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EXTRANJEROS MENCIÓN INGLÉS**

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Chunking Technique for the Development of Speaking Skills in Seventh Grade Students at
Gabriela Mistral High School

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Dedication

I would sincerely like to thank the most important person in my life, my father. He has always supported me and worked so hard to make me happy. I cannot find the words to tell him how fortunate I feel to be his daughter. And how happy it makes me to have him in my life. Today and always, I hope to make you proud. I love you infinitely...

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Abstract

This study analyzed the use of the chunking technique to support the development of oral skills in seventh-grade students at Gabriela Mistral Secondary School. The research sought to identify the pedagogical strategies used by teachers to improve students' oral production and, in turn, the main challenges learners face in developing speaking skills. A mixed approach was applied, which included quantitative and qualitative data. Data were collected through student surveys and semi-structured interviews with teachers. The results indicate that students experience difficulties in speaking, especially in terms of fluency, mainly due to limited practice and fear of making mistakes. However, the results suggest that the use of the chunking technique could contribute to improving oral production and increasing students' confidence when speaking English. Overall, the study shows the relevance of implementing a pedagogical approach based on the chunking technique as a useful strategy for improving oral skills and promoting a more favorable learning environment.

Keywords: chunking technique, speaking skills, challenges, EFL, young learners.

Resumen

Este estudio analizó el uso de la técnica de fragmentación para apoyar el desarrollo de las habilidades orales en los alumnos de séptimo grado de la Escuela Secundaria Gabriela Mistral. La investigación buscó identificar las estrategias pedagógicas utilizadas por los maestros para mejorar la producción oral de los alumnos y a su vez los principales desafíos que enfrentan en el desarrollo de habilidades orales. Se aplicó un enfoque mixto, que incluyó datos cuantitativos y cualitativos. Los datos se recopilaron mediante encuestas a los alumnos y entrevistas semiestructuradas a los profesores. Los resultados indican que los alumnos experimentan dificultades para hablar, especialmente en términos de fluidez, debido principalmente a la práctica limitada y al miedo a cometer errores. No obstante, los resultados sugieren que el uso de la técnica de fragmentación podría contribuir a mejorar la producción oral y a aumentar la confianza de los alumnos al hablar inglés. En conclusión, el estudio muestra la relevancia de implementar un enfoque pedagógico basado en la técnica de fragmentación como estrategia útil para mejorar las habilidades orales y promover un entorno de aprendizaje más favorable.

Palabras clave: técnica de fragmentación, habilidades de expresión oral, desafíos, inglés como lengua extranjera, aprendices jóvenes.



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Introduction

English has become a centerpiece of global communication. It is taught in almost 102 nations, either as an official, second or foreign language. It plays a vital role in various sectors such as education, engineering, medicine, commerce, and business. Serving as a common linguistic bridge that enables people from different parts of the world to communicate with each other, facilitating understanding and the exchange of ideas. This widespread use of English stresses its role in fostering worldwide communication (Dash, 2022).

In this context, recognizing its role in global communication, Ecuador has incorporated it as a fundamental part of its national education system. Thus, through Ministerial Agreement 041-14, the Ministry of Education established English as a Foreign Language as a compulsory subject within the Ecuadorian national curriculum (Ministerio de Educación del Ecuador, 2014). This allows students to receive instruction from elementary through high school. With the objective of achieving an intermediate proficiency level B1 upon graduation. It needs to be aligned with the Common European Framework of Reference for Languages (CEFR). At this level, students attempt to solve simple problems, use everyday English, and express basic needs in different areas ensuring that students develop the language skills necessary to communicate internationally (Ministerio de Educación del Ecuador, 2019). However, despite the implementation of this educational framework, many students face challenges in developing English proficiency, particularly in speaking.

In the educational field, learning English as a foreign language poses a significant struggle for many students due to its specific complexities, especially in the development of speaking. Speaking is defined as “the ability to express opinions or thoughts and feelings to a person or group verbally, either face-to-face or at a distance” (Sari et al., 2020, p. 5). Speaking a foreign language is even more challenging, as it requires paying attention to lexical and grammatical usage, including the use of various everyday lexical expressions (Amiruddin, 2022). These, according to Lewis (1993), are classified into four main constructions called chunks, which are words (polywords, de-lexicalized words), collocations, fixed expressions, and semi-fixed expressions. This makes their learning a complex process, thus hindering the development of the students' oral accuracy. As a result, there is a necessity of applying innovative teaching techniques that can help students to address this struggle.

One appropriate technique to develop speaking skills is chunking. It is defined as the process of breaking complex information into “chunks” to facilitate retention and fluency in the speech. Chunking helps to improve speaking skills by enabling learners to remember and use structures and vocabulary considerably due to the recognition patterns used by this technique, which are easier to encode and retrieve at the brain level. By using this technique, learners can overcome difficulties related to cognitive overload and lack of vocabulary, allowing them to structure their sentences and express themselves with confidence (Monica, 2022). On this basis,



this research work presents an academic proposal that aims to implement chunking as a methodological approach to develop the oral accuracy of EFL learners.

Research Context

Latin America faces considerable barriers in English language proficiency. According to EF English Proficiency Index (2024) of the nineteen Latin American countries assessed in the region, some of them are in the moderated proficiency and low English proficiency categories. Moderated Latin American countries are Costa Rica, Bolivia, Uruguay, Paraguay, Chile, Cuba, Peru, El Salvador, Venezuela, Guatemala and the Dominican Republic. In contrast, the low-proficiency countries are Panama, Colombia, Ecuador and Mexico. Factors such as lack of exposure to the language, variable quality of teaching, and differences in access to educational resources influence these results. The gap between and within countries underlines the need for techniques to improve English proficiency in the region.

Ecuador reflects this regional trend with low proficiency in English. English proficiency in Ecuador continues to be a persistent struggle, even though it is considered a compulsory subject in the national curriculum. According to the English Proficiency Index (EF) from 2024, Ecuador ranks 82nd out of 116 countries, with 465 points, placing it in the lower range of 450 to 499 points, meaning it has a low level of English proficiency. While it is recognized that some provinces, such as Pichincha, have higher standards of English proficiency, many others still face significant barriers (Education First, 2024).

Research Problem

The development of speaking skills in English as a Foreign Language represents an important challenge. This study focuses on the Gabriela Mistral school, located in Otavalo, Imbabura province, where seventh graders struggle to develop speaking skills. This issue reflects an ineffective teaching methodology application that directly impacts the learning process of this skill. Thus, analyzing this particular issue enables an insight into how the educational environment impacts EFL learning and its effect on students' oral production.

Deficiencies in speaking can be attributed to the ineffective application of teaching methods. If teaching methodology do not ensure that learners are actively engaged in speaking, they will find it difficult to remember the necessary language structures and vocabulary. Strategies that emphasize grammar or passive teaching methods often neglect the need to practice speaking in real-life contexts. Consequently, learners may have low oral confidence and be unable to speak clearly and logically. Without appropriate speaking practice in the lesson plan, learners are unlikely to enhance their speaking much (Ork et al., 2024).



A lack of speaking skills learned in English as a foreign language (EFL) can negatively impact a student's academic performance. After all, for students of EFL, speaking skills refer to the ability to express ideas, thoughts, feelings or emotions through oral communication. Therefore, emotional intelligence, that is, the ability to perceive, understand, and regulate emotions, plays an important role in education, as it helps develop social skills and improve academic performance. A student's inability to produce language competently affects their participation in exercises that involve the use of this skill, which can lead to negative emotional effects that influence their learning process (Bastidas et al., 2023). This translates into poor performance in productive oral activities and an inability to communicate in English in an anglophone context., vital for global communication (Ziqi et al., 2023). Furthermore, this argument could lead to underperformance below Ecuadorian national standards in speaking skills and further obstruct students' academic advancement in the educational system.

These problems were evidenced by the researcher during her internship in Gabriela Mistral High School in which she observed that the methodology did not adequately meet the needs of the students for the development of their speaking skills in English. As a result, students were unable to communicate orally. Making it even more complex for their level of proficiency to be aligned with the national curriculum which requires 7th-grade students to reach an A2.2 level of English proficiency based on The Common European Framework of Reference for Languages (CEFR). This includes the ability to understand and use common expressions, as well as to interact in simple, everyday situations naturally. The discrepancy among these aspirations and the challenges faced by students shows the need for a teaching technique that improves their oral skills (Ecuadorian Ministry of Education, 2019).

To deepen the understanding of Chunking technique in language learning, this study aims to answer key questions about its role in the development of speaking skills.

What challenges do EFL seventh-grade students face in developing their speaking skills?

What methodology do the EFL teachers at Gabriela Mistral High School use to develop speaking skills?

Justification

Speaking is a basic component of language learning, but students at Gabriela Mistral High School have difficulty with it. This study is important because it goes beyond passive learning techniques and seeks innovative ways to teach speaking. The chunking technique allows students to acquire and store language, providing them with meaningful units of words that increase their fluency and confidence when used in real-life situations. Learners are engaged to learn through an innovative method whereby language teaching and learning becomes active. By



applying chunking, learners could remember linguistic structures, which improves their speaking and overall language proficiency.

This research proposes chunking as a pedagogical technique to develop oral production. It plays a crucial role because it addresses a fundamental issue in language teaching: ensuring that learners have ample opportunities to meaningfully practice speaking in real-life contexts. By focusing on the chunking technique, this study accentuates the importance of active learning in language learning. This technique relies on chunk-by-chunk learning to grasp an overall meaning by memorizing phrases, collocations, and groups of words instead of isolated words. Learners help retain these chunks in their memory and use them in their speech, improving their language proficiency (Miao, 2021). In addition, this study may provide a basis for new approaches to teaching practices in the EFL context, where teachers are urged to consider the methodology that emphasizes learning in context. Thus, this research may help to bridge the existing gap in developing new methodologies in foreign language teaching to improve students' speaking skills and their language proficiency in general.

The application of the chunking technique not only benefits mainly the seventh-grade students at Gabriela Mistral High School, but also the teachers who provide classes at this level. It facilitates the retention of information by dividing it into meaningful fragments, students develop their ability to understand and retain information. Likewise, by implementing this innovative technique, teachers can reinforce the comprehension of grammatical structures, use of contextualized vocabulary and develop fluency and accuracy in the oral expression of their students (Wang & Christiansen, 2024). Therefore, the use of chunking can enhance both teaching techniques and student learning outcomes, contributing to an appropriate language learning process.

On the other hand, the indirect beneficiaries of this research are both students and teachers from the same institution and from other educational settings. They will have the opportunity to change the dynamics of the classroom, using this modern and innovative pedagogical technique to learn vocabulary and grammar, helping students to internalize the structures of the language. Stressing that the diversity of pedagogical trends is of utmost importance in the construction of knowledge as well as its adaptation to the current context. (Lagla et al., 2023). In this way, the introduction of chunking will not only transform language teaching but will also promote the development of meaningful techniques that will help students learn in a more active environment, improving the quality of education.



Objectives

General Objective

To propose chunking technique for the development of speaking skills in seventh grade students at Gabriela Mistral High School

Specific Objectives

- To analyze the role of chunking technique in the development of speaking skills.
- To design a didactic guide based on chunking technique to enhance students speaking skills.



Chapter I: Theoretical Framework

1.1 History of English Teaching

According to Richards and Rodgers (2001), language teaching approaches, methods, and techniques are not static and have evolved considerably over time. From the rigid grammatical framework of translation to the communicative approach developed in the 20th century, which offers new ways of teaching and learning languages. These transformations can be explained by changes in pedagogical theory, understanding of language acquisition processes, and learner objectives. Therefore, they show a notable change in language teaching, moving away from traditional paradigms toward a more progressive form of modern, integrated teaching.

The Grammar Translation Method is considered traditional for teaching English. This method is based on the accurate translation of words, phrases or sentences by learning grammar rules, memorization and repetition. Making use of word lists, dictionaries and reading texts. Instructions and explanations are given in the student's native language. Focusing only on the development of reading and writing, leaving aside oral expression and listening comprehension. Consequently, the failure of this method and its lack of relevance in real communication opened chances for other perspectives defying this method and promoting more practical and communicative approaches (Tsegaye, 2023).

During the 19th and early 20th century, the direct method was developed as an alternative to the traditional approach and its several limitations. This method focused on the use of the target language, completely avoiding the use of the student's native language. It prioritized the development of communication skills. It sought a more natural learning process, similar to the process of acquiring one's native language. Thus, its success depended on teachers speaking the language fluently so that students could immerse themselves in it. However, this method fell into disuse due to its practical limitations especially with regard to the development of comprehensive language skills, as it promotes the development of oral expression and listening comprehension, but does not pay sufficient attention to reading, writing, and the use of grammar (Dakhalan & Tanucan, 2024).

Eventually, after World War II, the audiolingual method was developed. The U.S. Army established the Army Specialized Training Program (ASTP) in 1940 due to the need for soldiers to learn foreign languages early, reinforcing the training of soldiers' listening and speaking skills. This method focuses on the repetition of linguistic patterns called exercises and on the mechanical memorization of the language, considering repetition and practice to be the key to language mastery. In this way, pronunciation and response speed are improved, as they become systematized. Much of the criticism of audiolingualism stems from the fact that it recognizes the very restricted roles of students in the methodology. Due to this rigidity, audiolingualism was

eventually replaced by communicative approaches that focus on meaningful interaction (Hu, 2024).

The communicative approach did not focus on acquiring grammar and vocabulary, but rather aimed to develop students' ability to communicate in the target language. It sought to prioritize language that was useful in real-life situations. It attempts to achieve greater fluency and negotiation of meaning through real-life activities, considering debates, open-ended discussions, information-gap activities, role-playing, and jigsaw activities. However, some of the activities were so innovative that, due to the limited use of the language, there was concern that all energy would be consumed in communication rather than in the grammatical accuracy of the language being learned (Florin, 2021).

1.2 Communicative Language Teaching

Communicative language teaching [CLT] is a methodological approach to language teaching that focuses on real, practical communication. It promotes student-centered learning, task-based teaching, and the use of authentic materials, making language acquisition more engaging and effective with communicative activities. Students participate in role-playing and problem-solving activities that actively engage them in learning the target language. The main objective of CLT is to enable students to communicate effectively in the target language. Therefore, it emphasizes the importance of students understanding the language, its use, and its meaning, being aware that it has different linguistic forms that can express the same function and vice versa. Students must be able to adapt the language to the context in which it is used and negotiate its meaning (Salmanova, 2025).

Regarding the role of the teacher and the student in the CLT classroom. The teacher's role is to facilitate communication in the classroom by creating situations that encourage interaction. The teacher serves as a counselor, supporting learners with their questions, supervising their performance and taking note of mistakes in order to correct them later on. On the other hand, learners have an active role in their learning and are responsible for their learning by participating in the meaning negotiation even when their linguistic proficiency is still in development. Encouraging active participation, cooperative learning and the development of communicative skills. Therefore, vocabulary learning plays a fundamental role in this process, as learning words, phrases, and expressions enables students to participate effectively in communication activities. This focus on relevant language use also lays the foundation for future perspectives that emphasize lexicon (Santos, 2020).

1.3 Lexical Approach

According to Pipia and Julakidze (2023) the lexical approach introduced a new perspective on linguistic communication, considering it as a construction formed by a

combination of “chunks” of words. This proposal moved away from traditional grammar-based teaching. It emphasized the importance of oral and written communication and framed language as a logical construction rather than a mere set of rules. Given the importance of verbs and vocabulary, this approach became a new standard in teaching, pointing out that people learn by using whole sentences and can then discover the grammar within them.

In line with this perspective and emphasizing the role of chunks, Hameed (2008) states that:

An essential part of language acquisition is the ability to produce lexical phrases as unanalyzed wholes or 'chunks' and these chunks, will, ultimately, become the basis for the learner to perceive patterns, word-structure and those other features of language formally thought of as 'grammar' (rules of language). This new step of the acquisition of phrases as wholes represents the basic resource by which the structural system is acquired (p. 4).

As a natural progression of this shift, chunking, a cognitive strategy, becomes crucial in aiding students to internalize language by breaking it down into more manageable and memorable units.

