact because they are presented in the proposal to accomplish those goals with a variety of activities. (Motivating cooperative work which will help students to be involved in the society; Promoting communicative competencies to speak with the community). On the other hand, the first indicator (Improving critical thinking about social topics such as climate change, technology and legends) is not presented in each activity, but the proposal provides the necessary activities to help students with their critical thinking. Finally, the proposal presents enough activities to accomplish these indicators for that reason, it has a mid positive social impact.

Cultural impact

Table 14. Cultural impact table

INDICATOR	IMPACT LEVEL						
	-3	-2	-1	0	1	2	3
Promoting cultural knowledge such as climate change, legends and technology to learn grammar and vocabulary.							x
Encouraging the learning process of communicate competences through real information.							x
Developing critical thinking about the preservation of the planet and its history.						x	
TOTAL						4	3

$$\Sigma=7$$

$$\Sigma= (7)$$

$$\text{Level of cultural impact} = \frac{\Sigma=7}{\text{\# indicators (3)}} = 2.3$$

\# indicators (3)

Level of cultural impact = Medium positive impact

Notes: researcher elaboration. Source: Posso, 2011. Proyectos, Tesis y Marco Lógico

Analysis

- The proposal provides a series of activities in each unit to present the culture around the world and the national culture events which are important to know. It may help students to have an overview of the knowledge and culture. Thus, this indicator may have a high positive cultural impact.
- The proposal presents trustworthy and real information in each lesson in order to encourage the research work in students and improve their communicate competencies talking about different cultural topics. Always, it is important to teach with real information to preserve the history of the culture. For that reason, this indicator may have a high positive impact.
- It is important to encourage critical thinking in students about cultural topics. Thus, the proposal provides a variety of activities in almost each unit to develop their critical thinking. However, there are not enough activities to do that. For that, this indicator may have a mid positive cultural impact.

The majority of the indicators regarding cultural impacts may reach a high positive impact level. The first and second indicator (Promoting cultural knowledge such as climate change, legends and technology to learn grammar and vocabulary; Encouraging the learning process of communicate competences through real information) look for encouraging the learning process of grammar and vocabulary through cultural knowledge and it may have a high positive impact. On the other hand, the third indicator (Developing critical thinking about the preservation of the planet and its history.) looks for the preservation of knowledge through cultural information to improve students critical thinking. Thus, this indicator may a mid positive impact. Finally, the cultural impact may have a mid positive cultural impact.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- This project is focused on the Situational Language Teaching approach and cognitive learning strategies to improve speaking Skills at Colegio Universitario EFL students. According to the theoretical framework this method begins with the spoken language and it is presented situationally. Furthermore, cognitive strategies and this approach with a variety of activities can help to improve the learners' speaking skills.
- Methodologically, this research work used a mixed method, it means the application of quantitative and qualitative instruments such as interview, survey and speaking test. These instruments helped to collect data about teachers and students' issues and needs in the speaking production.
- Field data collected evidenced that students have some difficulty to achieve the curricular objectives in oral production due to some factors such as the pandemic, internet access or lack of materials. Students mentioned that they have enough activities to speak, but they sometimes don't want to participate.
- It is expected that academically, the proposal provides a series of activities to improve oral production, pronunciation, vocabulary with cognitive strategies based on the Situational approach. Socially, it presents activities to promote critical thinking, cooperative work, and communicative competencies to help students in the society. And culturally, it proposes the preservation of the global cultural knowledge such as its history.
- The proposal attempts to the students' needs based on the data collected. It is designed with a series of activities following a Situational Language Teaching approach syllabus with Cognitive learning strategies to help students in the improvement of speaking skills.

5.2 Recommendations

- Future researchers, they can identify more cognitive strategies that allow learners a meaningful learning and foster the speaking skills. Besides, in the case of the teachers it allows to expand their vision of these strategies with other approaches or methods which can be more useful to connect with cognitive strategies
- As a part of this methodology is possible to use another instrument such as observation to collect more information. It allows researchers to closely know about learners' context. Besides, it is recommendable to identify if learners use cognitive learning when they have to speak.
- Formulating more objective and subjective questions could allow to identify more cognitive strategies that students use during speaking. Besides, researchers should ask for a professional English teacher to have a more realistic grade in the speaking test in order to identify the problems learners have when speaking.
- Searching and adding more activities could help to improve the impact level in a higher percentage in the three main impacts; academic, social and cultural.
- The methodological guide proposal in this project should be applied in the institution to evaluate students' speaking production with these new activities.

