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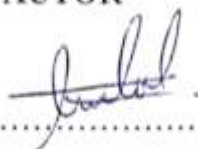
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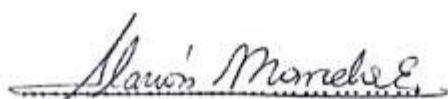
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DEDICATORY

To my dear son, the person who inspires me motivation and at the same time gives me strength to keep working and achieving more goals and dreams together.

To my parents, who have been a fundamental pillar in my learning process. They were my most fundamental support on this path because they always believed in my potential. Thanks to them today I can achieve this goal and the joy of sharing with them.

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ABSTRACT

The present research arises from the need to improve and strengthen English proficiency in second language learners. In addition, it seeks to awaken students' motivation to acquire the target language using interactive and dynamic strategies, focusing on one of the most important and complex linguistic skills to develop, the ability to speak. Therefore, it is essential to mention that the main objective of this research is to describe the communicative strategies to improve English speaking skills in sophomore students at Daniel Reyes High School, as well as to design a methodological guide based on communicative strategies to help students develop their speaking skills. In this way, the use of communicative language teaching strategies could help with it and improve the process. Equally, it is essential to mention that for the development of the project, it was necessary to apply the mixed approach, that is, it was based on qualitative and quantitative research and the instruments applied were the interview and the survey to students and teachers, which helped to collect numerical and descriptive data, analyze, and explain the results in an illustrative way. Consequently, the results of the survey were satisfactory, since most of the students are interested in learning the language since they consider it a necessary asset for their academic and professional life, however, English teachers do not include at all strategies that allow them to develop the ability to speak in the classroom. In addition, they do not focus on preparing students to use the language in real conversation situations. Afterwards, the teachers mentioned that they are willing to change their strategies.

Keywords: Communicative language teaching, strategies, speaking skills, sophomore students.

RESUMEN

El presente trabajo de investigación surge de la necesidad de mejorar y fortalecer el dominio del inglés en los estudiantes de una segunda lengua. Además de despertar la motivación de los estudiantes por adquirir el idioma meta usando estrategias interactivas y dinámicas, enfatizando en una de las habilidades lingüísticas más importantes y complejas de desarrollar, la habilidad de hablar. Por ello, es fundamental mencionar que el objetivo principal de esta investigación es describir las estrategias comunicativas para mejorar las habilidades de habla inglesa en los estudiantes de segundo año de la Unidad Educativa Daniel Reyes, además de diseñar una guía metodológica basada en estrategias comunicativas para ayudar a los estudiantes a desarrollar sus habilidades de habla. De esta manera, el uso de estrategias de enseñanza comunicativa de idiomas podría ayudar con ello y mejorar el proceso. Por otro lado, es esencial mencionar que para el desarrollo del trabajo fue necesario aplicar el enfoque mixto, es decir, fue basada en la investigación cualitativa y cuantitativa y los instrumentos aplicados fueron la entrevista y la encuesta a alumnos y profesores, lo que ayudó a recopilar datos numéricos y descriptivos, analizar y explicar los resultados de manera ilustrativa. En consecuencia, los resultados de la encuesta fueron satisfactorios, ya que la mayor parte de los estudiantes tienen interés en aprender el idioma, ya que consideran a este un bien necesario para su vida académica y profesional, sin embargo, los profesores de inglés no incluyen en absoluto estrategias que permitan desarrollar la habilidad de hablar en el aula. Además, no se enfocan preparar a los alumnos para utilizar el idioma en situaciones de conversaciones reales. Posteriormente, los docentes mencionaron que están dispuestos a cambiar sus estrategias.

Palabras clave: Enseñanza comunicativa de idiomas, estrategias, habilidades de habla, estudiantes de segundo año de Bachillerato

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INTRODUCTION

Nowadays, English language acquisition is considered an important requirement that enables students to obtain an important academic, professional, and socially fulfilling life. In fact, according to Akther (2022), about one billion people use English as a primary or secondary language worldwide, where 67 countries use English as an official language, while a further 27 countries use English as a secondary official language. Moreover, those who can speak English in developing countries are held in high esteem and the possibilities of exploitation are lower. Therefore, researchers, teachers and other experts linked to language teaching are looking for innovation in the teaching-learning process of English as a second language (ESL) or foreign language (EFL) every day.

In Ecuador, the education system offers English as a foreign language (EFL) in its curriculum. Nevertheless, despite knowing that mastery of the language is very important and necessary in the field of work and study, Ecuador is ranked 82/111 in the EF English Proficiency Index (EF EPI) which classifies countries and regions by their English skills. This means that students have a low level of proficiency in this language (EF EPI, 2022).

The curriculum of the Ministry of Education aims for high school graduates to reach the CEFR level B1 (Ministerio de Educación de Ecuador, 2016). However, even though students learn English since elementary school, the results have not been satisfactory. In other words, students do not reach the English Language Learning Standards (ELLS) expected (De Angelis, 2022). It is the case of sophomore students at Daniel Reyes high school, who present a low level of English proficiency, mainly in speaking skills.

Learners demonstrated several weaknesses when they were speaking and the most notable deficits in the oral development of the students are pronunciation, oral fluency, and limited acquisition of vocabulary. One of the main factors behind this problem is that teachers continue to use traditional methodologies, so learners find learning the target language boring (UTPL, 2020). Likewise, English teachers do not encourage students to develop their oral skills in the classroom, or at least not enough to develop their productive skills and enable them to communicate effectively. According to Calle et al. (2012):

English teachers do not employ strategies that strengthen communicative competence, as they continue to use traditional strategies that hinder the development of this competence, as well as language skills (reading, writing, listening, and speaking), which has an impact on low student performance (p.2).

At this point, the acquisition of communicative competencies is hindered because teachers do not promote interactive, communicative, and cooperative activities in the classroom for students to develop their oral skills in different contexts and situations. A further cause is that teachers teach grammar rules all the time and, although grammatical competence is important, focusing only on teaching grammar can be tedious and even confusing, leading to a loss of interest in learning the language.

Consequently, this research paper studied the problem at Daniel Reyes High School, where the researcher previously completed the pre-professional internship, a period in which the researcher personally experienced the problem. This research will focus specifically on high school sophomores since these are the classes with which the researcher was able to interact. Considering that speech is a dominant linguistic skill as individuals use more verbal than nonverbal interactions, the researcher wants to support the students' foreign language acquisition process.

Having said that, it is necessary to mention that the main objective of this research is to describe communicative strategies that help to strengthen the most deficient skill which is oral competence. For this reason, it is important to expose teachers to the different communicative strategies they can use to improve speaking skills. Emphasizing that they need more than just knowing or memorizing grammatical rules, they need to put their knowledge into practice, and teachers are the ones in charge of interactive activities in the classroom.

Additionally, Communication strategies emphasize interactive practice based on real-life situations that prepare students to be proficient in the English language, that is, to be able to share their ideas, express their thoughts, opinions, and feelings, and communicate and socialize appropriately and accurately. Therefore, it is of great importance to promote free interaction in the classroom along with interactive strategies for English language teaching, as in this way, students will be able to develop abilities to speak spontaneously.

Having said this, it is also necessary to mention that implementing interactive strategies in the classroom will help students acquire communicative competence, which refers to the necessary linguistic knowledge that a speaker needs to interact and communicate effectively (Vélez Yanza & Paredes Rodríguez, 2021). From this perspective, it is understood that by applying communicative language teaching, competent students will be formed, that is, students will acquire knowledge and skills to produce the foreign language, send and receive messages, understand others, and make themselves understood since this is the purpose of a linguistic system, for which its practice must be meaningful.

In short, this research will provide English teachers with interactive activities to update their strategies by implementing communicative strategies to enhance the speaking skills of sophomore students of "Daniel Reyes" High School, being learners the main beneficiaries of this research, since they will apply communicative strategies based on different situations taken from real life that provide meaningful and enjoyable practices to help learners to improve their fluency and accuracy in the oral production of the English language, thus they will be able to effectively communicate with each other.

Furthermore, the community will be motivated to get involved in the English language learning process, for which public and private teachers should adapt and propose strategies that help students to acquire the language differently. No matter the age, profession, or occupation, English as a global language opens an international communication line and provides better professional, academic, and social opportunities (Akther, 2022).

➤ Objectives

✚ General Objective

Describe Communicative Strategies to Improve English Speaking Skills in Sophomore Students at Daniel Reyes High School, Academic Period 2022 – 2023.

✚ Specific Objectives

- ✓ Analyze theoretical bases of communicative strategies that lead to the development of speaking skills.
- ✓ Determine communicative strategies used by the teacher at Daniel Reyes High School.
- ✓ Design a handbook based on communicative strategies to help students develop their oral expression skills.

Research Structure (Chapters)

In Chapter I, the theoretical framework contained relevant information from previous studies, insights, or findings related to the variables of the research topic that justify them. It was structured from scientific information that provides theoretical support for the development of this research.

In Chapter II, in the methodological framework, the researcher describes the methodology, including the type of research, methods, techniques, instruments, research questions, the matrix of variables, participants, and the data-gathering process.

In Chapter III, it corresponds to the results and discussion obtained after analyzing and interpreting the data collected from the surveys and interviews using statistical graphs. In addition to comparing them with the theoretical basis obtained previously and other similar studies.

In Chapter IV, the researcher presents an academic proposal, including information about the title of the guide, objectives, justification, theoretical basis, impacts, beneficiaries, and development of the proposal. Finally, this section also shows the main conclusions and recommendations established according to the chapters, objectives, and research questions.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. LANGUAGE ACQUISITION

Language can be defined as an instrument of communication, a transmitter of one's own and others' experiences, good or bad. Furthermore, by using language, man acquires a new dimension of his consciousness, which allows him to form subjective images of the objective world, which enables the individual to be able to abstract and consequently think (Congo et al., 2018). Language is a communication system for a group of individuals used and understood by a group of individuals. Meanwhile, acquisition is defined as the subconscious process of learning a language through exposure (Al-Harbi, 2019). Language acquisition occurs in different ways—the acquisition of a native language. The acquisition of a second language plays an institutional and social role in the community. Finally, acquiring a foreign language is primarily learned in the classroom. However, all these have the common goal of using the target language to communicate.

Tomlinson (2010) affirms that "Language acquisition is the initial stage for acquiring the basic competence for language development and acquiring the ability to use it successfully in a wide variety of media and genres and for various purposes" (p. 4). In this stage, interaction is the main factor that facilitates language acquisition, which is generally used as a strategy, in addition to the performance, dedication, and creativity of the teacher, complemented with other didactic resources that may be useful according to the learning style of the learners, their age or the content to be taught (Betancourt, 2015). This phenomenon is considered a human ability that develops innately through interaction between people, in which individuals seek ways to use the language to which they are exposed.

1.1.1. Language Learning

Language learning refers to learning a foreign language. This process develops in different terms from those in which the first language is acquired (Mantilla & Guevara-Betancourt, 2018). Thus, Andrade-Molina et al. (2021) state that:

"A foreign language (FL) learning process is undoubtedly complex and very different from learning a subject or discipline. First, because it is cyclic, it demands continuous practice and review. It also requires a period of assimilation and accretion of contents; simultaneously, this process implies acquiring and mastering a series of linguistic and intercultural competencies and many practical skills. Its complexity also ranges in that social interaction becomes essential; therefore, social skills must be developed in conjunction with the abovementioned skills" (p. 741).

Likewise, learning a language is distinguished as a conscious and explicit sequential process in which the accumulation of knowledge of linguistic aspects such as vocabulary, sentence structure, and grammar takes place, which means that it occurs in a classroom environment (Castello Dominic, 2015). Therefore, the teachers and the learners are responsible for this process's efficiency. On his side, Brown (2008) mentions that language learning is a program composed and adapted according to the student's needs and that it produces training when language teaching is well managed, building successful learning (as cited in Vozmediano, 2022).

1.1.2. Language Teaching

Teaching is a process that involves curricular and instructional dimensions, which helps and facilitates pupils to learn. It is using different methods, techniques, and strategies in the classroom that allow knowledge to be generated, so it can be interpreted that teaching is closely related to learning. Teaching a language works in the same way. According to Richards & Rodgers (2001) language teaching has a long history in which, within the field of linguistics, together with the field of psychology, several experts in the field have debated the different methods of language teaching that helped to develop effective teaching methods, which over the years have been innovated according to the needs of learners.

Moreover, it is important to mention that the language teaching process has undergone significant change because of educational research and classroom experiences that have enhanced scientific and theoretical knowledge. Many of these changes have been based on students' different learning styles when learning and acquiring a second or foreign language (Obando et al., 2017).

1.2. TEACHING AND LEARNING THEORIES

For decades, education has been the centre of study, but it was not until the early twentieth century that educators and other experts with common purposes focused on researching and developing educational theories that support and reinforce the teaching-learning process. Teaching and learning theories are based on the needs and potentialities of learners; therefore, these are essential for creating and imparting knowledge effectively in the classroom.

1.2.1. Learning Theories

Learning refers to the capacity to acquire or modify skills, habits, attitudes, and knowledge (Betancourt, 2015). In other words, it is defining such as changes in behavior that result from experience and observation (De Houwer et al., 2013). Learning is a process that occurs through daily practice, as it comes naturally. Meanwhile, the theory is a principle that explains facts based on the observation from an event or a phenomenon that is valid to be verified, after repeated tests. It is also linked to research and education (Nazirah, 2011).

Thereby, learning theories can be determined as principles describing how current information or knowledge can be acquired, retained, and remembered during learning. Equally, (Moreno, 2022) argues that "the learning theory focuses on the priority group's behaviour in transmitting knowledge and receiving learning" (p.10). Thus, a learning theory can be defined as an attempt to describe how pupils learn, which helps us to understand how this inherently complex process occurs. As a result, different theories present different perspectives, different assumptions, and different beliefs about learning. These are Behaviorist Learning Theory, Cognitive Learning Theory, Constructivism Theories, Social Learning Theories, Humanistic Learning Theories, and Connectivism (Nazirah, 2011). Three learning theories have been selected to relate to this study, which is detailed below.

1.2.2. Cognitivism Learning Theory

In the 1950, the cognitive theory was developed by Jean Piaget Cognitivism refers to the study of the mind and how it obtains processes, and stores information. This theory focuses on the role of mental activities, that is, internal actions such as thinking, remembering, perceiving, interpreting, reasoning, or solving a problem during the learning process (Ertmer & Newby, 2013). They argue that in pedagogical designs based on cognitivist principles, pupils are the ones who are most active in the acquisition of knowledge, and teachers guide them and provide didactic support, thus facilitating the connection of prior knowledge with practice or experience, which allows pupils to create authentic learning situations (Banihashem & Macfadyen, 2021).

1.2.3. Constructivism Learning Theory

Constructivist learning theory emerged between the 1970s and 1980s and was developed by John Dewey, Lev Vygotsky, and Jean Piaget. Constructivism refers to the idea that learners construct their knowledge: each learner individually (and socially) constructs meaning in his or her way (Harasim, 2017). Accordingly, Olusegun (2015) mentions that from the constructivist perspective of learning, the pupil is considered an

active agent in the process of knowledge acquisition. This is an essentially learner-centred model, in which individuals by relating their experiences, attitudes, and beliefs learn better since in this way they actively construct their meanings about new information, topics, etc.

Efgivia et al. (2021) state that constructivism uses the term "knowledge is built, it is not transferred", thus understanding that knowledge must be constructed by the learner's experience and knowledge and not only from the teacher's delivery or transfer. Consequently, students must be active in all their learning activities; they must be able to collect and dig for new information and to process it according to their needs (Suhendi & Purwarno, 2018). At the same time, they will make connections with prior knowledge that help them to get a unique knowledge construction (Gandhi & Mukherji, 2022).