1.3 Chunking Technique

1.3.1 Definition and Characteristics of Chunking

As part of language learning, students often benefit from techniques that simplify information and facilitate communication. Chunking is one such technique, as it allows learners to organize language into meaningful chunks and encourages the development of smoother and more natural oral expression. “Chunking is a cognitive method that breaks down complex material into smaller, more digestible pieces, improving comprehension and retention of knowledge” (Ngandoh et al., 2025, p. 1). By grouping frequently repeated words within a phrase, the brain is able to learn more information, as it does not need to analyze each word in a sentence individually. In this way, students learn phrases and expressions that they can use in everyday speech and that are understandable to native speakers (Suppawittaya et al., 2024). For example, in the process of learning a new language, studying phrases, grammar and vocabulary is important in order to subsequently construct complex sentences and use them in daily conversations.

In contrast to traditional didactic classes that tend to present information as a large single block. Chunking reorganizes information into smaller chunks or units, so that the learner can handle the data using both short-term and long-term memory, which improves retention and retrieval. Large chunks tend to be unconnected, while small chunks allow information to be linked. Thus, this technique not only promotes attention as well as allows the learner the ability to revisit smaller units of information that can aid in overall knowledge retention and

comprehension. In this way, students can develop significant links between literacy skills and acknowledge the connections (Humphries & Clark, 2021).

1.3.2 Types of Chunks

In 1993, Lewis, in his book *Lexical Approach*, mentioned that language consists of a grammaticalized lexicon, not lexicalized grammar. The author also states that a large part of language consists of “chunks” of several words. Therefore, in language teaching, developing student’s ability to “chunk” is fundamental to improve their speaking skills.

To understand more about how chunks work in language, Lewis (1993) classifies them into the following categories:

Words. Roughly, a word is defined as a free morph or a clitic or a root plus affixes or a compound plus affixes. This means that a word can take on different morphological forms: as a free morpheme with its own meaning, a clitic that depends phonologically on another word, a root accompanied by affixes, or a compound that incorporates affixes (Haspelmath, 2023). In other words, words are flexible and can be manifested through different morphological combinations within a language. From this perspective, the chunking technique is relevant because it divides complex information into smaller pieces that are easier to remember. It groups words into meaningful chunks that make them easier to understand and use. Instead of constructing language word by word, students rely on familiar chunks that function as prefabricated structures. Thus, the understanding of smaller units of meaning (words) contributes to the formation of larger, more functional linguistic blocks (Ngandoh et al., 2025).

Multi-words items. The multi-words items are known as a “sequence of words which collectively present a meaning which is not derived from its individual words.” (Premasiri et al., 2022, p. 1). Many lexical items are multiword items with an independent existence. However, they can be analyzed into components. The most important groups are polywords, collocations, which are message-oriented, and institutionalized expressions, which are pragmatic.

Polywords. In the context of learning English as a foreign language, the results show that although they use functional fragments, they do not have a wide variety. Thus, polywords are the most commonly used (Gou et al., 2025). Polywords form part of multi-word expressions depending on the semantic connections and syntactic functions within the vocabulary; these words make up short phrases that function as individual lexical items. Polywords tend to be relatively short, consisting of two or three words, can belong to any grammatical class, and the meaning of the whole can vary from being immediately obvious to being completely different from that of the words that make it up. Polywords are subclassified as:

- phrasal verbs, e.g., cheer up

- filler words e.g., excuse me
- short pragmatic phrases, e.g., of course, (Vance, 2021)

Collocations. A collocation is a combination of two or more words that are commonly used together in English. The meaning of a collocation can be understood through its constituent parts, its meaning, word class, range, fixedness, substitutability, additions, deletions, displacement and distributions (Petkovska & Neshkovska, 2023). Collocations describe the co-occurrence of one word with another. To be considered as such, they must meet the criteria of frequency and grammatical structure; that is, the lexicon and grammar cannot be separated. They constitute the majority of vocabulary. This is evidenced by the fact that even dictionaries provide the most common collocations for each word. Collocations are divided into strong collocations (words closely associated with each other), fixed collocations (idioms) and weak collocations (words that can be placed with other words). Therefore, knowing collocations helps to improve students' language skills, enhancing their communicative competence. Conversely, not knowing them causes students to make mistakes. Since they are unaware of them, they begin to use words equivalent to those in their mother tongue (Bui, 2020).

Table 1

Collocations

Head word	Collocation
Cars	fast cars
Food	fast food
Glance	a quick glance
Meal	a quick meal
Effort	make an effort
Engine	powerful engine
Monument	ancient monuments

Note. Based on examples from McCarthy and O'Dell (2017), Unit 1.

Some collocations are translated directly, while others are not. Therefore, (Lewis, 1993) suggests that they should not be translated, as it would represent more learning difficulties for the students.

Institutionalized expressions. Institutionalized words belong to the language norm and are more or less familiar to members of a given linguistic community. A minimum degree of familiarity with the elements is a necessary requirement for institutionalization. Their use allows the listener or reader to quickly identify what the language user is doing. Once identified, language processing can focus on what is being said and the specific content. This ensures effective reception as well as productive processing in both oral and written expression. Lewis classifies these fixed elements into three subcategories. Institutionalized expressions are useful for non-native learners. Their use would represent an important part of fluency for low, intermediate, or advanced students. This is especially true for low-level students, as phrases of this type will have immediate practical use. Increasing the student's communicative resources while providing accurate and natural data with which to compare other novel expressions is a valuable resource that contributes to skill development (Lewis, 1993).

Short expressions:

- Not yet
- Certainly not
- Just a moment, please.

Sentence heads or frames:

- Sorry to interrupt you.
- That's all.
- I see what you mean, but...

Full sentences, with readily identifiable pragmatic meaning characterized by their typicality in native speaker usage.

1.4 English as a Foreign Language in Ecuadorian Curriculum

English language curriculum is designed for Educación General Básica and Bachillerato General Unificado students who are non-native English speakers. The curriculum presents a foundation and framework for learning English to facilitate the educational inclusion of students independent of their L1, based on the needs of a linguistically and culturally diverse population. It is designed to support the policy of developing citizens in Ecuador who can communicate effectively in today's globalized world. The curriculum also supports the general educational objectives of justice, innovation and solidarity by developing thinking, social and creative skills in the context of language learning. These are the skills Ecuadorian students will need to function successfully in local and international communities in the 21st century (Ministerio de Educación, 2016).

However, according to Guevara et al. (2024), the oral communication skills of Ecuadorian secondary school students still do not meet the levels of proficiency required by the national education plan for Spanish as a foreign language. The study, which involved 300 students from public schools in Milagro, revealed that graduates did not reach the B1 level of communicative competence specified in the curriculum's exit profile. The results showed poor performance in oral communication, listening comprehension, pronunciation, and fluency. This situation reflects a gap between the learning outcomes expected in the curriculum and the actual language proficiency achieved by students. This shows that the communicative objectives of the Ecuadorian curriculum for English as a foreign language have not been satisfactorily achieved.

In summary, despite the fact that the English as a foreign language curriculum for General Basic Education and General Unified High School in Ecuador focuses on the linguistic preparation of students, regardless of their social conditions, thus ensuring their participation in global communication through a communicative approach and integrated content and language learning (CLIL). These approaches do not meet international standards and prevent the optimal development of students' language skills.

1.6 The English Language Learning Standards

The English Language Learning Standards (ELLS) represent the outcomes that learners are expected to achieve at the end of a proficiency level in terms of knowledge and skills learned throughout their learning process. These standards are based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), which provides a common foundation for clearly defining objectives, content, and methods. The CEFR establishes certain proficiency levels, which are used as references in Ecuador's ELLS, which are A1, A2, and B1 (Ministerio de Educación del Ecuador, 2017).

Similarly, Pinzón (2020) investigated the quality of education at the Capitán Alfonso Arroyo Secondary School in Quito. The results, which focused on eighth-grade students learning English as a foreign language, revealed that the school had several problems, such as inadequate infrastructure, a lack of teacher training in national educational quality standards, and poor implementation of the standards recommended by the Ministry of Education for English language learning. As a result, students were unable to meet the Common European Framework of Reference (CEFR) requirements, which call for achieving an A1 level of language proficiency.

According to the Ministerio de Educación del Ecuador (2017) the progression of these levels follows a specific order:

Educación General Básica (sublevel Elemental and Medio)

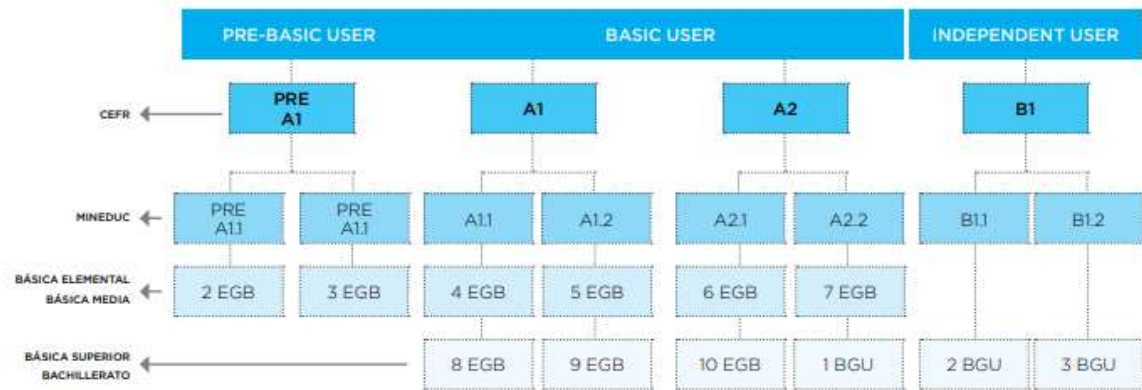
- Level PREA1: at the end of 3rd year
- Level A1: At the end of 5th year
- Level A2: at the end of 7th year

Educación General Básica (sublevel Superior and Bachillerato General Unificado)

- Level A1: At the end of 9th year
- Level A2: At the end of 1st year
- Level B1: At the end of 3rd year

Figure 1

Levels of Proficiency in the Ecuadorian Curriculum



Note. Levels of Proficiency: Branching Approach. Taken from (Ministerio de Educación del Ecuador, 2016)

The proficiency levels of the English Language Learning Standards according to the Common European Framework of Reference for Languages comprise the following competences. At level A1, students are able to use and understand everyday expressions, so they can introduce themselves and others as well as give personal information about their home and belongings. At A2 level, students are able to understand commonly used phrases from familiar surroundings, being able to execute simple routine tasks, express ideas in a simple way about past activities, their environment and immediate needs. At B1 level, students are able to understand the main points of written readings in clear, familiar, standard language. In addition to using the target language while traveling in English-speaking countries, they can write simple and coherent essays, explain their future plans and justify their opinions (Ministerio de Educación del Ecuador, 2013).

1.7 Productive and Receptive Skills

Listening, speaking, reading, and writing are the four skills of English language. These skills can further be categorized into two types: productive skills (writing and speaking) and receptive skills (reading and listening). Productive skills (writing and speaking) involve the production and/or emission of information, i.e., the output of information. While receptive skills (reading and listening) involve a situation in which information is input or received (Regis-Onuoha & Agwuocha, 2024).

This study is centered in speaking which is a vital productive skill that enables individuals to convey their thoughts clearly and to communicate clearly and effectively in real-life contexts. Using this skill, students can express their opinions, intentions, hopes, ideas, and points of view to others. Proficiency in speaking means learning the micro-skills and macro-skills of speaking. The micro-skills refer to the production of the smallest chunks of language, such as phonemes, morphemes, words, collocations, and phrasal units. For their part, macro-skills involve the speaker's focusing on larger components: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic choices (Brown, 2004). By mastering both micro-skills and macro-skills, learners can develop their oral competence, express themselves with confidence, and become engaged in the learning process.

Nevertheless, it is not enough to produce language; it is also important that students achieve accuracy in their speech. It refers to the degree that the language produced complies with the norms of the target language. It involves linguistic factors such as pronunciation, diction, and grammar of the target language. Accuracy proposes that learners should be able to pronounce words correctly, taking care of intonation and stress patterns. In addition, they should use the appropriate vocabulary depending on the context in which they find themselves, adapting to morphological and syntactic patterns. To develop this subskill, students should be given opportunities to notice their errors in language use and correct them after speaking (Cendra & Sulindra, 2022).

1.8 Psychological Factors Affecting Speaking Skills

Psychological factors have a significant impact on students' speaking skills. These factors are the lack of confidence, shyness or anxiety, fear of making mistakes, and low motivation. Anxiety or shyness arises when students have few opportunities to speak and lack interaction, leading them to remain silent for fear of being ridiculed. Both are closely related to a lack of confidence. Students who doubt their ability to speak English tend to feel afraid to express themselves in public. In this sense, making mistakes leads students to avoid participating in oral activities, while a lack of motivation manifests itself in a passive attitude during learning tasks. These psychological elements, taken together, restrict active participation and fluency during speech learning. Therefore, it is crucial to use pedagogical activities that create a safe, stimulating, and interactive environment for students to practice English freely (Rahmadani, Astutik, & Rahayu, 2024).

1.9 Teaching English to Young Learners

Teaching English to young learners, it is necessary to combine engaging teaching methods, a positive learning environment, and age-appropriate materials. Young learners respond positively to visual and interactive materials, such as storybooks, illustrations, songs, games, posters, kinesthetic activities, and manipulatives. These materials will capture their attention, improving their comprehension and vocabulary retention. This will create experiences

that are relevant to their learning styles, cognitive needs, and interests, thereby encouraging their active participation. In turn, this will increase young learners' motivation to internalize the language and develop their skills. This will ensure a stimulating and inclusive environment that encourages them to develop academically and personally (Islahuddin, 2023).

1.10 Developing Speaking Skills through Chunking Technique

Speaking English as a foreign language (EFL) is a significant challenge in learning a new language. “The majority of EFL learners have problems about pronunciation due to the differences of the sound systems between their mother language and the target language” (Congo, 2022, p. 4). As using a language is more important than simply knowing it, identifying and analyzing the mechanisms that influence fluency is important for understanding the complexity of students' oral competence (Guevara & Flores, 2020). This has triggered several research studies on the problems faced by learners and the evaluation of the application of various teaching methods designed to improve their oral proficiency. One teaching approach that aims to improve the accuracy of oral production is the use of lexical chunks. This research examines a selection of studies on the role of chunking as a technique to develop communicative skills in speaking.

In 2017, Verdiyeva and Huseynova, through their article “Speaking is a challenging skill in language learning” investigated the most common challenges in mastering speaking during English language learning to develop oral skills and improve the effectiveness of teaching English as a foreign language in Azerbaijan. The study presents a mixed approach, combining quantitative and qualitative components. The quantitative aspect comes from a survey with measurable responses, and the qualitative is due to the analysis and interpretation of the data. To carry out the study, a sample of 50 students from different faculties was surveyed, providing a diverse range of perspectives. The results show that most students prioritize communication skills. However, if they have difficulties in improving their communication skills, interest in learning the language decreases, with more than fifty percent of the students reporting feelings of embarrassment, nervousness, and shyness. Therefore, to address these challenges, the authors emphasize the importance of implementing didactic strategies to promote self-efficacy and language use in real contexts.

Understanding the importance of instructional techniques in 2022, Guaminga mentions in her article “Lexical approach in the development of English language oral production” that the use of the lexical approach promotes innovative language learning. The researcher argues that language is constructed and generated as building blocks, i.e., formulated chunks or phrases that would positively influence oral production if used. The main objective of the research is to demonstrate how this approach influences the development of English oral production in university students. To achieve this, the study employs a quantitative approach combining

descriptive and correlational methods in the framework of socio-educational research. Additionally, it utilizes a pretest and posttest to evaluate the impact of the lexical approach on the students' oral production ability. As a result, the lexical approach proves beneficial for students in the development of oral production because they assimilate lexical units as a global meaning, so it is easier to remember them when speaking. Consequently, students can produce language naturally.

Similarly, Monica (2022), through her article entitled “Enhancing EFL undergraduate students' speaking fluency through chunking”, sought to endorse whether the application of chunking could make significant progress in EFL students' speaking fluency. To obtain this information, Monica conducted experimental research at the University of Pattimura, in which a total of 40 students participated. They were subdivided into a control and an experimental group. The instruments used to measure the effectiveness of this technique were a test, which included 30 multiple-choice questions, and an interview with open-ended questions in which the participant could make use of lexical chunks. Both would be taken as pretest and posttest in the two groups of students with the intention of knowing their fluency in the language. As a result, the experimental group obtained an average of 7.867 in the pretest and an average of 10.102 in the posttest, reflecting a clear improvement with the application of the “treatment”. In contrast, the control group obtained a pretest mean of 8.675 and a posttest mean of 8.021, which does not imply any improvement.