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ANNEXES

Acceptance letter to collect data

(Appendix 1)



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio 222-D
Ibarra, 10 de mayo de 2021

Doctora
Diana Flores
RECTORA DEL COLEGIO UNIVERSITARIO UTN

De mi consideración:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias, a la señorita Chacua Arcos Nelly Gabriela, estudiante de octavo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, portadora de la cédula de ciudadanía 040198305-1, para que obtenga información y desarrolle el trabajo de grado con el tema: "Cognitive learning strategies based on Situational Language Teaching approach to improve English speaking skills with sophomore students at UTN High School, Ibarra 2020-2021" en la Unidad Educativa que usted tan acertadamente dirige.

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Mgs. Raimundo Alonso López Ayala
DECANO FECYT

Acceptance letter
(Appendix 2)

Ibarra, 24 de febrero de 2021

Dr. Diana Flores

RECTORA DEL COLEGIO UNIVERSITARIO UTN

De mi consideración:

Reciba un cordial y atente saludo, a la vez que auguro éxitos en sus labores personales y profesionales diarias. Mediante la presente tengo a bien solicitar se permita al suscrito llevar a cabo la investigación “*Cognitive learning strategies based on Situational Language Teaching approach to improve English speaking skills with sophomore students at Universitario UTN High School in the first quimester 2020-2021.*” de autoría **Chacua Arcos Nelly Gabriela** con los docentes del área de inglés y con los estudiantes de primer año de bachillerato.

La información recolectada tiene fines puramente académicos.

Para el efecto, el investigador va a utilizar los siguientes instrumentos:

1. Encuesta a estudiantes
2. Entrevista a docentes
3. Evaluación de speaking a los estudiantes

En espera de su respuesta me despido muy cordialmente.

Atentamente,



Nelly Chacua
Estudiante Investigador

Teachers' interview

Appendix (3)



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

“Cognitive learning strategies based on Situational Language Teaching approach to improve English speaking skills with sophomore students at Universitario UTN High School in the first quimester 2020-2021.”

Objective: the present interview is part of a research project. It was elaborated to get data from English teachers. The result will be anonymous and private. Please answer the following questions. Thanks in advance.

English teacher interview

Q1: Do you think that the institution has achieved the curricular objectives related with English oral production established by Ministerio de Educación?

Q2: What can you say about your students speaking skills?

Q3: What kind of activities do you use to improve students speaking skills?

Q4: What cognitive learning strategies do you think your students use to improve speaking skill?

Q5: Do you think that the Situational Language Teaching approach would be useful to improve students speaking skill?

Q6: Do you consider that a methodological guide will help you to improve your students speaking skills?





Students' survey
(Appendix 4)



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

“Cognitive learning strategies based on Situational Language Teaching approach to improve English speaking skills with sophomore students at Universitario UTN High School in the first quimester 2020-2021.”

Objective: The present survey is part of a research project. It was elaborated in order to get data from sophomore students at Universitario UTN High School. The results of this survey are anonymous and confidential. Thanks for your participation in this project. Please, answer the following questions according your own experience.

Survey for students

- 1) **Do you participate actively in speaking activities in class?**
 - () Always
 - () Regularly
 - () Sometimes
 - () Rarely
 - () Never
- 2) **How often do you use English as a mean of communication in the class?**
 - () Always
 - () Regularly
 - () Sometimes
 - () Rarely
 - () Never

3) How often does your teacher provide activities to improve speaking skills?

- () one every class
- () two every class
- () more than three

4) How often does your teacher present this kind of activities to improve speaking skills? Put a tick according with your answer.

Activity	Always	Sometimes	Regularly	Never
teaching vocabulary				
teaching grammar				
imitation drills				
inductive grammar				

5) How much do you like to do the following cognitive learning strategies in the class?

Consider that 5 is the most and 1 is the least.

Cognitive learning strategies	1	2	3	4	5
Memorization					
Organization					
Inferencing					
Summarizing					
Deducing					
Elaboration					
Imaginary					
Transfer					

6) How do you think you learn better English?

Consider that 5 is the most and 1 is the least.

Learning styles	1	2	3	4	5
Visual					
Auditory					
Kinesthetic					
Musical					
Verbal					
Logical					
Personal					
Interpersonal					

7) Do you believe that a methodological guide will be useful to improve speaking skills?