1.2.4. Humanism Learning Theory

In the early 1900s, Abraham Maslow along with Carl Rogers are the founders of the humanism of learning that focuses on the development of learners. According to Ashworth et al. (2004), humanism focuses on personal growth and the full development of the potential of each human being, that is, how individuals acquire emotions, attitudes, values, and interpersonal skills. This theory is based on the premise that all human beings have a natural tendency to grow, learn and develop fully (Johnson, 2014). Therefore, educators should give learners the freedom to explore what most excited them since in this way, they will be able to be responsible and decide about their learning based on their experiences. At the same time, they will feel motivated and will want to learn more.

1.3. APPROACHES AND METHODOLOGIES IN LANGUAGE TEACHING

Once language teaching was recognized as a discipline, various methods, and approaches appeared to contribute to the language teaching-learning process. In order to understand how these influence language teaching, each term will be detailed next.

Richards & Rodgers (2001) state that the "approach refers to theories about the nature of language and language learning that serve as a source of practices and principles in language teaching" (p. 20). These theories may be psychological or even philosophical, nevertheless, each one is charged with directing the teaching process by developing the learners' minds. From another point of view, Ur (2012) argues that an approach can be defined as a model based on principles of language teaching-learning, grounded in theories of language and language acquisition. In other words, it refers to the philosophy, or belief system, which reflects a method.

Meanwhile, a method is an organized, orderly, systematic, and well-planned procedure designed to facilitate and improve the learning of learners (Anthony, 1963, cited in Richards & Rodgers, 2001). That is, the method is considered as a general plan directed by educators, in which certain important aspects such as abilities, needs, and interests of students are considered to achieve specific objectives and above all a higher performance in teaching and learning. Therefore, the term "method" should be understood as the process or way of achieving a specific objective, while "approach" would consist of a perspective adopted as a point of view for an approach to a given topic in language teaching.

The history of foreign language teaching, which goes back many centuries, has witnessed a great variety of approaches and methods that were developed to achieve communication between people of different languages and cultures. The following are among the earliest approaches and methods:

- ✓ The Direct Method
- ✓ The Grammar Translation Method
- ✓ The Audio-Lingual Method
- ✓ The Structural Approach
- ✓ Suggestopedia
- ✓ Total Physical Response
- ✓ Communicative Language Teaching (CLT)
- ✓ The Silent Way

An important aspect to mention is that methods and approaches do not and will not die, although they may become less important, an educator can apply any of these at any time, which means that these will never disappear.

1.4. COMMUNICATIVE LANGUAGE TEACHING APPROACH (CLT)

This approach was developed in the 1970s because of disagreement among some linguists with grammatical and audio-linguistic translation methods. The development of this approach was a reaction to previous methods that had focused on form and structure rather than meaning (Richards, 2006). That was because several linguists saw the need to focus on communicative competence rather than just mastery of structures as these felt that learners were not learning enough complete and realistic language. Hence, learners did not know how to communicate using appropriate social language, gestures, or expressions; in short, they were at a loss to communicate in the culture of the language being studied (Toro et al., 2019, p. 111). Rambe (2017) argues that "the emergence of CLT signified the major shift in view on the philosophy of language from grammatical rules to communication rules" (p. 54).

In Communicative language, teaching communication is both the purpose and the way of the teaching method. The goal behind communicative language teaching methods is to prepare students to be confident communicators in different real-life contexts through repetitive oral practice and cooperation among students. CLT is the whole principle and goal to enable language learning using classroom activities that best facilitate the development of communicative competence (Richards, 2006).

Communicative Language Teaching is an approach to teaching a second or a foreign language that focuses on learners' interaction whether as the means or the goal of learning a target language. Interaction here means an activity in which two or more parties affect one another. CLT refers to the communicative approach to teaching a second or a foreign language as well (Gustiani, 2013, p. 17).

1.4.1. Communicative competence

The idea of communicative competence is originally derived from Chomsky's distinction between "competence" and "performance". He defines the term competence as the idealized linguistic knowledge of the native speaker, an innate biological function of the mind that allows individuals to generate the infinite set of grammatical sentences that constitute their language (Mustadi Ali, 2012) Later Hymes argued that communicative competence represents not only grammatical competence but also sociolinguistic competence. For him, knowledge of language structure and sociocultural norms are important in language acquisition. Communicative competence is the tactical knowledge of the language and the ability to communicate (Hymes, 2001, as cited in Ahmed & Pawar, 2018).

Canale & Swain (1980) agreed with Hymes and other experts. They defined communicative competence as the synthesis of an underlying system of knowledge and skills necessary for communication. They pointed out that the study of sociolinguistic competence is as essential to the study of communicative competence as is the study of grammatical competence. Communicative competence includes several competencies involving four areas of knowledge and skills, according to Canale and Swain's framework:

Table 1

Communicative competences

| Competence | Knowledge and skill |
|----------------------------|--|
| Grammatical competence | Knowledge of grammar and vocabulary |
| Sociolinguistic competence | The ability to say the appropriate thing in a certain social situation |
| Discourse competence | The ability to start, enter, contribute to, and end a conversation, and the ability to do this in a consistent and coherent manner |
| Strategic competence | The ability to communicate effectively and repair problems caused by communication breakdowns. |

Note: Description of the communicative competencies. Source: own elaboration

1.4.2. Characteristics of CLT

Some of the main characteristics of the CLT are enumerated below:

- ✓ Communication is the main purpose of language in this approach, so it is necessary to develop all language skills (reading, writing, listening, and speaking).
- ✓ The focus in using the CLT approach is on the learners. The teacher is only the facilitator.
- ✓ It involves learners in real-life situations with the use of authentic materials so that they can use the language in the real world.
- ✓ It is based on interaction within the classroom, allowing students to participate spontaneously. It encourages group work, paired work, etc.
- ✓ In the beginning, CLT focuses on learners' fluency rather than grammatical accuracy, which will be acquired gradually.
- ✓ Learners are expected to achieve communicative competence, that is, to be able to use the language accurately and appropriately.
- ✓ The development of communicative competence is autonomous.

1.4.3. Teacher's role

Teachers are facilitators, advisors, and monitors during classroom activities (Richards & Rodgers, 2001). In the classroom, it is the teachers' responsibility to carry out activities that allow interaction among pupils, for this, they must create situations in which a communicative learning atmosphere develops. During the learning process, teachers only supervise the learning process; they do not interrupt the process to correct mistakes. They just notice the errors and correct them later, since they are also active participants in the communicative process. In other words, this role implies a set of secondary functions for teachers, such as resource organizers and as resources themselves, in addition to guiding classroom procedures and activities.

1.4.4. Learners' role

Communicative language teaching is a learner-centred approach. In the learning process, students are expected to actively participate in the communication process and become the primary managers of their learning. To achieve this, students often do cooperative work in the classroom since in this way they can interact and share their thoughts, feelings, and emotions with other ones (Sri, 2013). The role of students is to participate a lot in class, it can be a teacher-student or student-student interaction, both communicative tasks allow them to build meaningful knowledge when interacting with others in authentic contexts. Although some specific purposes and guidelines must be met in each lesson or activity, students who have a facility for interaction are likely to do so freely, which will keep them motivated in the work. The empirical purpose allows students to work to the best of their ability.

1.5. COMMUNICATIVE STRATEGIES IN CLT

Before discussing the strategies that foster oral communication in CLT, it is necessary to define the term strategy in education. Moreover, it is necessary to analyze what a didactic strategy is and the incidence of these strategies in English language teaching.

1.5.1. Term strategy

In education, strategies are known as tactics that make the teaching-learning process happen effectively. In other words, strategies make the process of reaching a specific goal easier, faster, more enjoyable, more self-directed, more effective, and more transferable (Oxford, 1990 as cited in Shi, 2017). Each time strategy is mentioned, it also includes the materials that are helpful in the teaching-learning process. Strategies are generally planned and analyzed before being applied.

1.5.2. Teaching strategy

Teaching strategies are activities specially chosen by teachers based on the learners' needs and the content or information which will be taught in the classroom; these strategies help to achieve the learning objectives. As well these are considered as a generalized plan for a lesson, structured, with instructional objectives and a scheme of tactics to be applied; whereby the desired behavior of the student is considered to allow the student to get involved and develop effectively in the teaching-learning process (Islam & Pandey, 2019). To put it another way, it is a didactic approach to teaching and learning that combines and organizes the methods, means, and forms of grouping that are used to help students learn.

1.5.3. Communicative language teaching strategies to improve speaking skills.

Based on an analysis of the strategies that have been revolutionizing English language teaching, the following communicative strategies have been chosen to enhance speaking skills. However, the research will focus on the strategies that have the most openness on the part of the students.

➤ Roleplay

Role-playing or interpreting a role implies representing real-life situations from another perspective, interpreting, and acting out the previously assigned role. The aim of this strategy is for the learners to acquire social skills that will enable them to develop in life in the future. This is an educational technique with which individual or collective roles are experimented. In this dynamic, all contestants are interpreters and spectators during the full process.

➤ **Realia**

In this strategy, the purpose is that the students can have meaningful learning. For this, it is necessary to use objects and vocabulary in real situations. In addition, it gives students a greater interest in learning the language, since this strategy is very dynamic. The idea of this strategy is to prepare students to be able to use the language they are learning in the future.

➤ **Singing**

Singing is an activity to create sounds with the voice, using rhythmic lyrics. This strategy allows students to work on and improve all aspects of speech. It also focuses on important aspects of speech such as the intrinsic aspect which includes articulation, rhythm, and intonation while on the other hand, the extrinsic aspect includes the meaning of a song, in other words, the feelings or thoughts that the song can convey. This methodology aims to improve the ability to speak by chanting songs in the target language.

➤ **Learning by Teaching**

Teachers use this strategy to create knowledge consciously and unconsciously in students. This happens when students are the ones who are going to teach their classmates the given topic. This is beneficial for both sides since teaching leads to learning or going even deeper into the proposed topic, which can be particularly useful for those who have not yet mastered the subject.

➤ **Peer teaching**

Peer teaching is a strategy used to engage students during class activities and have them explain to other learners the topic being taught in class. During the lesson, the teacher works as a facilitator and advisor while students tutor students, or it can be outside of class meeting time when studying. Peer teaching can enhance learning by allowing students to take responsibility for reviewing, organizing, consolidating, and sharing their knowledge and existing material.

➤ **Jigsaw**

It is known to be a strategy that encourages group work. Students in their groups learn by themselves, helping each other. That is, they come to build comprehension on their own and in some cases with the teacher's guidance. On the other hand, it helps to improve the target skills, such as oral skills and critical thinking skills, which play an important role in the learning process.

1.6. ENGLISH LANGUAGE

To define the English language, each term will be defined. On the one hand, Hogg simply defines language as signs conveying meaning that has a cost of culture (Hogg & Deninson, 2006). While it is true that language has existed since human beings began to communicate with each other to satisfy their everyday needs. Language makes it possible to transmit feelings, ideas, thoughts, philosophies, stories, customs, and culture.

From a linguistic point of view, the language is defined as an entirely human and non-intrinsic procedure of communicating ideas, emotions, and desires by means of a system of voluntarily elaborated symbols. In other words, language can be considered as a system of verbal and even nonverbal signs used to convey meanings (Tran-Hoang-Thu, 2010). In addition to language, another closely related criterion in the language teaching literature is culture.

Meanwhile, English is a language that came to prominence in the British Isles and spread worldwide. During all these years, the English language underwent gradual changes. The, English has become a universal language widely used and understood in many nations where English is not the main or native language. It is considered the working language of the business world and of more than 90% of academics, physicists, and chemists, among other important fields around the world. Moreover, it is also the language of computing, universal communication, diplomacy, and navigation. Nowadays, more than 1.5 billion people around the world continue to learn English, making it a universal language. And the effects of this universal language are still evident in third-world nations, where people pay to learn English (Oxford Royale Academy, 2023).

1.6.1. English Language Teaching (ELT)

Once the English language became considered a mega language all over the world, the need to teach the English language for business or travel and the like arose. However, years later, leading the English language takes tremendous importance in schools, that's how English Language Teaching (ELT) appears (Howatt & Widdowson, 2004).

There are different approaches, techniques, and methods in English language teaching with the main interest of finding new and better ways to teach the target language to meet the needs and objectives of the learners. English language instruction used to be taught to people who had English as their first language and to those who spoke a second foreign language. English then became the predominant language for communication in work and education, but not at home. Thus appeared the branches of English language teaching.

Table 2

ELT braches

| ELT branches | Description |
|-----------------------------------|--|
| English as First Language (EFL) | Language is learned as a child through parents. |
| English as Second Language (ESL) | The learner seeks to communicate daily using English. |
| English as Foreign Language (EFL) | English as a means of communication in the educational system. |

Note: This table shows the description of branches of English Language Teaching. Source: own elaboration

1.6.2. Teaching English as a Foreign Language (TEFL)

English as a foreign language refers to English that is teaching at school as a subject and is not a regular means of communication. In different territories of the world, English is taught in schools, colleges and other public or private educational institutions, however, this language does not play a fundamental role in the social life of the inhabitants. (Ur, 2012). In other words, English is used in educational institutions, but it is not used in everyday life.

Teaching English as a foreign language in non-native-speaking schools is a great challenge for educators and students. However, due to the different procedures, methods, approaches, tactics, and techniques that many linguists have been building and implementing, as well as technology, the way of teaching English has undergone a radical change. In addition, it is easier to get innovative material that helps the language teaching-learning process, which allows to awaken the students' interest in a language, but also in a culture. The learning a foreign language process is undoubtedly complex and very different from learning a subject or discipline. This process involves the acquisition and mastery of

a sequence of linguistic and intercultural competencies and a huge set of practical skills (Andrade-Molina et al., 2021).

Teaching English is not only teaching the language, but also the culture. Nowadays it is emphasized that learning a new language. It is related to the culture of the language being learned, in this case, English. The relationship between language and culture will be point out by Brown (2007):

Language is part of a culture and culture is part of the language; the two are intrinsically intertwined in such a way that they cannot be separated without losing the sense of language or culture. The acquisition of a second language, except for specialized instrumental acquisition (as may be the case, for example, of the acquisition of knowledge of reading a language to examine scientific texts), is also the acquisition of a second culture" (pp. 189 -190).

Language is the carrier of culture and culture is the content of language (Kuang, 2007 as cited in Berjawi, 2010). Culture and language are very important elements that are nowadays considered when teaching a language. For this reason, language teaching discards operational mechanisms and adapts and updates its methodologies. The methods most used today focus on enabling students to use English in any situation, so teachers emphasize in their classes that students learn the language in a less systematic and more interactive way. Therefore, understanding the culture is the first step to understanding the language, thus avoiding translation into the native language.

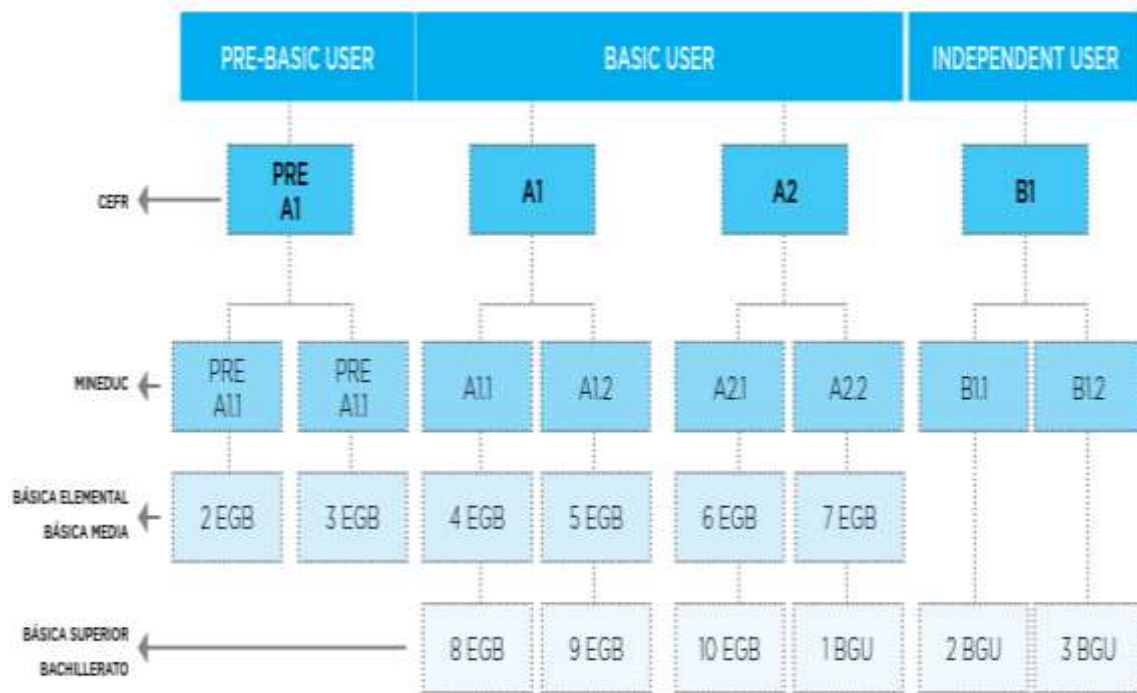
1.6.3. Teaching English as a Foreign Language in Ecuador

Given that English is the lingua franca that plays a significant role in the life of society, Ecuador has implemented educational policies that respond to the needs of a globalized world, providing an education based on a curriculum developed by international standards for the teaching of foreign languages. In this sense, the aspects that are part of the curriculum, such as content, methodology and evaluation, are developed by the guidelines set by the CEFR (Common European Framework) to develop students in the four English language skills, allowing them to work better. In addition, the Communicative Language Teaching (CLT) approach is applied based on the English language standards.