In the same vein, the article entitled “Research on the application of lexical chunk usage in college students' spoken English communication” written by Lu et al. (2023), mentions that teaching lexical chunks has a great positive effect on improving learners' pragmatic skills and vocabulary acquisition. With the main aim of demonstrating how the use of lexical chunks influences learners' fluency, accuracy, and confidence in speaking. The study focuses on teaching strategies such as sentence construction, translation, error correction, fill-in-the-blank, and speech pronunciation according to the provided block frame, as well as on the use of English lexical blocks through extensive contact and imitation. The results of the study show that the teaching of lexical blocks has a positive effect on the fluency and accuracy of learners' speaking. This would imply a reduction in cross-linguistic errors and, in turn, an increase in learner confidence in speaking. Thus, when discussing the oral teaching process, it is important to recognize the use of innovative techniques for the generation of meaningful knowledge.

Furthermore, Rahman, Mashuri and Nurdin (2022), in their article entitled “Neuro-linguistic programming approach in the preaching of Ustadz Rino Zeldeni” state that in the context of human thinking, chunking is a crucial concept for expanding one's ideas and solving problems creatively. The main purpose of this study is to examine more deeply how Ustadz Rino Zeldeni applies the basic concepts and techniques of Neurolinguistic Programming (NLP) in his preaching communication. For this purpose, use is made of a qualitative research method with a

phenomenological approach. The result is that if chunking is applied in one of its three subdivisions: chunk down, which provides more precise or detailed information; chunk up, which makes the information more abstract or global; and chunk side, which offers alternative concepts. This would reduce cognitive load, improve linguistic processing and increase the individual's oral fluency.

In 2021, Bustamante's article entitled “Chunking language in the perspective of EFL learners” seeks to analyze how chunking enriches learners' vocabulary acquisition and use based on their ideas and experiences in online classes. This study used a qualitative research approach through thematic analysis, examining the responses using the descriptive method. The researchers used a question guide to gather participants' insights and ideas about the strategy and conducted a thematic analysis to explore the data. The results show that the majority of EFL learners recognize the importance of vocabulary but find sentence construction problematic. Thus, with the application of chunking as a strategy, they found it to be fundamental to language learning and an important contribution to vocabulary acquisition.

In this sense, this study aims to understand the role of chunking as a technique to develop speaking skills. It is expected that in this way, seventh grade students at Gabriela Mistral High School will polish their memory retention, expand their lexicon, and consequently express themselves appropriately, performing their speech with proper grammar, vocabulary and pronunciation. Facilitating oral production as a mean for exchanging lexical chunks and valuable information, helping students develop their skills in any environment where English is used. This means that the application of this technique will not only benefit academic performance but will also prepare the student to face the challenges or obstacles present under certain every day or unusual situations where English is needed.

Chapter II: Methodology

This chapter presents the methodological framework of this research work. It includes a detailed description of the study site and the sample from which the data was collected. Furthermore, it explains the procedures for data analysis and provides conclusions and recommendations based on the findings. Finally, the chapter discusses the potential implications of the study and its contribution to future research in this field.

2.1 Description of the Study Area

Gabriela Mistral High School is an urban, coeducational school that operates during the morning shift. This institution was founded on May 17th, 1925, as the first Women's Fiscal School in the city. It belongs to the Sierra Regime, Zone 1, and the educational district 10D02 Antonio Ante-Otavalo. It is located in the province of Imbabura, in the Otavalo canton of the San Luis parish, specifically at Luis Cisneros 641 and Panamericana Norte. Currently, this institution has approximately 1,688 students, 76 teachers, and 7 administrative staff who receive, impart, or administer regular education across the different educational levels: kindergarten, elementary, and high school. This research was carried out with one English teacher from the high school and seventh-grade students who are organized in four parallels: A, B, C, and D. Parallels A and C consist of 34 students each, while parallels B and D have 36 and 35 students, respectively, giving a total of 139 students.

2.2 Research Approach/ Type of Research

Mixed Approach

This research employed a mixed-methods approach that integrated both quantitative and qualitative methods to enhance the analysis of various dimensions of the study.

First, The qualitative research emphasizes on describing a phenomenon in a deep inclusive style. In most cases, a small number of participants join in this type of research, because to carry out such a research work requires many resources and much time. It aims to provide a knowledge of human experience, perceptions, motives, intentions, and behaviors through description, observation, and experience, taking a naturalistic interpretative approach to a subject. It is done based on the researcher's descriptions or experiences (Munawarah, 2023, p. 2).

Therefore, it was used to analyze the different perceptions, ideologies, thoughts and experiences of the school members. In this study, qualitative data were gathered through interviews, which allowed the researcher to obtain insights about the perspectives and experiences of the participants.

On the other hand, according to Rana et al. (2021), "Quantitative method is the collection and analysis of numerical data to answer scientific research questions. Quantitative method is used to summarize, average, find patterns, make predictions, and

test causal associations as well as generalizing results to wider populations” (p. 1). In line with this definition, in this research, numerical data were organized and analyzed statistically, which allowed for the detection of relevant patterns and the obtaining of accurate and objective conclusions about the study's findings. Therefore, while qualitative research examined the collected data and established its conclusions based on them subjectively, quantitative research did so objectively.

Design

This research employed a descriptive design, whose main objective was to examine individuals, phenomena, or conditions by studying them as they are in nature. “Descriptive studies look at the characteristics of a population; identify problems that exist within a unit, an organization, or a population; or look at variations in characteristics or practices between institutions or even countries” (Siedlecki, 2020, p. 1). Following this perspective, the present study focused on what rather than how or why something happened. Consequently, an interview and a survey were used to collect data. In summary, it is research focused on describing and classifying phenomena rather than explaining the underlying causes or processes.

Method

In addition, this research adopted a deductive method, which, according to Mohammed (2024) is “grounded in the theory-testing paradigm, begins with a general hypothesis or theory and narrows down to specific observations to test its validity” (p. 1.) It seeks to establish logical premises and derive conclusions based on them. This method does not allow for unverifiable assumptions. Therefore, deductive reasoning is considered a fundamental skill for drawing reliable conclusions from the data. It was thus useful in investigating the role of fragmentation in speech accuracy. It also guided all stages of the research, including data collection, the development of the theoretical framework, analysis and discussion, the design of the proposal, and the formulation of conclusions, considering the various aspects of the research.

2.5 Techniques and Research Instruments

The techniques used in this research were both qualitative and quantitative, through an interview and a survey, respectively. On the one hand, “the interview method in psychology is a data collection technique in which a researcher engages in direct conversation with people to gather information about their thoughts, experiences, and behaviors” (McLeod, 2024, p.2). Therefore, the information collected will be analyzed qualitatively, allowing a deeper understanding of participants’ perspectives. On the other hand, a survey is a set of questions arranged sequentially to obtain acceptable answers. Important information is gathered by asking people specific questions. This helps to

discover what they think, feel, and do, allowing us to learn more about different aspects of human life and society. This will constitute the quantitative instrument, as the information gathered through surveys can be analyzed statistically (Prasad et al., 2024).

Both instruments will provide a comprehensive and balanced approach to exploring the research topic. This will be possible through data collection instruments: surveys and semi-structured interviews. Since the survey will allow information to be collected on the student's knowledge and skills, it will be possible to standardize and quantify it to identify patterns and trends. On the other hand, semi-structured interviews, being qualitative, allow for a better understanding of the subjects' experiences and opinions. By adapting the questions based on the responses obtained in the process, the researcher will be able to delve deeper into the topics under study and will have the necessary flexibility to capture the subtleties and complexities of the phenomenon being studied.

2.6 Research Questions

How could the chunking technique contribute to the development of speaking skills in EFL seventh-grade students at Gabriela Mistral High School?

What are the main difficulties faced by seventh grade students in developing their speaking skills ?

2.6 Distribution of Research Participants at Gabriela Mistral High School

Table 2

Research Participants

Gabriela Mistral High School						
Course	A	B	C	D	TOTAL	
Number of Students	34	36	34	35	139	
Number of Teachers	1	1	1	1	1	

Note. Author's own elaboration

For this research, the population exceeded 100 participants with a total of 139 students, so the application of the sample was necessary to select an appropriate population size. The formula used is as follows:

Figure 2

Statistical Formula for Sample Size Determination

$$n = \frac{N Z^2 p(1 - p)}{E^2(N - 1) + Z^2 p(1 - p)} = \frac{139 \cdot 1.96^2 \cdot 0.5(1 - 0.5)}{0.05^2(139 - 1) + 1.96^2 \cdot 0.5(1 - 0.5)} \approx 102.26$$

Note. Author's own elaboration

- n is the sample size,
 - N is the total population size (139 students),
 - Z corresponding to the confidence level (e.g., for a confidence level of 95%, $Z=1.96$),
 - p is the estimated proportion of the population,
 - E is the desired margin of error (e.g., $E=0.05$ for a 5% margin of error).
- N= 139,
 - Z= 1.96
 - p= 0.5,
 - E= 0.05

Therefore, the sample for this research is approximately 103 students. This value ensures that the results obtained are representative of the total population of 139 students, with a 5% margin of error. Thus, reinforcing the reliability of the data collected during this study.

2.7 Procedure

First, the research problem was defined. Next, data collection began on the dependent and independent variables of the research topic. Subsequently, the research instruments were developed: a survey for teachers and an interview designed for students. Both were validated by English teachers from Universidad Técnica del Norte, who confirmed their validity and feasibility. Then, they were used with a sample of 103 seventh-grade students and their English teacher at the Gabriela Mistral High School. After data collection, qualitative and quantitative analyses were performed. To represent the quantitative data, pie charts and bar graphs were used, while subjective opinions were reflected in the description of the qualitative data.

Chapter III: Results and Discussion

3.1. Teacher's Interviews

Questions

1. In your classes, which of the four skills has the highest priority and why?

Teacher answer:

In my classes, I try to develop the four skills, listening, reading, writing, speaking. Additionally, I really like to teach new vocabulary and some grammar.

Analysis 1

The teacher states an attempt to develop the four language skills (reading, writing, speaking, and listening), which form an interconnected system that supports holistic language development (Pradhani, 2025). This demonstrates her intention to offer a balanced approach to language learning during her classes. She also mentioned that while developing the four basic skills, she seeks to expand vocabulary and grammatical knowledge. However, in practice, it is difficult to give equal attention to all skills in the limited time available in class. This is especially evident in contexts where students have different levels of proficiency and teaching time is fragmented. As a result, the most demanding productive skill, oral expression, tends to receive less consistent practice than the other skills (Kulsum et al., 2025).

2. What challenges or difficulties do you face when developing speaking skills in 7th level students?

Okay, first of all, the students in several level don't have a good vocabulary. Yeah, this is a real problem because they don't have the base in order to speak, in order to develop this kind of skill. But I try to teach or increase new vocabulary in order to have the opportunity to talk, to have conversations and sometimes I try to have some dialogues with each other.

Analysis 2

The educator describes that a lack of vocabulary is one of the main obstacles her students face when expressing themselves orally. She attempts to address this issue by introducing new words, phrases, and short dialogues, and by providing students with opportunities to participate in conversations. However, students continue to struggle to communicate because they lack the lexical foundation necessary to produce spoken language with confidence. This suggests a need for tools that enable them to organize and

use language in useful ways. Since vocabulary is a basic component of language, for speaking, listening comprehension, reading, and writing, poor command of vocabulary affects students' ability to express themselves orally (Arochman et al., 2023). Therefore, it is important to create spaces where students can practice and use new vocabulary in meaningful ways, which is key for the gradual development of oral production.

3. How do you foster an atmosphere of confidence so that students feel comfortable to speak in English?

Okay, I think the most important thing is that they have the confidence by themselves. They try to use their basic vocabulary in order to express some topics like the weather, the classroom materials, something like that. I try to use songs, rhymes, and every week they try to memorize some rhymes and they increase their vocabulary and improve their pronunciation in English.

Analysis 3

The teacher builds in activities like singing and verbal patterns to boost students' confidence and speaking skills in English. This approach creates a supportive, non-judgmental environment where students feel safe to participate and practice basic English vocabulary without fear of making mistakes (Jaya et al., 2025). The teacher aims to motivate students to engage in self-expression with basic vocabulary to promote linguistic confidence. However, it is also concerning that these vocabulary activities focus more on rote learning and repetition. While this is a useful starting point, it can also limit opportunities for authentic dialogue. Therefore, although teaching methods succeed in reducing students' affective barriers, they should also include a wider range of vocabulary-based activities that focus on authentic and spontaneous use of English by students.

4. How often do your students have the opportunity to speak in English during classes each week?

For instance, in my class I have around 35 or 36 students and it's really difficult to all of the students have the opportunity to talk. But I try to, most of the students participate in some dialogues, some rhymes, and in every class, they have a rhyme in order to have the opportunity to talk and to improve their good pronunciation. And the most important thing in English is the communication and I try to use this kind of skill.

Analysis 4

Working with large groups of students poses a significant challenge for English teachers because it considerably limits the opportunities learners have to speak. As Roshan, Gurbaz, and Rahmani (2022) explain, "In terms of student participation in activities and learning, not all students were able to participate in the activities, and teachers were unable

to pay attention to each of them” (p. 1). This situation reflects what happens with the interviewed teacher, who consistently tries to include oral practice in every lesson so that most students can communicate through dialogues and rhymes. Consequently, to ensure that all learners can develop oral expression gradually and consistently, it becomes necessary to implement engaging activities that encourage active participation, even when the class size is large.

5. What types of activities do you use to develop speaking skills in the classroom?

Okay, as I told you, I try to use some rhymes and I have an interesting book. This is a magic book and in each topic that we are talking about they are developing a rhyme or a song. And I think it's a good idea because the children really like to sing and really like to express with some signals, some gestures, and we can use the language in order to communicate and additionally we have the gestures. And so, I think they understand what they are doing.

Analysis 5

The teacher states that the use of rhymes and songs related to the topics covered in class helps develop student's oral expression skills. Using songs as a technique for learning English has proven to be effective with children. For example, songs motivate learners, encourage interaction, and make learning more enjoyable. Almost all songs have important features such as repetition, which reinforces language patterns and improves pronunciation, intonation and rhythm (Sasmita & Inayah, 2024). Songs strengthen language learning in a natural and unforgettable way. By listening to songs constantly, learners increase their listening comprehension, enabling them to become familiar with different accents, rhythms, and natural ways of speaking. This enhances their vocabulary, pronunciation, ability to reproduce sounds, intonation, and expressions specific to the language (Uddin & Podder, 2024).

6. Do you use any type of instrument or criteria to assess your students' speaking skills? If so, which one(s)?

Okay, when the students are talking or when the students are speaking or maybe a role play, a dialogue, rhymes, I try to evaluate, first of all, the gestures. They understand what they are doing, fluency, pronunciation, and I think are the most important instrument or my criteria to evaluate them.

Analysis 6

It is mentioned that the teacher's assessment method emphasizes criteria such as gestures, understanding of the activity, fluency, and pronunciation. These tend to be observed in students during dialogues, role-playing games, rhymes, and songs. However,

she does not use a formal assessment tool, so the assessment tends to be more qualitative and subjective, which can lead to some bias and make it difficult to objectively analyze the students' assessment at different stages of learning. Absence of standardized criteria limits the assessment's consistency and clarity regarding which specific areas students need to improve (Olson & Krysiak, 2021). Structured tools, such as analytical rubrics, contribute to improving the transparency, reliability, and objectivity of assessment, enabling teachers to identify strengths and weaknesses in areas where students need to improve. In this sense, even if the teacher's criteria are relevant and aligned with student communication, the lack of an assessment tool encourages a lack of rigor and consistency in the assessment process, which features the lack of formality in the assessment of oral skills.