- () Agree
- () Disagree

Students' speaking test
(Appendix 5)



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

“Cognitive learning strategies based on Situational Language Teaching approach to improve English speaking skills with sophomore students at Universitario UTN High School in the first quimester 2020-2021.”

English speaking test

Read the following paragraph about a daily routine. It is just an example for your paragraph.

Example:

Hello! My name is Nelly Chacua, I am 23 years old. I am from Bolivar-Carchi. I live with my family. I am studying for being an English teacher at UTN. Every day, I get up at 7am and I have coffee and bread for breakfast. Then, I go to work with my father in the farm. I enjoy helping my family with the work. Later, I have delicious food for lunch at 1 pm. In the afternoon, I sometimes have tutorial meetings because I am doing my thesis work. Later, I cook dinner with my mom and I eat with my family. Finally, I go to bed at 9pm.

Answer the following questions to guide your paragraph.

- What is your name?
- How old are you?
- Where are you from?
- Who do you live with?
- What do you do?
- What is your daily routine?

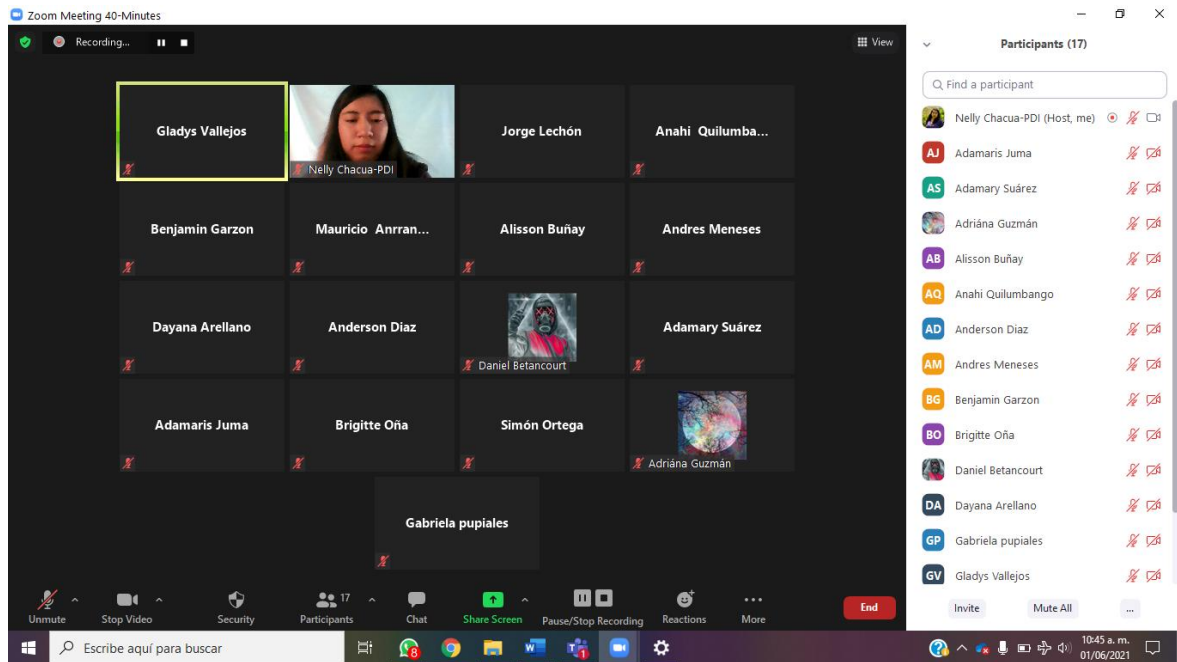
Speaking rubric

A2 Key Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on the following page.