The chart below illustrates the levels of English language proficiency expected of students in both EGB and BGU:

Figure 1

Ecuador's levels of proficiency



Note: Ramification of English levels in Ecuador. Source: Ministerio de Educación de Ecuador (2016).

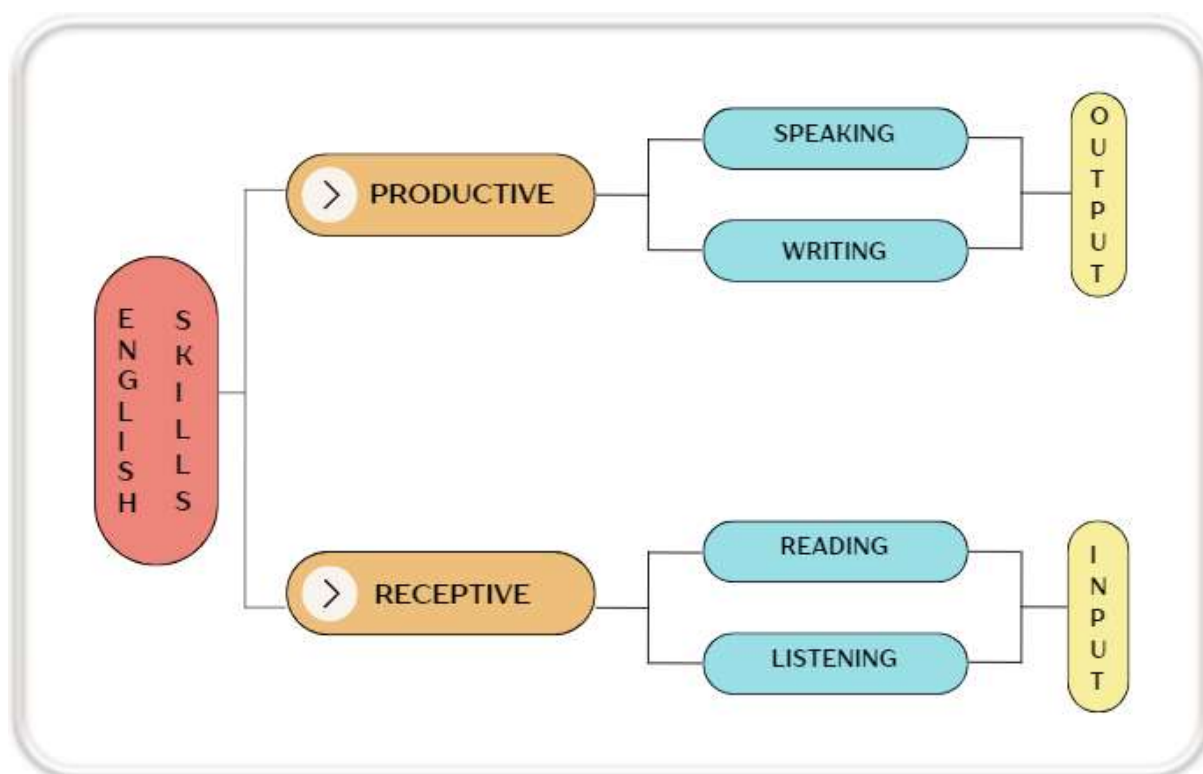
1.7. ENGLISH LANGUAGE SKILLS

As English has become a global language, English teaching methodologies have been modified to prepare students to use English in the professional or academic environment. To achieve this, it is essential that students acquire communication competence, and, for this, they must be proficient in all four skills. These skills are classified as receptive skills (listening and reading) or passive skills, because the learner receives the target language and then understands it; and productive skills (speaking and writing) or active skills, because the learner applies what he or she has received to produce the language (Bobojonova, 2020).

In relation to the above information, it is essential to expose the graphic organizer that explains the English language skills:

Figure 2

English language skills



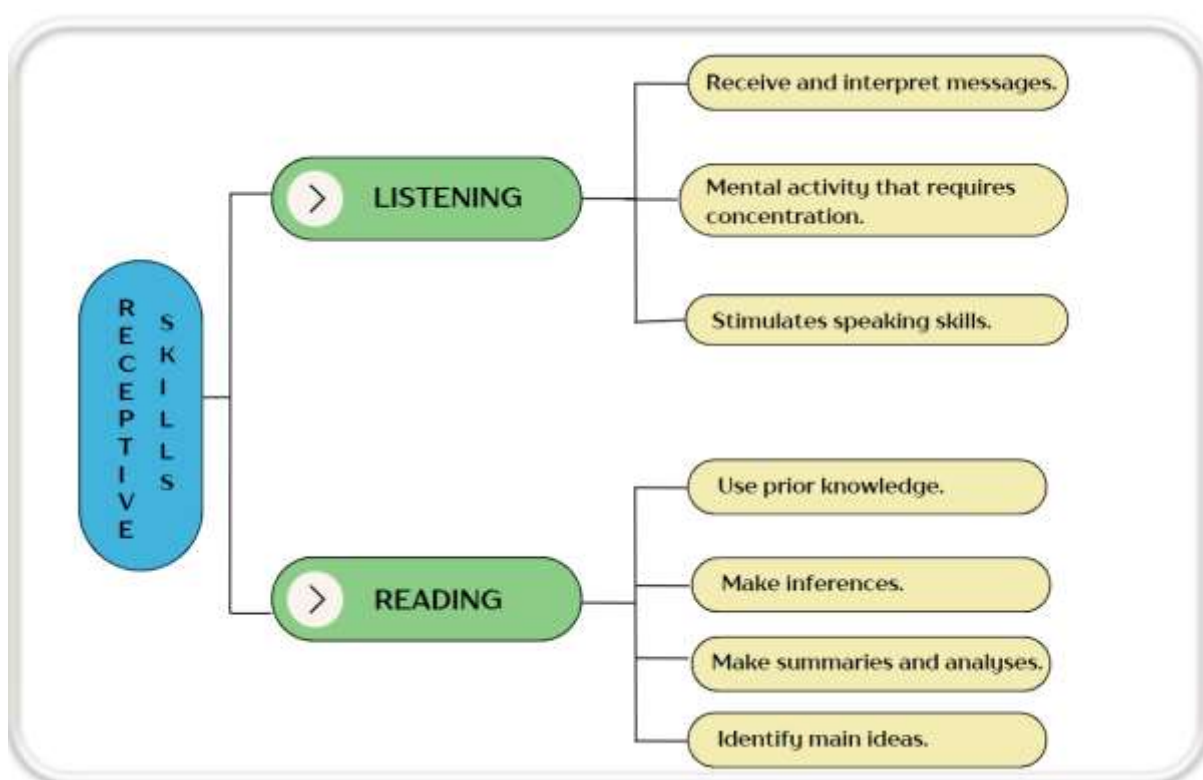
Note This chart presents the four English language competencies. Source: own elaboration.

1.7.1. Receptive skills

Receptive skills are the ways in which individuals make meaning of the discourse they see or hear (Al-Jawi, 2010)The primary goal of receptive skills is not primarily to teach vocabulary and grammar, but to develop learners' skills in comprehending and interpreting discourse using their understanding of the existing language (Isma, 2013). A description of the essential characteristics of receptive skills follows:

Figure 3

English receptive skills



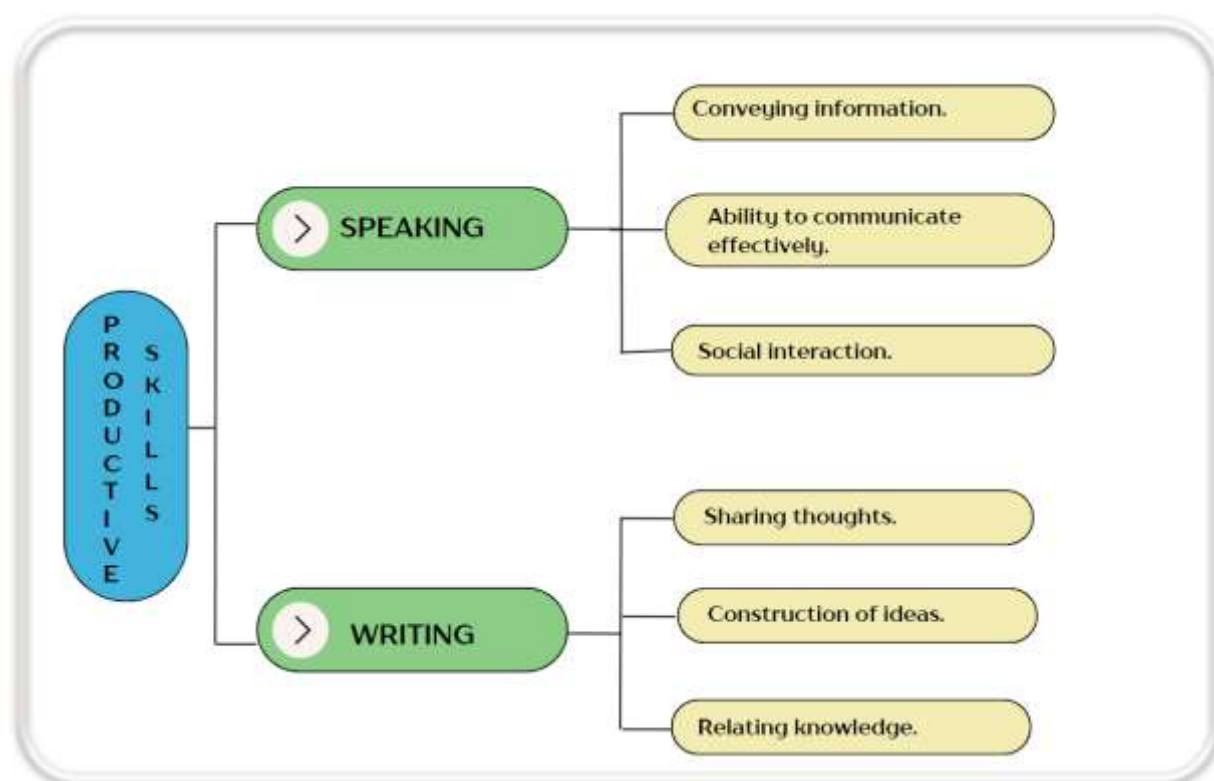
Note This chart presents the English receptive skills. Source: own elaboration

1.7.2. Productive skills

English language productive skills include speaking and writing. Productive skills refer to generating or expressing language or information. Productive skills refer to the skills that enable students to create language in written or spoken form. They are relevant because it is the evidence of language acquisition (Iqram, 2015). For example, when the speaker or author uses language to generate appropriate and coherent language, the evidence of the development of the learner's linguistic system is greater. A description of the essential characteristics of productive skills follows:

Figure 4

English productive skills



Note This chart presents the English productive skills. Source: own elaboration

1.8. SPEAKING SKILLS

One of the most important of the four language skills to acquire when learning a foreign or second language is the ability to speak. It is also considered a difficult skill to acquire, but it is the one that all language learners strive for the most. This is because the ability to speak is commonly used to establish social, formal, and informal relationships. However, for a long time, the improvement of this skill was not successful due to traditionalist methodologies (Malavika & Muthukrishnan, 2021).

Language teaching methodologies today have evolved into interactive classroom activities, involving students increasingly in the learning and use of the English language. As speaking is a skill that develops in real-time, it is considered a spontaneous skill (Iqram, 2015). Therefore, teachers seek to prepare students for real conversational situations. They focus on the correct use of grammar, vocabulary, good pronunciation, fluency, and the use of gestures, which is to say, to enhance the sub-speaking skills.

1.8.1. Sub speaking skills

For effective speaking skills to be produced, it is necessary to strengthen each of the sub-speaking skills. These include fluency, pronunciation, grammatical accuracy, and vocabulary. The following is a description of the sub-speaking skills:

Table 3

Sub-speaking skills

| Speaking skills | Description |
|------------------------|---|
| Fluency | The ability to use features of the target language in a sequential and appropriate way. |
| Vocabulary | Meaning knowledge of words. Consists of a set of lexemes which include single words, compound words and idioms. |
| Pronunciation | The ability that students must produce the language in a way that can be comprehensible for the listener articulating meaningful sounds in context. |
| Grammar | To arrange the structures of the English language in a certain way to achieve adequate communication. |

Note: Description of speaking skill (Hayat Nium, 2017)

The development of all oral skills enables competent communication. The ability to speak is considered the most important part of language learning. Since through this skill people will be able to communicate expressively with other people in different social settings.

CHAPTER II: METHODOLOGY

2.1. DESCRIPTION OF THE STUDY AREA

The research was focus specifically to sophomore students at Daniel Reyes high school, which is in San Antonio- Ibarra, Imbabura. Currently, the institution operates in morning and afternoon modalities. The institution offers preschool, elementary, middle, and high school education to the community, with specializations in technical baccalaureate of arts and baccalaureateof integral speciality.

2.2. RESEARCH APPROACH AND TYPE OF RESEARCH

This research focused on the mixed approach. Mixed procedure inquiry represents inquiry that involves the collection, exploration, and interpretation of quantitative and qualitative data in a single analysis or a sequence of studies investigating the same underlying phenomenon (Leech & Onwuegbuzie, 2008). The mixed procedure refers to obtain numerical and non-numerical data to answer the inquiry questions with sufficient depth and breadth (Dawadi et al., 2021). Nevertheless, it is necessary to explain both qualitative and quantitative definitions for a better understanding.

On the one hand, Creswell (2003) states that quantitative research "employs inquiry strategies such as experiments and surveys and collects data with predetermined instruments that produce statistical data" (p. 18). The quantitative approach provides statistical results that will provide high reliability, which will help to understand in depth the problem posed in this research.

On the other hand, qualitative research involves purposeful use for describing, explaining, and interpreting collected data (Wiliams, 2007). Furthermore, Creswell (2003) states that qualitative research gives the possibility to comprehend the problem identified. states that qualitative research offers the possibility of understanding the identified problem in depth, that is, to identify intrinsic factors. Through the qualitative approach, it is possible to know what the opinions and emotions regarding the problem are, as well as to focus on understanding or interpreting behaviors and attitudes.

After supplying the above information, it is necessary to mention that this is a descriptive type of research since, although there is previous research that pointed out certain aspects related to the problem, it proceeded to describe the problem identified in this study regarding the English-speaking proficiency of sophomore students from Daniel Reyes high school. Descriptive research is the process of collecting, analyzing, classifying, and tabulating data with the objective of learning about prevailing conditions, practices, processes, trends, and cause-effect relationships, in order to provide accurate and precise interpretations of the data. In turn, it will seek to provide rich information to contribute

innovative ideas and ways to improve the language learning process. In some way, it is hoped to be able to describe the population around the problem of low use of "oral skills", as well as to characterize the variables that are part of this research (Calderon, 2007).