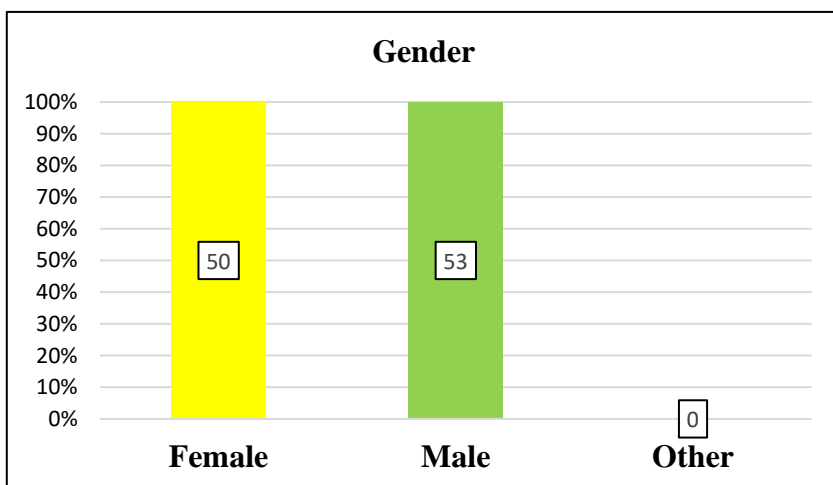
3.2. Students' Survey Analysis

Gender and Age

Question 1

Figure 3

Gender

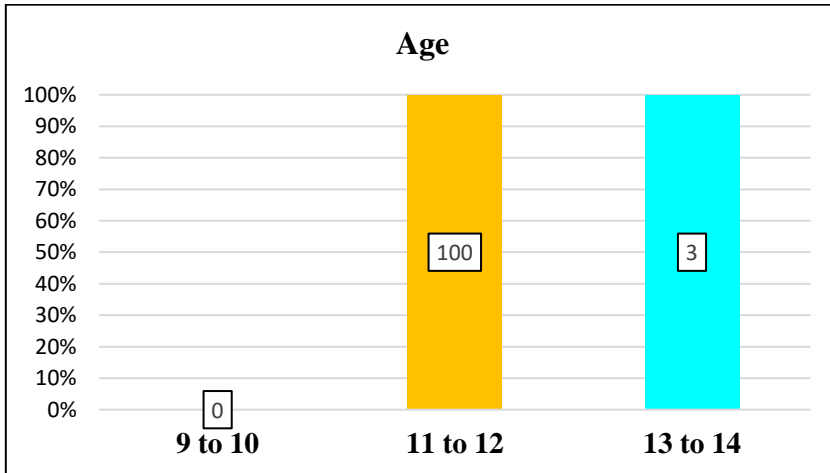


Note. Author's own elaboration.

Question 2

Figure 4

Age



Note. Author's own elaboration.

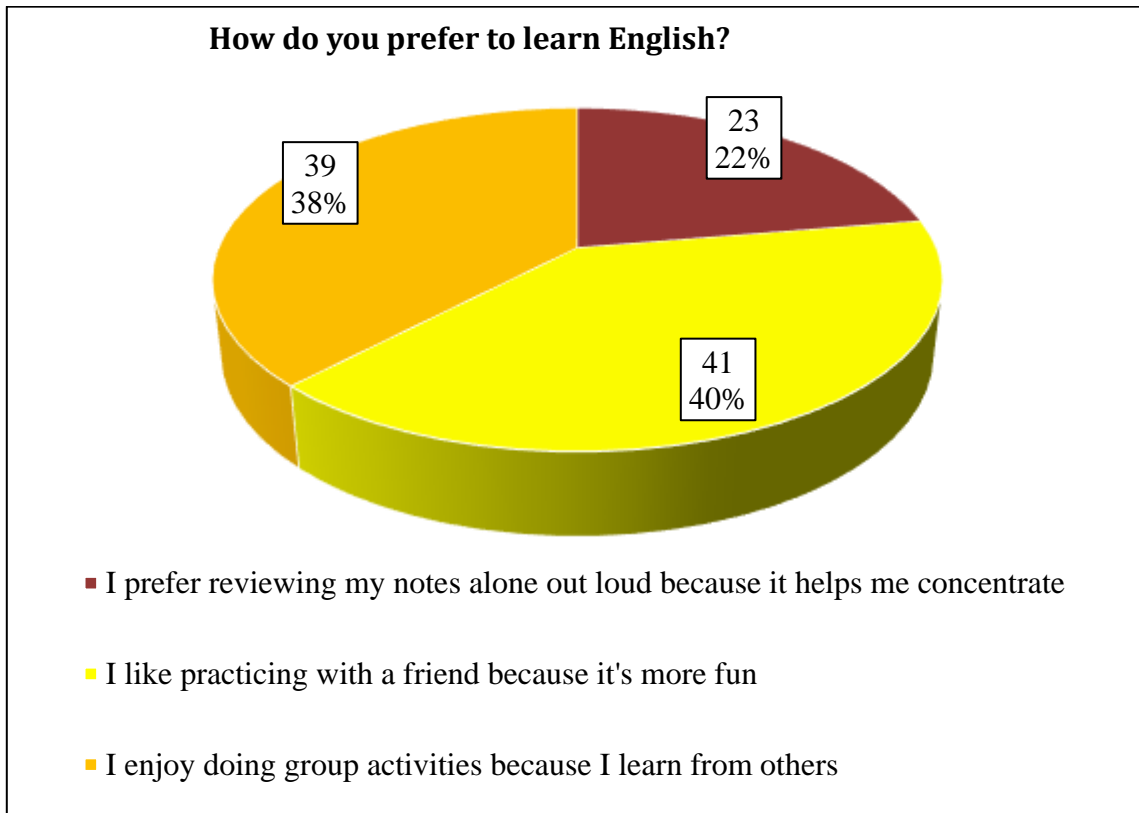
Analysis 1

The sample surveyed consists of 50 males and 53 females, demonstrating an almost equal distribution between the two sexes. This distribution allows the results to represent the students' perceptions in a representative manner, without one group standing out over the other. In terms of age, most students (100) are between 11 and 12 years old, while only 3 are in the 13-14 age range. This reveals that the results focus mainly on preteens. Therefore, interpretations based on these results must consider that the conclusions are mainly influenced by the developmental, cognitive, and social characteristics typical of this younger age group. There is representativeness in terms of gender distribution, as well as a strong concentration of participants within a specific age range.

Question 3

Figure 5

Learners' preferences



Note. Author's own elaboration.

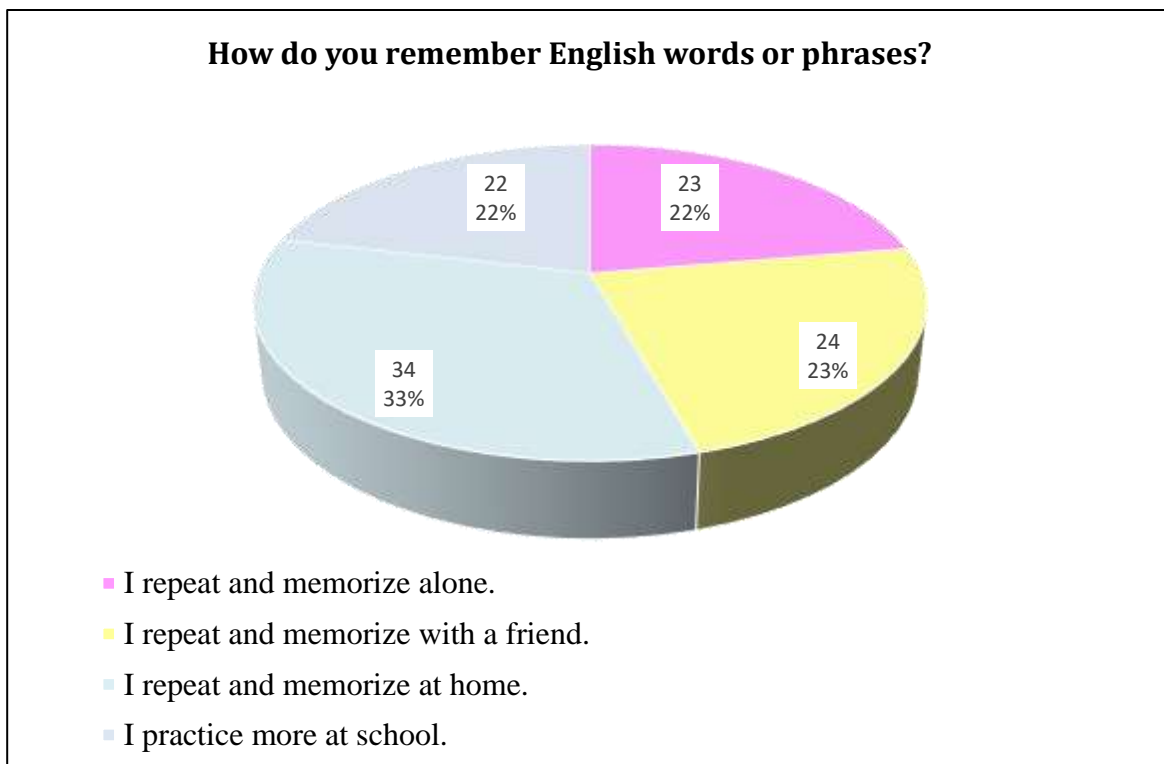
Analysis 2

Regarding English language learning, the results indicate differences in students' individual preferences. First, 41 students, representing 40%, prefer to practice with a friend, indicating a clear interest in collaborative and social activities, which allow them to provide and receive immediate feedback through interaction and mutual correction, helping to improve comprehension and retention. Similarly, 39 students, or 38%, enjoy group activities, which are ideal for exchanging ideas and providing support. These types of activities encourage the exchange of ideas, mutual support, and problem solving, creating a safe environment where students feel confident to participate. On the other hand, 23 students (22%) prefer to review their notes alone aloud, demonstrating that some concentrate better individually, allowing them to work at their own pace and reflect without any external distractions. In summary, the data shows that the main preference among students is collaborative learning, while a smaller group opts to study individually. Understanding these differences and using them in the design of English learning activities is key to ensuring that they are adapted to different learning styles, promoting personal and collective development.

Question 4

Figure 6

Strategies to Remember English Words and Phrases



Note. Author's own elaboration.

Analysis 3

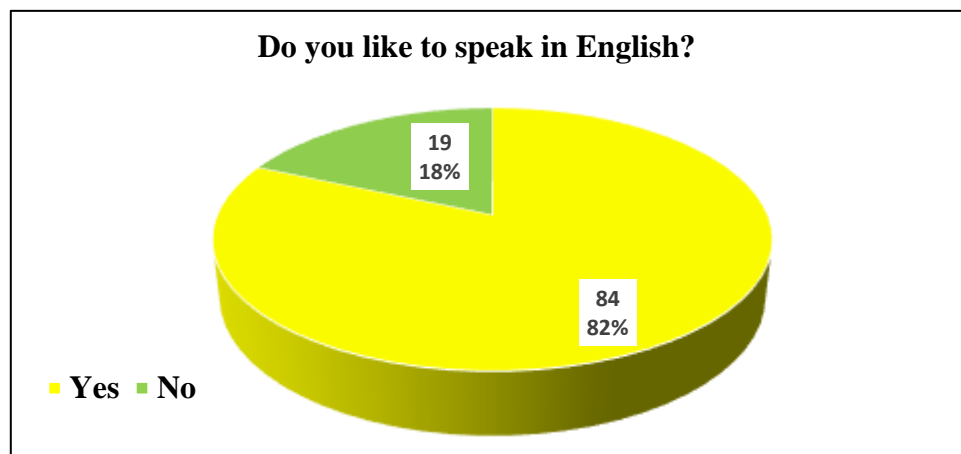
The graph shows how students memorize English words or phrases using different strategies. Most students, 33%, prefer to repeat and memorize at home, indicating that the home is a comfortable environment that maximizes concentration and allows students to manage their time and pace individually, giving them space to practice and constantly reinforce what they have learned. A similar proportion, 22%, practice individually and 23% with a friend. This demonstrates the usefulness of both individual and group work, although to a lesser extent than practicing at home. Finally, 22% of students practice more frequently at school, indicating that, for some, the school environment is an important place for learning as they can count on the support of teachers or classmates. Overall, the data show that students prioritize practice in personal settings, while individual practice, with friends or at school has a more balanced participation. These findings suggest that teachers should

incorporate a combination of autonomous activities and pair work within the classroom to accommodate different learning preferences.

Question 5

Figure 7

Students' Attitude Toward Speaking English



Note. Author's own elaboration.

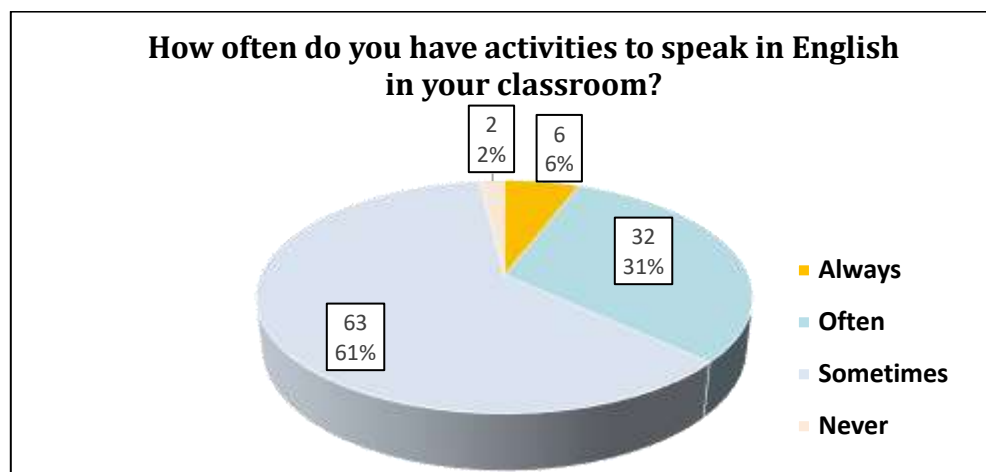
Analysis 4

The majority of students (84), representing 82%, stated that they enjoy speaking English, demonstrating a general interest and motivation to practice speaking in this language. This suggests that most learners are positively motivated to practice speaking, which can promote the development of communicative competence as they are committed to being active participants in their learning process. In contrast, a small group (19 students), representing 18%, stated that they did not like communicating in English, revealing that a minority feel less motivated or comfortable participating orally. This emphasizes the need for activities that allow students to participate freely and reduce their difficulties in speaking. In summary, the data shows that the majority of students have a favorable attitude, so teachers should reinforce this commitment to the use of spoken English, which can be beneficial for their participation and learning in communicative activities.

Question 6

Figure 8

Frequency of Speaking Activities in the Classroom



Note. Author's own elaboration.

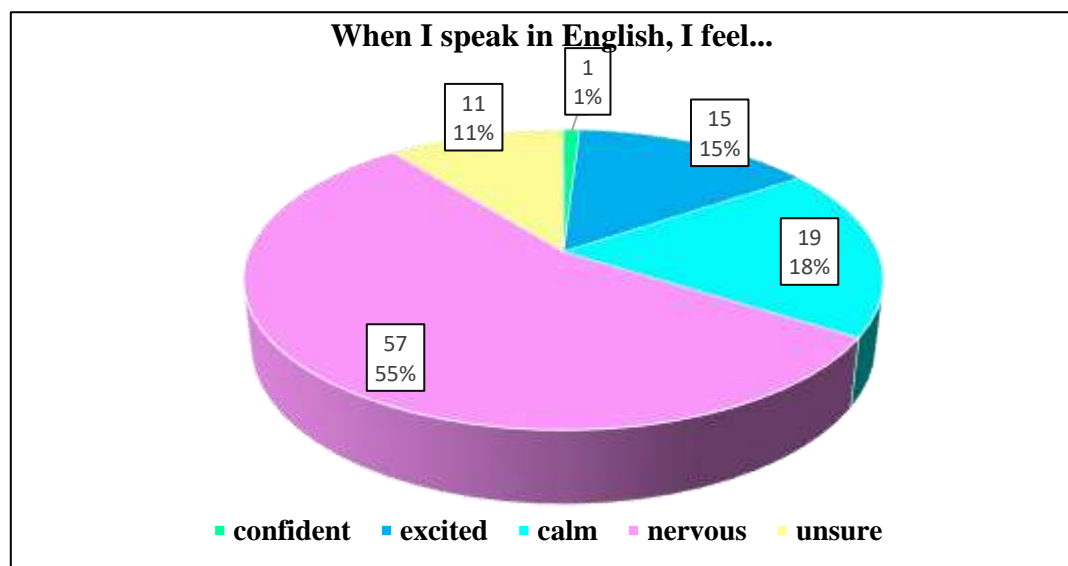
Analysis 5

The majority of students (63), representing 61%, stated that they sometimes participate in activities to speak English in the classroom, indicating that oral practice is not entirely regular because students do not have a balanced number of opportunities to speak in class. A significant number of students (32), representing 31%, participate frequently, suggesting that they take advantage of opportunities to speak in class, but only a small number (6), 6%, always do so, and (2), 2%, never participate in these activities. This shows that, although oral practice is carried out, its frequency varies and not all students have the opportunity to speak English regularly during class; some students always speak, others frequently, and finally there are those who never do. This should be addressed by implementing strategies that balance the number of contributions per student.

