UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LENGUAS Y LINGÜÍSTICA
MODALIDAD SEMIPRESENCIAL

EDUCATIVE PROJECT
PREVIOUS TO THE OBTAINING OF THE LICENCIADO DEGREE IN EDUCATIVE SCIENCES MAJOR IN THE ENGLISH LANGUAGE AND LINGUISTICS

TOPIC
TECHNIQUES TO DEVELOP THE SPEAKING SKILL IN ENGLISH LEARNING.

PROPOSAL
DESIGN OF A GUIDE TO DEVELOP THE SPEAKING SKILL FOR THE EIGHTH BASIC GRADE AT MERCEDES MORENO IRIGOYEN PUBLIC SCHOOL.

RESEARCHER:
PALMA VITERI KEYLA YUSSEM

DIRECTED BY:
MSc. LARRY TORRES V.

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UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA

MSc. SILVIA MOY-SANG
DECANO
FACULTAD FILOSOFÍA

MSc. JOSÉ ZAMBRANO
SUBDECANO
FACULTAD DE FILOSOFÍA

MSc. ALFONSO SANCHEZ A.
DIRECTOR
ESCUELA DE LENGUAS

ABG. SEBASTIAN CADENA
SECRETARIO GENERAL
FAC. FILOSOFÍA, LETRAS

ABG. SEBASTIÁN CADENA
SECRETARIO GENERAL
Máster
SILVIA MOY-SANG
DECANO DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

De mis consideraciones:

Tengo a bien informar lo siguiente:

Que la Sra. Palma Viteri Keyla con C.I. 1206863670 Diseño el proyecto Educativo con el tema: Techniques To Develop The Speaking Skill In English Learning la propuesta: Design Of A Guide To Develop The Speaking Skill For The Eighth Basic Grade At Mercedes Moreno Irigoyen Public School.

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

Las participante ha ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN y pone a vuestra consideración de rigor para los efectos legales correspondientes.

Observaciones,

MSc LARRY TORRES V.
Consultor
DEDICATION

This thesis is dedicated mainly God for allowing us to reach this important moment in our career. To our family, who taught us that the best kind of knowledge is that which is learned with our own effort and dedication and which the right way to get a goal is the constancy.

Keyla Palma Viteri
ACKNOWLEDGEMENT

We thank God for his protection and guidance on this path and give us the necessary to complete this phase of our lives.

We are grateful with our families without whose help and understanding it would have been impossible to get here.

Each of our teachers who with his teachings have prepared us in this way we are starting.

Partners with whom we have shared joys, nerves, sadness and we walked together toward the same goal.

Keyla Palma Viteri
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AUTOR/ES: PALMA VITERI KEYLA YUSSEM

TUTOR: MSc. LARRY TORRES V.

INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL

FACULTAD: FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE EDUCACION

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TÍTULO OBTENIDO: LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN, MENCIÓN EN LENGUA INGLESA Y LINGUÍSTICA

ÁREAS TEMÁTICAS: LENGUA INGLESA

PALABRAS CLAVE: TECHNIQUES ENGLISH – LANGUAGE ENGLISH – GUIDE DIDACTIC

RESUMEN: Esta investigación se desarrolló en el colegio Canton Guayaquil Mercedes Moreno Irigoyen, dirigido a estudiantes de octavo año de educación básica en el desarrollo de la capacidad de "hablar" del inglés. Esta investigación duró aproximadamente tres meses de trabajo de campo y medio mes de preparación y tabulación de los resultados. Los actores involucrados en esta área de investigación son profesores de inglés y estudiantes de octavo año de la institución educativa básica en cuestión. Desarrollo innovador de la comunicación oral en el aprendizaje de inglés como segundo idioma. Técnicas que fomentan el desarrollo de la capacidad de "hablar" en estudiantes de octavo básico. Para establecer las necesidades basadas en la realidad de la escuela, encuestas y una rúbrica aplicada de acuerdo con las regulaciones actuales sobre las pautas curriculares requeridas por el ministerio de educación y el MCER. Estas regulaciones existentes requieren que la educación cumpla con los estándares establecidos por la autoridad nacional de educación. Para este propósito y con los resultados de esta investigación, creemos que es necesario implementar nuevas técnicas metodológicas que prevalezcan al estudiante como el centro de la ecuación, donde son los principales creadores de su propio conocimiento. Delas los hallazgos más relevantes de la investigación es la necesidad de actualizar su metodología y técnicas, y la disposición de los maestros para implementarlas.
TÍTULO Y SUBTÍTULO: "TECHNIQUES TO DEVELOP THE SPEAKING SKILL IN ENGLISH LEARNING. PROPOSAL: DESIGN OF A GUIDE TO DEVELOP THE SPEAKING SKILL FOR THE EIGHTH BASIC GRADE AT MERCEDES MORENO IRIGOYEN PUBLIC SCHOOL.

AUTOR/ES: PALMA VITERI KEYLA YUSSEM

TUTOR: MSc. LARRY TORRES V.

INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL

FACULTAD: FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE EDUCACION

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RESUMEN: This research was developed in the Canton Guayaquil Mercedes Moreno Irigoyen school, aimed at students of the eighth year of basic education in developing the ability to "Speaking" of English. This research lasted approximately three months of fieldwork and half months of preparation and tabulation of results. The actors involved in this research area English teachers and students of the eighth year of basic educational institution in question. Innovative development of oral communication in learning English as a second language Technical foster the development of the ability to "Speaking" in students basic eighth. To establish the needs based on the reality of the school, surveys and a rubric applied in accordance with current regulations on the curriculum guidelines required by the education ministry and the CEFR. These existing regulations require education to meet the standards established by the national education authority. For this purpose and with the results of this research, we believe it necessary to implement new methodological techniques that prevail the student as the center of the equation, where they are the main creators of their own knowledge. Delas the most relevant findings from the research is the need to update their methodology and techniques, and the willingness of teachers to implement these.

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CONTACTO CON AUTOR/ES TELÉFONO: E-MAIL:

CONTACTO EN LA INSTITUCIÓN: NOMBRE: Secretaría de la escuela de lenguas y lingüísticas

TELÉFONO: (04)2294888 Ext. 123

E-MAIL: lenguas.linguistica.filo@gmail.com
RESUMEN

Esta investigación se desarrolló en el colegio Canton Guayaquil Mercedes Moreno Irigoyen, dirigido a estudiantes de octavo año de educación básica en el desarrollo de la capacidad de "hablar" del inglés. Esta investigación duró aproximadamente tres meses de trabajo de campo y medio mes de preparación y tabulación de los resultados. Los actores involucrados en esta área de investigación son profesores de inglés y estudiantes de octavo año de la institución educativa básica en cuestión. Desarrollo innovador de la comunicación oral en el aprendizaje de inglés como segundo idioma. Técnicas que fomentan el desarrollo de la capacidad de "hablar" en estudiantes de octavo básico. Para establecer las necesidades basadas en la realidad de la escuela, encuestas y una rúbrica aplicada de acuerdo con las regulaciones actuales sobre las pautas curriculares requeridas por el ministerio de educación y el MCER. Estas regulaciones existentes requieren que la educación cumpla con los estándares establecidos por la autoridad nacional de educación. Para este propósito y con los resultados de esta investigación, creemos que es necesario implementar nuevas técnicas metodológicas que prevalezcan al estudiante como el centro de la ecuación, donde son los principales creadores de su propio conocimiento. Delas los hallazgos más relevantes de la investigación es la necesidad de actualizar su metodología y técnicas, y la disposición de los maestros para implementarlas.

Técnicas El lenguaje del Ingles
TOPIC: TECHNIQUES TO DEVELOP THE SPEAKING SKILL IN ENGLISH LEARNING. PROPOSAL: DESIGN OF A GUIDE TO DEVELOP THE SPEAKING SKILL FOR THE EIGHTH BASIC GRADE AT MERCEDES MORENO IRIGOYEN PUBLIC SCHOOL.

AUTHOR: Keyla Palma Viteri
CONSULTOR ACADÉMICO: MSc. Larry Torres V.

ABSTRACT

This research was developed in the Canton Guayaquil Mercedes Moreno Irigoyen school, aimed at students of the eighth year of basic education in developing the ability to "Speaking" of English. This research lasted approximately three months of fieldwork and half months of preparation and tabulation of results. The actors involved in this research area English teachers and students of the eighth year of basic educational institution in question. Innovative development of oral communication in learning English as a second language Technical foster the development of the ability to "Speaking" in students basic eighth. To establish the needs based on the reality of the school, surveys and a rubric applied in accordance with current regulations on the curriculum guidelines required by the education ministry and the CEFR. These existing regulations require education to meet the standards established by the national education authority. For this purpose and with the results of this research, we believe it necessary to implement new methodological techniques that prevail the student as the center of the equation, where they are the main creators of their own knowledge. Delas the most relevant findings from the research is the need to update their methodology and techniques, and the willingness of teachers to implement these.
INTRODUCTION

BACKGROUND

The educational project with the topic “Innovative Speaking techniques to develop speaking ability in learning English as a second language” in the eighth year of basic education to improve communication skills efficiently using tools like the internet, music and TIC’S are available to young people and allow to develop this ability to quickly and effectively in this globalized world, stimulates learning efficiently using techniques that significantly motivate students learning.

The purpose of this project is the holistic development of English language proficiency; specifically the ability of Speaking. The collection of innovative speaking techniques optimizes teaching and helps teachers learning process inside and outside the classroom; and helps to produce meaningful learning.

This work shows an existing problem, which our students have now at the time to speak fluently or speak with emphasis, this is the due to lack of methodological guidelines for the teaching of English language skills in the eighth year of education. The bilingualism has positive effects on intelligence and other aspects of the child’s life, besides learning at an early age allows them a complete mastery of the language because they learn through games, songs and movies that capture the attention of the student.

This development will allow the student improve and learn easily the language in higher years achieving a high level of understanding and strike up a conversation in English, expanding culture and knowledge at the same time. It will allow having greater opportunities in the academic
and professional field inside and outside the country. At the same time. It will allow having greater opportunity.

The new challenges of education require to be always prepared to face the constant changes and different types of learning that can be found inside and outside the classroom. That is why it is essential to have as many techniques to land optimally, friendly and significant new knowledge to our students.

From this perspective it is essential to have innovative techniques for our purpose.

**THEORICAL, PRACTICAL AND METHODOLOGICAL CONTRIBUTIONS**

**Practical contribution:** The design of the technical methodological guidance and assessment rubrics allow students to earn a high level of mastering of "Speaking" skills and resulting good results for the accreditation of the race.

**Theoretical contribution:** The results of this research will contribute to the development of the ability to "Speaking" in English, basing Krashen's theory on the acquisition of a second language from which the monitor hypothesis, natural order hypothesis emerges , Input hypothesis, affective filter hypothesis; and the application of techniques for teaching English as a second language

**Methodological contribution:** Methodologically race languages of the philosophy faculty get a methodological and technical guide that will raise the level of mastering the skill of "Speaking" to students studying languages
CHAPTER I
The Problem

1.1.- Research Context:

The development of research is at the school "Escuela Fiscal Mercedes Moreno Irigoyen" located in Frederick Godin (11th) between Portete and Argentina in Guayaquil city.

The lack of teachers in special areas (English) and no requirement for English language teaching in the current curriculum, has deprived 8th year students basic of this academic area.

The project of the Implementation of Methodological Tools for developing the Oral Communication English language as Transversal axis in Eighth Basic of Mercedes Moreno Irigoyen School arises from the need to encourage children learning the English language because it is the moment when children acquire language enjoying it. The stage of infancy and six age is when children are highly sensitive to the language and can study them faster, practice vocabularies learned on a daily with songs, games in the computer or internet.

To know another language helps to appreciate the differences and be more understanding, tolerant, respectful of cultural identity, rights and values of others, can develop comprehension skills of concentration and be more creative and prepare for the future.

Education today must go beyond learning the basic subjects taught in school is necessary for children in addition to their native language, expand your knowledge and learning another language better than English that is used worldwide.
Currently we refer to the needs for students to not only learn theories, concepts, etc., but also develop 'skills, competencies and skills' that allows them to face a globalized world becomes.

Given the development of science, technology and wealth of knowledge accumulated by mankind, it is necessary that (allow students to be the center of learning) teachers direct their work to teach and not just convey information. In this way, the student will assimilate the knowledge required later in their professional work and in their life.

It’s necessary to determine speaking methodological tools used to reach the student and get in them meaningful learning, where students can relate new information that already has resetting and rebuilding both information in only one process.

For these reasons the importance of teaching English in the early years of initial basic. In contrast, the ministerial agreement No. 0041-14 which sets the curriculum for basic general education level with its respective workload where the target language (English) is not assigned in 8th basic.

1.2. Conflict Situation or Problem

The problem is that students of 8th basic grade do not have tools that replace the need for English language teaching crosswise. Since the acquisition of languages is apprehended in a better way in the first years of life.

The implementation of speaking tools in the classroom provide greatly previous knowledge that students need for future years where English is part of the academic curriculum.
1.3. Causes of Conflict Situation or problem

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<td>Excess students in the same classroom</td>
<td>Unfavorable environment for good educational climate.</td>
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<tr>
<td>Traditional teaching</td>
<td>Students not motivated.</td>
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<td>Poor teaching materials</td>
<td>Under knowledge of the English language.</td>
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<td>Lack of training of teachers in the way of learning a foreign language</td>
<td>Little interest in learning.</td>
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<td>No use of methodologies of teaching and learning of English language in a fun way.</td>
<td>Lack of attention to the development of activities.</td>
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<td>Absence of technological resources</td>
<td>Difficulty of developing the activity from different ways that encourage language acquisition.</td>
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Chart 1 Causes of Conflict Situation or Problem

1.4. Research theme

What influence do innovative techniques for the development of oral communication in learning English as a second language in the eighth year of Basic Education School Irigoyen Mercedes Moreno period 2016-2017.

1.5. Field research

Innovative techniques to develop the speaking skill in English learning as a Second language on Eighth Basic Grade at Mercedes Moreno Irigoyen School in school year 2016-2017.

Design of a methodological guide to develop the speaking skill for the Eighth Basic Grade teachers at Mercedes Moreno Irigoyen Public School.
1.6. **Hypothesis**

Innovative learning English as a second language techniques directly influence the development of oral communication in the eighth year of Basic Education School Irigoyen Mercedes Moreno period 2016-2017.

1.7. **General Purpose**

Analyze the influence of innovative techniques for the development of oral communication in learning English as a second language conducting field research for the design of a methodological guide for the development of oral communication for the eighth year of Basic Education Mercedes Moreno Irigoyen School.

1.8. **Specific objective**

Identify innovative techniques for the development of oral communication in learning English as a second language conducting survey students and teachers

Set parameters for assessing the ability of "Speaking", developing rubrics of the different levels of study of the ability to "Speaking" Identify aspects that should be considered in developing a methodological guide for the development of oral communication English as a second language, from the results of research and comparing similar programs.