2.3. RESEARCH METHODS

In this research was based on inductive and deductive methods for a more complete understanding of the subject under study

The inductive method is a process that relies on specific facts to obtain general statements. The present research involved the collection of data relevant to the topic of interest of a defined group (Soiferman, 2010).Based on one of the objectives of this research, the relevance of promoting interactive communicative strategies can be pointed out, since from the results collected from the interviews and surveys done with teachers and students, guidelines were established to adapt the methodologies to the educational reality of the students.

On the other hand, the deductive method was also used. This method starts from the general to the specific, that is, a descending theoretical investigation that will demonstrate the theory(Soiferman, 2010).Thus, the theoretical framework that ends the variables of the present research was proposed deductively.

2.4. TECHNIQUES AND RESEARCH INSTRUMENTS

2.4.1. Interview

An interview is a face-to-face conversation between a researcher and a participant, which involves a transfer of information provided to the interviewer. (Cresswell, 2012). As well, interviews are an appropriate technique when there is a need to collect in-depth information on people's opinions, thoughts, experiences, and feelings. Fox (2006) mentions that "interviews are frequently used in survey designs, as well as in exploratory and descriptive research" (p.20). This technique as applied to the English teachers of sophomore students at the Daniel Reyes high school, as an instrument the questionnaire, in which the interviewer used a set of predetermined questions, and the respondents answer in their own words.

2.4.2. Survey

A survey is a technique for collecting data for the research study, it is a method of collecting information about the qualities, actions, or opinions of a large group of people. This study used a survey for students based on both variables of the thesis topic, so the results obtained were subsequently tabulated and analyzed to draw conclusions and recommendations to solve the previously identified problem (Silva, 2018). It was necessary to obtain important results about the importance of the ability to speak and the need to use a good strategy to develop and improve communication skills. As an instrument, a questionnaire with closed questions will be used to enable progress and in-depth recognition of the need for the study.

2.5. RESEARCH QUESTIONS

- How can communicative strategies enhance English-speaking skill development?
- What communicative strategies can help students become more fluent in English language production?
- What communicative strategies can teachers use to provide confidence when students speak?

2.6. OPERATIONALIZATION MATRIX

Table 4

Operationalization Matrix of Variables

| Variables | Indicators | Data ollection Techniques | Information Sources |
|---|--|--------------------------------------|--|
| Communicative Language Teaching strategies | <ul style="list-style-type: none"> ➤ Teaching skills ➤ Teaching strategies ➤ Learning environment ➤ Facilities and sources | Interview | <ul style="list-style-type: none"> ➤ Thesis ➤ Academic research ➤ Project ➤ Articles ➤ Mastery thesis |
| Speaking skill | <ul style="list-style-type: none"> ➤ Students' participation ➤ Students' interactions ➤ English speaking activities | Survey | <ul style="list-style-type: none"> ➤ Teachers ➤ Students |

Note: own elaboration.

2.7. PARTICIPANTS

This research was conducted with a population of 76 students. The population of this research project was specifically composed by sophomore students and English teachers working at Daniel Reyes high school. The table below show the participants considered for this investigation.

Table 5

Research participants

| Population | Number |
|---|---------------|
| Enlglish teachers | 2 |
| Sophomore student's "A", "B", "C" and "D" | 74 |
| Total | 76 |

Note: own elaboration.

2.8. INVESTIGATION PROCEDURE

The data collection instruments were created; open-ended interview questions were designed in this case due to the semi-structured nature of the instrument, which allowed the interviewer to have flexibility in asking the questions and accessing the necessary information. While the survey was elaborated from closed questions since it was necessary to address issues that do have certain established criteria, such as the methodological strategies that teachers apply in the classroom when teaching a foreign language in addition to highlighting the influence of these in the development of the mastery of the same speaking skill. Before application, they were reviewed, validated, and authorized by two teachers from the Universidad Técnica del Norte. Subsequently, with the permission of the authority of the institution, we proceeded to apply the instruments to teachers and students at Daniel Reyes High School. Once applied, the results of the survey were tabulated and the interviews with the teachers were interpreted, which gave way to a debate in which the information collected was analyzed and interpreted, which was fundamental for the development of this project.

CHAPTER III: RESULTS AND DISCUSSIONS

3.1. RESULTS

This research was applied at "Daniel Reyes" High School located in San Antonio, Ibarra. The participants of this research were the students and teachers from the institution. A total of 76 students and two of their teachers provided valuable information that allowed the successful development of this study. The instruments used were interviews and surveys, which helped in the collection of quantitative and qualitative data that support the results presented. The results obtained are for academic purposes only.

3.2. TEACHER INTERVIEW

From the teachers of the second year of high school, who contributed by answering six open-ended questions about communicative strategies in relation to English language teaching, focusing on speaking skills, the qualitative data were collected. Below are the details of the interviews conducted.

- **Question 1: Over the years you have been an English teacher. Do you consider that the communicative strategies for developing speaking skills have been modified?**

Interviewer 1

No, skills are not developed. Teachers are the ones who can use the best strategies to teach and to improve the speaking of English.

Interviewer 2

When you work on oral expression as a teacher, you must replan all those strategies because you cannot apply common and regular strategies for all students, you have to adequate those strategies and deal with weak and strong students.

Analysis

The first question seeks to inquire about the application of communicative strategies that help improve speaking skills over the years. According to this question, the teachers agree that the communicative strategies have not changed, but their use and application have varied. In other words, they consider that each teacher uses communicative strategies according to the students, that is, they consider important aspects such as age or the learning style to which the learners respond best.

- **Question 2: What communicative strategies focused on speaking skills have you implemented in your English classes for its improvement?**

Interviewer 1

In class, I ask to my students a lot of questions and, I help them to structure their answers. In addition, I ask them to work in pairs to ask questions or exchange ideas.

Interviewer 2

The strategies that I usually apply are work groups, pair works, pair conversations, Yes/No and Wh questions.

Analysis

This question was asked to find out what communicative strategies the teachers are familiar with. It is observed that teachers use different strategies to develop speaking skills in their learners. On the one hand, the first teacher encourages the students to participate in class and talk with them, so that the teacher then can correct mistakes. On the other hand, the second teacher varies a bit more in his strategies. To summarize, it is observed that the teachers use different traditional strategies to develop speaking skills in their learners, however, both have the same goal.

- **Question 3: How do you describe your students' participation when it comes to speaking in English class?**

Interviewer 1

They all time are afraid to speak but the teacher must look for a way to improve their feelings, on how to connect their speaking ideas.

Interviewer 2

Most of the students are afraid to speak in public, they are fear of saying a bad word or speaking that word in a bad manner, so they prefer to do not to participate and do speak in English. To improve this and encourage them to start speaking English, the teacher must take control of the class and make sure that all students are respectful of each other's participation.

Analysis

This question is important because it allows us to analyze the students' participation when speaking English in class. Both teachers agree that students tend to be afraid when speaking; students are worried about making a mistake in pronunciation or in most cases they do not know what to say, so their thoughts and ideas are blocked, and they prefer not to do it.

- **Question 4: Do you consider communicative strategies useful in English classes?**

Interviewer 1

Yes, communicative strategies are useful in class to lose shyness, speak aloud and fluently.

Interviewer 2

Yes, I do. They are useful in English classes, as these strategies also help teachers and students to communicate all the time so they can work better.

Analysis

This question asks about the teachers' opinion regarding the use and efficiency of communicative strategies in class to improve speaking skills. According to both teachers, the strategies are indeed useful because they help to work on pronunciation and fluency, and they also help to lose shyness.

- **Question 5: Would you like to learn about new communicative language teaching strategies to improve your students' speaking skills? Why or why not?**

Interviewer 1

Yes, I'll like to learn more while I'll know that I'll teach better.

Interviewer 2

Yes, I would like. Because I think that one of the most important English skills for both students and teachers to develop is speaking and listening, which may be the most difficult for them, but those are the most important because this way they can communicate.

Analysis

This question seeks information on whether the teachers are willing to use other alternatives in their classes, in other words, different communicative strategies to help their students improve their speaking skills. According to the answers, yes, both teachers are interested in learning and using other options to motivate and encourage their students to speak.

- **Question 6: Do you consider that an academic guide is a helpful resource into communicative language teaching strategies to improve your students' speaking skills? Explain your answer.**

Interviewer 1

Yes, an academic guide is important and useful. As teachers, we must know how to apply them to teach.

Interviewer 2

Yes, I think so. Because one of the most common situations in public or private institutions is that most students are not proficient in English, or English accuracy.

Analysis

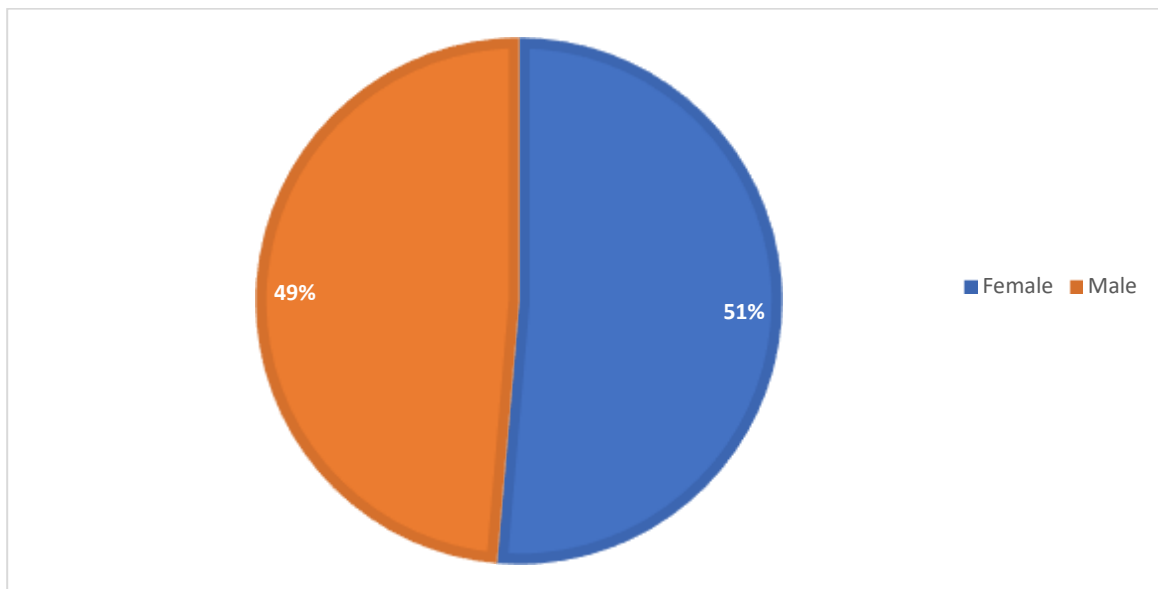
This question is aimed at answering whether the teachers agree that an academic guide based on communicative strategies can be helpful in improving their pupils' speaking skills. In response, they said that the guide would be very useful as it is a new material that will help teachers to innovate their communicative strategies to help their students speak English.

3.3. STUDENT SURVEY

➤ **Informative question**

Figure 5

Students' survey: Gender of participants



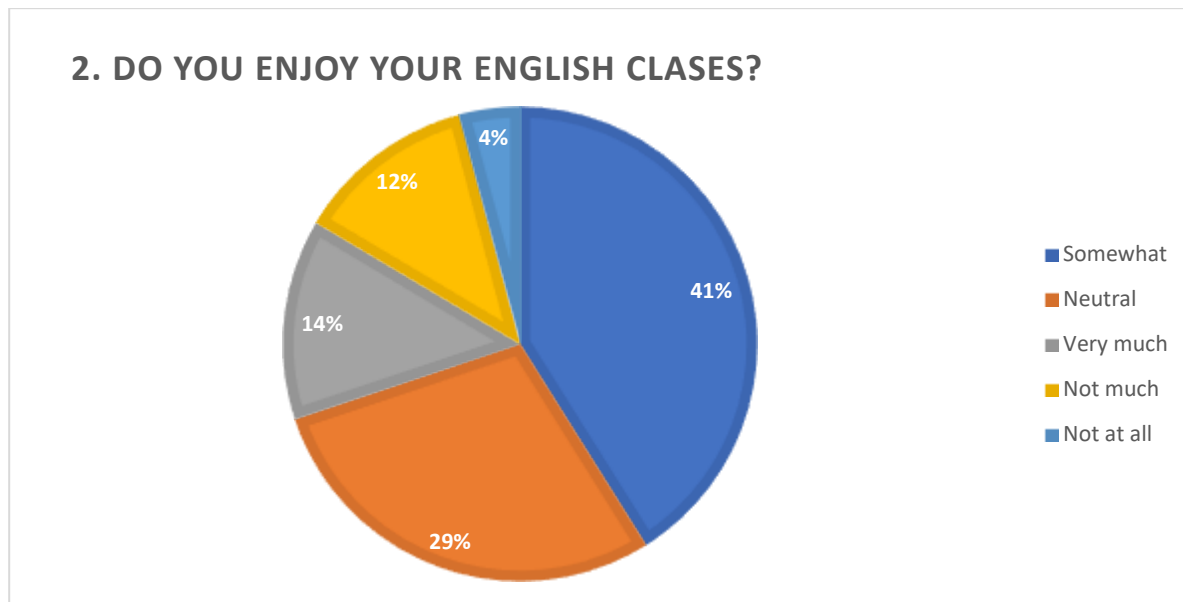
Note: researcher elaboration. Source: survey applied. January 2023.

The graph illustrates the gender of the students surveyed from Daniel Reyes High School. However, it is essential to mention that 76 students responded to the survey. Given that, the graph shows that there are only 2% more females than males. It was necessary to have general data to have references of the students who were surveyed. However, the data collected from this question does not influence the research.

➤ **Results analysis and interpretation**

Figure 6

Student interest in English.

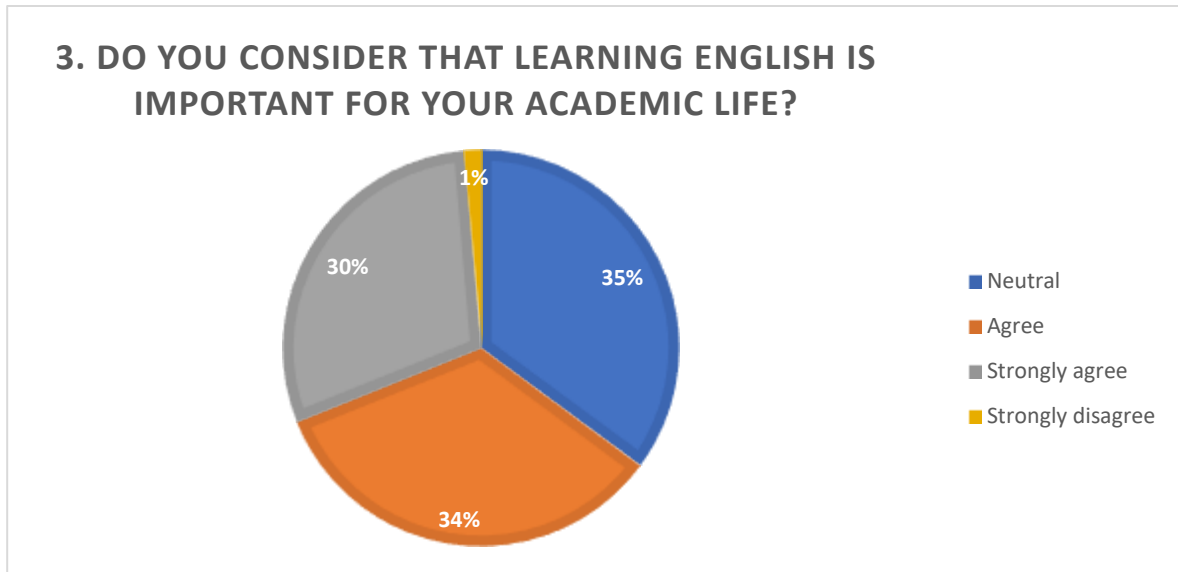


Note: researcher elaboration. Source: survey applied. January 2023.