Question 7

Figure 9

Learners' Perceptions While Speaking English



Note. Author's own elaboration.

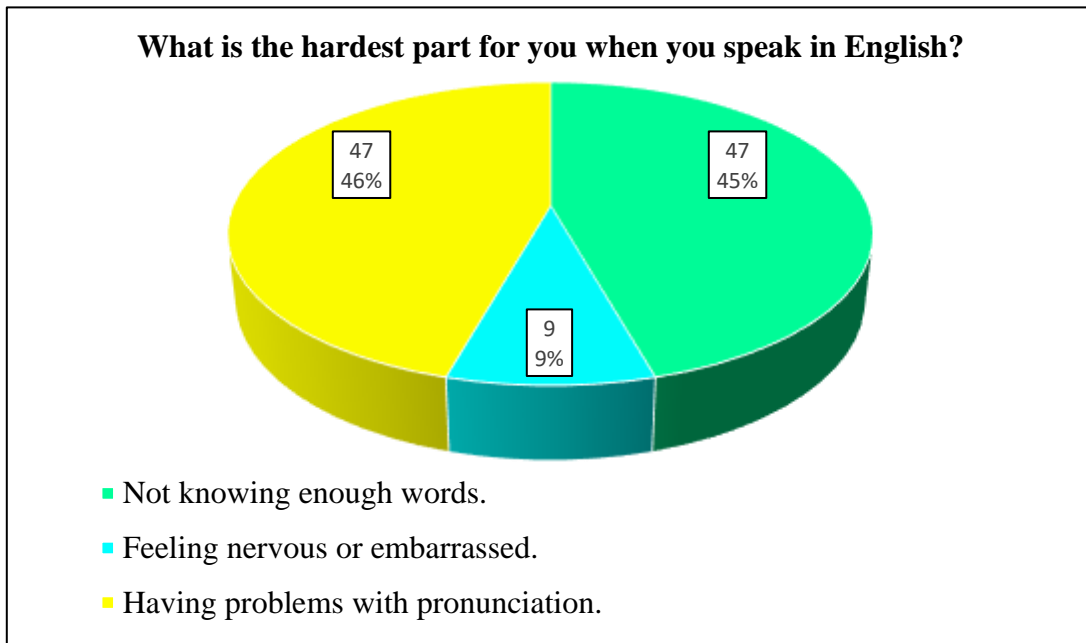
Analysis 6

According to the data, the predominant feeling among students when speaking English is nervousness, with 55% of students reporting this feeling. This shows that a significant number of students feel tense when participating in oral activities. On the other hand, 18% of them feel calm and 15% feel excited, which shows that there are positive feelings among students when they interact in English, although they are less numerous. Only one student (1%) expresses feeling confident, which demonstrates the need to implement activities that foster a safe environment where students can participate without fear. This would be useful for the 11% of students who feel insecure. These results show that most students face significant emotional challenges, which require pedagogical interventions that promote the development of emotional intelligence.

Question 8

Figure 10

Students' Difficulties When Speaking English



Note. Author's own elaboration.

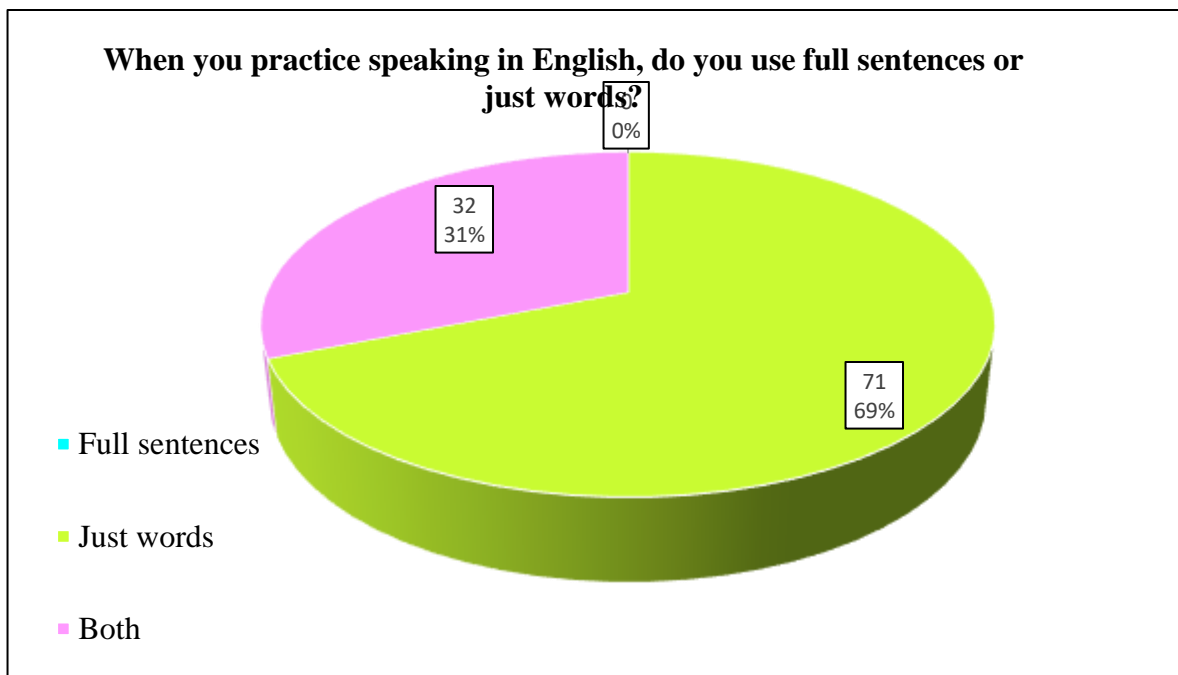
Analysis 7

Regarding the pronunciation and vocabulary are what most students find challenging when speaking English: 46 % of them stated that they had difficulties with pronunciation, and 45 % claimed that their vocabulary was not sufficiently developed. This shows that almost half of the group believes that articulation difficulties and lack of vocabulary are significant barriers to effective communication. On the other hand, 9% of the students indicated that embarrassment or nerves hinder them, which shows that the emotional component influences participation and confidence when speaking, although to a lesser extent. In general, these data show that teaching strategies are needed to help increase vocabulary, improve pronunciation, and boost confidence when speaking.

Question 9

Figure 11

Patterns of Speaking: Full Sentences or Single Words



Note. Author's own elaboration.

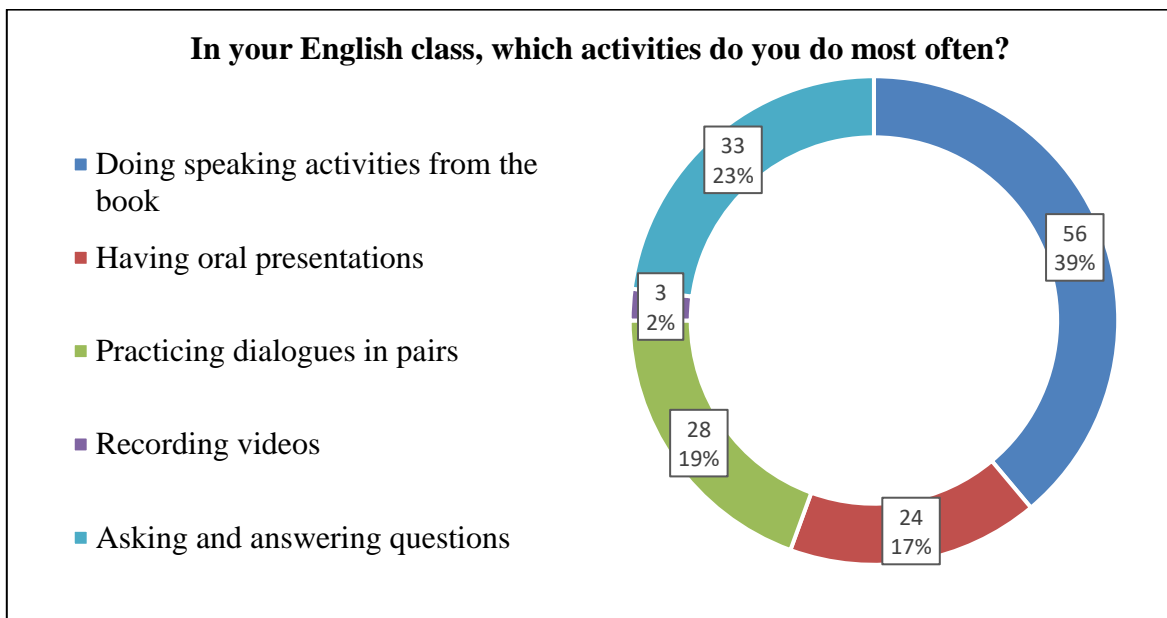
Analysis 8

The results show that 69% of students use single words to practice English, suggesting that oral production focuses mainly on isolated vocabulary rather than complete structures. At the same time, a smaller percentage, 31%, shows that some students use both words and complete sentences, demonstrating a better command of the language by integrating a wider range of words and/or expressions in certain contexts. In contrast, it was found that no students (0%) use only complete sentences, implying that forming complete sentences represents a significant challenge, as it requires greater language proficiency. This represents the need for an educational approach that focuses more on the production of complete utterances.

Question 10

Figure 12

Students' Participation in English Class Activities



Note. Author's own elaboration.

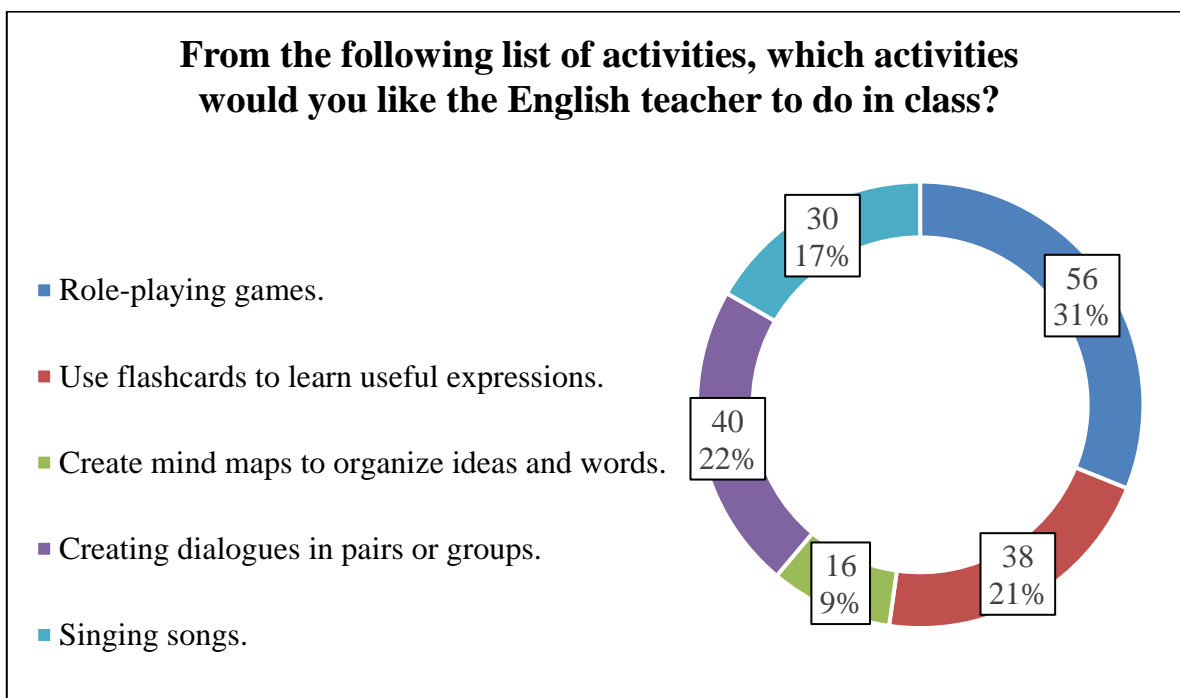
Analysis 9

The results indicate that oral exercises from the textbook are the most common activity in English classes, performed by 39% of students, suggesting that course materials remain an important resource for practice. Next are questions and answers, which account for 23%, and practicing dialogues in pairs, which accounts for 19%, showing that there is a moderate opportunity for interaction and communicative practice. Meanwhile, 17% of students give oral presentations, although these do not seem to be consistent enough to promote a more dynamic use of the language. Finally, the least common activity is video recording, in which only 2% of students participate, suggesting that this activity is present but does not constitute regular practice in the classroom. This shows that, although students use various methods to practice oral expression, tasks that encourage autonomous or creative oral production are minimal, with a predominance of the use of material provided by the Ministry of Education.

Question 11

Figure 13

Learners' Preferences for Classroom Activities



Analysis 10

According to the results, the activities that students would like their English teacher to include are those that give them the opportunity to actively practice English. In this regard, role-playing tops the list, with 31%. This is followed by creating dialogues in pairs or groups, with 40% showing interest in authentic communication and mutual feedback. In addition, the use of flashcards to learn useful expressions stands out, with 21%, indicating that students are looking for resources to reinforce their vocabulary. To a lesser extent, other activities such as singing songs are also valued, with 17%. Finally, the least popular option was the creation of mind maps to organize words and ideas, with 9%. In other words, the use of visual, playful, and collaborative tools can help create a more complete and stimulating learning experience in the English classroom.

Discussion

The results gathered in this study show that seventh-grade students encounter multiple struggles when developing their English-speaking skills. Data indicates that 46% of students experience difficulties with pronunciation and 45% with vocabulary. Furthermore, in the interview, the teacher stated that her students do not have a solid lexical foundation, which makes it difficult for them to build sentences and take part in oral

activities. The results suggest that lexical and phonological limitations are one of the principles obstacles of oral production in seventh grade students. Therefore, these difficulties require specific strategies to facilitate the comprehension and use of functional vocabulary.

In addition to linguistic factors, it is crucial to analyze the emotional aspects that influence oral production. According to the survey, 55% of students feel nervous and only 1% say they feel confident when speaking English. This predominance of negative emotions significantly limits participation, as pointed out by Putri, Gumelar, and Gaffar (2025), who emphasize that communicative anxiety reduces fluency and willingness to take linguistic risks. Consequently, these factors add to linguistic difficulties, posing a double challenge for students. Therefore, I identify emotional aspects as a crucial component that affects oral production. In other words, there is a need to implement strategies to reduce anxiety and increase confidence when speaking.

Another important finding is the speech pattern observed among students. Sixty-nine percent of them say they use single words when practicing English, which shows that most do not construct complete sentences. In this regard, based on the results, no student uses only complete sentences, which reveals that they still have limitations in speech organization. This result is related to Arochman et al. (2023), who state that a lack of integrated vocabulary hinders fluent and structured production. In short, students do not produce connected language, but rather isolated elements, which emphasizes the need for techniques that teach complete and functional expressions within everyday speech, rather than just single words.

To discuss the methodology used in developing oral skills, we reviewed the activities that the teacher uses most frequently. She mentions the use of rhymes, songs, and short dialogues as the main teaching tools. These are very useful because they help improve pronunciation, as Sasmita and Inayah (2024) argue. However, by focusing on memorization activities, students do not have enough opportunities to produce spontaneous language or construct their own sentences. Therefore, even though the strategies applied by the teacher are helpful, they do not foster the development of communicative fluency or more complex structures outside the established parameters.

Another important aspect of the methodology is the way in which the teacher assesses oral expression. She does so by observing gestures, fluency, and pronunciation, but does not use rubrics or standardized instruments. The absence of formal tools makes the assessment subjective and limits the measurement of the student's actual progress in their learning process (Olson and Krysiak, 2021). The absence of clear criteria also directly influences feedback, which is important for enhancing the development of oral expression. Consequently, this limits the accuracy and transparency of the assessment process.

Finally, the findings show that the most common activities are textbook exercises (39%) and questions and answers (23%). However, students express a higher interest in engaging activities, such as dialogues in pairs (40%) and role-playing (31%). This shows the disconnect between teaching methodology and students' learning preferences, considering that basing teaching on students' interests would contribute considerably to the development of language skills. In summary, I observe that there is a discrepancy between current practices and students' actual communicative needs.