1.9. **Justification**

Convenience: The power continuously assess for securing the levels required for mastering the skill of "Speaking" according to the CEFR.
Social relevance: Students Career languages of the philosophy faculty at the end of their academic preparation will have a high level of skill of "Speaking". Consequently race languages can reach their accreditation based on the results of student progress for accreditation.

Practical implications: The design of the technical methodological guidance and assessment rubrics allows students to earn a high level of mastering the skill of "Speaking" and resulting good results for the accreditation of the race.

Theoretical value: The results of this research will contribute to the development of the ability to "Speaking" in English, basing Krashen's theory on the acquisition of a second language from which the monitor hypothesis, natural order hypothesis emerges, Input hypothesis, affective filter hypothesis; and the application of techniques for teaching English as a second language. Methodological Utility: Methodologically race languages of the philosophy faculty get a methodological and technical guide that will raise the level of mastering the skill of "Speaking" students of the career of languages.
CHAPTER II
Theoretical Framework

2.1. Background

Studies of learning strategies with second language learning have been influenced by theories in second language acquisition and in cognitive psychology. Although there have been theoretical advances in these two areas, has been there little communication between them which might lead to reformulation of research questions or designs. Relevant second language and cognitive research are briefly reviewed below.

Theories of second language acquisition are discussed to identify cognitive processes that relate to learning strategy applications. Research on learning strategies in both the second language area and in cognitive psychology is described. Following this discussion is a description of how research and theory in second language learning and cognitive psychology were integrated in the design of this study.

Second Language Acquisition Theory Theories of second language learning and proficiency often include a cognitive component, but the role of learning strategies has remained vague. In Cummins’s (1984) model of language proficiency, tasks vary along a continuum from cognitively demanding to cognitively undemanding, while language varies along a continuum from context embedded to context-reduced.

Academic tasks, for example, are cognitively demanding and usually require language in which contextual clues for meaning are reduced. Tasks outside the classroom, on the other hand, are relatively undemanding
cognitively and are characterized by language that either has rich contextual clues or is formulaic. The role of learning strategies, although potentially located in the cognitive component of this proficiency model, has never been expressly identified.

Other models of language competence also contain cognitive components but leave the role of learning strategies ambiguous. For example, Canale and Swain’s (1980) model of communicative competence includes grammatical, sociolinguistic, and strategic knowledge.

In this model, the strategic component refers to communication strategies, which can be differentiated from learning strategies by the intent of the strategy use. Fillmore and Swain’s (1984) model of second language competence includes a cognitive component but in addition has affective and social components. Unlike the prior conceptual models, Fillmore and Swain reserve an important role for learning strategies in the cognitive component.

Learning strategies are said to be the principal influence on learning a second language, whereas inherent developmental and experiential factors are primarily responsible for first language learning.

The types of strategies intended by Fillmore and Swain appear to be more global than those usually described in cognitive psychology, however, and the role they play with regard to the other model components has not been identified. While most second language models either fail to acknowledge learning strategies at all or mention them only in passing, Bialystok (1978) includes four categories of learning strategies in her model of second language learning interferencing, monitoring,
formal practicing, and functional practicing. In this model, learning strategies are defined as “optional means for exploiting available information to improve competence in a second language” (71). The type of strategy used by the learner will depend on the type of knowledge required for a given task. Bialystok discusses three types of knowledge explicit linguistic knowledge, implicit linguistic knowledge, and general knowledge of the world. She hypothesizes that inference may be used with implicit linguistic knowledge and knowledge of the world. Monitoring, formal practicing (such as verbal drills found in a second language class), and functional practicing (such as completing a transaction at a store) contribute both to explicit and implicit linguistic knowledge. That is, strategies introduced explicitly in a formal setting can contribute to implicit linguistic knowledge and therefore to students’ ability to comprehend and produce spontaneous language. Bialystok’s model can be contrasted to Krashen’s Monitor Model (1982), which does not allow for contributions of explicit linguistic knowledge to implicit linguistic knowledge. The Monitor Model includes two types of language processes: acquisition and learning. Acquisition occurs in spontaneous language contexts, is unconscious, and leads to conversational fluency. Learning is conscious knowledge of the rules of language and is derived from formal instruction.

The “monitor” involves analyzing language production for correspondence to learned structural rules and therefore is a highly deliberate form of processing. In Krashen’s view, learning does not lead to acquisition. Therefore, conscious use of learning strategies to further language acquisition has no role in this model. Research in Learning Strategies Research in learning strategies in the second language acquisition literature has focused on describing strategies used by successful second language learners. Research efforts concentrating on the “good language learner” by Rubin (1975) and others (Naiman, Fröhlich,
Stern, and Todesco 1978) have identified strategies, either reported by students or observed in language learning situations that appear to contribute to learning. These efforts demonstrate that students do apply learning strategies while learning a second language and that these strategies can be described and classified. For example, Rubin proposed a classification scheme that subsumes learning strategies under two broad groupings: strategies that directly affect learning (clarification/verification, monitoring, memorization, guessing/inductive reasoning, deductive reasoning, and practice) and those which contribute indirectly to learning (creating practice opportunities and using production tricks such as communication strategies). An alternative scheme proposed by Naiman, Fröhlich, Stern, and Todesco (1978) contains five broad categories of learning strategies: an active task approach, realization of a language as a system, realization of language as a means of communication and interaction, management of affective demands, and monitoring of second language performance.

Studies of learning strategy applications in the literature on cognitive psychology concentrate on determining the effects of strategy training for different kinds of tasks and learners. Findings from these studies generally indicate that strategy training is effective in improving the performance of students on a wide range of reading and problem-solving tasks (e.g., Wittrock, Marks, and Doctorow 1975, Brown, Bransford, Ferrara, and Campione 1983, Chipman, Segel, and Glaser in press, Dansereau in press).

One of the more important findings from these studies is the formulation of learning strategies in an information-processing, theoretical model. This model contains an executive, or metacognitive, function in addition to an operative, or cognitive-processing, function.
Metacognitive strategies involve thinking about the learning process, planning for learning, monitoring of comprehension or production while it is taking place, and self-evaluation of learning after the language activity is completed. Cognitive strategies are more directly related to individual learning tasks and entail direct manipulation or transformation of the learning materials (Brown and Palincsar 1982).

This line of research suggests that transfer of strategy training to new tasks can be maximized by pairing cognitive strategies with appropriate metacognitive strategies. Students without metacognitive approaches are essentially learners without direction or opportunity to review their progress, accomplishments, and future learning directions. A third type of learning strategy suggested in the literature on cognitive psychology is a social-mediation strategy, most clearly evidenced in cooperative learning (Brown, Bransford, Ferrara, and Campione 1983). Cooperative strategies have been shown to enhance learning on a variety of reading comprehension tasks (Dansereau and Larson 1983).

Training research on learning strategies with second languages has been limited almost exclusively to cognitive strategy applications with vocabulary tasks.

The typical approach in this research has been either to encourage students to develop their own association for linking a vocabulary word with its equivalent in the second language (Cohen and Aphek 1980, 1981) or to train students to use specific types of linking associations to cue the target word, such as the keyword method (e. g., Atkinson and Raugh 1975, Pressley, Levin, Nakamura, Hope, Bisbo, and Toye 1980, Levin in press). Generally, the strategy training is given individually or is provided
by special instructional presentations to a group. Dramatic improvements in individually presented vocabulary learning have been reported consistently in these studies.

COMMUNICATIVE INTERACTION ACTIVITIES

In the Institute, we use four basic types of activities in various combinations for developing communicative competence: social formulas and dialogues, community-oriented tasks, problem-solving activities, and role play. There are surely others, but we have not thought of any. I am deliberately excluding from this discussion exercises in communicative performance, such as games and cl-H-ades, although we use them too.

Social Formulas and Dialogues

In her Interaction Activities Judy Kettering has one unit on "Establishing and Maintaining Social Relations" which covers such speech encounters as greetings, partings, introductions, excuses, compliments, complaints, hiding feelings, etc. It is very difficult to lie, to complain and to turn someone down for a date in another language, and our students need to be taught how to do this in an appropriate manner. These are exercises deliberately designed to develop communicative competence, as you can see from this section on "Excuses and Apologies":

EXCUSES AND APOLOGIES" (abbreviated)

I. Phrases

A. Formal

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Excuse me, please.

Pardon me.

Of course.

I'm very sorry. Certainly.

I'm sorry.

I beg your pardon.

Excuse me for being late.

That's quite alright.

I'm sorry I'm late.

Excuse me for a moment please.

Think nothing of it.

I'm sorry I forgot to come.

I'm sorry I didn't answer your letter.

I'm sorry, but I must leave early.
B. Informal

Sorry I'm late.

It's O.K.

Sorry I forgot to call.

come.

tell you.

Write .Don't worry.

Sure.

Just a minute. I'll be right back. It's alright.

II. Dialogues

A. Formal

A: Miss Larson?

B: Yes?
A: Please excuse me for losing my temper in class yesterday.

B: That's quite alright. Was something troubling you?

A: Yes. I had just gotten a letter from a friend of mine and I guess I was more upset than I thought.

B. Informal.
A: How was your vacation, Maria?

Il Judy Kettering, "Interaction Activities," mimeographed (Pittsburgh:

B: I had such a good time, I hated to come back.

A: Did you get my postcard? B: Yes, thanks. And I meant to write to you too but I was

just so busy! I'm sorry.

A: That's O.K. I knew you probably didn't have much time.

3. A: 'I'm glad you're still here! Sorry I'm so late.

B: Don't worry. The bus hasn't come yet.

A: I was just walking but the door and the phone rang. It was my mother and ... well, you know how my mothertalks!
B: I'm surprised you aren't later!

III. Situations

A. Structured

1. A: How was your vacation?
   A: Sure. But I didn't get any from you!

B: Semistructured

1. A: Hey, where were you last night?

2. B: I was waiting for you to call to tell me what the address was.

3. A: B: 2. A: What'd you get so angry at me for this morning?

C. Unstructured

I. You're in class and suddenly you don't feel well.

   2. You are at a friend's house for dinner. You must leave early to study for a test for the next day.

   3. You told Fred you would come over to study with him last night, but you forgot. He sees you and asks you why you didn't come.

   In all of these activities, there is a progression from tightly controlled language use, where the student is learning the social formulas, to a
situation where he can use them. The phrases and the dialogues lend themselves well to work in the language laboratory, but it is important that the teacher spends some time in the initial presentation of the section in explaining the meaning, the connotations and the sorts of situations in which you would use the various.

Expressions, an introductory mixture of Emily Post and socio-linguistics as it were. I was amazed to see the eagerness with which our students received this information; it clearly filled a definite need. Note section 1B. In all of these encounters, the students are taught a formal and an informal way for apologizing, saying thank you, etc. I doubt that one can systematically teach register variation in all areas of language, but we can teach our students to be sensitive to levels of style so that noting such levels becomes part of their language learning strategies.

Although the dialogues can be assigned to the lab, they lend themselves well to pupil-to-pupil work, where the whole class is divided into pairs working simultaneously.

The students in each pair take turns reading from the printed dialogue while the other answers from memory until they can run through both parts of the dialogue without lo DNG at the text. This old technique is a remarkably quick way for a class to memorize brief dialogues.

The situations (from structured-unstructured) take on aspects of play-acting or role play and are more effective with an audience. The unstructured situations end the: selves particularly well to role play and are best handled as such (See discussion under role play.)

2. Community-oriented Tasks
Community-oriented tasks are sets of exercises which compel the student to interact with native speakers outside the classroom. The teaching point here is twofold: (1) communicative participation in the community in what Stevick would call "real" situations and (2) (and this is what assures their success) the collection of highly relevant and needed information. Here are two examples (all place names should of course be changed to local references):

THE BANK"

1. What is a checking account? A savings account? Can you take money out of a savings account at any time?

What is interest? What bank gives the highest interest rate in Oakland? What is "compounding" of interest? What is the? Difference between interest compounded daily, monthly, quarterly, bi-annually, annually? Which gives you the most money? What does "withdrawal" mean? "Deposit?". What is 24 hour banking? Does the Oakland Pittsburgh National Bank

(Next to the Book Center) have 24 hour banking?. How do you open an account? If you take out a loan, do you want a high interest rate or a low interest rate? Why?

THE AUTOMOBILE"

1. What are Service Stations? What is "regular" gasoline? "super?" "low-lead?" How much does each cost per gallon? How much does a quart of oil cost? 2. How often must you have your car inspected? How much does
it cost? 3. What is a "tune-up?" How often should your car be "tuned up?"
How often should you change oil? What must you put in the water in your
car in the winter? 4. Do you need a U.S. driver's license to own a car?
Where do you get a driver's license? What tests do you have to take to get
a license? How long is a license valid? How much does it cost? 5. What is
automobile insurance? What are the differences between the
following kinds of automobile insurance? a. comprehensive b. collision c.
uninsured driver (Paulston & Eruder, 1976).

2.2 Theoretical Bases

THEORY OF MENTAL DEVELOPMENT AND PROBLEMS OF
EDUCATION.

If I had to define the specific nature of Vygotsky's theory through a
series of key words and formulas, it should be mentioned without fail at least
the following: human sociability, social interaction, sign and instrument,
culture, history, and higher mental functions. And if you were to link these
key words and formulas in a single expression, arguably Vygotsky's theory
is a "socio-cultural-historical theory of the development of higher mental
functions", although this theory tends rather to be known by the 'historical-
cultural theory."

For Vygotsky humans is characterized by a primary sociability. Henri Wallon expresses the same idea categorically: "The (individual) is
social genetically" (Wallon, 1959). At the time of Vygotsky that principle
was no more than a postulate, a purely theoretical hypothesis. But today,
we can say that the idea of a primary sociability and partly genetically
determined, has almost the status of an established scientific fact as a result
of the convergence of two streams of research: first, biological research

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such as those relating to the role of sociability in anthropogenesis or pertaining to the morph functional development of the infant (there are, for example, increasingly abundant evidence that the brain areas governing social functions, such as perception the face or the human voice, experience a premature and accelerated) maturation; On the other hand, recent empirical research on social development in early childhood amply demonstrate the existence of a primary and early sociability (Bowlby, 1971; Schaffer, 1971; Zazzo, 1974 and 1986; Thomas, 1979; Lambe and Scherrod, 1981 ; Tronick, 1982; Lewis and Rosenblum, 1974; Stambak et al., 1983; Zaporozetz and Lissina, 1974; Lissina, 1986; Ignjatovic-Savic et al, in press).

Theoretical analysis led Vygotsky to advance some quite visionary ideas on the early sociability of the child and draw out the consequences of the theory of child development. Vygotsky (. 1982-1984 Vol IV, p .. 281) wrote in 1932): "Through the mediation of others, through the adult, the child is delivered to their activities. Absolutely everything in the behavior of the child is merged and rooted in social "He continues.": In this way, the child's relations with reality are from the start social relations. In this sense, it could be said of the infant who is a social being in the highest degree. ".