This graph shows the interest that students show in the English language. According to this question, 30 students representing 41% said that they like English somewhat. In turn, 21 students representing 29% indicated that they like neutral English. In addition, 10 students representing 14% mentioned that they like English very much. On the other hand, 9 students representing 12% said that they do not like English very much. Finally, 3 students representing 4% responded that they do not like English. Therefore Figure 6 shows that students mostly enjoy their English classes.

Figure 7

Students' perception of the importance of learning English

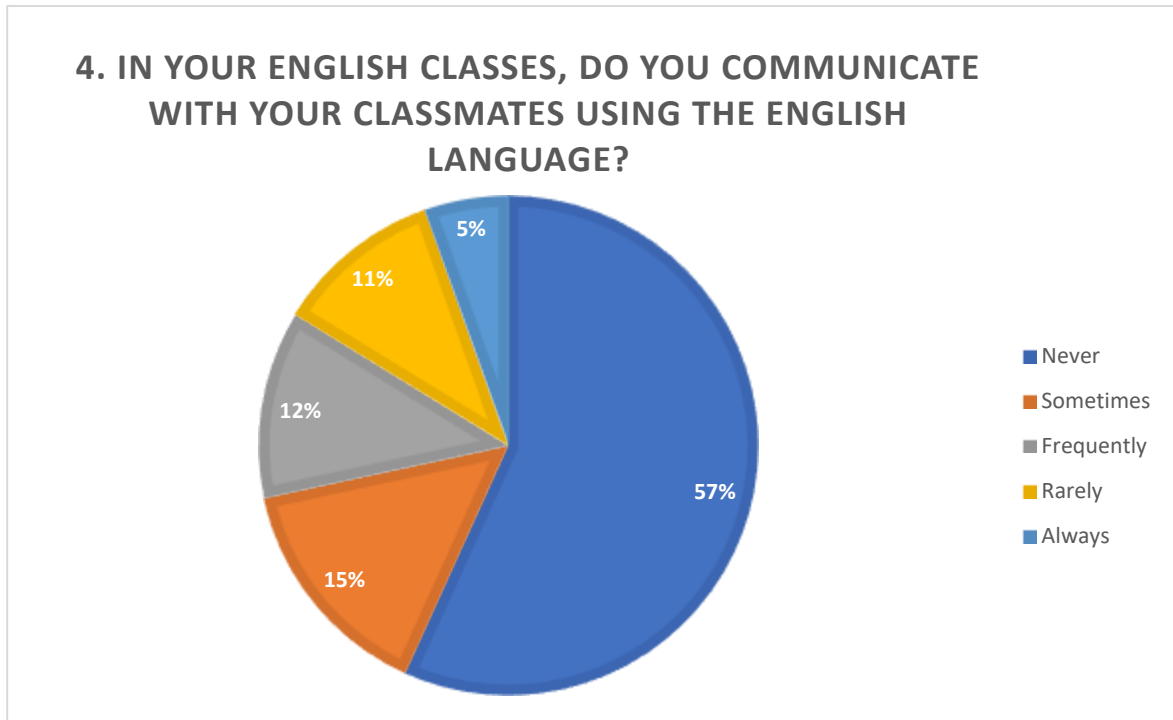


Note: researcher elaboration. Source: survey applied. January 2023.

According to the graph, students consider English to be important and meaningful. In this question, 26 students representing 35% indicated that learning English is neutrally important. In addition, 25 students representing 34% agreed that learning English is important. Likewise, 22 students representing 30% strongly agreed that learning English is important. On the contrary, one student strongly disagreed. Therefore, Figure 8 shows how favorable it is to learn English and to what extent this language influences students.

Figure 8

Student frequency of speaking English in the classroom

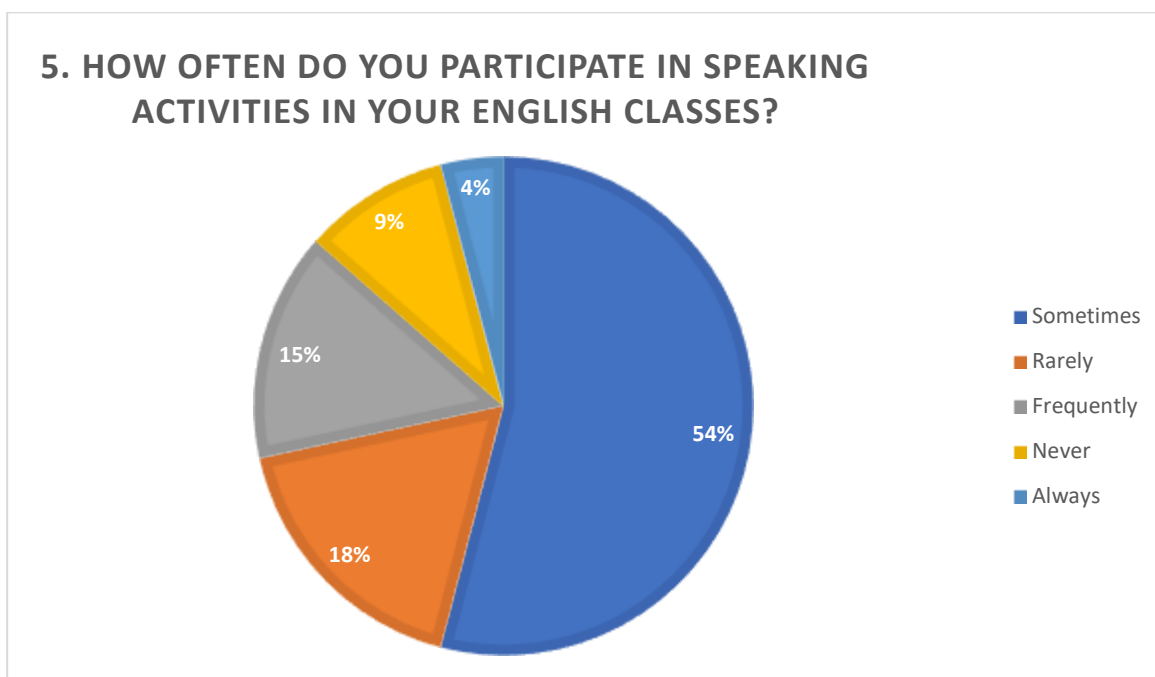


Note: researcher elaboration. Source: survey applied. January 2023.

According to the survey, the use of the target language in class is fundamental to improve students' speaking skills. For this reason, the students' perspective on this event was negative as 42 students representing 57% of the respondents answered rarely and never. This means that the use of the target language in the classroom is rare or non-existent. On the other hand, 11 students representing 15% said that they sometimes use this language in class. In addition, 9 students representing 12% reported that they frequently use the English language in their classes. Whereas 4 students representing 5% mentioned that they always use the English language to communicate in class. Figure 9 shows that one of the reasons why there is not a significant improvement of the English language is because in classes and in the classroom, the students do not use the English language to communicate. However, the use of English in the classroom helps students improve their competencies in the target language. For speaking skills, it allows them to establish real conversations with their peers, enabling them to use the language in real time (Faraz, 2012).

Figure 9

Student participation in speaking activities

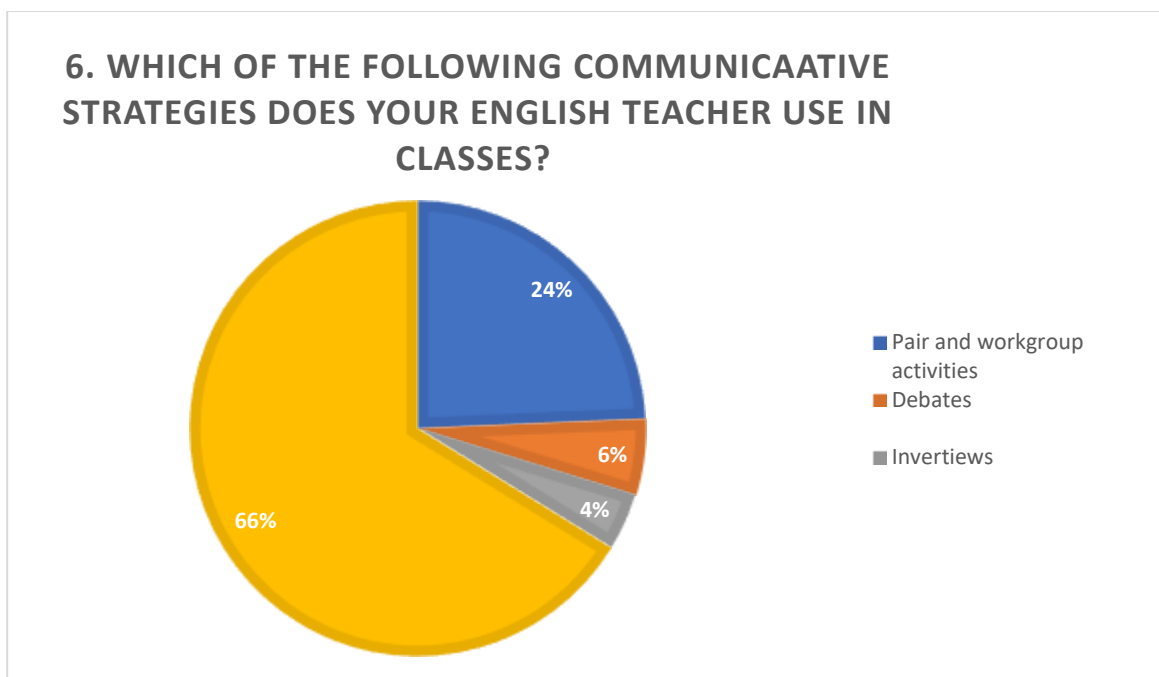


Note: researcher elaboration. Source: survey applied. January 2023.

According to the survey, class participation should be frequent for students to improve their church skills, specifically speaking. The graph shows that 3 students indicated that they always participate in class. In addition, 40 students representing 54% responded that they sometimes participate in speaking activities in English classes. While 13 students representing 18% of the total indicated that they rarely participate in speaking activities. On the other hand, 11 students representing 15% said that they frequently participate in speaking activities. On the contrary, 7 students representing 9% mentioned that they never participate in class. Eventually, Figure 9 demonstrates that to have meaningful performance in English language, it is important to participate in classes. However, there are some people who are reluctant to do so because of public speaking or are simply not interested in the subject. According to Abdali (2015), meaningful learning, including the improvement of oral expression, occurs when the pupils are fully engaged.

Figure 10

Communicative strategies that teachers use in class

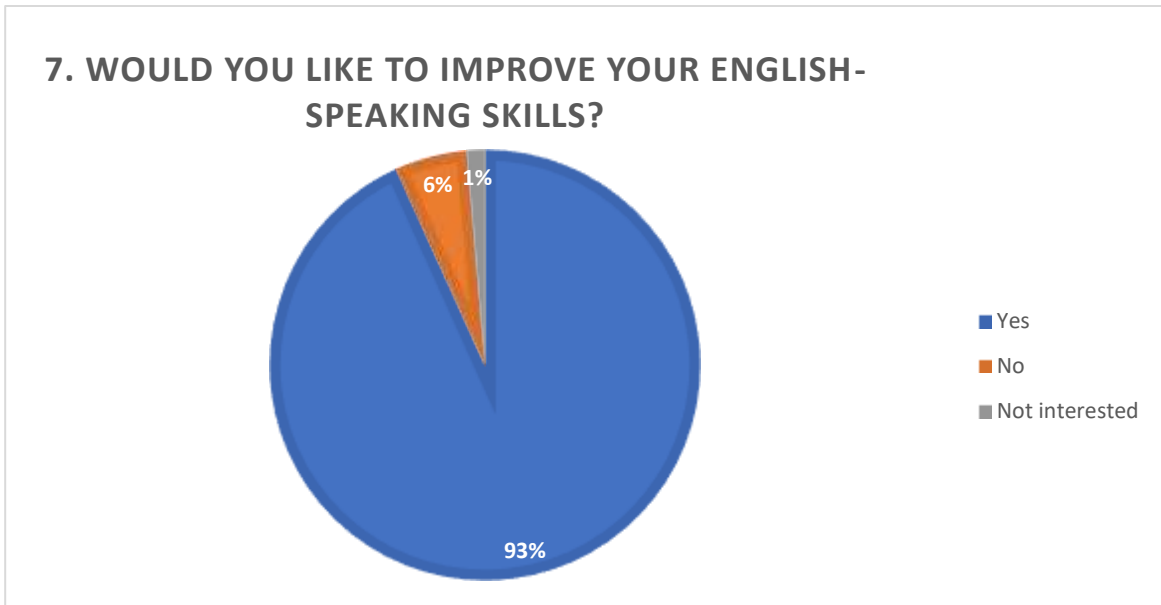


Note: researcher elaboration. Source: survey applied. January 2023.

According to the graph, the activities provided by teachers should be based on the level of the student and the subject of the class. In addition, one of the most important points is that they help to improve the target language skills, however this thesis focuses on speaking skills. With respect to the above, the graph shows that *dialogues* and *pair and group activities* activities are the strategies that teachers use to improve their speaking skills. This evidence represents 90% of the respondents. On the other hand, *discussions* and *interviews* are activities that English teachers use less frequently. As a result, Figure 10 illustrates that teachers do not vary in the use of communicative strategies that improve the aforementioned. Therefore, Solorzano (2021) emphasizes that the lack of exposure to the target language, in this case English, is a major factor why students avoid engaging in social conversation.

Figure 11

Student interest in improving English speaking skills

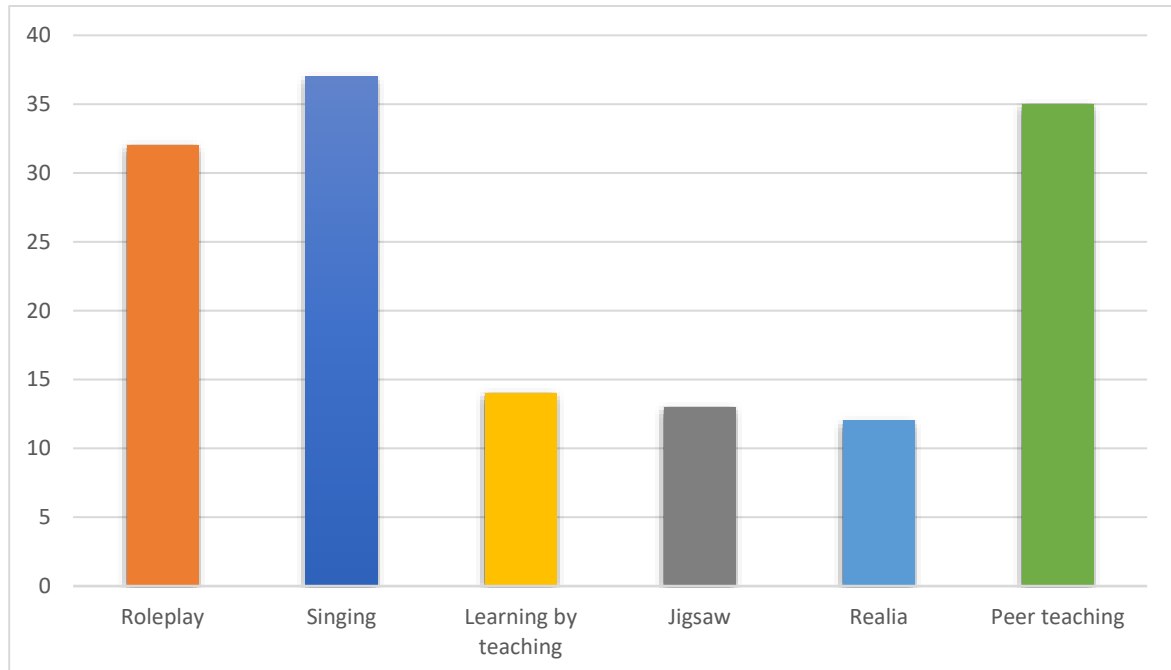


Note: researcher elaboration. Source: survey applied. January 2023.