Given the challenges described above, chunking is an important technique for developing speaking skills and achieving the main objective of this thesis. Chunking technique made it possible to address problems such as lack of vocabulary, anxiety, and difficulty speaking independently. Students can learn chunks of language that they can put into practice. When students learn functionally complete phrases, their cognitive load decreases and they can speak more fluently, even without complete control of the grammar of each word. In fact, using chunks builds confidence because it facilitates natural language retrieval. Chunking is a good way to meet the needs we have identified and help students develop their speaking skills more fluently.

Chapter IV: Proposal

Chunking Technique



By: Leslie Marcillo

Introduction



This teaching guide has been created as an educational tool, designed for teachers who teach English as a foreign language to young learners. It offers practical guidance, activities, games, and worksheets that teachers can easily incorporate or adapt to their classes and the level of their students. It is developed to support step-by-step teaching, using everyday fragments that promote the development of oral skills and encourage students' confidence to express themselves in English.

More than just a collection of exercises, this guide is a methodological resource that encourages dynamic teaching focused on the development of real communication in the classroom. Unlike traditional approaches that focus on isolated grammar, the fragmentation technique works with linguistic fragments or fixed expressions that allow students to express themselves and retain complete phrases, avoiding word-for-word sentence construction.

Chunking technique

Definition



Cognitive method that breaks down complex material into smaller, more digestible pieces, improving comprehension and retention of knowledge

How it works



It aims to teach phrases, not isolated words that can be used in everyday speech.

Benefits



- Improves attention.
- Improves retention and recall.
- Links small units of information.
- Creates meaningful knowledge links.

Contents

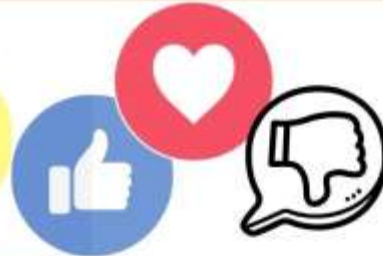
Unit I. All about me!

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Unit 1

All about me!



Unit 1. All about me!

Lesson 1: Greetings and Farewells



1. Present flashcards with greetings and farewells to the students.

Flashcards



2. Model the pronunciation and ask the students to repeat.

3. The teacher shows each flashcard and acts it out with a gesture or mime.

- Hello! (Wave hand)
- How's it going? (Move your head up)
- I'm doing well. (Thumbs up)
- I could be better. (sad gesture)
- And you? (Point to another student)
- Have a nice day! (raise one arm up and wave hand)
- See you soon! (Fist bump)



4. The teacher performs only the gesture or mime, and the students say the correct phrase aloud and viceversa.

5. The teacher gives the students that contains blank spaces. Next, the teacher shows the students some borderless rectangles containing fragments of the conversation. Based on the size of these fragments, the students must complete the conversation by pasting them in the correct order.

Pandy [red dashed box] Bamboo

Pandy [green dashed box] Bamboo

Pandy Thank you! [orange dashed box] Bamboo

Pandy That is good! [purple dashed box] Bamboo

[black box] Have a nice day!

[orange box] I'm doing well.

[green box] I could be better.

[light green box] And you?

[red box] How are you doing?

[purple box] See you soon!

[cyan box] Hello!

6. The teacher performs the entire conversation, corrects the students' pronunciation, and asks them to repeat the conversation after him/her to practice intonation, rhythm, and fluency.

7. Finally, the students, working in pairs, perform the conversation in front of the class independently, applying the chunks they have learned.

Lesson 2: Introduce yourself

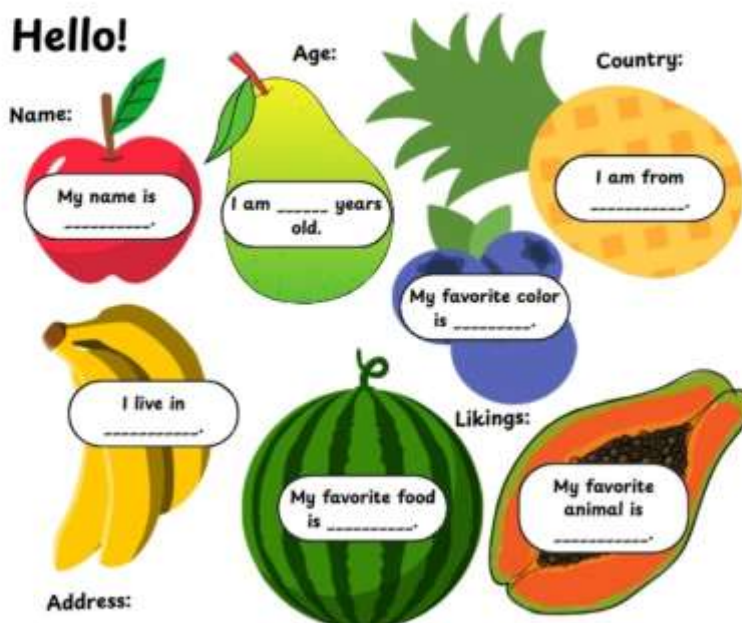
Chunks

My name is...
I am ... years old.
I am from...
I live in...
My favorite color is...
My favorite food is...
My favorite animal is...



1. Students complete the introductory sentences with their own information (name, age, country, etc.) using the fruits as visual aids.

Hello!




2. Then, students cut out the fruits and stick them neatly into the basket.


All About Me!





3. Students use the fruits considering a guide to complete a paragraph in the order indicated.


Hello!


 _____


 _____

 _____

 _____

 _____

 _____

 _____

Thank you, see you soon!

4. Then, they fill out their Student ID Card with basic personal information.

Student ID card

✂

Name:

Age:

Country:

Address:

5. Finally, they give a presentation to the class in pairs or individually, taking turns to read the text aloud, using the card as a support if necessary.

Lesson 3 Likes and dislikes

Chunks

I like...
I really like...
I love...
I don't like...
I really don't like...
I hate...






1. The teacher introduces the topic with examples of likes and dislikes.




For example:

- I like dogs.
- I don't like cats.



2. The teacher presents the mindmap and gives clear instructions about the three categories animals, food and sports.

 <p>Animals</p>	 <p>Food</p>
<div style="border: 1px solid black; border-radius: 15px; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; border-radius: 15px; height: 40px; width: 100%;"></div>
<p>Likes</p> <p>I like.....</p> <p>I really like.....</p> <p>I love.....</p>	
<div style="border: 1px solid black; border-radius: 15px; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; border-radius: 15px; height: 40px; width: 100%;"></div>
 <p>Sports</p>	
<div style="border: 1px solid black; border-radius: 15px; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; border-radius: 15px; height: 40px; width: 100%;"></div>

 <p>Animals</p>	 <p>Food</p>
<div style="border: 1px solid black; border-radius: 15px; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; border-radius: 15px; height: 40px; width: 100%;"></div>
<p>Dislikes</p> <p>I don't like.....</p> <p>I really don't like.....</p> <p>I hate.....</p>	
<div style="border: 1px solid black; border-radius: 15px; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; border-radius: 15px; height: 40px; width: 100%;"></div>
 <p>Sports</p>	
<div style="border: 1px solid black; border-radius: 15px; height: 40px; width: 100%;"></div>	<div style="border: 1px solid black; border-radius: 15px; height: 40px; width: 100%;"></div>

3. Think

Each student thinks about what they like and don't like in each category.

4. Then ,they draw their ideas in the mindmap.

5. Pair work:

Students share their mindmaps with a partner using model sentences.

6. Share

In groups of 4, students present the most important parts of their mindmaps.

7. Some volunteers present their complete mindmap to the class.

Unit 2

Can You help me?



Unit 2: Can You help me?

Lesson 1 Asking for help

Chunks

- Can you help me, please?
- What does ... mean?
- Can you speak slowly, please?
- I don't understand.
- I have a question.
- I'm not finished.
- Of course!

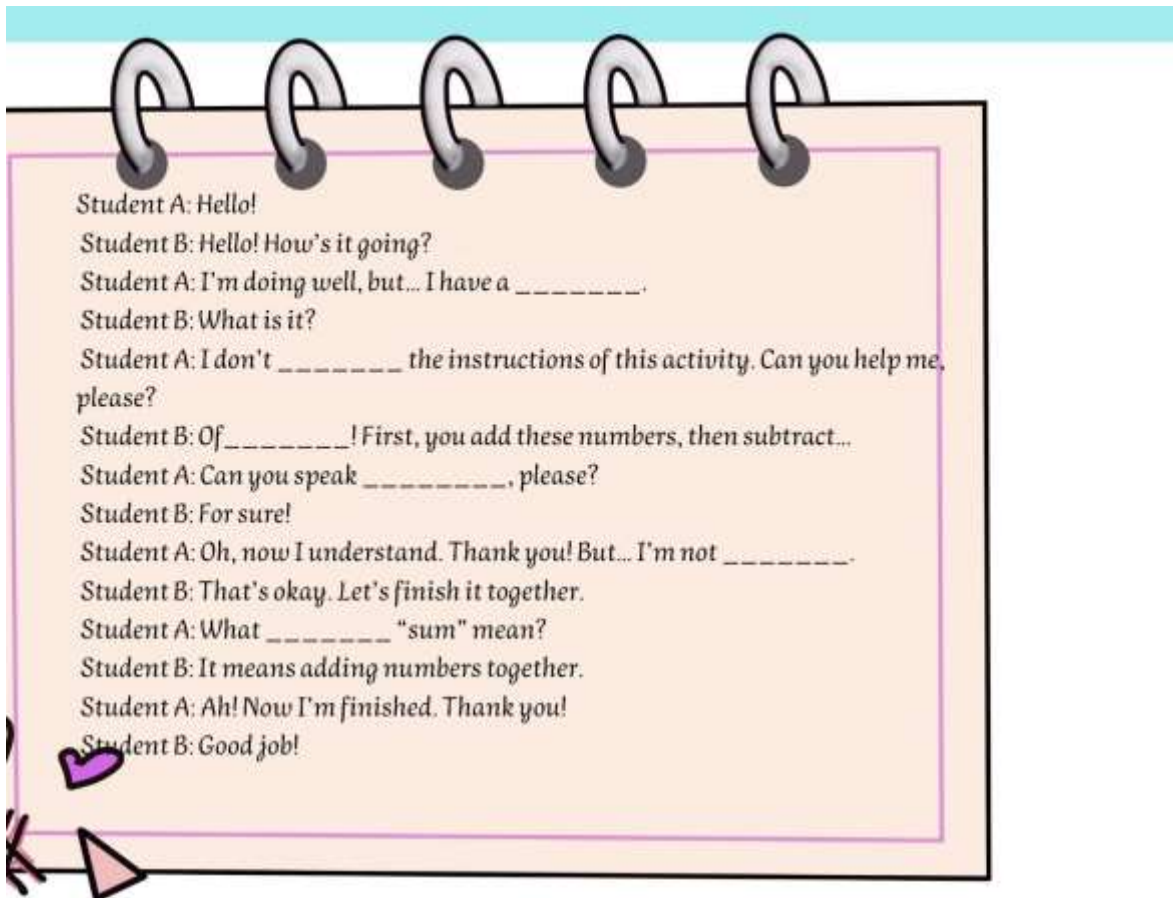


Roleplay

The teacher presents the chunks and writes them on the board.

Then, the teacher models the pronunciation for his students by saying the chunks.

The teacher gives the students an incomplete roleplay and begins to act it out.



The teacher gives the students an incomplete roleplay and begins to act it out.

The students must listen to the teacher and fill in the blanks.

Finally, after completing the roleplay, the students will begin to act it out in pairs.

Let's play Bingo!

The teacher hands out Bingo cards to the students (in pairs).

The teacher takes phrases from the calling card and reads them aloud.

The students complete the phrase in their boxes as they listen.

The first pair to complete all the boxes and say "bingo" wins.

That pair must read aloud all the complete phrases with good pronunciation.

If there are mistakes, the opportunity passes to the next pair that said "Bingo."

<h1>Bingo</h1>		
Can you _____ me, please?	What does _____ mean?	Can you speak slowly, _____?
I _____ understand.	I _____ a question.	I'm _____ finished.
_____ course!		

Calling Card

Can you help me, please?	What does ... mean?	Can you speak slowly, please?	I don't understand
I have a question	I'm not finished	Of course!	

Lesson 2 Can I borrow it?



A*List! English Learning Videos for Kids. (2021). Can I borrow your glue?. YouTube. https://www.youtube.com/watch?v=kZD6c0B2I_Y

Chunks

- Can I borrow ...?
- Sure, anything else?
- Here you go.
- Thanks a lot.
- You're welcome.

The teacher plays the song and asks the students to listen carefully.

The teacher writes the chunks extracted from the song on the board and explains their use

The teacher models the pronunciation and the students repeat in unison.

"Borrow and Collect"

1. Students move around the classroom and approach other classmates.
2. To ask for an object, they say: Can I borrow your _____?
3. The classmate responds using the correct expression:
 - o Sure, anything else? / Here you go.
4. The student who receives the object says:
 - o Thank you very much.
5. The classmate responds:
 - o You're welcome.
6. They continue moving around until everyone has asked for several objects.
7. The winner is the person who manages to ask for the most objects in a period of 5 to 7 minutes.



Lesson 3 Giving directions

Chunks

- Go straight.
- Turn left.
- Turn right.
- Duck down
- Step forward
- Step backward.
- Pick up
- Turn around



The teacher holds up the flashcards one by one and the students say the chunk aloud.

The teacher makes quick pronunciation corrections if needed.



Blind Man's Bluff

The teacher divides the class into teams and places an object in a different location each turn.

One member of each team is blindfolded and acts as the player.

A member of the opposing team spins them around five times to disorient them slightly.

Their classmates guide them using only English chunks.

The player must reach the object by following their team's instructions.

The team whose player reaches the object first with correct instructions wins.

The winner is the team whose player reaches the object first with the correct instructions.

The game can be played with different objects and in different places.



Unit 3



Food and drinks



Unit 3 Food and drinks

Lesson 1 What is it?

Chunks

- I'd like ____, please.
- That's all, thank you.
- Here you are.
- Anything else?
- What would you like today?
- Do you have ____?
- Can I have _____?



The teacher explains the topic of the class and tells the students they'll be role-playing situations in a restaurant.

Waiter: Good afternoon. Welcome to our restaurant! What would you like today?

Customer 1: I'd like French fries and a hot dog, please.

Customer 2: I'd like a sandwich, please.

Customer 3: I'd like a chocolate cake, please.

Waiter: Anything else?

Customer 1: Can I have some orange juice, please?

Customer 2: I'd like a soda, please.

Customer 3: That's all, thank you.

Roleplay 2

Waiter: Welcome! What would you like today?

Customer 1: Do you have ice cream?

Waiter: Yes, we do. What flavor would you like?

Customer 1: I'd like chocolate, please.

Customer 2: I'd like a cup cake, please.

Customer 3: I'd like a donut please?

Waiter: Here you are. Would you like something to drink?

Customers: Yes, please.

Customer 1: Can I have some orange juice, please?

Customer 2: I'd like a soda, please.

Customer 3: I'd like some water, please.

Waiter: Here you are. Anything else?

Customers: That's all, thank you.

Roleplay 3

Waiter: Good evening! Welcome!

Customer 1: I'd like a table for three, please.

Waiter: Sure! This way, please. Here are the menus.

Customer 2: Thank you.

Waiter: What would you like today?

Customer 1: I'd like a taco, please.

Customer 2: Can I have a sandwich, please?

Customer 3: I'd like a sandwich, too, please.

Waiter: Here you are. Would you like something to drink?

Customer 1: I'd like some juice.

Customer 2: Can I have some milk, please?

Customer 3: I'd like some tea, please.

Waiter: Anything else?

Customer 1: Can I have a cupcake for dessert, please?

Customer 3: That's all, thank you.

The teacher shows the menu considering it as supporting material and models how to use chunks with examples.



MENU DRINKS	
Juice (orange / apple)	\$ 1.00
Milk	\$ 1.00
Coffee	\$ 2.00
Tea	\$ 1.50
Soda	\$ 1.50
Water	\$ 1.00

The teacher divides the students into three groups of pairs and assigns a different roleplay to each group.