Children's sociability is the starting point of their social interactions with the surrounding environment. The problems of the psychology of social interaction are now well known; for this reason, the limit ourselves here to briefly mention some peculiarities of Vygotsky. By origin and nature of the human being cannot exist nor develop their own species as isolated monads: necessarily anchored in others; in isolation is not a complete being. For the development of children, especially in early childhood, which are of paramount importance asymmetric interactions, interactions with adults who are of all posts of culture, in this type of
interaction the essential role is played by signs and various semiotic systems that, from the genetic point of view, have a communication function first and then a single function: beginning to be used as instruments of organization and behavioral control individual. 2 This is the fundamental element has Vygotsky's conception of social interaction: in the process of development trainer and this plays a constructive role. This simply means that certain types of higher mental functions (voluntary attention, logical memory, verbal and conceptual thought and complex emotions, etc.) may not emerge and take form in the development process without the constructive assistance of social interactions.

This idea led Vygotsky to generalizations whose heuristic value is far from exhausted, even today. This is the famous thesis on the "transformation of interpsychic intrapsychic phenomena in phenomena". Consider one of the formulations of this idea: "The most important and fundamental laws that explain the genesis and which leads the study of higher mental functions could be expressed as follows: each semiotic behavior of the child originated as a form of social, and that collaboration is the reason that preserve, even in the most advanced stages of development, social functioning mode. The history of the development of higher mental functions is like the story of the transformation of the instruments of social behavior in instruments of individual psychological organization "(Vygotsky, 1982-1984, Vol. VI, p. 56).

The exemplary research conducted Vygotsky basis of that idea focuses on the relationship between thought and language in the process of ontogenesis (that is, on the other hand, the central theme of his work Thought and Language). As we now know, the ability of language acquisition in children is largely determined by heredity.
Vygotsky's research shows that, even in this case, heredity is not a sufficient condition, but also required the contribution of the social environment as a very specific type of learning. According to Vygotsky, this form of learning is but a common construction in the process shared by child and adult activities, i.e., in the context of social partnership. During this preverbal collaboration, the adult introduces language that supported the verbal communication, from the outset as an instrument of communication and social interaction. In his book Vygotsky describes the subtleties of the process by which the language as an instrument of social relations, it becomes an instrument of internal psychic organization of the child (apparition of private language, internal language, verbal) thinking.

Vygotsky's analysis on the relationship between development and learning in terms of language acquisition leads us to define the first model of development in these terms: in a natural process of development, learning is presented as a means to strengthen this process natural, offers the tools created by the culture that extend the natural possibilities of the individual and restructure his mental functions.

The role of adults as representatives of culture in the process of language acquisition by children and their assimilation of a part of the culture (language), leads us to describe a new type of interaction plays a role in Vygotsky's theory. Indeed, in addition to social interaction, this theory is in interaction with the products of culture. Needless to say, you cannot separate or distinguish clearly between these two types of interaction which often take the form of sociocultural interaction.

To elucidate these ideas of Vygotsky, is the work of Meyerson, so meaningful title Psychological functions and works (1948). The fundamental idea of Meyerson is: "The entire human tends to become
objectified and projected in works" (p.69). And the task of psychology is 'to seek mental content in the facts of civilization described' (p. 14) or "consider the character of the mental operations involved" (p.138).

In analyzing the role of culture in individual development, Vygotsky advanced similar ideas. In all the acquisitions of culture, focuses its analysis on those that aim to control mental processes and human behavior. It is the different instruments and techniques (even technologies) that people assimilate and to itself to influence their own mental functions. A gigantic system of 'artificial and external stimuli' by which men control their own inner states is thus created. Again, but in different ways, we find in Vygotsky the phenomenon of interpsychism. From the psychological point of view, the individual has the extension, on one hand, on the other and, on the other hand, in their works and their culture, which is according to Marx his "no organic body". This expression is highly appropriate: culture forms an integral part of the individual, however, is foreign to him. Considered in this way, the development of man is not just down to the changes taking place within the individual but manifests as a allomorphs development that could take two forms: production of external aids as such and the creation of instruments Outside that can be used to produce internal (psychological) changes. Thus, besides the instruments that man has created throughout its history and use to exercise control objectives (external reality), there is a range of instruments geared towards themselves, can be used to control, master and develop individual abilities.

These instruments include, to name a few: the language, the language, written and spoken (and all the Gutenberg Galaxy, to use the expression of M. McLuhan), rituals, models of behavior depicted in works of art, systems scientific concepts, techniques that assist the memory or
thinking, tools that improve motility or human perception, etc. All these cultural tools are "extensions of man" (McLuhan 1964), that is, extensions and amplifiers of human capacities.

For cultural anthropology, such a statement may seem trivial, but in the conceptual order governing in psychology, traditionally marked by subjectivity, it is very rare for such cultural factors are taken into account. Even cultural anthropologists are often limited to one aspect of the objectification of human capacities in the products of culture.

For McLuhan, more even and long before him, for Vygotsky, what matters are the psychological consequences, the impact that the existence of such tools on the development of the individual, the individual's interaction with these instruments.

By analyzing those consequences Vygotsky starting point is the famous aphorism of Francis Bacon (he cites repeatedly) "Necnanus, nisi intellectus, sibi permissus, valent fine: instrumentis et auxilibus perfitur res" [hand and human intelligence, deprived of the necessary tools and aids, are relatively powerless; on the contrary, strengthening its power are the tools and aids provided by culture].

First, culture creates an increasingly large number of powerful external aids (tools, apparatus, technologies) that support psychological processes.

From knots in a handkerchief or marks practiced in a piece of wood in order to preserve the memory of certain events to powerful computerized data banks or modern information technologies is tied, progress has been steady in the area of "psychological technology." Along
with memory or individual and natural intelligence, memory and there are external and artificial intelligence. What could be the effectiveness of a modern European who lacked this technology, which depended only on himself, "naked hand and intelligence"? Perhaps the psychology could produce valid conceptualizations of higher mental processes without these external aids? Indeed, the very existence of these aids changes the nature of the internal process of the individual. To be convinced of this simply observe the changes in the simplest on those who were accustomed to using pocket calculators arithmetic. The real problems for research are to analyze the restructuring of inner processes based on the existence of these ancillary and interaction of external and internal aspects of those processes.

But besides external auxiliary psychological tools exist in cultural works that can internalize. It is all semiotic techniques and conceptual media, intellectual operations and structures that occur in nature all acquisitions of culture systems, practices, procedures.

In his analysis did not stop Vygotsky - nor McLuhan - at the surface level of these acquisitions. He wanted to grasp its hidden and deeper meanings. This trend analysis is expressed in McLuhan's famous maxim: "the medium is the message". The media is thus carries the profound meanings. This approach could be explained by the example of an instrument such as the written language (the example analyzed by both authors). The individual (or cultural group) has endorsed the written language is not the same guy who also possesses a technical skill. Written language and culture have profound operating modes of perception, memory and thought. The reason is that this medium carries within itself a model of analysis of the realities (analysis in discrete units, linearity and temporary nature of the organization of thoughts, loss of sense of wholeness, etc.) and technical psychological, especially the enhanced
power of memory, therefore, brings change in relations between memory and thinking, etc. So, to access the written language, the individual psychological techniques available in their culture appropriates and, from that moment, "internal techniques" become (Vygotsky borrows this term from Claparède). Thus, a cultural instrument is rooted in the individual and becomes a private individual instrument. When you think of Modern Technological Change, could pose a problem of considerable importance: what are the consequences of using modern intellectual son (term, in my opinion, more relevant than the word "computer"), namely , computers, computerized data banks, etc., in the cognitive processes of the individual?

The exemplary research Vygotsky on the appropriation of cultural tools to serve as internal techniques to the formation of concepts: comparative studies on experimental concepts, spontaneous concepts and scientific concepts. The results of this research presented in his book Thought and language.

At the heart of these investigations acquisition systems, the most important scientific concepts is during the school year. According to Vygotsky the system of scientific concepts as a cultural tool carrier, in turn, of profound messages and at assimilation by children induces profound changes in their thinking.

The essential property of scientific concepts is their structure, that are organized in hierarchical systems (other possible structures are the "networks", "groups", the "family tree", etc.). By internalizing this structure, the child considerably widens the range of his thought because it offers a set of intellectual operations (different types of definition, logical quantification operations, etc.).
There are obvious advantages of this structure when compared to structures "practices" such as the categories of "furniture", "clothes", etc. If we, for example, to give a logic to the term "furniture" definition, we shall soon see what may be the limits of practical categories or categories based on experience which lack the formal structure of scientific concepts. Are thus evident advantages all individuals to appropriate such powerful intellectual tools.

The process of acquiring the systems of scientific concepts is possible through systematic education of school type. The contribution of organized and systematic education is, at this point, essential in comparison with the acquisition of spoken language, in which teaching has a constructive role but requires the presence of adults who have the language to act as partners in common activities.

The second model of development. Vygotsky calls this' artificial development ' education may be defined as the artificial development of the child [...] Education is not limited to the fact to influence developmental processes; it restructures so important all behavioral functions' (Vygotsky, 1982, 1984, vol. I, p.107).

The essential point is that education becomes development, whereas in the first model was merely the means of reinforcing the natural process; Here, education is a relatively independent source of development. According to Vygotsky's theory, they could identify different development models (which he explained on several occasions) taking into account the developmental period in question, the nature of cultural instruments, the degree of hereditary determination functions, etc.
Taking into consideration the multiplicity and diversity of instruments and cultural techniques is or is not possible to acquire in different cultures and in different historical periods, so could easily conceptualize intercultural or historical differences in cognitive development, both groups and individuals. In light of this conception of development of human intelligence, it seems paradoxical to speak of culture-freetests of intelligence (which becomes, in the words of Bruner, in intelligence-free tests) or think that the only possible scientific definition of intelligence is reducing the intelligence indicators such as reaction time, evoked potential, etc. (As does Article Eysenck, 1988).

The analysis of this second model of development, called 'artificial development', whose typical example is the process of acquiring systems concepts, Vygotsky led to discovery of the metacognitive dimension of development. Indeed, the acquisition of systems based on such a degree of generalization, the interdependence of concepts within such a network of concepts that can pass easily from one to another, intellectual operations that can be performed quite easily and the existence of external models (in books or demonstrated by the teacher) of the application of these operations facilitate awareness (Russian ossoznanie) and (ovladanie) control of the individual in relation to their own cognitive processes. This process of voluntary self-regulation is easier thanks to the type of learning process (verbal learning, explanation of all intellectual operations, externalization of the anatomy of the process of building concepts, development of concepts in common, monitoring the learning process expert adult, etc.).

Under these conditions the individual could achieve a fairly clear understanding of their own cognitive processes and voluntary control of
them, in which the very essence of metacognitive processes over. It should be made clear that the work of Vygotsky is the most important for the conceptualization and empirical study of metacognitive processes theoretical and historical source. Are glaring scientific findings of Vygotsky in this area: instead of regarding metacognitive processes as mere technical practices self-control (as in the case of the mnemonic) or as isolated problems (as usual with the problems of meta memory), Vygotsky proposed meanwhile a theoretical framework within which the problems of metacognitive processes are integrated into a general theory of the development of higher mental functions. In theory, these processes are seen as a necessary stage in perfectly defined conditions, and rejection play a considerable role in the restructuring of cognition in general, paper illustrating the more precise conception of Vygotsky on the development and transformation of relationships between particular mental functions. In this sense, for example, to the term "meta-memory" (Flavell and Wellman, 1977) is inadequate, since it is not a question of intervention mnemonic media mnemonic activities but the intervention of thought processes (that have become conscious and voluntary) mnemonic activities. It is simply new relationships established between two different functions.

Thus, even today, Vygotsky's theory is the only one to offer, at least in principle, the possibility of conceptualizing scientifically metacognitive processes for linking this dimension of cognitive development with cognitive development in general and explain the origin This individual's ability to control their own internal processes by Vygotsky mentioned scheme describing the passage from external inter intrapsychic control to individually control.

**METHODOLOGICAL TOOLS PORTFOLIO**
The new challenges of education require us to be always ready to face the constant changes and different types of learning that can be found inside and outside the classroom. This is why it is essential to have the largest number of methodological tools - teaching to make land optimally, enjoyable and meaningful new knowledge to our students.

From this perspective it is essential to have a portfolio that has the tools needed for our purpose. According to the Latin American Journal of Educational Technology "The meaning of the word portfolios, has spread, understood as art collection, compilation, collection and repertoire of evidence and professional skills that enable a person to successful professional development."

LEGAL BASIS

SECTION FIVE

EDUCATION

Art. 26. Education is a right of people throughout their lives and an inescapable and indefensible state law. Is a priority area of public policy and government investment, guarantee of equality and inclusion and indispensable condition for the good life. Individuals, families and society have the right and responsibility to participate in the educational process.

Art. 27. Education will focus on the human being and ensure a holistic development, within the framework of respect for human rights, the environment and sustainable democracy; will be participatory, compulsory, intercultural, democratic, inclusive and diverse, quality and warmth; will
promote gender equality, justice, solidarity and peace; stimulate critical
sense, art and physical education, individual and community initiative and
the development of skills and abilities to create and work.

**SOCIOCLOGICAL FOUNDATIONS**

**Concept of Socialization**

It is a process of influence between a person and his fellows, a
process that is to accept the patterns of social behavior and adapt.

This development is observed not only at various stages between
childhood and old age, but also in people who change from one culture to
another, or from one social status to another, or from one occupation to
another.

Socialization can be described from two points of view: objectively;
from the influence that society has on the individual; as a process that
shapes the subject and adapts to the conditions of a given society, and
subjectively; from the response or reaction of the individual to society.

Socialization is seen by sociologists as the process by which culture
members of society, through it, the culture has been passed from generation
to generation is instilled, individuals learn specific knowledge, develop their
potential and skills necessary for proper participation in social life and
adapt to the forms of organized behavior characteristic of their society.

**Types of Socialization**
1. Primary Socialization: It is the first in which the individual goes through in childhood through d she becomes a member of society. It occurs in the first years of life and refers to the family. It is characterized by a strong emotional charge. It depends on the child's learning ability, which varies along the psycho-evolutionary development. The individual becomes what others consider it significant (are adults who have played the game, because the child is not involved in choosing their significant others, identifies with them almost automatically) without causing problems of identification. Primary socialization ends when the concept of the generalized other is to set the conscience of the individual. By now the member is a full member of society and is in subject position of a self and a world.

2. Secondary Socialization: Is any further processing which encourage individuals and socialized to new sectors of the objective world of his society. It is the internalization of underworlds (partial realities that contrast with the world base acquired in elementary sociology) institutional or based on institutions. The individual discovers that the world of their parents is not alone. The emotional charge is replaced by pedagogical techniques that facilitate learning. It is characterized by the social division of labor and the social distribution of knowledge. Relationships are established by hierarchy.