According to the graph, students consider that English is important and necessary in academic and professional life. The graph shows that most students are aware of the above. Thus 69 students, representing 93% of the total number of students surveyed, said they would like to improve their English-speaking skills. In contrast, 5 students representing 7% mentioned that they would not like to improve their speaking skills as they are not interested in learning the language. The figure shows that there is interest and learn the target language.

Figure 12

Communicative strategies that students would like to practice in class



Note: researcher elaboration. Source: survey applied. January 2023.

The graph above shows that communicative strategies play a fundamental role in the process of acquiring competencies of each pupil. They allow learners to develop their skills spontaneously (Wei, 2021). In addition, an important point to note is that the use of these strategies allows learners to enjoy learning the language. Consequently, the survey yielded the following results, the strategy that learners would most like to practice is Singing. It is followed by Peer Teaching and Role Playing. On the other hand, the proportion decreased for the strategies Learning by teaching, Jigsaw and Realia. Finally, the students hint that they would like to do new activities that would help them improve their oral expression.

3.4. DISCUSSION

The present research collected data from Daniel Reyes High School, through the application of an interview to English teachers and a survey to students. Consequently, the results obtained were worrisome, as they evidenced shortcomings regarding the lack of use of different and innovative methods and strategies in public speaking classes. From the same, it was possible to appreciate the dissatisfaction of students with the traditional speaking activities used by teachers. Therefore, it is vital to go deeper into the answers.

On the one hand, the teacher interview was based on strategies applied in English classes. Teachers have chosen methodologies they have worked with for years and although they are satisfied with their strategies, as they say they have observed good results, they emphasize that they would be willing to try new ones. They consider that it is necessary to adopt new interactive strategies, as the traditional ones have been losing their effect over the years. They are aware that education has changed, and language teaching has changed even more. In addition, a very important point is that they have observed that students are losing interest in acquiring the language. Likewise, it is essential to expose the teachers' reaction to the use of these communicative strategies. The teachers were enthusiastic about the functioning of these communicative strategies, which help students to exercise their knowledge spontaneously in real and fun situations that involve the students.

On the other hand, the student survey was based on the students' lack of vocabulary, as well as their lack of self-confidence. In this sense, the students stated that they are interested in learning English, however, due to the strategies and methodologies used by their teachers, it has been difficult for them to acquire the English language. This is why they would like to try new dynamic and interactive strategies to help develop speaking skills, which is one of the most difficult and important skills to develop according to the results.

Consequently, the students believe that they will be able to improve their language skills, especially speaking skills, if the teachers carry out different interactive activities in class.

CHAPTER IV: PROPOSAL

4.1. TITLE

Speaking skills improvement based on communicative strategies.

4.2. INTRODUCTION

Nowadays, language acquisition is a process that involves constant renewal and innovation in terms of classroom activities and strategies to be applied. Consequently, English teachers have the responsibility to look for, adapt or create different methods and tools that can help learners to develop their language skills correctly. Regarding the speaking skill, which is one of the most difficult skills for students to develop, it is essential to mention that teachers are the ones who should be aware of the students' weaknesses in developing this skill, since in this way the teacher is able to analyze the learner's needs to attend to them. In the same way, it is important that teachers pay attention to the interests of the students, since in this way the teacher will be able to choose well the strategies to use with each group, allowing them to have fun when learning.

The following handbook proposes the use of communicative strategies as functional tools in the teaching-learning process of the English language. This handbook provides interactive activities focused on the use of the target language.

4.3. JUSTIFICATION

Speaking skill is one by which language acquisition can be assessed or judged (Rao, 2019). This is the most important skill for acquiring a foreign or second language. Since speaking is a productive skill, it allows students to demonstrate their level of knowledge of grammar and vocabulary, as well as pronunciation and fluency. The following proposal is established so that students and teachers can make use of didactic and innovative strategies in their English classes to improve students' oral expression. In addition, to consolidate educational topics within the classroom using different and realistic alternatives.

Regarding the above information, it is crucial to mention that all the characteristics of the present research were crucial to design the handbook according to the experiences, needs and interests of the teachers and students involved in the process of acquiring a language. Consequently, the process of teaching and learning a language involves both educational roles, therefore, the proposal encourages both to be involved.

4.4. PROPOSAL OBJECTIVES

4.4.1. General objective

Design a handbook based on communicative strategies to improve English speaking skills.

4.4.2. Specific Objectives

- ✓ Motivate the use of communicative strategies in the classroom.
- ✓ Develop interactive and dynamic activities to improve English speaking skills.

4.5. PPROPOSAL DEVELOPMENT

HANDBOOK

for English Teachers



SPEAKING SKILLS IMPROVEMENT BASED ON COMMUNICATIVE STRATEGIES

UTN
IBARRA - ECUADOR

Pedagogía de los
Idiomas Nacionales
y Extranjeros



INTRODUCTION

This proposal was developed for students and teachers to use dynamic and interactive strategies in their English classes to improve students' oral expression. Taking into account that speaking is a productive skill, which allows students to demonstrate their level of knowledge of grammar and vocabulary, as well as pronunciation and fluency. Therefore, it is necessary to use strategies that promote the effective development of this skill. In addition, it will allow consolidating educational topics within the classroom using different and realistic alternatives.

HANDBOOK OBJECTIVE

The Handbook aims to improve students' speaking skills using communicative strategies that focus on real-life situations in order to help students become competent English speakers.

COMMUNICATIVE STRATEGIES

The communicative approach proposes strategies that help improve language learners' language skills. Communicative strategies help promote the use of the target language, in this case English, in real classroom situations. The aim of using these strategies is to enable learners to prepare themselves to use the language fluently and spontaneously in their future academic and professional lives.

> Role-playing

It implies representing real-life situations from another perspective, interpreting, and acting out the previously assigned role. The aim of this strategy is for the learners to acquire social skills that will enable them to develop in life in the future.

> Singing

Singing is an activity to create sounds with the voice, using rhythmic lyrics. It allows students to work on and improve all aspects of speech. It also focuses on important aspects of speech such as the intrinsic aspect which includes articulation, rhythm, and intonation while on the other hand, the extrinsic aspect includes the meaning of a song, in other words, the feelings or thoughts that the song can convey.

> Peer teaching

Peer teaching is a strategy used to engage students during class activities and have them explain to other learners the topic being taught in class. During the lesson, the teacher works as a facilitator while the students establish a conversation.

CONTENT



| | Lesson | Topic | Speaking | Communicative strategy |
|---------------------------------------|--------|-------------------------|-------------------|------------------------|
| UNIT 1 People actions | 1.1 | Daily routines | Freestyle singing | Singing |
| | 1.2 | What are they doing? | Describe pictures | Peer teaching |
| UNIT 2 Time passing | 2.1 | Great Accomplishments | Dramatize | Role play |
| | 2.2 | Then vs Now | Sharing ideas | Peer teaching |
| UNIT 3 Social relationships | 3.1 | I was waiting for you.. | Karaoke | Singing |
| | 3.2 | Good citizenship | Dramatize | Role play |



PEOPLE

UNIT 1

Lesson 1.1.

Objective

Sing freestyle daily routines using adverbs of frequency.

Strategy

Singing strategy

Speaking activity

Freestyle singing

Time

80 mn

Group

Sophomore students

Resources:

- Music track
- Speaker
- Board, markers
- Chart vocabulary
- Worksheet

Key Language:

Always
Usually
Often
Sometimes
Rarely
Never

Review

Present simple tense

TEACHER RESOURCE

DAILY ROUTINES

Procedure:

Before

- The teacher introduces the students to the topic of the class with a few questions. For example:
 - 1. What do you eat for breakfast/lunch/dinner?**
 - 2. What activities do you do in the afternoons?**
 - 3. What sports do you practice?**
 - 4. What activities do you do on weekends?**
- The teacher gives the students time to think about their answers. Then, the teacher selects 5 students to share their responses with the class.
- The teacher emphasizes the correct use of the present simple tense.

During

- The teacher presents and explains the topic using the vocabulary chart about adverbs of frequency.
- The teacher gives examples using adverbs of frequency on the board.
- The teacher asks students questions to verify if the students understood the topic. For example:
 - 1. What are adverbs of frequency used for?**
 - 2. When to use adverbs of frequency?**
- The teacher directs the students to fill out the **speaking preparation task**.
- The teacher guides students to complete the **speaking task**.
- The teacher instructs students to sit in a circle.
- The teacher plays the music track so that students can chant their writing.

After

- Work in groups. Make a report on the frequency of activities that all students from the class do. For example, "The parallel A students always do their homework in the afternoons."

DAILY ROUTINE

1. Work with a partner. Discuss the questions below.

1. What do you eat for breakfast / lunch/ dinner?
2. What activities do you do in the afternoons?
3. What sports do you practice?
4. What activities do you do on weekends?

VOCABULARY

2. Look at the pictures and choose the correct expression for each action.



Pictures take from <https://acortar.link/46xR1z>

- | | | |
|-------------------------|--|----------------------------|
| 1. Read a book | 2. Watch TV | 3. Do your homework |
| 4. Go to sleep | 5. Eat breakfast / lunch / dinner | |
| 6. Take a shower | 7. Do your chores | 8. Brush your teeth |

3. Practice the pronunciation of the words from the chart with your teacher. Repeat and try to memorize them.

4. Read the chart below.



Keep in mind!

The adverbs go before the verb but when the main verb is be (am, is, are), we put the adverb of frequency after the verb.

5. Practice the pronunciation of the words from the chart with your teacher. Repeat and try to memorize them.

6. Read the examples and underline the adverb of frequency.

- I always have fruits for breakfast.
- Allie usually goes to the gym.
- often surf the internet.
- My dad sometimes forget his wife's birthday.
- Peter often reads the newspaper.
- Jean hardly ever drinks alcohol.
- My little brothers never swim in the sea.



7. Work with your partner. Discuss the questions below.

- What are adverbs of frequency used for?
- When to use adverbs of frequency?



PREPARATION FOR SPEAKING

1. Complete the blanks according to the information.


ALWAYS 100% 

USUALLY 90% 

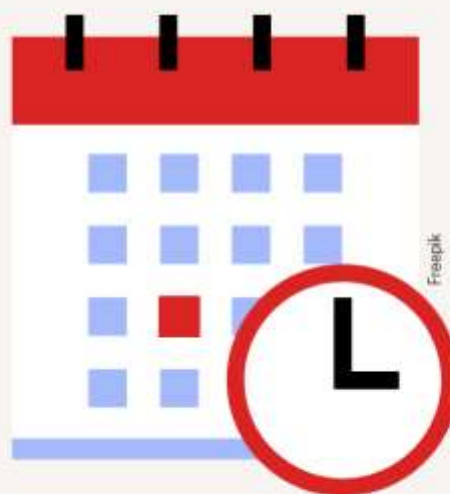
OFTEN 75% 

SOMETIMES 50% 

RARELY 25% 

HARDLY EVER 10% 

NEVER 0% 



- Tina (use) the car to go to the office.
- I (get up) at 6 o'clock.
- Mike (watch) TV with your parents.
- My dad (play) guitar at night.
- Alice (play) basketball on the weekend with her friends.
- Kelly and Peter (eat) chocolate. They prefer healthy food.
- You (finish) your homework!

SPEAKING TASK

1. Complete the tables below with your personal data.



DAILY Routine



MORNING

AFTERNOON

NIGHT

2. Write a script for singing using the information above.

My daily routine

| | |
|-------|-------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

TIME TO SING!



3. Sit in a circle with all your classmates and your teacher.



- a. Listen to your classmates' performances.
- b. Make your performance to the class using your scrip.

Lesson

1.2

Objective

Describe actions, people and objects from a random picture.

Strategy

Peer teaching

Speaking activity

Pair work

Time

80 mn

Group

Sophomore students

Resources:

- Chart vocabulary
- Board, markers
- Pictures
- Worksheet

Key Language:

Opinion adjectives
Size adjectives
Shape adjectives
Aged adjectives
Colour adjectives
Nationality adjectives
Material adjectives

Review

Present continuous tense

TEACHER RESOURCE

WHAT ARE THEY DOING?

Procedure:

Before

- The teacher introduces the class topic with an activity.
- The teacher asks the students to close their eyes and think of someone important to them (e.g., their mother, their pet, or their best friend). Next, they are going to think about what they are doing at that moment (e.g. "My Mom is buying fruit at the supermarket").
- The teacher picks 5 students, who share their answers with the class.
- The teacher emphasizes the correct use of the present continuous tense.

During

- The teacher pairs the students to work in class.
- The teacher writes on the board, one adjective for each group in an orderly way.
- The teacher asks the students to read the groups of adjectives carefully and classify the adjectives written on the board. In this way, they will be able to discover the correct order of the adjectives. For this, the teacher is going to write adjectives randomly and the students, in pairs, are going to put them in order.
- The teacher instructs the students to complete the **speaking preparation task**.
- The teacher guides the students to complete the **speaking task** in pairs. For this activity, the teacher distributes the speaking tasks randomly. Moreover, he/she explains that students must use the present continuous tense as well as the adjectives they have learned.
- Students present their work.

After

- Students will mime and guess what they are doing.
- Each pair shares their notes with the class.

4. Read the chart below.

Adjectives

Opinion

beautiful
nice
delicious
useful
comfortable
lovely
terrible
silly

Size

small
big
tiny
tall
short
huge
little,

Shape

round
square
oval
flat
circular
triangular

Age

ancient
new
young
old
youthful
antique

Color

red
black
bright
faded
shining
yellow
orange

Material

wooden
silk
metal
paper
silk
gold
silver

5. Complete the table below according to the order of the adjectives that the teacher writes on the board.

Order of the adjectives

| 1 | 2 | 3 | 4 | 5 | 6 |
|---------|---|---|---|---|---|
| Opinion | | | | | |

6. Practice the pronunciation of the words from the charts with your teacher. Repeat and try to memorize them.

7. Order all the adjectives written on the board correctly.

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

| 1 | 2 | 3 | 4 | 5 | 6 |
|---|---|---|---|---|---|
| | | | | | |

PREPARATION FOR SPEAKING

1. Look at the pictures and read the sentences below. Match them correctly.



- a She is sitting on a square white cushion.
- He is wearing a new white shirt.
- He is reading an interesting old-fashioned book.
- They are drawing a beautiful big paper mural.
- He is wearing expensive white sneakers.
- She is swimming in it with her beautiful pink swimsuit.
- He is swimming in the big pool.
- They are sitting on a comfortable wooden bench.
- She is wearing a beautiful silk dress.
- They are wearing silly boots.
- She is painting with her old green brush.
- They are playing with their cute brown pet.



SPEAKING TASK 1

1. Describe the picture.



<https://acortar.link/46xR1z>

Emma is listening to music on her nice new gray cell phone.

2. Present your ideas and compare them in class.



- Listen to your friends' presentations.
- Make your presentation using the information from the speaking task.

SPEAKING TASK 2

1. Describe the picture.



Samantha is drinking a delicious huge drink.

2. Present your ideas and compare them in class.



- Listen to your friends' presentations.
- Make your presentation using the information from the speaking task.

LET'S FINISH!

1. Work in partners. Each pair must mime an action. The students in the class will guess what they are doing. Take notes below.



Pair 1: They are cooking a delicious big cake.

2. Compare your notes with the class.





Freepik

OVER TIME

UNIT 2

Lesson 2.1

TEACHER RESOURCE

GREAT ACCOMPLISHMENTS

Procedure:

Before

- The teacher introduces the present perfect with the **Grammar Bingo** game.
- The teacher will read sentences in the present perfect tense aloud. Therefore, students must listen carefully and fill in the table with the verbs mentioned by the teacher.
- The student who fills the table wins.
- Students discuss questions.