MENU FOOD	
Pizza	\$ 2.00
Hot dog	\$ 1.50
Hamburger	\$ 3.00
Sandwich	\$ 2.00
French fries	\$ 1.00
Taco	\$ 2.00

The teacher hands out the cards with the situations and roles. The students practice their dialogue in pairs.



MENU DESSERTS	
Ice cream	\$ 1.00
Cake	\$ 2.00
Cupcake	\$ 0.50
Donut	\$ 1.00

Every pair performs their roleplay in front of the class.

The teacher gives feedback on pronunciation, fluency, and use of chunks.

Lesson 2 How much is it?













Chunks

Can I have a/an _____,
please?
I'd like a/an _____,
please.
Do you have any _____?
How much are the _____?
How much is the _____?
Can I have some _____,
please?
I'd like some _____,
please



The teacher introduces
vocabulary related to
food and products
through images.

The teacher asks students to create a mind map to classify
foods as countable or uncountable.

		Countable	Uncountable			Countable	Uncountable
							
Fruits				Countable or Uncountable?			
		Countable	Uncountable			Countable	Uncountable
							
Drinks							
		Countable	Uncountable			Countable	Uncountable
							
Meat and dairy				Hygiene			





Every student makes their own shopping list, selecting products from their mind map that they want to “purchase.”

The teacher gives the students pictures of the food items so that some can act as sellers and others as buyers. After a while, the roles are switched: buyers become sellers and vice versa.



Shopping List

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____



Lesson 3 Daily meals

Chunks

What do you usually have for breakfast/lunch/dinner?
 I usually have ___ for breakfast/lunch/dinner.
 Some ____, a ____, and a ____.
 How about you?
 Is this ____?

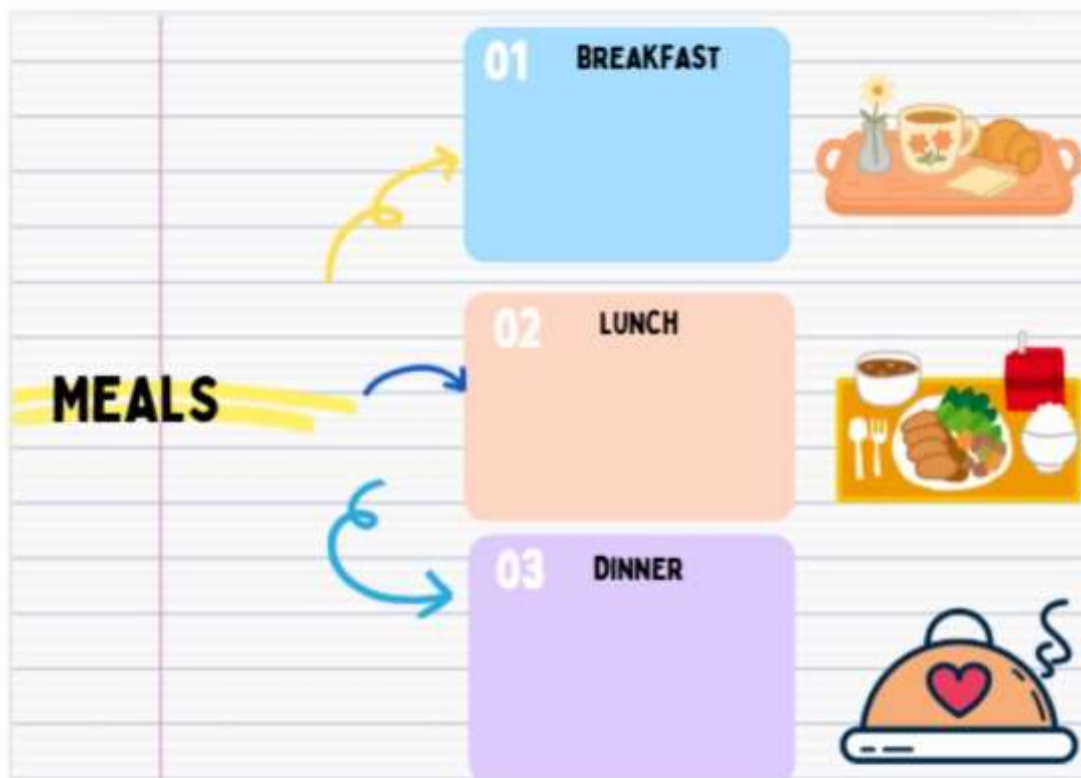


The teacher introduces vocabulary related to foods commonly eaten for breakfast, lunch, and snacks.

Vocabulary

Breakfast 🍳	Lunch 🥗	Dinner 🍽️	Fruits & Snacks 🍌
egg	sandwich	fish	apple
bread	tomato	steak	pear
pancake	carrot	potato	banana
croissant	chicken	vegetables	grapes
milk	rice	rice	watermelon
juice	pasta	juice	yogurt
coffee	salad	milk	cheese
cereal	soup		chocolate

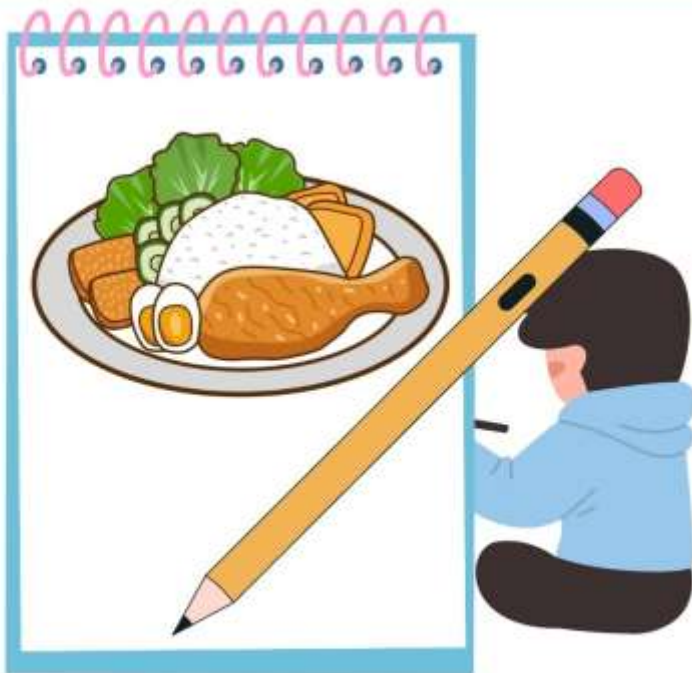
The teacher asks students to create a mind map divided into three sections: breakfast, lunch, and snacks. Students must draw the foods they normally eat at each meal and label them using the vocabulary they have learned.



Draw My Meal

Once the mind map is completed, the teacher organizes the students into pairs for the "Draw My Meal" activity.

One student will be the speaker, the other the illustrator. The speaker dictates what they normally eat for breakfast, lunch, or a snack using chunks: I usually have...



When the drawing is finished, the artist shows their work to the speaker.

The speaker checks to see if it matches what they said, and then they switch roles. Each pair will have 2 minutes to draw for each meal.



Unit 4



Clothing and Shopping



Unit 4 Clothing and Shopping

Lesson 1 Vocabulary and Descriptions

Women's clothing

blouse
skirt
dress
T-shirt
sweater
shorts
jeans
shoes
sandals

Men's clothing

T-shirt
shirt
sweater
shorts
jeans
shoes
socks
cap

Accessories (unisex)

bag
backpack
hat
jacket



36

The teacher introduces clothing vocabulary by showing images and repeating the pronunciation of each garment with the students.

The teacher gives the students a silhouette of a man and a woman. The students stick the clothes they want to put on the character.

Today, I am wearing...



Today, I am wearing...



Once the silhouette is dressed, students draw arrows from each garment and write the name in English.

The teacher teaches the chunk "Today I am wearing."

Example: Today I am wearing a T-shirt and jeans.

Students present their character to the class.

Lesson 2 Personal Style and Preferences

Chunks

- How can I help you?
- What are you looking for?
- Would you like to try it on?
- What size and color do you want?
- I usually wear [small / medium / large].
- It fits well.
- It's too big/small.
- I will take it.



Salesperson: Hello! How can I help you?
Customer: Hi! I'm looking for a sweater.
Salesperson: Sure! What size and color do you want?
Customer: I usually wear medium, and I like orange.
Salesperson: Here it is. Would you like to try it on?
Customer: Yes, please. ... It fits well.
Salesperson: Great! Do you want anything else?
Customer: No, thank you. I will take it.
Salesperson: Perfect! Enjoy your new sweater.



The teacher writes the chunks on the board, explains their use, and repeats them with the class.

The teacher demonstrates its use and models the students' pronunciation with a mini roleplay.

Let's go shopping.

The student writes a list of 10 items of clothing they want to buy.

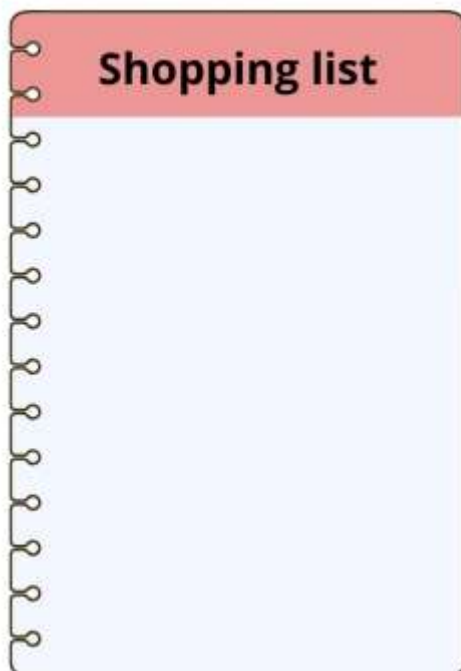
After that, they exchange their list with other classmates.

Half of the class will be salespersons (shopkeepers).

The other half will be customers (with shopping lists).

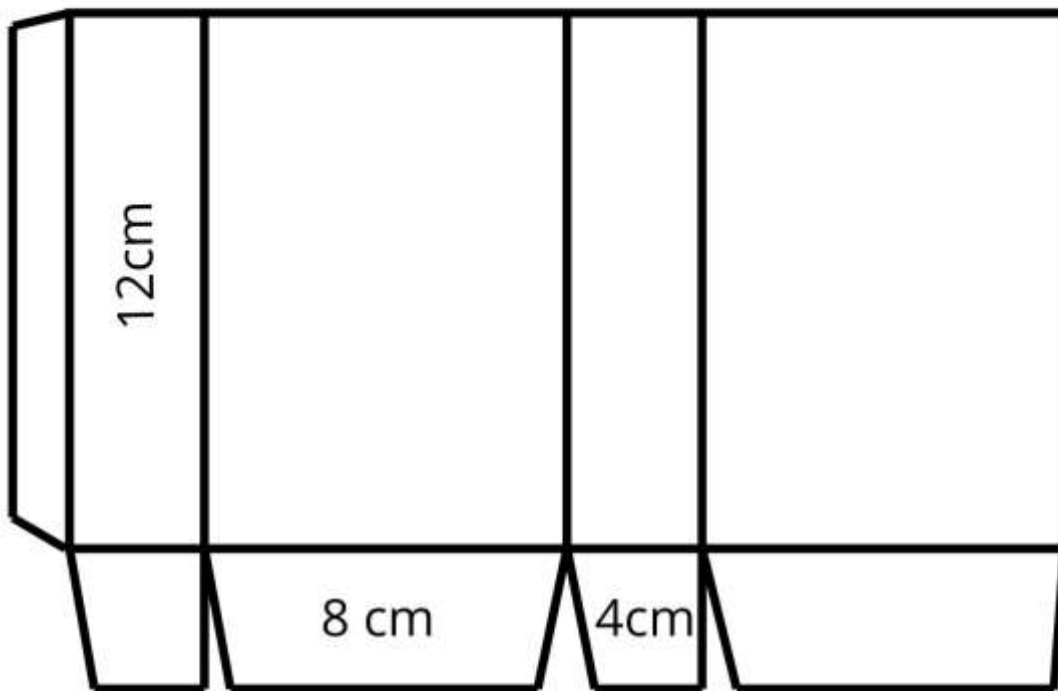
Customers walk around the stores with their shopping bags.

The first customer to complete their shopping list wins. Then they switch roles and play again!



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To do this, they will have to pack their shopping bag.



Lesson 3 Outfit Planning



Today I'm getting ready to...
Let's get ready with me to...
First, I put on...
I also wear...
I cannot forget my...
That's my outfit for today!



The teacher introduces students to the different chunks and gives examples of their use.

Then the teacher asks the students to write different topics for the grwm.

Surprise exchange

Each student writes an occasion on a piece of paper.

Then all the papers are placed in a box.

They are shuffled, and each student picks one that is not theirs.

Get ready with me

★ Get ready with me to

Draw Your Outfit

My outfit of today

Write the name of
each clothing item
you will wear-

Let's get ready with me to.....
First, I put on.....
I also wear.....
I cannot forget my.....
That's my outfit for today!

The teacher hands out the worksheet and explains how to complete it.

First, the teacher asks students to draw their outfit and label each item of clothing in English.

After that, explains how to use chunks to write down the steps of the routine.

The teacher supervises and supports students as they complete the section and practice orally.

Finally, the teacher organizes each student's presentation in front of the group.



Unit 4

Family and home



Unit 4 Family and home

Lesson 1 Parts of the house

Vocabulary

- Bedroom
- Bathroom
- Living room
- Kitchen
- Garden
- Garage



Chunks

This is my house.

This is the ___ (living room, kitchen, etc.).

My favorite room is the ___.

The teacher explains the topic and show images related to the parts of the house.

Room

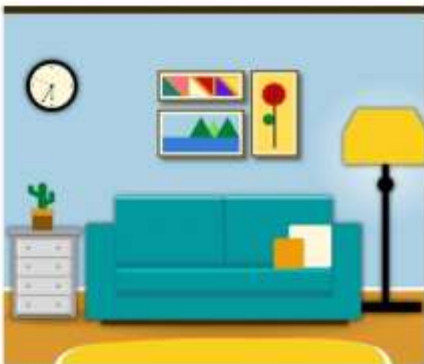
Bedroom



Bathroom



Living room



Kitchen



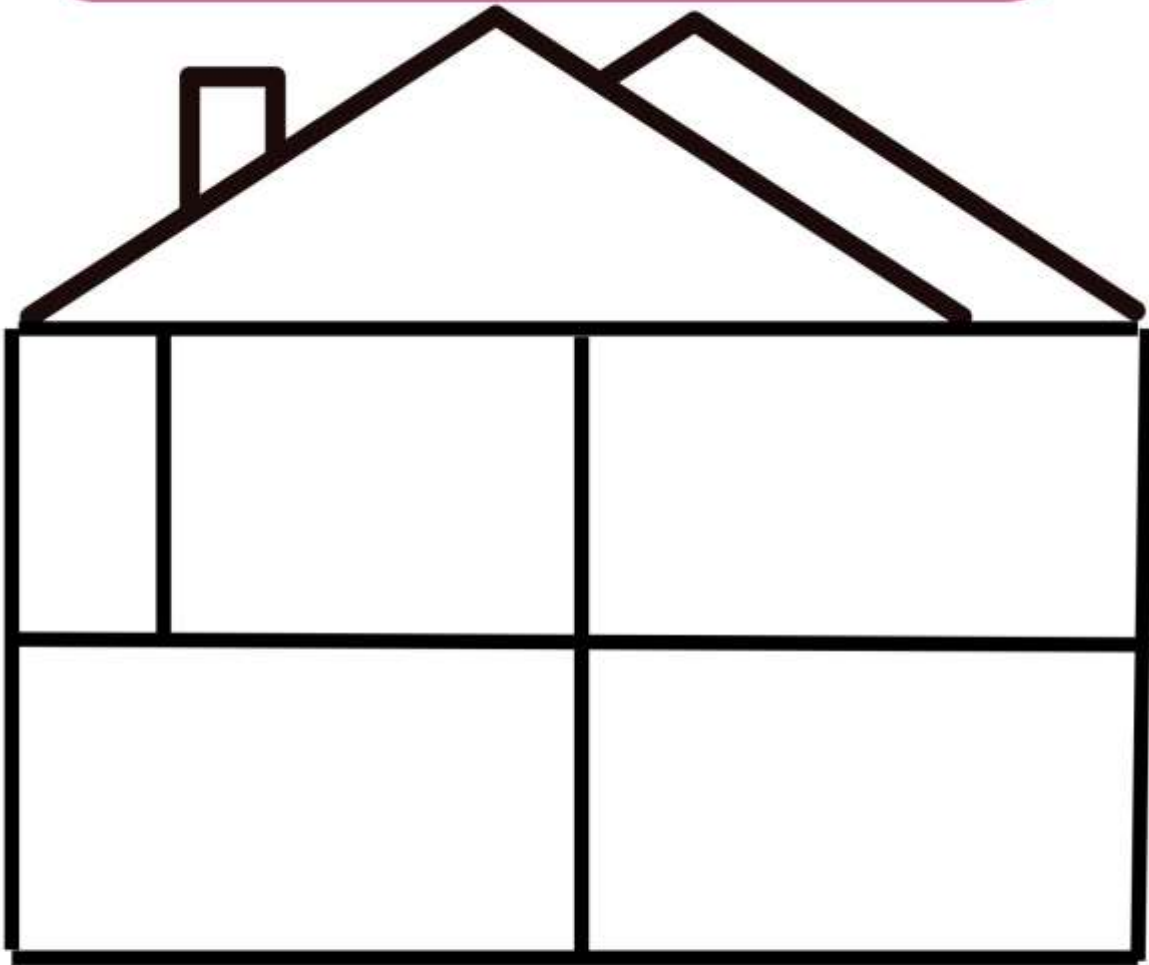
Garden



Garage



The teacher ask the students to draw their ideal house and its parts.