3. Process of Socialization

It is the manner in which members of a community learn the cultural models of society assimilate and become their own personal rules of life.

According to Durkheim:

* Social facts are external to the individual.
* Social Fact: way of acting, thinking and feeling external to the individual, and possessing a power of coercion under which it imposed.

* Education serves to integrate the members of a society by common behavior patterns, which could not have agreed spontaneously.
   * The individual is a product of society.

According WEBER:

* Society cannot exist without the action of individuals.

* The starting point of social facts are the actions of individuals.

* Social action: an action aimed in one direction, which is referred to the actions of others.

* Social relations: reciprocal social actions.

* The company is the acting subjects in interaction.

According BERGER and LUCKMAN:

* The social realities vary across time and space, but you need dualism a common fact of all realities.

* Fact: every phenomenon that is independent of the will of the individual.
* Were proposed to show the position of Durkheim (objective facticity) and the WEBWE (complex objective meanings) on society, can be completed in a comprehensive theory of social action without losing internal logic. * The institutions arise from the individual needs to meet an externalization of a way of being, feeling and thinking. Internationalization: the process by which the individual learns of a portion of the objective world is called socialization. It's internalization of the significant aspects of objective reality that surrounds them. Only from internalizing the individual becomes a member of a society.

4. Socialization Agents

There are various agents of socialization, which play a role of varying importance depending on the particularities of society, on the stage of the life of the subject and its position in the social structure. To the extent that society is becoming more complex and differentiated, the socialization process also becomes more complex and must, necessarily and simultaneously fulfills the functions of mix and differentiates between members of society so that there is both essential cohesion between them, as the adaptation of individuals in different groups and sub-cultural contexts in which they must perform.

It can be said that the total society is the agent of socialization and each person with whom you come in contact is in a way an agent of socialization. Among the larger society and the individual there are many small groups, which are the main agents of socialization of the individual.

The natural starting the process for each newborn child is their immediate families, but this was soon extended to several other groups.
In the history of mankind, the family was the most important agency of socialization in the life of the individual. Some authors suggest that the social changes brought by industrialization and modernization has led to a relative loss of relevance to the emergence of other socializing agencies such as the educational system, groups of friends and the mass media. However, their importance remains capital. The family is the first agent in time for a shorter or longer period has a virtual monopoly of socialization and also especially during childhood, often selected or filtered directly or indirectly to other agencies so, choosing the school the children go, trying to select the friends that get together, controlling / supposed / her access to television, etc. In this sense, the family is very important in the individual and society nexus.

Every family socializes the child according to their particular way of life, which is influenced by social, economic and historical reality of the society in which it is inserted. Some authors have pointed to differences in socialization practices, according to the social class to which the family belongs.

It is possible to distinguish two types or modes of family socialization: first, repressive socialization or authoritarian, which occurs more frequently in families of low class "which emphasizes obedience, physical punishment and material rewards, one-way communication, adult authority and significant others "; secondly, participatory socialization that occurs most frequently in families of middle and upper class "where participation is more, non-material rewards and punishments symbolic, communication in dialogue form, the wishes of children and generalized other. "Preschool influences affect the child from various points. The small circles of
relationships involved with their parents, relatives, friends, babysitters and others, are important to show you how to be a good boy.

The neighborhood, school, and in some cases the parish are important agents of socialization for children.

In the process of socialization one of the main factors is education; and more especially the social formation that occurs within secondary education. This point can be approached from several angles. The first is the view of the educator. For this view we have talked to several high school teachers, obtaining important conclusions. Regarding the formal teacher-student contact, the general opinion is that it is positive because it helps to better mutual understanding outside the educational environment. Under this deal, you can include personalized attention, present in tutoring, grants, interest in the development of student-companion. This creating a very productive interactive stream for socialization and academic performance.

Another element is the awareness about taboo topics in our society. The academic environment seems more conducive to this "education" because within the family there for a traditional education, greater resistance to address these issues, with the corresponding threat to young people because they are forced to seek information through unorthodox methods; however, in teaching may be included within the different curricula addressing different subjects. These values are in constant conflict with the social reality that occurs around.

Other means of socialization have many and varied effects in different phases of life of a person. As social learning is an ongoing process at all levels of age, the person is constantly restrained in any of his
impulses and encouraged in others. Failures and satisfaction, effort and retrofits, all with experiences that help them learn.

The mother explains the different ways their children have gone through various stages of growth, saying indirectly that she has learned no small d these experiences. Considering the issue of socialization agents examine the role played by the mass media, especially television, as agencies of socialization. A fact beyond dispute today is that in today's world the media have achieved unprecedented spread. Newspapers, magazines, cinema, radio and especially television, are used by a significant and growing number of people to meet primarily the needs of infotainment, devoting a large number of hours see, hear or read the messages disseminated by these means. For children, it is said that at the end of the year are more time watching television than in front of the teacher in the classroom. This situation has a clear socializing effect, considering that much of the social construction of reality is determined by the mass media. These media, particularly television, give a picture of the world, would develop a map of reality, which would be crucial in social behavior. It is emphasized that the user decides whether to use the media, select it slightly used, see programming, etc. Preferences in these decisions or choices are strongly determined by the values, beliefs and attitudes that have shaped other agencies of socialization, particularly the family.

All adult groups and associations, in business and professions, at recess, politics and religion, continually influencing change and the development of social person. Modern media, such as film, television, radios, storybooks and large magazines, influence the formation of social behavior more than most realize. Parents and educators who are concerned about the impact that these agents cause in children ordinarily not they realize that they themselves follow the examples and suggestions and
gather the opinions and attitudes that you have the means. They are socializing subconsciously.

5. Lifespan

1. Step Children: From the first months of life, the baby will expand the repertoire of behaviors as they interact with their caregivers, since they depend entirely on them for survival, establishing a special relationship with them. The type of bond that develops with the mother in the first year of life will be reflected in the relationships maintained with others and the world in the future.

One of the first achievements of the baby is the ability to differentiate mother and recognize the limits of your body. This will form the backbone of your body and outline future identity. At first you need your mother for her decode their gestures and cries, which are the only way to communicate it possesses. The mother is usually the first to understand their language. That is why it is said that at first baby's world is he and his mom. Gradually, the baby will need less of it to survive.

It is essential that the baby is recognized as a separate mother and can provide a supportive person besides you can form a proper body schema and may experience. The formation of the same is achieved through the development of feelings related to the states of need and satiety (hunger, pain, sleep, etc.), and relations with the environment. To do parents need to anticipate and recognize the needs of the baby. The extent to which their needs are met, and quality (the degree to which they are satisfied) as well as the speed of responses from caregivers may be able to relate their impulses with their bodily functions, helping to develop their own self and may reach Essentials for the healthy development of the baby.
About 8 months when usually begin to crawl, infants often go through a period in which he was afraid of strangers, demonstrating that they have the ability to recognize people for their mediate environment. This fear is known as separation anxiety, denoting an important psychological development Baby transition. It's when they start walking at about year, when it feels safe enough to start a joint exploration activity on the environment. Already have formed the basis of his identity and has a secure base who sent (ie, knows he has a caregiver who is there to protect, feed and care). The child wants to experiment on their own and this requires that parents allow him to exercise his new capacity, keeping in mind that there are limitations. It is very important to consider the own times of children.

With the acquisition of language, published a year and a half or two years, comes the symbolic capacity that allows them to use words and play. They also begin to reason and listen to explanations of adults. They open displays of affection, such as hugging, smiling and kissing, but are also able to demonstrate protest is crying, hitting the ground or screaming. It is very common in this age prefer to stay with the family to strangers, which often flee. Separation anxiety, which began at 8 months, stops just two years, when they are already able to understand that even if the mother is not present, she will return, and they can provide for their return.

It is during this period should start potty training toilet training, if it is firm, but considered in turn, helps the child to possess a sense of self, without losing self-esteem. In turn, acquire the ability to go incorporating the rules and norms of society. Children begin to identify with the father, imposed by law. At first regulations of the family are learned and then spread to other groups, and ultimately society as a whole. In this way the child
leam that there is some way to behave with others, there are things that are allowed (bans) and things that are forbidden (prescriptions). Gradually begins to understand that people who take care of him expect him to behave in a certain way and not another. He also discovers that he can create rules and ways of behaving. It is towards the two and a half years they acquire gender identity, and this is seen in their choice of toys, which in turn will be influenced by social and cultural customs.

2. Stage Children

It will be understood childhood as the period of three to twelve, step in which a significant physical, emotional and income developing the wider social group occurs.

Preschool age ranges from three to six years, a period in which children and sphincter control and have outbursts of anger as often as in previous years.

It is important that the child fits the school system, but it should not be required beyond their capabilities. His language was expanded and can use complete sentences. Use more symbols and language are able to express their feelings of love, sadness, jealousy, envy, curiosity and pride. They begin to care about others.

The child begins social inclusion beyond the family, joining the outside world. Learn new ways to interact with people. The birth of a new sibling tests your ability to share and help.

At this stage begin to distinguish between real and fantasized, mainly through the games they make. Are frequent role-playing games in which, for example, a girl "pretends to be a housewife" and "a man
Impersonating a truck. This allows them to analyze real situations of everyday life.

Imaginary friends are frequent in 50% of children between 3 and 10 years, mostly in children with superior intelligence. Imaginary friends can be both objects and people. A very important question at this stage is that of sexual differentiation. Children go through a period of discrimination of differences between the sexes (gender distinction). Each recognized in the other a difference.

At the end of this stage distinguish between what they want and what they should do, getting gradually achieving a moral sense of right and wrong. Children understand the rules and created no reason (“because if). They do not understand the moral dilemmas. They will go to progressively acquiring a sense of responsibility, seriousness and self-discipline.

Some children refuse school, either due to separation anxiety or fear of separation that transmits his caregiver. Similarly, this problem is usually extended to other social situations, so it is vital that instead of giving in to fear, we will help you cope.

Around six, the child begins to participate in the school community, an organized context, with different rules, sometimes at home itself. At this stage the interaction and relationship with peers becomes important, as it begins to look for a sense of belonging and acceptance of others. These relationships can become considered even more important than your family. Often prefer to surround himself with children their same sex. When you begin to use language to convey complex ideas. Acquire the ability to concentrate at nine or ten years and leave the fantasy side by the logic scan.
The fact of being discriminated against or discouraged in school, be overprotected at home, tell them they are inferior, can influence self-esteem negatively. It is good to encourage the child to value the productive and persevering be a chore. The school experience is a very important world for children with own goals, frustrations and limitations. In primary structural bases, tools that will enable children to develop in concrete terms, then, in high school, learn your way through abstraction settle.

The child, through this stage acquires the ability to work and acquire adult skills. Learn who is able to do things, to master and to complete a task.

3. Stage of Adolescence

Adolescence is a stage of human development, which is characterized by profound changes in the biological, psychological and social development.

Adolescence is divided arbitrarily into three stages:

* Puberty: between 12 and 14 years.

* Middle Adolescence: 15 to 16 years

* Late Adolescence: between 17 and 20 years
Adolescence is a period primarily duels. Infant body loss, of infantile and identity roles occurs. Identity is understood as being self in time and space, in relationship with others and with oneself. It is the sense of security about himself. During this stage the adolescent struggle for the construction of his psychic reality, rebuilding its links with the outside world and its identity. The hormonal activity produces certain manifestations at puberty. The characteristic of this period is the development of reproductive organs and external genitalia. This hormonal change also affects the functioning of the central nervous system, affecting factors such as mood and behavior.

Usually the girls enter puberty two years earlier than boys, can start dating boys and have sex at an earlier age. The boys, meanwhile, often suffer frequent erections because they respond quickly to various stimuli.

It is common exorbitant crushes occur to people of the opposite sex, usually unattainable. It is also possible that in the mid-teens have sex relations, but transiently. Statistical studies indicate that most teenagers start having sex about 16 years.

Part of the resolution of the identity crisis is to move from being dependent to being independent. Often parents and their teenagers discuss about choosing friends, gangs, curricula and topics related to philosophy, how teens are strengthening their identity.

During adolescence changes also occur at the level of thought. It is the moment where it starts to be a formal logical thinking, which allows them to think of ideas, not just real objects. This type of thinking allows the subject's ability to reflect. At first the teen replaces objects ideas. The words and action are replaced by thinking. Intellectualism is a defense
mechanism that the teen used regularly. This is manifested in the interest of ideas, reading, being normal to discuss ideas and ideologies with their peer group.

From this new type of formal thought the teen joins the adult world, releasing his subordinate children's thinking, scheduling its future and reforming the world where you will live. It also lets you join in society and greater mastery of his impulses.

At this time many adolescents show a remarkable creativity, expressing through music, art and poetry. Creativity can also be expressed in sport, and in the world of ideas, discussing, reflecting, for example, on moral, religious, ethical, humanitarian work. Writing in a journal is another manifestation of creativity in this period.

The peer group among adolescents is an expected phenomenon. Allows the teen to feel contained within a buffer zone, which is no longer the family or society. Allows the teen to maintain the illusion that belongs to a system that protects social responsibility. It gives the individual the illusion of a powerful management on objects. The group is the most favorable context of adolescent discovery, and reassuring during the period of change. During adolescence the core of family membership is questioned by the need to seek new nuclei belonging to define their identity. The peer group allows the adolescent openness to the non- familiar, giving space for grieving child role. It is a time where the teenager tries to be free, but still depends on his parents and feels very attached to them. Usually seen through the eyes of their peers, and self-esteem may feel diminished for any deviation in their physical appearance, the code of clothing or behavior.
In middle adolescence, physical development is complete and lack integrate with society. At this time the teenagers have personal strength and not just group.

This need for independence from the family by adolescent parents generates a lot of anxiety.

The end of adolescence occurs when the subject begins to develop and assume duties of adult, such as the choice and responsibility of a job, developing a sense of intimacy (which later will lead to the establishment of marriage and parenthood). Recognition of himself as an adult be produced.

### 2.3 IDENTIFICATION AND OPERATIONALIZATION OF THE VARIABLES

#### 2.3.1 Identification of variables

**Independent variable**: Innovative techniques

**Dependent variable**: The development of oral communication in learning English as a second language

### 2.4 The classification of variables

Depending on their nature:

**Qualitative**: As the name implies, measure qualities, attributes (eg:
occupation, nationality, religion, marital status, etc.)

**Quantitative:** measured quantities, magnitudes. According to the values they can assume a distinction between continuous (given the ability to spread and can take any value within a range, eg: "temperature") and discrete (assume only integer values, for example: number of children)

**Cualicuantitativas:** those are relate to qualitative and quantitative aspects, attributes and variables that measure. In all cases are complex variables (eg: NSE) to the purpose of measurement are quantified. According to the role in the hypothesis or problem analysis:

When speaking of "function" refers to the role that the variable plays or the position assigned to it (even if only in conjectural terms) in the analysis of the problem studied.