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>		

Students' survey evidence

(Appendix 6)



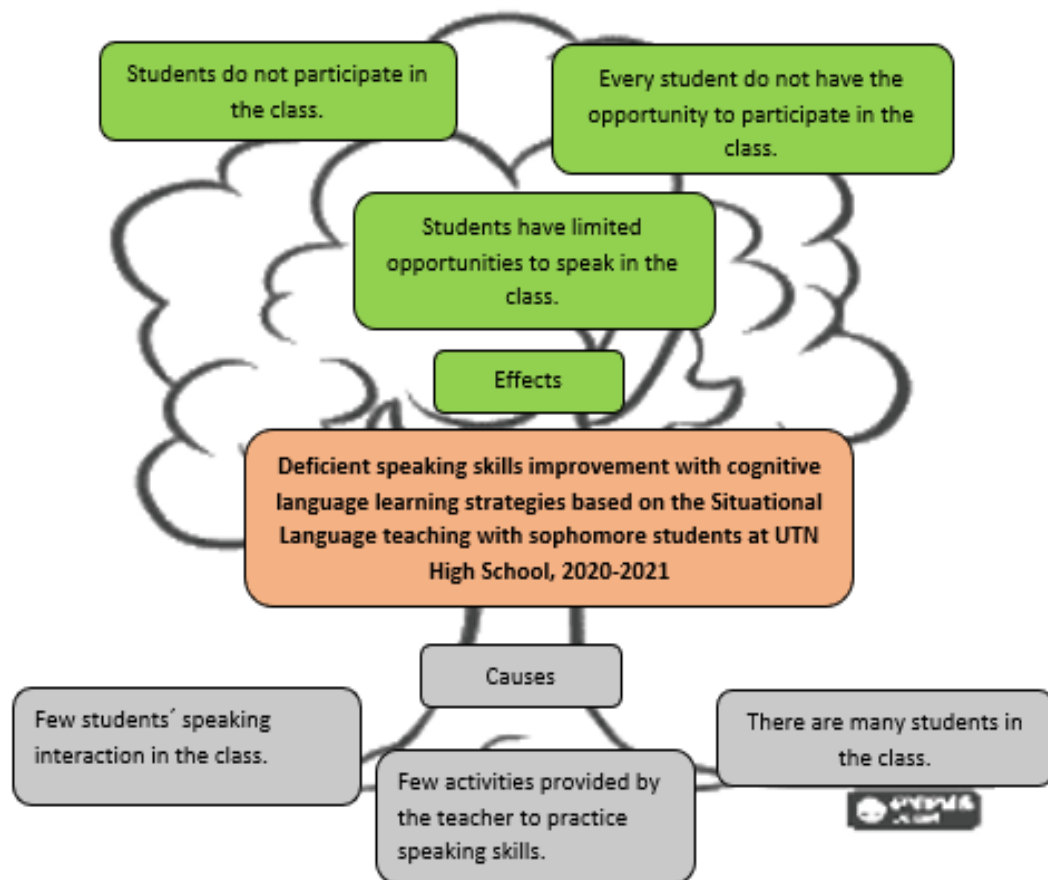
Students' speaking test evidence

(Appendix 7)



Problem tree

(Appendix 8)



Author: Chacua, Nelly (2020)

Speaking subskills matrix

(Appendix 9)

Speaking Sub-skills	Application	Tasks	Situational approach Activities and tasks	Cognitive strategies
Fluency Students practice speaking with a logical flow without planning or rehearsing.	Activities which require students to focus on meaning in communication without immediate concern for accuracy.	Opinion and ideas Survey and interview Songs	Repetition Control oral based reading	Organization Elaboration Summarizing Repetition
Accuracy with words and pronunciation Students practice using words, structures and pronunciation accurately.	Students are able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities.	Dialogue Role-play Rhymes and tongue twisters	Oral composition Oral practice	Analysis Outlining Organizing Practicing in naturalistic stages Using imaginary for memorization
Using functions Students use specific phrases for different purposes.	Activities which stress that verbal communication is for a reason or function. Role plays and simulations.	Role play Dialogue Opinion and ideas Problems	Oral composition Oral practice Control oral based reading Propose a situation and identify it to use adequate phrases or words	Synthesizing Practicing in naturalistic stages Association Guessing meaning from context
Appropriacy Students practice using language appropriate for a situation and making	Activities which stress the purpose of talking about any topic.	Dreams or ambitions Visual comprehension Dialogue	Oral composition Oral practice	Analysis Note taking Summarizing Outlining