Then the teacher asks the students to present their house, its different parts, and say which is their favorite room.



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Lesson 2 Let's talk about my house

Vocabulary

- sink
- toilet
- shower
- mirror
- wardrobe
- bookshelf
- window
- picture
- clock

- bed
- chair
- desk
- sofa
- lamp
- TV
- fridge
- stove



Chunks

- Where is the ___?
- It is in the _____.
- There is a/an _____.
- There are _____.

The teacher introduces the vocabulary and chunks to be used in the lesson.

Then, the teacher divides the students into working groups.

The teacher the students must cut out and paste the items below so that each one is in the corresponding room.



After that, the students must name each object.

Once the rooms are finished, they proceed to present their completed houses.



This is our house.

In the bedroom, there is/are

In the living room, there is/are -----

In the bathroom, there is/are -----

In the garden, there is/are-----

Find & Speak Game:

The teacher names an object or room, and the students respond using the chunks:

“Where is the lamp?” → It is in the bedroom.

Then the working groups swap houses and the teacher goes around to each one asking questions.



The group that answers more questions correctly wins the game.

Lesson 3 Meet My Family

Chunks

- Who is he/she?
- This is my
- How many people are there in your family?
- There are ___ of us
- My family is big / small



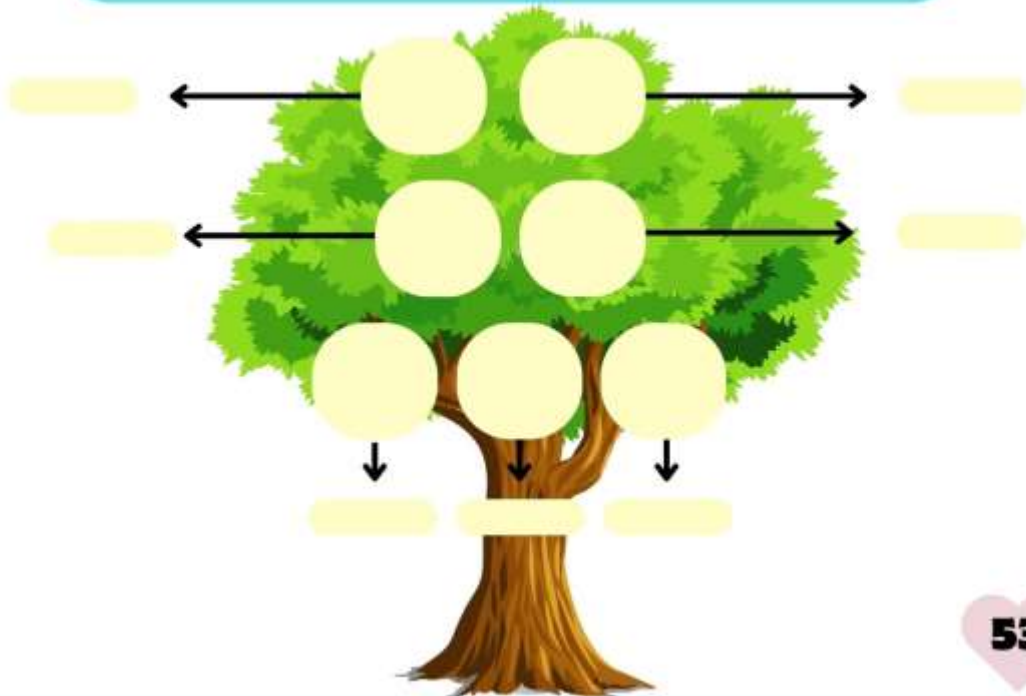
The teacher introduces new vocabulary using chunks and flashcards.



Then the students analyze the image below and correctly categorize which family member it belongs to.



After that, the students draw their family tree.



Once finished, they present it and answer questions asked by the teacher.

- Who is he/she?

This is my _____.



- How many people are there in your family?

My family is big / small. There are _____ of us

Chapter V: Conclusions and Recommendations

Conclusions

The level of English proficiency established in the Ministry of Education's national curriculum for seventh-grade students should be A2 according to the Common European Framework of Reference. However, this has not been achieved by the students at Gabriela Mistral School. This was evident from an interview with their teacher and a survey of seventh-grade students. The main challenges for oral production were identified as: nervousness, fear of making mistakes, insecurity, pronunciation difficulties, limited vocabulary, and lack of practice in oral expression in class. Similarly, the challenges faced by teachers were discovered, such as the number of hours per week, the size of the student group, and the diversity of their skill levels. This data shows us the gap between expected curricular standards and the actual situation inside the classroom.

In response to these circumstances, the teacher uses a communication-oriented methodology creating a safe and participatory environment that encourages students to express themselves orally. This method includes songs, rhymes, and dialogues with the aim of promoting interaction and the real use of the language. The assessment applied is qualitative, prioritizing aspects such as fluency, pronunciation, and comprehension of communicative tasks. However, this has not been sufficient for students to fully develop their oral production. Students continue to have a limited vocabulary and find it difficult to form complete sentences when speaking, revealing the need to implement a technique that helps them structure their thoughts into functional blocks of information within their daily lives, thus strengthening their oral production in a more systematic way.

Therefore, the chunking technique emerges as a valuable alternative for improving students' oral production. This technique facilitates the creation of a dynamic and interactive learning environment. Organizing language into “chunks” helps students process, memorize, and use vocabulary and structures properly. This reduces cognitive load, promotes genuine communication, and builds self-confidence. That is why a teaching guide based on this technique is reinforced by the results of the survey applied to students, who are interested in interactive group and dual cooperation activities that are aligned with the improvement of oral practice. As a result, students will be encouraged to participate actively, gain confidence, and gradually improve their fluency and ability to form sentences.

Recommendations

Training courses should be provided for teachers of English as a foreign language, focusing on the application of the chunking technique. This would be very beneficial in addressing the challenges their students face when speaking English, providing them with

the necessary teaching resources to do so. Taking advantage of the benefits offered by the chunking technique. And, in turn, making use of the teaching guide designed with the purpose of improving the oral skills of seventh-grade students at the Gabriela Mistral Institute. It is important to consider that professional development can contribute to a more coherent and effective implementation of innovative methodologies.

In this regard, to ensure that the chunking technique benefits students, oral assessment rubrics should be implemented so that student progress in the learning process can be measured objectively without resorting to subjectivity or being prejudiced by bias. This would allow for appropriate monitoring of the impact of chunking on the development of students' oral skills. Finally, future studies could analyze the impact of chunking on other language skills or compare its effectiveness with different teaching strategies. Research would enrich the academic debate and offer broader perspectives for improving English language teaching in basic education.

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Annexes

Annex 1: Research Instruments



UNIVERSIDAD TÉCNICA DEL NORTE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

**SURVEY FORMAT FOR THE STUDENTS AT UNIDAD EDUCATIVA
"GABRIELA MISTRAL"**

Your information will be treated with absolute confidentiality, while the results will only be used for educational purposes, so the data collected will be anonymous.

Objective: To analyze the role of chunking technique in the development of speaking skills.

Instructions: Read each question carefully and underline or circle the answer you think is appropriate.

Survey

Personal information

Male (M) or female (F) gender

1. Female
2. Male
3. Other

Age

1. 9 a 10
2. 11 a 12
3. 13 a 14

Learning preferences

How do you prefer to learn English?

1. I prefer reviewing my notes alone out loud because it helps me concentrate.
2. I like practicing with a friend because it's more fun.

3. I enjoy doing group activities because I learn from others.

How do you remember English words or phrases?

1. I repeat and memorize alone.
2. I repeat and memorize with a friend.
3. I repeat and memorize at home.
4. I practice more at school.

Speaking Skills

Do you like to speak in English?

1. Yes
2. No

How often do you have activities to speak in English in your classroom?

1. Always
2. Often
3. Sometimes
4. Never

When I speak in English, I feel...

1. Relaxed
2. Nervous
3. Unsure

What is the hardest part for you when you speak in English?

1. Not knowing enough words.
2. Feeling nervous or embarrassed.
3. Having problems with pronunciation.

When you practice speaking in English, do you use full sentences or just words?

1. Full sentences
2. Just words
3. Both

English activities

In your English class, which activities do you do most often?

Doing speaking activities from the book.	
Having oral presentations	
Practicing dialogues in pairs	
Recording videos.	
Asking and answering questions.	

From the following list of activities, which activities would you like the English teacher to do in class?

Role-playing games.	
Use flashcards to learn useful expressions.	
Create mind maps to organize ideas and words.	
Creating dialogues in pairs or groups.	
Singing songs.	
Watching videos.	

Thank you for your collaboration!



UNIVERSIDAD TÉCNICA DEL NORTE

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INTERVIEW FORMAT FOR THE STUDENTS AT UNIDAD EDUCATIVA
"GABRIELA MISTRAL"

Your information will be managed with absolute confidentiality, and the results will only be used for educational purposes, thus the data that will be gathered will be anonymous.

Objective:

- To analyze the role of chunking technique in the development of speaking skills.

Instructions:

- Your answers will be recorded.
- Listen carefully to each question and answer.

Personal Information

Service years _____

Educational level _____

Interview

- In your classes, which of the four skills has the highest priority and why?
- What challenges or difficulties do you face when developing speaking skills in 7th level students?
- How do you foster an atmosphere of confidence so that students feel comfortable to speak in English?
- How often do your students have the opportunity to speak in English during classes each week?
- What types of activities do you use to develop speaking skills in the classroom?
- Do you use any type of instrument or criteria to assess your students' speaking skills? If so, which one(s)?

Thank you for your collaboration!

Annex 2: Request for validation of instruments



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



Ibarra, 9 de Junio de 2025

PhD. Sandra Mariana Guevara Betancourt

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente la validación de las entrevistas y encuestas de Investigación del Proyecto **CHUNKING TECHNIQUE FOR THE DEVELOPMENT OF SPEAKING SKILLS IN SEVENTH GRADE STUDENTS AT GABRIELA MISTRAL HIGH SCHOOL**. Previo a del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se encuentran adjuntas las entrevistas, encuestas y los instrumentos de validación.

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

Atentamente,

Nombre: Leslie Ailin Marcillo Perugachi

C. C.: 1004245815

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés



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



Ibarra, 11 de Junio de 2025

MSc. Gabriela Bastidas Amador

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente la validación de las entrevistas y encuestas de Investigación del Proyecto **CHUNKING TECHNIQUE FOR THE DEVELOPMENT OF SPEAKING SKILLS IN SEVENTH GRADE STUDENTS AT GABRIELA MISTRAL HIGH SCHOOL**. Previo a del título de: Licenciatura En Pedagogía de los Idiomas Nacionales y Extranjeros, Mención Inglés. Para lo cual, se encuentran adjuntas las entrevistas, encuestas y los instrumentos de validación.

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

Atentamente,

Nombre: Leslie Ailin Marcillo Perugachi

C. C.: 1004245815

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés

Annex 3: Validation of Instruments



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



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

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

Observaciones:

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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	x			
2	x			
3	x			
4	x			
5	x			
6	x			
7	x			
8	x			
9	x			
10	x			

Firma del Evaluador

C.C.:1002503520.

Apellidos y nombres completos	Sandra Mariana Guevara Betancourt
Título académico	PhD
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560
Fecha de envío para la evaluación del experto:	09 de junio del 2025
Fecha de revisión del experto:	10/06/2025



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PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



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

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

Observaciones:

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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



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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	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			


Firma del Evaluador

C.C.: 

Apellidos y nombres completos	Bastidas Amador Amyra Gabriela
Título académico	Magister
Institución de Educación Superior	Universidad Técnica del Norte
Correo electrónico	agbastidas@utn.edu.ec
Teléfono	0992408560

Fecha de envío para la evaluación del experto:	11 de junio del 2025
Fecha de revisión del experto:	18 de junio del 2025

Annex 4: Request for application of the instruments

REPÚBLICA DEL ECUADOR	UNIVERSIDAD TÉCNICA DEL NORTE Acreditada Resolución Nro. 173-SE-33-CACES-2020 FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA DECANATO	
Oficio Nro. UTN-FECYT-D-2025-0134-O Ibarra, junio 17 de 2025		
PARA:	MSc. Giovanni Enríquez RECTOR DE LA UNIDAD EDUCATIVA GABRIELA MISTRAL	
ASUNTO:	Trabajo de Integración curricular Srta. Leslie Ailin Marcillo Perugachi	
Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.		
Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, autorice se brinde las facilidades necesarias a la Señorita Leslie Ailin Marcillo Perugachi, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos que se requieren para el desarrollo del trabajo de integración curricular con el tema: "CHUNKING TECHNIQUE FOR THE DEVELOPMENT OF SPEAKING SKILLS IN SEVENTH GRADE STUDENTS AT GABRIELA MISTRAL HIGH SCHOOL".		
Por su favorable atención, le agradezco.		
Atentamente, CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO		
JOSE LUCIANO REVELO RUIZ MSc. José Revelo DECANO DE LA FECYT Contacto: 062997800 ext. 7802 Correo electrónico: decanatotfecyt@utn.edu.ec	Firmado digitalmente por JOSE LUCIANO REVELO RUIZ Fecha: 2025.06.17 15:44:28 -05'00'	
JLRR/M.Báez	U.E. GABRIELA MISTRAL RECIBIDO HORA 17 JUN 2025 11:00 RECTORADO	
<hr/> Ciudadela Universitaria Barrio El Olivo Av.17 de Julio 5-21 y Gral. José María Córdova Ibarra-Ecuador Teléfono: (06) 2997-800 RUC: 1060001070001 www.utn.edu.ec		
		Página 1 de 1

Annex 5: Application of the instruments



Annex 6: Socialization of the final proposal



Annex 7: Final certification

	República del Ecuador	UNIDAD EDUCATIVA "GABRIELA MISTRAL"	
		Fecha de creación: 26 de septiembre de 1925	
		Código AMIE: 10H00441	
	Oficio:	OF-UEGM-1225-0178	
	Asunto:	Certificación	
	Fecha:	Otavaló, 10 de diciembre de 2025	

Quien suscribe MSc. Geovany Enríquez, Rector de la Unidad Educativa "Gabriela Mistral",

CERTIFICA

Que, la Señorita **MARCILLO PERUGACHI LESLIE AILIN**, portadora de la cédula de identidad No. 1004245815, estudiante de la Universidad Técnica del Norte, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, ha realizado la **SOCIALIZACIÓN DE SU PROPUESTA** titulada "Chunking Technique for the Development of Speaking Skills in Seventh Grade Students at Gabriela Mistral High School", en el área de Inglés de la institución el día 10 de diciembre del 2025 a las 2:20 pm.

Es todo cuanto puedo certificar en honor a la verdad y la interesada puede hacer uso del presente documento como estime conveniente.


MSc. MANUEL GIOVANY ENRÍQUEZ
RECTOR U. E. GABRIELA MISTRAL
1001712999
0994224335
giovany.enriquez@educacion.gob.ec



Email: uegabrielamistral@yahoo.com - ueg_mistral.otavalo@gmail.com Telf. 062 903672