According to their function, the variables are classified as:

**Independent:** those that play the role of cause or suspected cause.

**Dependent:** those which act as effect or alleged effect. (Morone, n.d)

**Independent Variable:** Innovative Techniques

**Dependent Variable:** Development of oral communication in learning English as a second language
### Independent Variable: Innovative Techniques

<table>
<thead>
<tr>
<th>CONCEPTUALIZATION</th>
<th>DIMENSIONS</th>
<th>INDICADORES</th>
<th>ITEMS</th>
<th>TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Techniques</td>
<td>Productive skills: speak</td>
<td>TEACHER</td>
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<td></td>
<td>Speaking: Activation</td>
<td>*Do you take into account in planning the development of all language skills, in this case applied to English?</td>
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<td>Connection Affirming</td>
<td>*Do you approach each of their classes to develop the four skills?</td>
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<td></td>
<td>Foldable</td>
<td>Always……… Sometimes……… Never………</td>
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<td>DOTs</td>
<td>*What are the skills that you give more importance in their classes?</td>
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<td></td>
<td>Magic Book</td>
<td>Teachers interview</td>
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<tr>
<td>Read......</td>
<td>Listen......</td>
<td>Speak.........</td>
<td>Read..........</td>
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</table>

*In the development of "Listening Skill", you make use of suitable teaching material for this purpose? (ex: use of songs, movies, etc.)

*Do you think that most students have fun learning in your classroom?

*What technique do you use in the classroom?

**STUDENT**

*Does your teacher makes participatory and fun classes?
Always......... Sometimes........... Never............

*His English teacher encourages the development of skills:
(check ONLY 3) - Verbal () - Hearing () - Written () -
<table>
<thead>
<tr>
<th>Chart 2  Independent Variable: Innovative Techniques</th>
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</thead>
<tbody>
<tr>
<td>Reader () - All ()</td>
</tr>
<tr>
<td>*In English you're more clever: (Point 3 only) -</td>
</tr>
<tr>
<td>Listening () - Talk () - Writing () - Reading ()</td>
</tr>
<tr>
<td>- All ()</td>
</tr>
<tr>
<td>Do you like the class taught by the teacher?</td>
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<td>Shortly........Much.........Nothing.........Something</td>
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<tr>
<td>Do you practice the language with foreign person</td>
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<tr>
<td>or chatting with friends?</td>
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<tr>
<td>Shortly ....... Nothing...........Something ..........</td>
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</table>
**Dependent Variable: Development of the oral communication in learning English as a second language**

<table>
<thead>
<tr>
<th>CONCEPTUALIZATION</th>
<th>DIMENSIONS</th>
<th>INDICADORES</th>
<th>ITEMS</th>
<th>TECHNIQUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development domain &quot;speking Skill&quot; the English rule framed on the basis of the Common European Framework of Reference</td>
<td>MCER (Marco Común Europeo de Referencias)</td>
<td>Rubric</td>
<td>Output Profile Student</td>
<td>Rubric</td>
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<tr>
<td>To show articulation and progression, the specific objectives for listening and speaking have been formulated by taking into consideration the three main domains of interest for the target group (i.e. personal18, educational19, and public20) (Trim, 2009).</td>
<td></td>
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<td>Proficiency Level</td>
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<td>Communicative Competence</td>
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<td>Linguistic Component</td>
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</table>

- Have a very basic repertoire of words and phrases related to their personal and educational background.

- Have limited control over a few simple grammatical structures and sentence patterns in a learned repertoire, which relates to their personal and educational background.

**Sociolinguistic Component**

Use basic expressions to impart and elicit factual information as well as socialize (e.g. greetings, addressing forms, introducing oneself and others, and saying 'goodbye', etc.).

**Pragmatic Component**

Link words or groups of words with very basic linear
<table>
<thead>
<tr>
<th>Connectors like “and” or “or”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANGUAGE SKILLS</strong></td>
</tr>
<tr>
<td>Speaking</td>
</tr>
<tr>
<td>• Produce slow, hesitant, planned monologues (i.e. with frequent pauses to search for expressions, backtracking, errors, etc.)</td>
</tr>
<tr>
<td>• Interact in a simple way by asking and answering simple questions about the learners’ personal and educational background.</td>
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<tr>
<td>Communication is highly dependent on repetition at a slower rate of speech, rephrasing, and repair.</td>
</tr>
</tbody>
</table>
Assessment indicators for every skill are given below:

**Listening**

- Identify the relation between the sound and spelling of English words within their lexical range.

- Recognize and distinguish the words, expressions, and sentences in simple spoken texts related to the learner’s personal and educational background.

- Distinguish phonemically distinct words related to the learners’ personal and educational background (e.g. name, address, pencil, etc.).

- Recognize syllable, word, and sentence stress.

- Understand instructions addressed to them carefully and
<table>
<thead>
<tr>
<th>Slowly.</th>
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<tbody>
<tr>
<td>Understand and identify short, simple informational texts</td>
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<td>Understand adapted and authentic texts which are simple and short.</td>
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<tr>
<td>Follow single-step written instructions.</td>
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<td>Recognize cognate words and loan words from their L1.</td>
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<tr>
<td>Extract the gist and key information items from simple informational texts</td>
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<td>Understand speech that is clear, standard, and delivered slowly and intentionally.</td>
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<td>(e.g. labels, messages, postcards, timetables, etc.) by making use of clues such as visuals, text shape and layout, and reading one phrase at a time.</td>
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<tr>
<td>---</td>
</tr>
<tr>
<td>• Extract the gist and key information items from short, simple informational texts— especially if there is visual support.</td>
</tr>
<tr>
<td>Speaking</td>
</tr>
<tr>
<td>Production</td>
</tr>
<tr>
<td>• Pronounce words, expressions, and statements in their personal and educational repertoire intelligibly, phonetically differentiating distinct words so as to avoid misunderstandings.</td>
</tr>
<tr>
<td>• Place stress on the correct syllables of mono- and...</td>
</tr>
</tbody>
</table>
polysyllabic words and sentences in their repertoire.

- Use simple phrases and sentences to describe themselves, what they do, where they live, what they have, etc.

- Read aloud a short set of written instructions which are clear and simple.

### Interaction

- Deliver a very short, rehearsed monologue (e.g. introduce a speaker and use basic greeting and saying 'good-bye' expressions).

- Participate in short conversations on very familiar topics
within the personal and educational domains.

- Ask and answer simple display questions delivered directly to them in clear, slow non-idiomatic speech and in areas of immediate need.

- Ask people for things and give people things.

- Ask and answer questions about themselves and other people, where they live, people they know, things they have, etc.

- Respond with simple, direct answers given that the interviewer is patient and co-operative.

- Speech is clear at times, though it exhibits problems with pronunciation, intonation or pacing and so may require
significant listener effort.
CHAPTER III

METHODOLOGY

3.1. RESEARCH DESIGN

Instead of research

The field research will take place in the school Mercedes Moreno de Irigoyen. The groups which perform research are students of eighth years of basic and teachers in the English department of that school.

Students in the 8th grade of basic education were conducted sampling in the domain of the ability to "Speaking" in the English language; that will run on the reference base Common European Framework of Reference for Languages (CEFR). They are further applied a survey on the strategies used in the teaching process - learning.

Teachers in the English department will apply a survey to identify the strategies used in the teaching - learning English.

Human Resources

Research will human resource requirements for implementation two polls.

Material Resources
• Laptop

• Survey

• Bookmarks

• Pens

• Pencils

• Material Audio - Visual

• Projector

• Calculator

• Manual or study book.

• Reference books and / or reading.

• Classroom Library and / or department.

• Workbook.

• Newspapers, magazines, yearbooks.

• Projectables.

• Videos, movies.
• Traditional slate.

• Software suitable.

• Multimedia and Internet.

### 3.2. TYPES OF RESEARCH

<table>
<thead>
<tr>
<th>TYPES OF RESEARCH</th>
<th>CHARACTERISTICS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Historical:</strong></td>
<td><em>Searc</em>: It depends on primary sources and secondary sources.</td>
</tr>
<tr>
<td><em>Historical:</em></td>
<td>It is interested in describing.</td>
</tr>
<tr>
<td><em>Descriptive:</em></td>
<td>It is not interested in explaining.</td>
</tr>
<tr>
<td><em>Correlational:</em></td>
<td>Suitable for studying statistical relationships between features or phenomena, but does not lead directly to establish cause-effect relationship between them.</td>
</tr>
<tr>
<td><em>Historical:</em></td>
<td></td>
</tr>
<tr>
<td><em>Descriptive:</em></td>
<td></td>
</tr>
<tr>
<td><em>Correlational:</em></td>
<td></td>
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</tbody>
</table>

*Historical:* *Searc*: It depends on primary sources and secondary sources.

*Descriptive:* Describes characteristics of a set of subjects or areas of interest.

*Correlational:* Determines the variation in some factors in relation to other (covariance).
Case Study: intensively studied a subject or unique situation.

Ex post facto. Search establish cause effect, after the latter has occurred and its cause lies in the past.

Experimental: Thai which allows safer establish cause and effect.

Quasi-experimental: Study of cause and effect.

It provides insight into what has been studied in depth.

It serves to plan, then more extensive research.
It does not serve to make generalizations.

From an observed effect is investigated for their cause in the past.
Useful in situations where one can not experience.
It is very safe to establish causal relationships.

Use experimental and control group.
The researcher manipulates the alleged causal factor.
Use random procedures for the selection and allocation of subjects and treatment.
It is artificial and restrictive.

Natural appropriate in situations where it is not
| but unable to strict control of all the factors that may affect the experiment. | possible to rigorous experimental control. |
Chart 4 Types of research

The research will be:

Descriptive since dissects the problem or phenomenon of study in this case is the use of techniques of teaching English as a second language to develop the ability to "Speaking".

UNIVERSE AND SAMPLE

The school Mercedes Moreno de Irigoyen has three basic 8th parallel. Each has 30 students which gives us a total universe of 90 students.

For the application of the section to measure the level of mastering the skill of "Speaking" formula was applied:

Formula: \( n = \frac{N}{(N-1)E^2 + 1} \)

Where: \( n = \) Sample  
\( N = \) Universe  
\( E^2 = \) Margin of error squared = 0.0025

\( n = \frac{90}{(90-1) + 1} = 0.5 \)  
\( n = \frac{90}{(89)1.0025} = 90 / 89.2225 \)

\( n = 1.008 \)

Because the sample is 1 (one), we determined randomly choose a student for each parallel that exists in the school to research performed.

While the survey was applied to group the students and the teachers group, the total of the universe.
### PEOPLE INTERVIEWED

<table>
<thead>
<tr>
<th>GROUP / INDIVIDUAL</th>
<th>MEMBERS</th>
<th>SAMPLE</th>
<th>TYPE OF SAMPLE</th>
<th>METHOD / TECHNIQUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHERS</td>
<td>4</td>
<td>4</td>
<td>-</td>
<td>SURVEY</td>
</tr>
<tr>
<td>STUDENTS</td>
<td>90</td>
<td>30</td>
<td>-</td>
<td>RUBRIC / SURVEY</td>
</tr>
</tbody>
</table>

Chart 5 People Interviewed

### 3.3. METHODS AND TECHNIQUES

The first is the inductive method. The English philosopher Francis Bacon (1561-1626) was the one who pored proposing it to all sciences.
The inductive method tries to order the observation trying to draw universal conclusions from particular data accumulation.

Thus, Bacon proposed a path that led from hundreds and thousands of individual observed cases to the wording of great laws and theories of general, so that knowledge would have a pyramid structure: a broad base founded on pure observation to the top where we would place the findings of general and theoretical.

In the inductive method the steps to take are:

• Observing and recording of events.
• Analysis and classification of events.
• Derivation of inductive generalization from the facts.

Inductive - deductive method was used for the application of indicators Assessment rubric for Speaking skill.

As the survey research technique which was addressed to teachers and students was used. The section is directed to student performance in mastering the ability to "Speaking".

3.4. RESEARCH TOOL

To carry out this study we elaborated a research tool as a rubric and survey:

Visual Aids: The students use all pictures to describe all places the students use some pictures to describe places for the exposition the
students use few pictures for describing places from the map the students’
don’t use any pictures for describing places.

Vocabulary: Uses a varied vocabulary appropriate for the
audience. Uses a varied vocabulary that is appropriate for the audience.

Uses a varied vocabulary that is occasionally a little to simple for the
audience.

The vocabulary was not varied OR was routinely inappropriate for the
intended audience.

Acting / dialogue: The student uses consistent voices, facial
expressions and movements to make the characters more believable and
the story more easily understood.

The student often uses voices, facial expressions and movements to
make the characters more believable and the story more easily understood.

The student tries to use voices, facial expressions and movements to
make the characters more believable and the story more easily understood.

The student tells the story but does not use voices, facial
expressions or movement to make the storytelling more interesting or
clear.

Content: Shows a good understanding of the topic shows a good
understanding of the topic shows a good understanding of parts of the
topic does not seem to understand the topic very well.
(70-80%) speaks in complete sentences. Rarely speaks in complete sentences.

**Teacher’s Survey**

**ESCUELA FISCAL MERCEDES MORENO**
**IRIGOYEN SCHOOL YEAR 2016 – 2017**

**TEACHER’S SURVEY**

1. - When you are planning do you include the development of all English skills?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.-Do you focus the development of the four skills in each of your classes?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. - Do you use the skills in your English classes?

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. - Developing “Speaking Skill", do you use the proper material for your classes like songs from cd or role play scripts, etc.? Always

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Often</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
students enjoy your classes? Always ............

5

Sometimes ............ Often ............

- 

Never ............

Students’ survey

ESCUELA FISCAL MERCEDES MORENO
IRIGOYEN SCHOOL YEAR 2016 – 2017

STUDENTS’ SURVEY

1. - Does your teacher do participative and joyful
classes? Always ............

Sometimes ............ Often ............

Never ............

2. - How often your teacher promotes Speaking activities in
class? Always ............ Sometimes

............

Often ............ Never ............

3. – Are you able to use English in you daily routine?

Always ............ Sometimes

............ Often ............ Never

............