decisions about formality and choice of grammar or vocabulary				
Turn-taking skills Students practice ways of interjecting, eliciting an interjection or preventing one.	Students can practice listening for appropriate gaps to take their turn without irritating the speaker.	Dialogue Role-play Survey and interview Opinion and ideas	Oral composition Oral practice Teacher provides a situation and ask for opinions.	Note-taking Outlining Summarizing Analysis Practicing in naturalistic stages Using imaginary for memorization
Relevant length Students practice speaking at a length appropriate to a situation.	Activities which demonstrate that the purpose of speaking or the context determines the appropriate length of a turn.	Speech Opinion and ideas Interview Role-play Dreams or ambitions	Oral composition Oral practice Teacher establishes a time limit to speak and monitor them.	Outlining Practice in naturalistic stages Association Self-testing
Responding and Initiating Students practice managing a conversation by making responses.	Gestures and other paralinguistic tools are also used in conversation management.	Dialogue Role-play Dreams or ambitions Visual comprehension	Oral composition Oral practice Using realia Teacher monitors the use of boggy language.	Note taking Outlining Analysis Visualization Association
Repair and repetition Students practice repeating or rephrasing parts of a conversation.	The spontaneous nature of conversation requires that participants constantly have to make sure that what's being said is understood.	Rhymes and tongue twisters Songs Dialogue - Gartic phone	Teacher presents the material and pronounce. Students have to repeat.	Repetition Association Using imaginary for memorization
Range of words and Grammar	Students need to know a range of words and	Role-play Interview Dialogue	Oral composition Oral practice	Note-taking Analysis Summarizing

Student practice using particular grammar and vocabulary for speaking a specific topic.	grammar to choose the most appropriate for a specific task.	Opinion and ideas Speeches Dreams or ambitions problems	Control oral based reading Teacher should provide the grammar, vocabulary and situation in which students have to work.	Synthesizing Outlining Organizing new language
Discourse Makers Students practice using words or phrases to organize a talk.	Students use specific words and phrases to talk about any topic.	Dialogue Role-play Opinion and ideas Interviews	Oral composition Oral practice Teacher has to provide the topic and phrases to use in the speech.	Note-taking Analysis Summarizing Synthesizing Outlining Organizing new language

Situational Language teaching matrix

(Appendix 10)

Situational approach 60 minutes	Cognitive strategies	Activities and tasks	Learning styles	
Pronunciation (5 minutes)	Rehearsal	Rhymes and Tongue Twisters	Interpersonal	Make a contest
			Musical	Sing a tongue twister
			Visual	Watch a video about rhymes
			Kinesthetic	Use body language and gestures to say the tongue twister
Revision (to prepare for new work if necessary) 10 minutes	Note taking Guessing meaning from context Visualization	Opinion and ideas Visual comprehension	Interpersonal	Give opinion about the new topic in pairs or groups.
			Musical	Present a song with the topic related.
			Visual	Present a video conversation about the topic.
			Kinesthetic	Create an activity in which students can use their body language with the topic related.
Presentation of new structure or vocabulary (15 minutes)	Analysis Reorganizing information to create schemas or knowledge structure. Organizing new language Making mind maps Guessing meaning from contexts	Dialogue Problems Visual comprehension Rhymes and tongue twister Songs	Interpersonal	Students read a dialogue with the new vocabulary and grammar topic.
			Musical	Teacher can induce the new vocabulary and topic with rhymes or songs.
			Visual	Present the new vocabulary and

				grammar with visual aids.
			Kinesthetic	Students could read and act a dialogue.
Oral practice (drilling) (15 minutes)	Outlining Practicing in naturalistic stages Organizing new language Association Using imaginary for memorization	Dialogue Role-play Opinion and ideas Interviews Problems	Interpersonal	Students can create a dialogue or a role play.
			Musical	Students can create a song to solve a problem.
			Visual	Students can use different material in a role play to make it more real.
			Kinesthetic	Students have to use their body language and gestures during a conversation or in a role play.
Reading of material on the new structure, or written exercises. (15 minutes) Speaking productions	Analysis Note-taking Summarizing Synthesizing Outlining Using clues in reading comprehension Scanning Underlining key words	Opinion and ideas Problems	Interpersonal	Students can give their opinion or main ideas about a reading.
			Musical	Students can summarize the reading with rhymes or a song.
			Visual	Students can present a mind map or schema with the main ideas of the reading.
			Kinesthetic	Students could represent the reading or writing activity with a role play.

Urkund report










Appendix 11





Document Information

Analyzed document	Chacua Nelly_Final Thesis Work.docx (D118250474)	Sources included in the report
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W	URL: https://simpletexting.com/where-have-we-come-since-the-first-smartphone/ Fetched: 2021-11-11 23:41:00	 2

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