During

- The teacher and students review the vocabulary chart of personality adjectives.
- The teacher writes examples on the board using the vocabulary from the chart using the Present perfect tense.
- Students describe themselves using the vocabulary given.
- The teacher guides the students through the **speaking preparation task**.
- The teacher divides students into groups of 3.
- The teacher explains the **speaking activity**. For this activity, the students choose what role each member plays.
- Students make their performances.

After

- Students create and share a letter to themselves in 10 years.
- The teacher evaluates.

Objective

Do a role-play an interview of famous people.

Strategy

Role play

Speaking activity

Dramatize - Group work

Time

80 mn

Group

Sophomore students

Resources:

- Grammar bingo game
- Board, markers
- Chart vocabulary
- Worksheet

Key Language

Personality adjectives

Review

Present perfect tense

GREAT ACCOMPLISHMENTS

VOCABULARY

GRAMMAR BINGO PRESENT PERFECT

1. Write one present perfect verb in each of the empty boxes. Use the present tense verbs below.

| | | | |
|--|--|--|--|
| | | | |
| | | | |
| | | | |
| | | | |

be

buy

fall

do

eat

fail

travel

fly

win

get

have

lose

make

sleep

ride

say

see

meet

stay

swim

Now, listen to your teacher read aloud some sentences. When you hear a present perfect verb that you have in one of your boxes, draw a line through that word.

2. Work in groups. Discuss the questions below.

- Have you set goals?
- Have you worked hard to achieve them?
- What have you done about it?



3. Read the chart below.

PERSONALITY ADJECTIVES



Ambitious



Energetic



Brave



Talkative



Creative



Determined



Disciplined



Focused



Clever



Hardworking



Optimistic



Passionate



Persistent



Practical



Professional



Responsible

4. Practice the pronunciation of the words from the chart with your teacher. Repeat and try to memorize them.

5. Describe your personality.



What have been your strongest personalities? I have been responsible.

PREPARATION FOR SPEAKING

1. Read the descriptions of the people below and choose one word to describe their personality.

Creative

Passionate

Practical

Brave

Disciplined

Determined



Peter is He is a policeman and loves his job. He has faced dangerous situations to keep the community safe.



Miley is She is a great artist now. She has painted wonderful pictures, which are exhibited in well-known galleries.



Mike is He is a professional runner. He trained since he was 10 years old. That's why he has won several medals.



Jenny is She is a beauty cosmetics saleswoman. In order to increase her sales she has decided to use technology. Now she has much more benefits.

SPEAKING TASK

ROLEPLAY-GROUPWORK

1. Look at the different roles and choose which one will play which role.

INTERVIEWER

1

You will host the live-stream interview. This interview will be with a famous person and his or her manager. So you will have to prepare questions for each of them.

CELEBRETY

2

You will be a successful person. You have a great career trajectory, which you will talk about in the interview. You may be an athlete, artist, musician, writer, etc.

MANAGER

3

You are the manager of the famous person to be interviewed. You will also have to answer some questions.

2. Write the interview questions below. Use the present perfect in your questions.

Celebrity questions

Manager questions

3. Write a scripted dialogue to help you in your performance. Inquire about his career over the years and his great success.

INTERVIEW 1



Interviewer: Hello everyone! Today we're with the famous _____ It's a pleasure to see you. Please, share with us about yourself and your great success. Tell us, how many years have you dedicated to your profession?

Celebrity: _____

Interviewer: What has been your biggest inspiration?

Celebrity: _____

Interviewer: _____

Celebrity: _____

Interviewer: _____

Celebrity: _____

Interviewer: _____

Celebrity: _____

Interviewer: _____

Celebrity: _____

Interviewer: _____

Celebrity: _____

4. practice your performance in your group.



INTERVIEW 2

Interviewer: Now, I am with the manager of this celebrity.
Please, tell us, what has been your biggest challenge?

Manager: _____

Interviewer: How many recognitions/medals/awards has your celebrity received?

Manager: _____

Interviewer: _____

Manager: _____

Interviewer: _____

Manager: _____

Interviewer: _____

Manager: _____



5. practice your performance in your group.

6. Make your performance in class.



- a. Observe the presentations of the other classmates.
- b. Enjoy the class.

LET'S FINISH!

1. Write a letter to yourself ten years later when you are a fulfilled person. Highlight what your best qualities have been.



A large, empty rectangular area with horizontal lines, intended for writing a letter. The lines are evenly spaced and extend across the width of the page.

2. Share your letter with the class.



Freepik

Lesson

2.2

Objective

Explain the differences between then and now technology using comparative and superlative adjectives.

Strategy

Peer teaching

Speaking activity

Sharing ideas - Pair work

Time

80 mn

Group

Sophomore students

Resources:

- Board
- Chart vocabulary
- Worksheet
- Cardboard sheet
- Markers

Key Language

Technology vocabulary
Comparatives adjectives
Superlatives adjectives

Review

Simple present and
Past simple

TEACHER RESOURCE

THEN VS NOW

Procedure:

Before

- The teacher introduces the students to the topic of the class with a few questions. For example:
 - 1. How did you communicate with your parents when you were ten years old?**
 - 2. How did you communicate with your friends six years ago?**
 - 3. Did you use any social networks? Which ones?**
- The teacher gives the students time to think about their answers. Then, the teacher selects 5 students to share their responses with the class.

During

- The teacher divides the students into pairs.
- The teacher asks the students in their groups to **review and familiarize** themselves with the vocabulary in the table of technological devices. (Complete the crossword)
- Next, the teacher asks the students in groups to deduce the rules of usage of comparative and superlative adjectives from the examples given by the teacher on the blackboard. For this, the teacher uses colourful markers. For example:

In the past, communication was slower than it is now.
- The teacher then checks if the rules the students deduced are correct. Consolidates the information using the chart.
- The teacher guides the students through the **preparation for the speaking task.**
- The teacher helps the students to carry out their **speaking tasks.**
- Students expose their posters.

After

- The students work on their posters.
- Share ideas with different pairs.

THEN VS NOW

1. Work with a partner. Discuss the questions below.

1. How did you communicate with your parents when you were ten years old?
2. How did you communicate with your friends six years ago?
3. Did you use any social networks? Which ones?

VOCABULARY

2. Read the chart below.

Technology

THEN



Camera



Desktop
Computer



Television



Notebook



Cell phone

NOW



Laptop



Smartphone



Digital camera



Smart tv



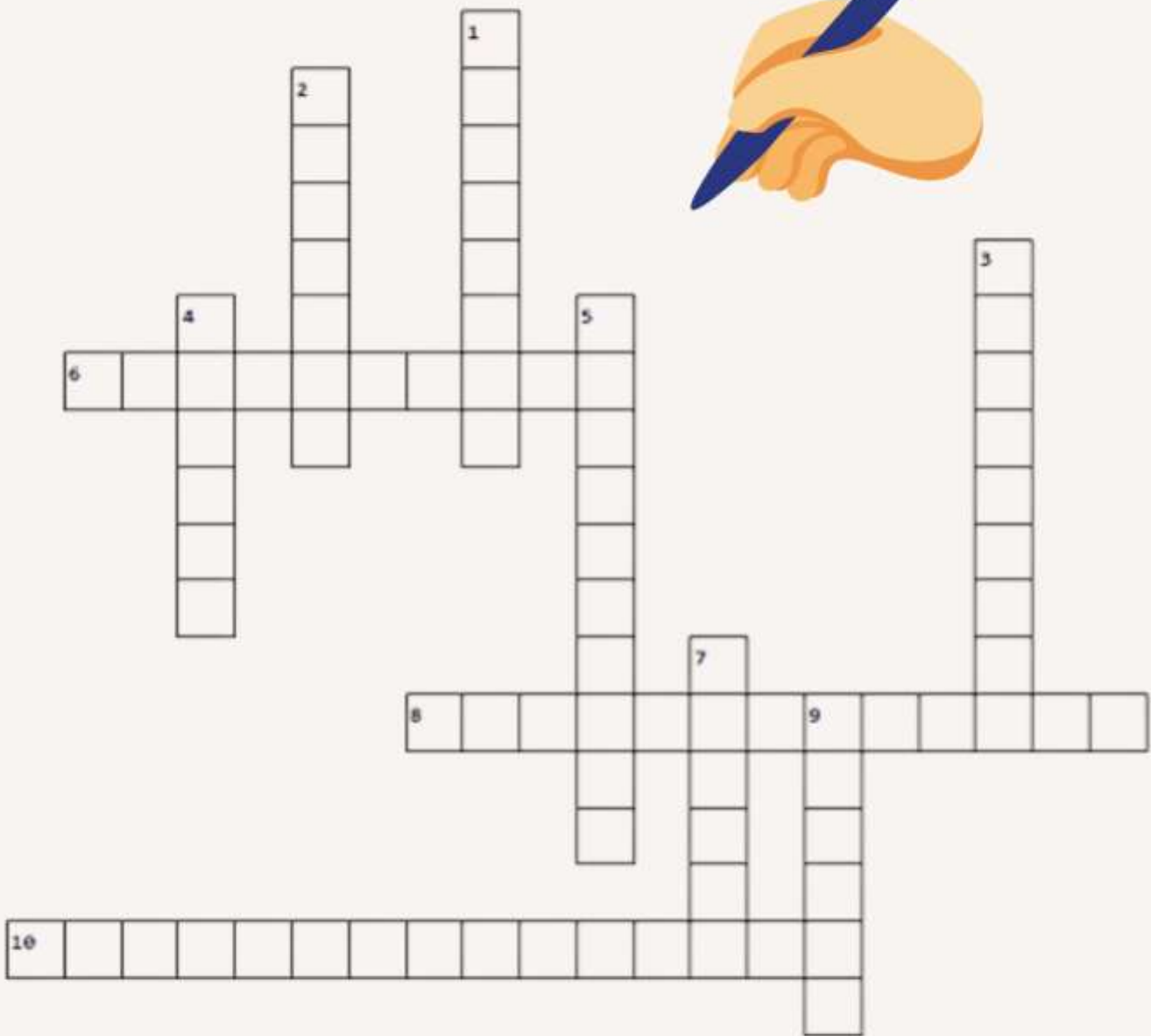
Tablet

Pictures take from <https://acortar.link/cUyYFL>

3. Practice the pronunciation of the words from the chart with your teacher. Repeat and try to memorize them.

4. Complete the crossword.

Technology






Across

- 6. Modern and smart cell phone.
- 8. Megapixel resolution camera.
- 10. Old computer.

Down

- 1. Notebook for note-taking.
- 2. Intelligent television with high resolution.
- 3. Telephone with an antenna.
- 4. Portable computer
- 5. Black and white television.
- 7. Intelligent notebook.
- 9. Giant camera.

5. Work in pairs. Complete the chart below.

| Positive | Comparative | Superlative | |
|--|---|---|--------------------------------------|
|  big |  bigger |  biggest | (Note: Put THE before a superlative) |
| One syllable | clear | -er clearer | -est clearest |
| | dark | | |
| One syllable ending with -e | wise | -r wiser | -st wisest |
| | simple | | |
| Adjectives ending with one vowel and one consonant | thin | -er thinner | -est thinnest |
| | fat | | |
| Two syllables ending in -y | busy | -er busier | -est busiest |
| | merry | | |
| Three or more syllables | creative | more + more creative | most + most creative |
| | popular | | |
| Irregular Adjectives | good | better | best |
| | bad | worse | worst |
| | little | less | least |
| | much | more | most |

6. Work in pairs. Complete the table with the six rules on how to form comparative and superlative adjectives.

| DESCRIPTION | COMPARATIVES | SUPERLATIVES |
|-------------|-------------------------------|---------------------------------|
| 1 syllable | add -er E.g. fast - faster | add -est E.g. fast - fastest |
| | E.g. nice - nicer | E.g. nice - nicest |
| | E.g. big - bigger | E.g. big - biggest |
| | E.g. happy - happier | E.g. happy - happiest |
| | E.g. more famous | E.g. the most famous |
| | E.g. far - furthe | E.g. far - furthest |



7. Check your answers with your teacher.

8. Work in pairs. Discucc the questions below.

1. What are comparative adjectives used for?
2. What are superlative adjectives used for?
3. Where are they placed?



PREPARATION FOR SPEAKING

4. Put the words in the correct order to form a logical sentence about technology. Identify whether it is a superlative or comparative adjective.

| N° | Sentence | Adjective |
|----|--|--------------|
| 1 | <p><i>Some / was / than / communication / is / slower / now / years / ago, / it / .</i></p> <p>_____</p> <p>_____</p> | <p>_____</p> |
| 2 | <p><i>first / were / computers / The / modern / bigger / ones / than / .</i></p> <p>_____</p> <p>_____</p> | <p>_____</p> |
| 3 | <p><i>newspaper / communication / truthful / was / the / medium / of / most / The / .</i></p> <p>_____</p> <p>_____</p> | <p>_____</p> |
| 4 | <p><i>device / for / communication / long- distance / telephone / became / The / most / first / popular / the / .</i></p> <p>_____</p> <p>_____</p> | <p>_____</p> |
| 5 | <p><i>taking / cameras / more / difficult / photos / using / than / In / / it / digital / now / is / past, / the / was / .</i></p> <p>_____</p> <p>_____</p> | <p>_____</p> |

SPEAKING TASK

P A I R W O R K

1. Choose one technological device from then and one device now.
2. Create a poster on which you will list the similarities and differences between these devices.
3. Use the comparative and superlative adjectives.
4. Decorate your poster.
5. Make a presentation of your poster.



LET'S FINISH!

PAIR WORK

1. Complete the Venn diagram with the similarities and differences between technology then and now. Use comparative and superlative adjectives.

A Venn diagram consisting of two overlapping circles. The top circle is filled with 8 horizontal lines. The bottom circle is filled with 8 horizontal lines. The overlapping area in the center contains 3 horizontal lines. To the left of the top circle is an empty rectangular box. To the right of the bottom circle is another empty rectangular box.



SOCIAL RELATIONSHIPS

UNIT 3

Lesson 3.1

TEACHER RESOURCE I WAS WAITING FOR YOU...

Procedure:

Before

- The teacher introduces the topic with a set of questions.

1. What were you doing before starting the class?

2. What were you writing / reading / drawing / colouring in your previous class?

3. What topic / subject were you learning before?

- The teacher gives the students time to think about their answers. Then, the teacher selects 5 students to share their responses with the class.

During

- The teacher separates the class into pairs.
- The teacher asks the students to make a vocabulary based on the lyrics of the song on the worksheet. They use a dictionary for this activity.
- The teacher asks the students to do the **preparation speaking task**. He/she explains the activity to be done.
- The teacher guides the students to complete the **speaking task**.
- The teacher plays the music track.
- The teacher and the students sing.

After

- The teacher is going to tell them what he did yesterday but backwards. Using present simple and past continuous.
- The students will describe their day backwards.
- Students share with the class.

Objectives

- Improve students' oral skills by using the singing strategy.
- Identify the continuous past.

Strategy

Singing

Speaking activity

Singing - Pair work

Time

80 mn

Group

Sophomore students

Resources:

- Dictionary
- Worksheet
- Music track

Review

Past continuous tense

PREPARATION FOR SPEAKING

1. Work with your partner. Describe what they were doing yesterday.

WHAT WERE YOU DOING YESTERDAY AT 6 P.M?



a. They were cleaning their house

b.

c.



d.

e.

f.



g.

h.

i.

I WAS WAITING FOR YOU...