4. - Do you like your English class?
<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>…………</td>
<td>……………</td>
<td>………</td>
</tr>
<tr>
<td>Always</td>
<td>……………</td>
<td>Never</td>
</tr>
</tbody>
</table>

**Rubric**
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>( 2 pts )</th>
<th>(1,5 pt )</th>
<th>( 1 pt )</th>
<th>( 0,5 pt )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual Aids</td>
<td>The students use all pictures to describe all places.</td>
<td>The students use some pictures to describe places for the exposition.</td>
<td>The students use few pictures for describing places from the map.</td>
<td>The students don’t use any pictures for describing places.</td>
</tr>
<tr>
<td>Grade: ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vocabulary</td>
<td>Uses a varied vocabulary appropriate for the audience.</td>
<td>Uses a varied vocabulary that is appropriate for the audience.</td>
<td>Uses a varied vocabulary that is occasionally a little to simple for the audience.</td>
<td>The vocabulary was not varied OR was routinely inappropriate for the intended audience.</td>
</tr>
<tr>
<td>Grade: ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acting / dialogue</td>
<td>The student uses consistent voices, facial expressions and movements to make the characters more believable and the story more easily understood.</td>
<td>The student often uses voices, facial expressions and movements to make the characters more believable and the story more easily understood.</td>
<td>The student tries to use voices, facial expressions and movements to make the characters more believable and the story more easily understood.</td>
<td>The student tells the story but does not use voices, facial expressions or movement to make the storytelling more interesting or clear.</td>
</tr>
<tr>
<td>Grade: ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Shows a good understanding of the topic</td>
<td>Shows a good understanding of the topic</td>
<td>Shows a good understanding of parts of the topic</td>
<td>Does not seem to understand the topic very well</td>
</tr>
<tr>
<td>Grade: ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use Complete Sentences.</td>
<td>Always (99-100% of time) speaks in complete sentences.</td>
<td>Mostly (80-98%) speaks in complete sentences.</td>
<td>Sometimes (70-80%) speaks in complete sentences.</td>
<td>Rarely speaks in complete sentences.</td>
</tr>
<tr>
<td>Grade: ____</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TEACHER

ENGLISH HEAD DEPARTMENT

_________________________________________  ___________________________________________

74
3.5. RESULTS

TEACHERS´SURVEY

Question 1.- When you are planning do you include the development of all 4 English skills?

Mathematical interpretation

<table>
<thead>
<tr>
<th>Variants</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>4</td>
<td>100%</td>
</tr>
<tr>
<td>Often</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chart 6 Question 1

When you are planning do you include the development of all 4 English skills

Imagine 3 Question 1

Source: English teachers Escuela Mercedes Moreno Irigoyen

Made by: Keyla Palma Viteri
Question 2.- Do you focus the development of the four skills in each of your classes?

<table>
<thead>
<tr>
<th>Variants</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Often</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100%</td>
</tr>
</tbody>
</table>

Imagine 2 Question 2  Teachers´ Survey
Source: Teachers Inglés Escuela Mercedes Moreno Irigoyen
Made by: Keyla Palma Viteri
Question 3.- Do you use the skills in your English classes?

<table>
<thead>
<tr>
<th>Variants</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Often</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100%</td>
</tr>
</tbody>
</table>

Charts 8 Question 3

Do you use the skills in your English classes?

Imagine 3 Question 3

Source: Docentes Ingles Escuela Mercedes Moreno Irigoyen

Made by: Keyla Palma Viteri
Question 4. - Developing “Speaking Skill”, do you use the proper material for your classes like songs from cd or role play scripts, etc.?

<table>
<thead>
<tr>
<th>Variants</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>2</td>
<td>50%</td>
</tr>
<tr>
<td>Often</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chart 9  Question 4

Developing “Speaking Skill”, do you use the proper material for your classes like songs from cd or role play scripts, etc.? 

Imagine 4  Question 4
Source: Docentes Ingles Escuela Mercedes Moreno Irigoyen
Made by: Keyla Palma Viteri
Question 5.- Do you believe your students enjoy your classes?

<table>
<thead>
<tr>
<th>Variants</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>1</td>
<td>25%</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>75%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>4</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chart 10 Question 5

Do you believe your students enjoy your

Imagine 5 Question 5
Source: Docentes Inglés Escuela Mercedes Moreno Irigoyen
Made by: Keyla Palma Viteri
Students’ survey

Question 1. - Does your teacher do participative and joyful classes?

<table>
<thead>
<tr>
<th>Variants</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>15</td>
<td>50%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>13.33%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>4</td>
<td>13.34%</td>
</tr>
<tr>
<td>Never</td>
<td>7</td>
<td>23.33%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chart 11 Question 1 Students’ survey

Imagine 6 Question 1 Students’Survey

Source: Estudiantes de la Escuela Mercedes Moreno Irigoyen

Made by: Keyla Palma Viteri
Question 2.- How often your teacher promotes Speaking activities in class?

<table>
<thead>
<tr>
<th>Variants</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>8</td>
<td>26.67%</td>
</tr>
<tr>
<td>Often</td>
<td>5</td>
<td>16.67%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>16.66%</td>
</tr>
<tr>
<td>Never</td>
<td>12</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Chart 12 Question 2 Students´ Survey

Imagine 7 Question 2 Students´ Survey

Source: Estudiantes de la Escuela Mercedes Moreno Irigoyen

Made by: Keyla Palma Viteri
Question 3.- Are you able to use English in you daily routine?

<table>
<thead>
<tr>
<th>Variants</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>14</td>
<td>46.67%</td>
</tr>
<tr>
<td>Often</td>
<td>5</td>
<td>16.66%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>16.67%</td>
</tr>
<tr>
<td>Never</td>
<td>6</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chart 13 Question 3 Students’Survey

Are you able to use English in you daily routine?

Imagine 8 Question 3 Students’Survey
Source: Estudiantes de la Escuela Mercedes Moreno Irigoyen
Made by: Keyla Palma Viteri
Question 4.- Do you like your English class?

<table>
<thead>
<tr>
<th>Variants</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>18</td>
<td>60.00%</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>13.33%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>16.67%</td>
</tr>
<tr>
<td>Never</td>
<td>3</td>
<td>10.00%</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Chart 14 Question 4 Students’ Survey

Imagine 9 Question 4 Students´Survey

Source: Estudiantes de la Escuela Mercedes Moreno Irigo

Made by: Keyla Palma Viteri
Question 5.- Do you speak English or chat with native speakers?

<table>
<thead>
<tr>
<th>Variants</th>
<th>Frequency</th>
<th>Percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>16</td>
<td>53.33%</td>
</tr>
<tr>
<td>Often</td>
<td>8</td>
<td>26.67%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>5</td>
<td>16.67%</td>
</tr>
<tr>
<td>Never</td>
<td>1</td>
<td>3.33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Chart 15 Question 5 Students´Survey

Do you speak English or chat with native speakers?

Imagine 10 Question 5 Students´Survey

Source: Estudiantes de la Escuela Mercedes Moreno Irigoyen

Made by: Keyla Palma Viteri
3.6. ANALYSIS OF RESULTS

The results of the survey, confirms the existing problems in the "Prosecutor Moreno Mercedes Irigoyen School", as evidenced by the following analysis:

Faced with the need for young people to receive education in a foreign language as a second language 100% of teachers are in full agreement on its implementation, this shows the interest of this institution teachers to develop this language.

On the implementation of the four skills when planning 100% of teachers surveyed certify the use of these four skills and agree to continue including them in your daily planning because you need to be updated with what is needed in this area. As if their classes are aimed at developing them, we can say that 75% of teachers help develop these skills and that 25% do so sometimes alone. Because you cannot always give focus to all skills in the classroom. 50% of teachers indicated that speaking is a skill they consider important in class communication, while 25% believe the most important skills Reading and the difference would be 25% for listening.

When developing the skills of Speaking 50% of teachers reported using songs with new vocabulary to practice speaking, but 50% are using conversations and class discussions.

When teachers were asked whether students enjoyed their classes, 75% said Sometimes and the remaining 25% agreed with always, 100% fully agreed on the implementation of these activities, but teachers need to specific knowledge that can guide students to encourage this as a second language.
3.7. ANSWER TO THE QUESTION OF RESEARCH

You think the English language is useful today?

If, as the person who speaks a second language you have the opportunity to do better in the society in which is included.

As unify the four skills of learning a lesson plan?

According to school teachers, they implement their skills in planning, but the reality is different, as students new resources or believe different techniques needed to improve through learning. For better implementation of development skills should think about having the student abilities for the language to group them so that there is a complementarity in the classroom group.

He believes it is necessary to improve communication between people?

The communication key is perfect, opens doors for performing a target. As main skill should take the speaking is putting into practice the language, but without concerted prior rules, only using in our daily lives and make it part of us.
CHAPTER IV
THE PROPOSAL

4.1. Title

A methodological guide design to develop oral communication skills for the eighth year of basic at Mercedes Moreno Irigoyen Public School.

4.2. JUSTIFICATION

Since the main reason for learning a language is communication, and oral communication channel is used to transmit messages over the development of the skills of Speaking it is fundamental.

This compendium of selected strategies is to support teachers in view of the need to promote the use of strategies for teaching English as a second language in the ability to "Speaking"

4.3. GOALS

General Objective

Provide Basic Education School Irigoyen Mercedes Moreno, with a methodological guide to help teachers in the English department in the development of "Speaking Skill", for students in eighth year of basic education.

Specific objectives

• Select the most appropriate teaching English as a second language for the development of "Speaking Skill" techniques. • Encourage the use of the ability to "Speaking" inside and outside the classroom. • Develop a workshop on the use of the guide for teachers in the school.
4.4. FEASIBILITY OF ITS APPLICATION

The proposed design of a methodological guide for developing oral communication skills for the eighth year of primary school education Mercedes Moreno Irigoyen.

It is feasible to implement, the methodological guide that has the required pedagogical conditions and also has the necessary resources to enhance learning such as: images, text, examples easy to apply. Moreover, as researchers and teachers in the area of English we have the financial, human and technological resources for the implementation and socialization of teachers guides.

4.5. DESCRIPTION

After completion of the investigation and on the basis of their results, a methodological guide is designed with the aim of contributing to the improvement of experiences inside and outside the classroom, or to facilitate the implementation of new exercises based on the methodological development strategies teaching English as a second language.

The methodology of teaching English as a second language, which is used in this guide, fosters the development of English skills from the social and cultural realities and lessons learned from the L1 to develop and stimulate L2. They were selected from the large number of techniques with which the methodology has three strategies for developing the ability to “Speaking”. The selected strategies are: DOT, Foldable, and Magic Book.
4.6. IMPLEMENTATION

4.6.1. Technique: Foldables

Where Theory Meets Practice

The critical role of vocabulary knowledge has long been recognized in the development of Reading skills (National Reading Panel, 2000). In formulating ways to support students in building reading and literacy skills, we need to consider the role of a print-rich environment and opportunities for oral languages development (Meltzer & Hamann, 2005; Office of English Language Learning & Migrant Education, n.d.). Students need a multitude of exposures to and practice with vocabulary and language for success in the content-area classroom.

The Foldables strategy allows teachers to provide students with structured opportunities for practicing language through listening, speaking, reading, and writing. Wong Fillmore’s (1991) model of second language learning includes an environment that supports interaction between learners and proficient speakers of the target language (English). At every step of the way, CLD students involved with the Foldables strategy have access to partners and small groups so they can both listen to the structures being used by native English speakers and apply their own English skills to communicate for authentic purposes.

This strategy support and scaffolds the learning of all students, whether they are being assisted by more capable peers, interacting with peers of equal capability, helping less capable peers, or drawing on their own knowledge, resources, and capabilities (Walqui & van Lier, 2010). At the
beginning of the strategy, students share their initial thoughts about the target words and concepts. During the lesson, students use the Foldable to practice and apply their developing understanding of the new material.

At the end of the lesson, students are able to use the Foldable for review and assessment of the vocabulary and concepts while keeping in mind their linguistic and cultural connections. The student-created product of this strategy provides each learner with a study tool tailored to meet his or her individual needs. Foldables can be used across content areas encouraged to incorporate both linguistic and concepts, Foldables speak to students at varying levels of English foldables can speak to students at varying levels of English language proficiency,

**Materials needed**

- At least four paper of different colors per student (depending on the number of words/concepts to be practiced)
- Stapler
- Markers/colored pencils
- Pens/pencils

**ACTIVATION: A Canvas of Opportunity**

**Directions:**

- Share with the whole class the overarching topic of the lesson.
- Place the students in groups of no more than five students.
- Before you share the vocabulary words, have students create the Foldables according to the directions at the end of this strategy description.
Once the students have finished assembling their foldables, have them individually write the vocabulary words/concepts on the top side of each flap (one word/concept per flap).

Next have students create a three-column grid on each flap as shown below.

Ask students to individually write or draw their predictions regarding the vocabulary words in the column “My prediction.”

Explain to the class that their next task is to share in their small groups what they already know about the words.

As students are sharing their ideas regarding the Authowords, go around the room to listen to the kinds of things that students are relaying.

Allow students to add to their predictions any ideas they want based on their group discussion. Ask them to circle or underline ideas they added based on the group discussion.

<table>
<thead>
<tr>
<th>My prediction</th>
<th>What I learned</th>
<th>My definition</th>
</tr>
</thead>
</table>

**Author Talk: Activation**

Students’ predictions play an important role in helping them make connections between the new content and their background knowledge. As facilitators of learning, it is our job to help guide students to a point where they continually make predictions about new words, ideas, and topics. For students to become actively involved in these ways, they need to be excited about what they are going to learn.

Some students may be tempted to “turn off their brains” as soon as they see attention beginning to shift to the class text. To keep this from happening, we must first entice students’ curiosity. As Brozo and Flynt
(2008) note, “teachers need to be capable of imbuing students with excitement about reading and learning from text in social studies, math, science, and the language arts.” The following scenario shows how Ms. Jones helped her students become engaged in making predictions about new content:

Today was the first day of the unit on area and perimeter. Ms. Jones walked into the room with various models of famous buildings from around the world.

As she set them down in the middle of the room, several students talked in excitement about having visited the places represented. Her 8th graders were sharing information about having visited the Mayan Pyramids and the Empire State Building with their parents. She called the class together and asked the mall to rotate around the models and think of the connections that might exist between the buildings and the topic for the day: Area and Perimeter.

As students then talked with each other in small groups, Seong Shin mentioned to her group that when her dad was building their ancestral home in Korea, he and the workers often talked about the area of the building on the paper. Ms. Jones silently listened as the class buzzed with energy. She called the students back together and had Seong Shin share her experience with the rest of the class. The students then began discussing ideas about the meaning of “perimeter” and “area” and ways in which the two concepts are used in the real world. Ms. Jones asked students in their small groups to come up with one practical thing they could do as a class to relate area and perimeter to their lives.
After some discussion, the students came back with the idea of finding the perimeter and area of their rooms, houses, and the school. Ms. Jones could sense that she had indeed awakened an interest in the topic among her students. The students went on to consult the text and devise a plan for calculating the area and perimeter of the rooms and buildings. By taking a few small steps, Ms. Jones was able to set up conditions in her classroom that made the students comfortable with initiating for themselves the next steps in their learning process.

The scenario described is just one way a teacher could set up a situation in the classroom that encourages students to start the process ok making predictions for learning. Teachers we have worked with have provided the following suggestions for the Activation phase of the foldables strategy:

- Demonstrate your own way of making predictions about the words.
  This will help students understand that this is the time to go with their initial response to the word, which may not necessarily be right.
- Even though most teachers want students to go with their initial responses regarding the words, there are times when students are very reluctant about certain vocabulary words. In such instances, you can provide them with some structured talk time and pose opened questions whose answers direct students toward an understanding of the vocabulary words and the content.

Activating the “i”: How does this process activate CLD students’ existing knowledge?
Hearing multiple peers’ interpretations and thoughts related to the
target words helps spark the student’s own memories and
biographical connections the words.

As students individually respond to the “My prediction” prompt, they
are able to select from among their own ideas they have heard in
their small groups to record ideas.

The prediction part of this strategy helps students attend to
information that will either confirm.

CONNECTION: The Broad & Narrow Strokes of Learning:

Directions:

- As you continue with this lesson, you may choose to put the
vocabulary words on the board to refer to as students work in their
small groups or individually.

- Proceed with the lesson, and as you come across the vocabulary
word or the concept during the lesson, have students individually
write down their new understanding in the column “What I learned”.
Students can also choose to draw representations they found for
the words.

- As students work on their foldables at various points throughout the
lesson, allow them to do periodic turn and-talks so they can discuss
their new learning’s about vocabulary words.

- When students have finished working on their foldables, allow
them to discuss all the words one more time in their groups.

Author Talk: Connection

The progression of academic conceptual development for our learners is
often reminiscent of the movement of toddlers into a zero entry pool. In our
roles as teachers, we have many similarities to swimming instructors. We work to provide our students with multiple opportunities to learn to stay afloat in the choppy waters of abstract language and difficult concepts.

One teacher helped students navigate the challenging language structures associated with trigonometry by doing the following:

- Initially providing concepts that were concrete and helping students connect with them at a personal level before moving toward more abstract thinking and connections to students’ academic biographies.
- Allowing students to write in their native language and to use nonlinguistic representations.
- Allowing students to change partners at least three times during the lesson so they would have multiple opportunities to share their understandings with different partners and take away varied ideas from experiences with their peers.

**Connecting to the “i+1”:** How does this process move CLD students from the known to the unknown?

- By letting students gradually connect with the new content, we are able to provide learning experiences and tasks that enable students to feel productive, challenged and successful.

- Working together helps students gain an appreciation of each person’s unique experiences, capacities and interests.
In the Connection phase of their work with foldables, students are guided to move beyond being “word callers” to become strategic readers.

**AFFIRMATION: A Gallery of Understanding**

**Directions:**

- Ask each group of students to generate group definitions of the words. Allow students some time to negotiate with each other.
- After they decided on the definitions, individually write one in their own foldables.
- Remind students to use their foldables as a study tool. Use the foldable back to write a paragraph or a summary using the target words.
- They can use it to a quiz or in many different activities.

**Af firmi ng S tude nt O wne rs hip: “I ” Ge t it!: How does this process celebrate CLD student learning?**

- When students negotiate with one another to arrive at a group definition, they are practicing their academic language skills.
- By allowing students to revisit the foldable at the end of the lesson and summarize their learning on paper, we provide them with another opportunity to solidify their understanding of the concepts.
- The final product of the strategy documents for each students his or her entire learning process, beginning with prediction and ending with content knowledge.

**4.6.1. Technique: DOTS CHART**

**Determine what I know**

**Observe**
Talk to peers as we elaborate
Summarize what we learned

**Where Theory Meets Practice:**

As researchers and faculty who spend time modeling in the classroom, we are continually saying to our students. Unless you are not breathing, you are here today and your brain is constantly trying to make sense of the world. With this statement we are telling students than they have a responsibility to use the assets they bring to the classroom to learn. The DOTS CHART technique is an example of how students can be supported through scaffolding before, during and after the lesson. Regardless of CLD students’ levels of language proficiency and academic backgrounds, they can use this technique to support their learning.

Charmot and O’ Malley (1994) discuss the importance of C.I.D. students using learning strategies to accelerate their learning. The DOTS Chart incorporates cognitive, metacognitive, and social/affective strategies and asks student to:

- **D** Determine what they know
- **O** Observe and listen to make connections between the new content and the known (i.e., their funds of knowledge)
- **T** Talk to their partner or group to confirm or elaborate on their understanding.
- **S** Summarize their learning

The “D” in DOTS ask students to become cognitively aware of what they know and to consider how it might be related to the content of the lesson. Students quickly and think about the subject and make
associations to words and ideas that they remember. This opportunity to share initial connections to the topic increases the chance that the students will feel a sense of competence, autonomy, and belonging at active constructors of knowledge (National Research and the Institute of Medicine, 2004). When students them are encouraged to link new content to past experiences of learning there is an increased likelihood that they will learn and retain the new information (Greenwood).

The “O” moves students toward metacognitive strategy use by asking them to skim information and monitor how their original thoughts about the vocabulary or content are connected to their new learning. Students are encouraged to use their to use their selective attention skills (Chamot & O’Malley, 1994, Jeason 2006) to pay close attention as they come across the target vocabulary in text or during direct instructive. Students are supported throughout the process by the teacher, who uses their existing knowledge and shares associations to make the content more comprehensible. The teacher also acknowledges students “language an academic potential by hobbling high expectations for their (Davies, Hattie, & Hamilton, 2006; Walqui & van Lier, 2010).

Talk T is critical to social/affective strategies. The DOTS Chart strategy teachers students how to mediate their learning with peers (Marzano, 2004, Wolfe & Brandt, 1998). Peer collaboration can lower students anxiety and help them learn more efficiently (Jensen, 2006, Vail, n.d.).

The S in DOST asks students to summarize what they have learned. The cognitive strategy of summarization is one of the most documented student strategies for increasing comprehension (e.g., Bean & Steenwyk, 1984; Moore, Alverman, & Hinchman, 2000).
**Activation: A Canvas of Opportunity**

**Directions:**

- Give students a blank DOTS (Chart,

- Explain to students that although this strategy is called DOTS, there are no actual dots. The letters of DOTS stand for ideas. Briefly show them how the acronym works. Revisit the ideas in the acronym as you progress through the strategy.

- Have students place the name of the topic/concept that will be taught at the top of the chart.

- Explain to students that they are to think of words or pictures associated with the topic. Encourage students the think of terms based on their past experiences and learning.

- Ask students to write the words or draw the pictures in the appropriately lettered boxes. For instance, if they have thought of the word “water” (resisted to the concept of Amphibians), then they would write “water” in the box with letter “W”.

- Allow 3-5 minutes for students to individually write, in English and/or the native language, and draw as many ideas and words as they can think of on their charts.

- During the time, walk around the classroom and take note of some of student’s thoughts that have been put on the charts.
Once the students have finished writing, pair students and allow them time to share their ideas.

As students share their ideas with each other, ask them to add newly acquired words to their DOTS charts as well.

**Author Talk: Activation**

As you read the directions for the activation- or “D” (determine)-phase, reflect upon the endless insights we gain by allowing the students to share with us their initial associations. Students benefit from being encouraged to take risks and make educated guesses.

By allowing them the opportunity to determine what they individually know, we encourage students to self-regulate and take a lesson of the learning process. Moreover by having students’ initiative the use of language, we relay to them the expectation that they will have the opportunity to revisit their charts and make links between the words they brainstormed and the words they hear as the teacher conducts the remainder of the lesson.

During this beginning phase, we recommend that you collect words from student writing. One way to do this is the post a laminated chart and, as you talk around, record words on the chart that you know can be used later to explain vocabulary or content concepts.

As the work, ask some individuals questions about what they writing. Their answers, combined with your observations will help you make decisions about which students did together. Consider which student might explain about hearing particular peer’s thoughts.
Activating the “i”: How does this process activate CLD students’ existing Knowledge?

- The DOTS chart strategy empowers CLD students to ignite their understandings of the concept/academic vocabulary.

- To help students start brainstorming encourage them to create in their minds imagines related to the topic. This provides students with connecting “glue” as they scan their memories for words and ideas.

- By allowing students to respond in their native languages, we access the language in which CLD students’ prior experience is situated. This in turn aids in their transfer of knowledge and skills across languages.

- The teacher remains a silent observer during the brainstorming period to allow students to take risks and monitor their own comprehension and expression.

- Asking students to share their associations’ peers helps each individual bring his or her personal knowledge into the public realm of the classroom.

**Connection: The Broad & Narrow Strokes of Learning**

**Directions:**

- Introduce the target vocabulary and have students write the words around the chart.

- As you proceed with the lesson, connect what students have written to the curriculum in one of the following ways:
As you read the text, have students add to their charts additional related words. Also ask students to record the page number in the text where each of the target vocabulary words in context.

Connect the DOTS. During the lesson, have students draw lines between their initial words on the DOTS chart and the target vocabulary around their chart. Make sure students connect the words in a way that would support their ability to use, the words to define and explain the concepts of the lesson.

Provide your explanation of the words as prescribed by your curriculum and have students add these explanations to their charts.

Read aloud and stop at different point to discuss the curricular words in context, encouraging students to add words to their charts.

As you continue with the reading, provide students with some partner time to discuss associations between the words they generated (individually and as a community) and the target vocabulary words.

Throughout the lesson, return to both the target vocabulary and students generated words to clarify, elaborate or review content concepts.

Author Talk: Connection
The path that education takes with this strategy depends on their purpose and task as they get deeper into the lesson. Following are two ways we have observed teachers creatively link students' words to the target vocabulary as they enter into the teacher/text explanation of the vocabulary and content.

**Connecting to the “i + 1”**

**How does this process move CLD students from to the unknown?**

- The DOTS Chart gives CLD students a concrete tool to use throughout the lesson as the teacher facilitates their exploration of the lesson content.

- Having students make physical connections between their words and the academic vocabulary reinforces their schematic links.

- Continually returning to students' original words and ideas demonstrates to students that their cultural knowledge and native language abilities are paramount in their development and conceptualization of new ideas.

- Providing partners with time to briefly discuss their learning gives students a chance to clarify understandings and make additional connections. Such “brain breaks” from the text also help students maintain their focus and remain engaged throughout the remainder of the text centered part of the lesson. By asking students to signal to their partner whenever they hear the vocabulary words you can promote students use of selective attention.

**Affirmation: A gallery of Understanding**
Directions:

- Have students summarize what they have learned in the lesson.

Students can do one or more of the following to demonstrate their learning.
Use the chart as a tool to write definitions of the academic terms.
Students can use their own words and pictures as a reference in coming up with the definitions.

Write sentences using the target vocabulary as it relates to the topic.

Use the vocabulary on the chart to complete a fill in the blank or cloze exercise. To do this, create sentence stems or a cloze paragraph in which you leave blanks for the vocabulary words.

Use the vocabulary to write a persuasive paragraph supporting the ideas and the details on the DOTS Chart.

Ask students to share their definitions, paragraphs and so forth with peers and/or the whole group.

Author talk: Affirmation

Many of the educators with whom we collaborate say to us, but what about the grade? During the summative phase of the lesson, educators must make multiple decisions related to the use of the DOTS Chart. Of course, there are endless opportunities for formative assessment of students learning throughout this teaching and learning process. In thinking about how to assign a grade, consider these options:

Use the “S” phase of DOTS to review and solidify the content and then return to your curriculum required assessment tools, which might take the shape of a quiz or a posttest pertaining to the topic.
Create a checklist or a rubric to assess students’ understandings of the vocabulary words or the paragraphs they created at the end.

As you develop checklists or rubrics, consider the variations students will exhibit due to their individual stages of language acquisition and cultural factors.

Make sure the checklists and rubrics set clear expectations for students.

**Affirming Student Ownership: “I” Get It”: How does this process celebrate CLD student learning?**

The “S” step ensures individual accountability for learning as students work to incorporate their own voice in their writing.

The flexibility inherent to the assessment phase of the DOTS Chart allows all students, regardless of their individual biographies to be assessed on their engagement with and progress in the grade level curriculum.

The final sharing phase of this strategy allows to the socio- emotional context of learning with each other.

**4.6.3. Technique: Magic Book**

I was really impressed with the way my Magic Book strategy went. I felt the students were cooperative and engaged in the lesson. What I liked the most was all the help the students were willing to give to classmates as we were coming up with cues for each of the topics. I was glad to hear from students who are generally reserved, and I even got
some of my shy CLD students to participate with the rest of the class. I think this strategy gets students excited about filling all the pages with words and, in turn, they were excited to help each other with completion of the assignment.

**Where Theory Meets Practice**

Magic Book, often referred to by high school teachers as a study weave, provides students with a tool for learning and applying the academic vocabulary related to the content of the lesson. Research has found that students need multiple exposures to words and multiple avenues for working with vocabulary during a lesson (Marzano et al., 2001). The Magic Book helps teachers meet these goals and at the same time provides students with something novel, which may increase their attention and engagement as well as their retention of information (Willis 2006). Engagement differs from participation in the level of thinking occurring during learning. The more engaged the student becomes, the more likely he or she is to learn the language and content that is important for academic achievement.

The use of hands-on materials that are created by the learner helps move students beyond passive participation in learning to engagement that is purposeful and enjoyable. Sheltered instruction finds that one of the most important elements of scaffolding instruction for CLD students is creation of materials that will guide the student toward learning that promotes and builds on personally relevant connections (Echevarría et al., 2008). In this strategy, the Magic Book serves as a common thread from the beginning of the lesson (as students document their background knowledge) to the end of the lesson (leaving students with a personalized study aid).
Throughout performance of this strategy students have opportunities to manipulate the new information and make connections between their developing understandings and the background knowledge they brought to the lesson. During implementation, teachers can guide learners to see how the magic Book reflects their efforts to deal with the information in their working memory (Sousa, 2006).

The final phase of the strategy allows both the students and teacher to gauge the level of word Knowledge that students are likely to move toward permanent memory.

Activation: A Canvas of Opportunity:

Directions:

- Following the directions at the end of this strategy description (pages 96-97) either make the Magic Books for the class ahead of time or provide students with the materials and guide them through the process of constructing their own Magic Books.

- Place students in small groups of four or six students.

- Share with students the academic vocabulary of the lesson.

- When selecting the target vocabulary, think of the eight most important words that are necessary for students to understand the topic. Have students number the boxes on the checkered part of their Magic Book (see the image on page 91, for example) and write one vocabulary word in each box. To support students in this step, write on the board the numbered words in the exact order that you want them to appear on the students Magic Books.
Next have students individually look at each of the words and splash (write or draw) in the respective boxes some of their own words and pictures that they associate with the individual words. Encourage students to write in whatever language they prefer.

As students write their individual words/images associated with the academic vocabulary, allow them to briefly share their ideas with a partner and then encourage them to continue to record some more ideas on paper.

After students have finished documenting their individual thoughts have them share their words and images with their small group.

Activating the “i”:
How does this process activate CLD students ‘existing Knowledge?

This strategy allows students to capture on paper connections that are most immediate in their mind regarding the target words.

Having students share briefly with partners before sharing with the entire small group is beneficial for lowering their anxiety, sparking new ideas, and allowing them to practice expressing their thoughts.

Hearing other group member’s ‘ideas allows each student to consider other aspects of the topic that he or she might not have known or thought about.