SINGING - PAIR WORK

SPEAKING TASK

1. Complete song lyrics with the past continuous.

LEMON TREE

FOOL'S GARDEN

VERSION 1

I'm sitting here in the boring room
It's just another rainy Sunday afternoon
I'm wasting my time, I got nothing to do
I'm hanging around, I'm waiting for you
But nothing ever happens and I wonder

I'm driving around in my car
I'm driving too fast, I'm driving too far
I'd like to change my point of view
I feel so lonely, I'm waiting for you
But nothing ever happens and I wonder

I wonder how, I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see is just a yellow lemon-tree

VERSION 2

I _____ there in the boring room
It was another rainy Sunday afternoon
I _____ my time, I had nothing to do
I _____ around; I _____ for you
But nothing ever happened, and I wondered

I _____ around in my car
I _____ too fast, I was driving too far
I wanted to change my point of view
I felt so alone, I _____ for you
but nothing ever happened and I wondered

I wonder how, I wonder why
Yesterday you told me 'bout the blue blue sky
And all that I can see is just a yellow lemon-tree

I'm turning my head up and down

I'm turning, turning, turning, turning, turning
around

And all that I can see is just another lemon-tree

Da-da-da-da-da-di-da-da

Da-da-da-da-di-da-da

Da-di-di-da

I'm sitting here in the boring room

It's just another rainy Sunday afternoon

I'm wasting my time, I got nothing to do

I'm hanging around, I'm waiting for you

But nothing ever happens and I wonder

I my head up and down

I, turning, turning, turning,
turning aorud

And all I could see is just another lemon tree

Da da da da da di da da

Da da da da di da da

Da di di da

I there in the boring room

It was another rainy Sunday afternoon

I my time, I had nothing to do

I around; I for you

But nothing ever happened, and I wondered

Link to the music

<https://www.youtube.com/watch?v=9OX0x9uTfqA>

TIME TO SING!

2. Sit in a circle with all your classmates and your teacher.

- Sing both versions.
- Identify the differences between both versions.



LET'S FINISH!

1. Write a short story about what were you doing yesterday but backwards.

First



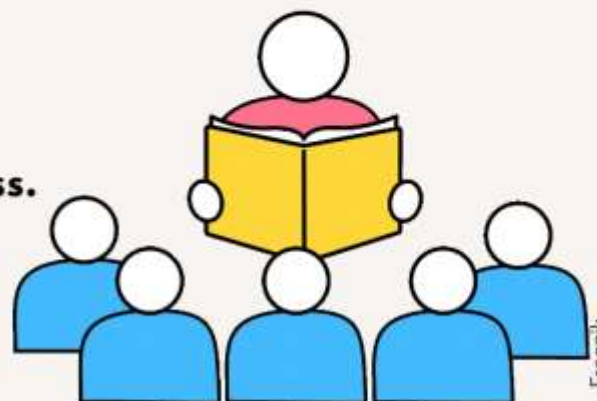
Next



Last



2. Share your day backwards with the class.



Lesson

3.2

Objective

Dramatization of a police investigation

Strategy

Role play

Speaking activity

Dramatize

Time

80 mn

Group

Sophomore students

Resources:

- Board
- Chart vocabulary
- Worksheet

Key Language

Indefinite pronouns

Grammar focus:

Past perfect

TEACHER RESOURCE

GOOD CITIZENSHIP

Procedure:

Before

- The teacher introduces the past perfect tense by playing a sentence completion game. This one is about "Canine Mischief".
- The teacher writes this sentence on the board:
When I got home,
- The teacher completes the sentence. For example,
My dog had ripped the curtain.
- Students complete the sentence with different situations using the past perfect tense.

During

- The teacher and students review the chart on indefinite pronouns.
- The teacher explains the use of indefinite pronouns.
- The teacher gives examples with indefinite pronouns.
- The teacher guides the students to individually perform the **speaking preparation task**.
- The teacher divides the class into groups of 4 students. All students get seated in different places.
- The teacher gives each group a place name (bakery, pharmacy, hospital, school, etc.).
- The teacher plays the role of the detective. Everyone is a suspect in the robbery. Therefore the students must make their alibi and name suspects.
- The students must create and choose their roles according to their assigned places. For example, if it is a hospital, they can be doctors, nurses, patients or office workers).
- The order of presentation is according to the clues given.

After

- The students will record a report on a similar situation in their locality.

GOOD CITIZENSHIP

1. Complete the sentence.

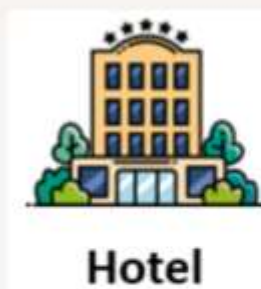
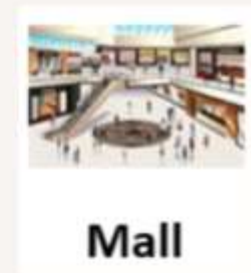
Imagine that you left home and when you arrived a great tragedy had occurred.

When I got home.....

VOCABULARY

2. Read the chart below.

Places of the city



3. Practice the pronunciation of the words from the chart with your teacher. Repeat and try to memorize them.

4. Read the chart bellow.

Indefinite P R O N O U N S



| | | -body / -one (people) | -thing (things) | -where (places) |
|--------|-------|--------------------------|--------------------|--------------------|
| some - | + | somebody someone | something | somewhere |
| any- | - ? | anybody anyone | anyhting | anywhere |
| no- | + | nobody no-one | nothing | nowhere |
| every- | + - ? | everybody everyone | everything | everywhere |

What are the indefinite pronouns used for?

PREPARATION FOR SPEAKING

5. Read and choose the most suitable indefinite pronoun.

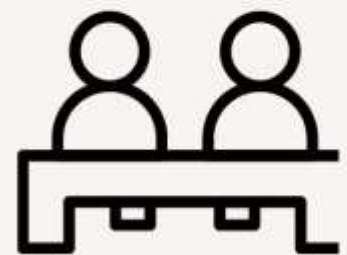
A STRANGE NIGHT

It had been a cold and stormy night. **Everyone** / **anyone** had gone to bed earlier than usual, but my mom decided to stay in the living room reading her new mystery novel. Suddenly, **something** / **nothing** happened in the kitchen. I heard a strange noise. She got up and went quickly to see what had happened. She could see **nothing** / **nothing** out of the ordinary. **Everything** / **something** was still and quiet. She went back to the living room and continued reading her book...when she opened the second page, she heard a noise coming from the front window and a shadow disappearing into the night..... when he looked through he had seen **nobody** / **anybody**. It was a very strange night. Every time he tried to read his book **something** / **nothing** unexplainable happened. Was the mysterious novel coming true?.... My mom had examined **everywhere** / **nowhere** in the living room, she was trying to find the strange thing that was producing the strange noises, but she couldn't find **anything** / **nothing**. Finally, she decided to go to bed and forget about that terrifying night.

<https://acortar.link/CC2gVN>

6. Work with your partner. Answer the following questions.

- Who had she been doing that night?
- What strange events had occurred that night?
- Who had she met that night?



7. Review your answers with your classmates in class.

3. Make your performance with the classroom.



LET'S FINISH!

1. Record a video.

1. Research a robbery situation in your locality.
2. Make a report on the testimonies of the nearby residents.
3. Record your report.



CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- Speaking is one of the most fundamental skills in English language learning. However, there was found that, on the one hand, the students have a low level of English in their ability to speak. Therefore, they do not develop the good level of oral skills necessary to communicate in real contexts. This is why the use of traditional methodologies, so teachers do not promote meaningful learning in their students. Affecting the development of communicative skills, which is one of the most important skills for learning the English language, since it is the main means through which they can exchange ideas.
- Communicative strategies that help improve the oral skills of students learning a second language, English in this case, were described in this research, and the most effective ones were selected such as roleplay, singing, learning by teaching, jigsaw, realia, and peer teaching.
- Based on a survey of the students and an interview with the English teachers, it is concluded that the classes influence the student's oral production. Therefore, it is necessary to apply new strategies to strengthen oral production and thus implement them in class and obtain better results with interaction dynamics and activities that significantly engage the student's attention and achieve considerable learning in them.
- After analyzing and selecting the most appropriate strategies linked to the needs of sophomore students, a handbook was designed that allows teachers to guide their teaching process to improve their learners' speaking of English through interactive activities.

5.2. Recommendations

- Teachers must promote speaking skills and foster a good conversational environment for the teaching and learning process to enable students to successfully use English in real-life situations.
- Teachers who teach English as a foreign language (EFL) are encouraged to consider this guide, which contains information, clear instructions, tips, and procedures for conducting speaking classes. In addition, educators can modify activities according to learners' current interests and needs for better results. In fact, they could adapt vocabulary and grammatical structures from any textbook units to role-play in class.
- Teachers could integrate the above strategies into their lesson plans to cover the oral part of the class. Also, teachers should provide as many opportunities as possible for students to actively participate in class. In addition, it is vital that they monitor, encourage, and provide positive feedback when necessary.
- Finally, it is highly recommended that teachers use the communication strategies guide proposed as part of the research study. In this academic guide the objectives, the steps of the strategies to be followed, and the suggested resources are to meet the needs of sophomore students and improve their English level. However, this guide can be used at any level, and teachers can adapt it according to the needs and context of their students according to the needs and context of students.

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ANEXES

Annex 2

Teacher Interview



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

SURVEY FOR STUDENTS

Theme: Communicative Strategies to Improve English Speaking Skills in Sophomore Students at Daniel Reyes High School, Academic Period 2022 – 2023

Objective: Gather information about communicative strategies used by teachers in their English classes

General guidelines:

1. The following survey consists of 8 questions.
2. The survey is anonymous and confidential since it is for academic purposes only.
3. Please read the questions carefully and answer honestly.

QUESTIONS

1. What is your gender?
 - Female
 - Male
 - Other
2. Do you like English?
 - Very much
 - Somewhat
 - Neutral
 - Not much
 - Not at all
3. Do you consider learning English is important?
 - Strongly agree
 - Agree
 - Neutral
 - Disagree
 - Strongly disagree

4. In your English classes, do you communicate with your classmates using the English language?

- Always
- Frequently
- Sometimes
- Rarely
- Never

5. How often do you participate in speaking activities in English classes?

- Always
- Frequently
- Sometimes
- Rarely
- Never

6. Which of the following communicative strategies does your English teacher use in classes? You can choose more than one.

- Pair and workgroup activities
- Debates
- Interviews
- Dialogues

7. Would you like to improve your English-speaking skills?

- Yes
- No
- Not interested

8. Which of the following communicative strategies below, would you like to practice in class to improve your speaking skills? You can choose more than one.

- Roleplay
- Singing
- Learning by teaching
- Jigsaw
- Realia
- Peer teaching

Annex 2

Teacher Interview



UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INTERVIEW FOR TEACHERS

Theme: Communicative Strategies to Improve English Speaking Skills in Sophomore Students at Daniel Reyes High School, Academic Period 2022 – 2023

The following interview has the aim of gathering information about the speaking strategies that the teacher uses in the English class at Daniel Reyes high school. It is for academic purposes only, please respond the questions sincerely.

QUESTIONS

1. Over the years you have been an English teacher. Do you consider that the communicative strategies for developing speaking skills have been modified? Explain your answer.
2. What communicative strategies focused on speaking skills have you implemented in your English classes for its improvement?
3. How do you describe your students' participation when it comes to speaking in English class? Explain your answer.
4. Do you consider communicative strategies useful in English classes? Explain your answer. Explain your answer.
5. Would you like to learn about new communicative language teaching strategies to improve your students' speaking skills? Why or why not?
6. Do you consider that an academic guide is a helpful resource into communicative language teaching strategies to improve your students' speaking skills? Explain your answer.

Annex 3

Instruments validated by MSc. Fernando Flores



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS



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

| INSTRUMENTO DE EVALUACIÓN CUANTITATIVO | | | | |
|--|-------|-----------|----------|---------------|
| CRITERIOS DE EVALUACIÓN | | | | OBSERVACIONES |
| Ítem | Dejar | Modificar | Eliminar | |
| 1 | ✓ | | | |
| 2 | ✓ | | | |
| 3 | ✓ | | | |
| 4 | ✓ | | | |
| 5 | ✓ | | | |
| 6 | ✓ | | | |
| 7 | ✓ | | | |
| 8 | ✓ | | | |

Firma del Evaluador

C.C.: 100718847-0

| | | |
|---|----------------------------------|--|
| Apellidos y nombres completos | Flores Albuja Darwin Fernando | |
| Título académico | Magister en Lingüística Aplicada | |
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| Fecha de envío para la evaluación del experto: | 23 - 11 - 2022 | |
| Fecha de revisión del experto: | 23 = 11 - 2022 | |

Annex 4

Instruments validated by MSc. Marcela Alarcón




UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS – INGLÉS



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

| INSTRUMENTO DE EVALUACIÓN CUANTITATIVO | | | | |
|--|-------|-----------|----------|---------------|
| CRITERIOS DE EVALUACIÓN | | | | OBSERVACIONES |
| Ítem | Dejar | Modificar | Eliminar | |
| 1 | / | | | |
| 2 | / | | | |
| 3 | / | | | |
| 4 | / | | | |
| 5 | / | | | |
| 6 | / | | | |
| 7 | / | | | |
| 8 | / | | | |


Firma del Evaluador
C.C.: 1001929239

| | | |
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| Apellidos y nombres completos | Maricón Ramos Marcela Elizabeth | |
| Título académico | MSc. | |
| Institución de Educación Superior | Universidad Técnica del norte | |
| Correo electrónico | | |
| Teléfono | 0 980 3384 94 | |
| Fecha de envío para la evaluación del experto: | 22-11-2022 | |
| Fecha de revisión del experto: | 24-11-2022 | |

Annex 5
Authorization



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada - Resolución Nro. 173-SE- 33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2022-1657-O
Ibarra, 13 de diciembre de 2022

Magíster
Wilson Almeida
RECTOR DE LA UNIDAD EDUCATIVA DANIEL REYES

De mi consideración:

Reciba un atento y cordial saludo, a nombre de quienes conformamos la Facultad de Educación Ciencia y Tecnología de la Universidad Técnica del Norte, y a la vez desearle éxitos en las funciones que usted desempeña.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, su autorización para que la señorita DÍAZ CARLOSAMA KATHERIN MIREYA, estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros, pueda obtener información y aplicar los instrumentos de investigación que se requieren para el desarrollo del trabajo de grado con el tema: "COMMUNICATIVE STRATEGIES TO IMPROVE ENGLISH SPEAKING SKILLS IN SOPHOMORE STUDENTS AT DANIEL REYES HIGH SCHOOL, ACADEMIC PERIOD 2022-2023".

Por la favorable atención le agradezco.

Atentamente,
"CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO"



JOSE
LUCIANO

MSc. José Revelo
DECANO DE LA FECYT

Recibido
Wilson Almeida

06-01-2023



RECTORADO

Annex 6
Turnitin report

The image shows a screenshot of a Turnitin similarity report. At the top left is the Turnitin logo. At the top right, it says "Identificación de reporte de similitud. oid:21463:248295345". The report is organized into a table with two columns. The first column lists the document name and submission details, and the second column lists the author and submission details. Below the table, there are two main sections: "4% de similitud general" and "Excluir del Reporte de Similitud". The first section includes a sub-header "El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para cada base de datos" and a list of sources contributing to the 4% similarity. The second section lists various exclusion criteria.

| NOMBRE DEL TRABAJO | AUTOR |
|----------------------------|----------------------------|
| DIAZ MIREYA THESIS.docx | Katherin Diaz |
| RECUENTO DE PALABRAS | RECUENTO DE CARACTERES |
| 10495 Words | 58787 Characters |
| RECUENTO DE PÁGINAS | TAMAÑO DEL ARCHIVO |
| 76 Pages | 19.5MB |
| FECHA DE ENTREGA | FECHA DEL INFORME |
| Jul 24, 2023 4:37 PM GMT-5 | Jul 24, 2023 4:38 PM GMT-5 |

● 4% de similitud general
El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para cada base de datos

- 4% Base de datos de Internet
- Base de datos de Crossref
- 2% Base de datos de trabajos entregados
- 1% Base de datos de publicaciones
- Base de datos de contenido publicado de Crossref

● Excluir del Reporte de Similitud

- Material bibliográfico
- Material citado
- Bloques de texto excluidos manualmente
- Material citado
- Coincidencia baja (menos de 12 palabras)