Connection: The broad & Narrow Strokes of learning: Directions:
After students have finished sharing their ideas with their small group, continue with the lesson.

Periodically stop and allow students to discuss with their partner the academic vocabulary words they have come across in the text and their overall understanding of the content.

At each stopping point, after students have had a chance to discuss their learning with their partner and when they think they understand the target words, have students individually crack open their Magic Book and write the description of the words along with the appropriate page number of the text.

When you have finished covering the content of the lesson, direct students to confirm or disconfirm the initial associations they made for each word by circling the words and images that came closest to the actual definition of the words encountered in the text.

**Author Talk: Connection**

At the secondary level, students have limited opportunities to work with manipulative. This can be a special challenge for tactile learners. The Magic Book strategy provides students with opportunities to work and think with the manipulative they create. Teachers have shared with use the following ideas regarding use of the Magic Book

Students can use their Magic Books over and over again with different topics if you first laminate the strips and construction paper and have students use appropriate markers.
Once students have finished putting their ideas on both sides of their Magic Books, display them on the wall so they and other students can use them as reference tools.

Keep students’ Magic Books on various topics in separate containers (e.g., shoeboxes) so that later they can be pulled out and used as study tools before standardized tests.

**Connecting to the “i + 1”:**

**How does this process move CLD students from the Known to the unknown?**

When students are allowed to talk and negotiate meaning, literacy becomes an interactive process in which they learn by using the target vocabulary words.

As students record descriptions of the academic vocabulary words and specifically tie these too he corresponding text pages,, they create for themselves a map of the content that they can revisit as needed throughout the remainder of the lesson.

This process allows learners to make explicit connections between their new learning and their new learning and their background knowledge, which they documented at the beginning of the lesson.

**Affirmation: A Gallery of Understanding**

**Directions:**
After students have confirmed/disconfirmed their original thoughts about the target vocabulary words, Have them discuss their new insights about the words and the content within their small group.

Next have students individually summarize the key ideas specific to the topic on the side flaps. Challenge them to use as many target words as they can when they write about the topic.

Have students share their summaries with the members of their small group.

Then have students work with their partner to quiz each other on the vocabulary words. To do this, have students either join with the rest of the students to do an inside-outside circle is conducted in this fashion:

- Have students stand facing each other.
- Have both partners use their Magic Books to quiz each other on one of the words. Partner 1 quizzes Partner on the first target word; Partner 2 quizzes and Partner 1 on the second target word.
- Have the outside circle move one person to the right. Direct new partners to quiz each other on the third and fourth target words.
- Repeat the process until students have worked through all of the words.

The reserve side of the magic Book has additional squares and flaps that you can use to have students find synonyms/antonyms for the target vocabulary words, answer fill in the blank questions,
create visual cues for each word, and so forth: The possibilities for affirmation in this strategy are endless.

At the end of the lesson, provide students with an opportunity to self-assess their understanding of the academic vocabulary words by cracking open the reverse side of the magic Book to record the meaning of each term using their own words.

After students have completed the lesson’s tasks, direct them to keep their magic Book for future use as a study tool.

**Affirming Student Ownership: “I” Get it!** How does this process celebrate CLD student learning?

- As students write and share their summary and listen to the summaries of their peers, they are able to practice all four language skills: listening, speaking, reading, and writing.

- The opportunity for partners to quiz each other on their understanding of the target vocabulary words allows each student to experience being an expert on the lesson’s content.

- This final phase of the strategy provides students with multiple opportunities to work with the academic words in ways that further support their storage of information, which becomes their academic background knowledge for future lessons.

**4.7. CONCLUSIONS**

After the investigation it was concluded. According to data obtained it can be concluded that, in Mercedes Moreno Irigoyen School, teachers
limit their classes to use only the materials provided to them in the institution, such as the book, dictionary and the recorder.

- Teachers have not been open to the possibility of changing or renewing their methodology in the teaching-learning process using other methodological strategies for many reasons, including that there is no economic availability, lack of training and willingness to improve.

- Little use of new techniques, in which the student the center of the teaching-learning process, motivate and reduce anxiety when oral production of English, to facilitate the apprehension.

- This situation confirms the need to propose an alternative of help and guidance for teachers, which shows examples of how you can and should use different teaching and learning techniques, applied to the development of the skills of "Speaking" , easy to apply and are available to teachers and students.

4.8. RECOMMENDATIONS

- The updating of teachers focused on using alternative methodologies which is student be more inclusive.

- Provide at least once in the Quimestre a project that encourages classroom and create a favorable environment for the development of "Speaking Skill" environments.
Each student has different types of intelligences, this product is important to plan focusing more suitable for the development of "Speaking Skill" strategy.

Include new techniques, in which the student is the center of the process (CB Paulston, 1976) teaching and learning, motivation and decreases anxiety when trying to produce orally, easing apprehension.

4.9. REFERENCES

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Annexes Section
Section

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CERTIFICADO DE SIMILITUD

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION
CARRERA: LENGUAS Y LINGÜÍSTICA

CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc. LARRY TORRES, Tutor del trabajo de titulación certifico que el presente trabajo de titulación, ha sido elaborado por PALMA VITERI KEYLA YUSSEM, con mi respectiva supervisión como requerimiento parcial por la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACION en la CARRERA: LENGUAS Y LINGÜÍSTICA.

Se informa que el trabajo de titulación: “TECHNIQUES TO DEVELOP THE SPEAKING SKILL IN ENGLISH LEARNING” PROPUESTA “DESIGN OF A GUIDE TO DEVELOP THE SPEAKING SKILL FOR THE EIGHTH BASIC GRADE AT MERCEDES MORENO IRIGOYEN PUBLIC SCHOOL, ha sido orientado durante todo el periodo de ejecución en el programa URKUNG, quedando el 3% coincidencia.

MSc. LARRY TORRES
DESIGNACION DE TUTOR

Oficio N° 056

Guayaquil, 23 de Agosto del 2016

MSc.
LARRY TORRES
PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
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De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Aseor de Proyectos Educativos.

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TOPIC: “TECHNIQUES TO DEVELOP THE SPEAKING SKILL IN ENGLISH LEARNING” PROPUESTA “DESIGN OF A GUIDE TO DEVELOP THE SPEAKING SKILL FOR THE EIGHTH BASIC GRADE AT MERCEDES MORENO IRIGOYEN PUBLIC SCHOOL”

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

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1. Technique: Foldables

1.1. Where Theory Meets Practice

The critical role of vocabulary knowledge has long been recognized in the development of Reading skills (National Reading Panel, 2000). In formulating ways to support students in building reading and literacy skills, we need to consider the role of a print-rich environment and opportunities for oral languages development (Meltzer & Hamann, 2005; Office of English Language Learning & Migrant Education, n.d.). Students need a multitude of exposures to and practice with vocabulary and language for success in the content-area classroom.

The Foldables strategy allows teachers to provide students with structured opportunities for practicing language through listening, speaking, reading, and writing. Wong Fillmore’s (1991) model of second language learning includes an environment that supports interaction between learners and proficient speakers of the target language (English). At every step of the way, CLD students involved with the Foldables
strategy have access to partners and small groups so they can both listen to the structures being used by native English speakers and apply their own English skills to communicate for authentic purposes. This strategy support and scaffolds the learning of all students, whether they are being assisted by more capable peers, interacting with peers of equal capability, helping less capable peers, or drawing on their own knowledge, resources, and capabilities (Walqui & van Lier, 2010).

At the beginning of the strategy, students share their initial thoughts about the target words and concepts. During the lesson, students use the Foldable to practice and apply their developing understanding of the new material.

At the end of the lesson, students are able to use the Foldable for review and assessment of the vocabulary and concepts while keeping in mind their linguistic and cultural connections. The student-created product of this strategy provides each learner with a study tool tailored to meet his or her individual needs. Foldables can be used across content areas encouraged to incorporate both linguistic and concepts, Foldables speak to students at varying levels of English foldables can speak to students at varying levels of English language proficiency,

1.2. Materials needed

![Picture 2 Folder Foldables](image-url)
At least four paper of different colors per student (depending on the number of words/concepts to be practiced)

- Stapler
- Markers/colored pencils
- Pens/pencils

**ACTIVATION: A Canvas of Opportunity**

**Directions:**

- Share with the whole class the overarching topic of the lesson.
- Place the students in groups of no more than five students.
- Before you share the vocabulary words, have students create the Foldables according to the directions at the end of this strategy description.
- Once the students have finished assembling their foldables, have them individually write the vocabulary words/concepts on the top side of each flap (one word/concept per flap).
- Next have students create a three-column grid on each flap as shown below.
- Ask students to individually write or draw their predictions regarding the vocabulary words in the column “My prediction.”
- Explain to the class that their next task is to share in their small groups what they already know about the words.
- As students are sharing their ideas regarding the Authowords, go around the room to listen to the kinds of things that students are relaying.
- Allow students to add to their predictions any ideas they want based on their group discussion. Ask them to circle or underline ideas they added based on the group discussion.
<table>
<thead>
<tr>
<th>My prediction</th>
<th>What I learned</th>
<th>My definition</th>
</tr>
</thead>
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1.2.1. **Author Talk: Activation**

Students’ predictions play an important role in helping them make connections between the new content and their background knowledge. As facilitators of learning, it is our job to help guide students to a point where they continually make predictions about new words, ideas, and topics. For students to become actively involved in these ways, they need to be excited about what they are going to learn.

Some students may be tempted to “turn off their brains” as soon as they see attention beginning to shift to the class text. To keep this from happening, we must first entice students’ curiosity. As Brozo and Flynt (2008) note, “teachers need to be capable of imbuing students with excitement about reading and learning from text in social studies, math, science, and the language arts.”

The following scenario shows how Ms. Jones helped her students become engaged in making predictions about new content:

Today was the first day of the unit on area and perimeter. Ms. Jones walked into the room with various models of famous buildings from around the world.
As she set them down in the middle of the room, several students talked in excitement about having visited the places represented. Her 8th graders were sharing information about having visited the Mayan
Pyramids and the Empire State Building with their parents. She called the class together and asked the mall to rotate around the models and think of the connections that might exist between the buildings and the topic for the day: Area and Perimeter.

As students then talked with each other in small groups, Seong Shin mentioned to her group that when her dad was building their ancestral home in Korea, he and the workers often talked about the area of the building on the paper. Ms. Jones silently listened as the class buzzed with energy. She called the students back together and had Seong Shin share her experience with the rest of the class. The students then began discussing ideas about the meaning of “perimeter” and “area” and ways in which the two concepts are used in the real world. Ms. Jones asked students in their small groups to come up with one practical thing they could do as a class to relate area and perimeter to their lives.

After some discussion, the students came back with the idea of finding the perimeter and area of their rooms, houses, and the school. Ms. Jones could sense that she had indeed awakened an interest in the topic among her students. The students went on to consult the text and devise a plan for calculating the area and perimeter of the rooms and buildings. By taking a few small steps, Ms. Jones was able to set up conditions in her classroom that made the students comfortable with initiating for themselves the next steps in their learning process.

The scenario described is just one way a teacher could set up a situation in the classroom that encourages students to start the process ok making predictions for learning. Teachers we have worked with have provided the following suggestions for the Activation phase of the foldables strategy:
Demonstrate your own way of making predictions about the words.

This will help students understand that this is the time to go with their initial response to the word, which may not necessarily be right.

Even though most teachers want students to go with their initial responses regarding the words, there are times when students are very reluctant about certain vocabulary words. In such instances, you can provide them with some structured talk time and pose opened questions whose answers direct students toward an understanding of the vocabulary words and the content.

1.2.1.1. **Ac ti va ting the “i”: How does this process activate CLD students’ existing knowledge?**

- Hearing multiple peers’ interpretations and thoughts related to the target words helps spark the student’s own memories and biographical conenctions the words.
- As students individually respond to the “My prediction” prompt, they are able to select from among their own ideas they have heard in their small groups to record ideas.
- The prediction part of this strategy helps students attend to information that will either confirm.
1.3. **CONNECTION: The Broad & Narrow Strokes of Learning:**

**Directions:**

- As you continue with this lesson, you may choose to put the same vocabulary words on the board to refer to as students work in their small groups or individually.
- Proceed with the lesson, and as you come across the vocabulary word or the concept during the lesson, have students individually write down their new understanding in the column “What I learned”. Students can also choose to draw representations they found for the words.
- As students work on their foldables at various points throughout the lesson, allow them to do periodic turn and-talks so they can discuss their new learning’s about vocabulary words.
- When students have finished working on their foldables, allow them to discuss all the words one more time in their groups.

1.3.1. **Author Talk: Connection**

The progression of academic conceptual development for our learners is often reminiscent of the movement of toddlers into a zero entry pool. In our roles as teachers, we have many similarities to swimming instructors. We work to provide our students with multiple opportunities to learn to stay afloat in the choppy waters of abstract language and difficult concepts.

One teacher helped students navigate the challenging language structures associated with trigonometry by doing the following:

- Initially providing concepts that were concrete and helping students connect with them at a personal level before moving toward more
abstract thinking and connections to students’ academic biographies.

- Allowing students to write in their native language and to use nonlinguistic representations.
- Allowing students to change partners at least three times during the lesson so they would have multiple opportunities to share their understandings with different partners and take away varied ideas from experiences with their peers.

1.3.1.1. **Connecting to the “i+1”: How does this process move**

CLD students from the known to the unknown?

- By letting students gradually connect with the new content, we are able to provide learning experiences and tasks that enable students to feel productive, challenged and successful.
- Working together helps students gain an appreciation of each person’s unique experiences, capacities and interests.
- In the Connection phase of their work with foldables, students are guided to move beyond being “word callers” to become strategic readers.

1.4. **AFFIRMATION: A Gallery of Understanding:**

**Directions:**

- Ask each group of students to generate group definitions of the words. Allow students some time to negotiate with each other.
- After they decided on the definitions, individually write one in their own foldables.
- Remind students to use their foldables as a study tool.
- Use the foldable back to write a paragraph or a summary using the target words.
They can use it to a quiz or in many different activities.
1.4.1. **Affirming Student Ownership: “I” Get it!** How does this process celebrate CLD student learning?

- When students negotiate with one another to arrive at a group definition, they are practicing their academic language skills.
- By allowing students to revisit the foldable at the end of the lesson and summarize their learning on paper, we provide them with another opportunity to solidify their understanding of the concepts.
- The final product of the strategy documents for each student's his or her entire learning process, beginning with prediction and ending with content knowledge.

2. **Technique: DOTS CHART**

   **Determine what I know**

   **Observe**

   **Talk to peers as we elaborate**

   **Summarize what we learned**

---

*Picture 4 Dots Chart*
2.1. **Where Theory Meets Practice:**

As researchers and faculty who spend time modeling in the classroom, we are continually saying to our students. Unless you are not breathing, you are here today and your brain is constantly trying to make sense of the world. With this statement we are telling students that they have a responsibility to use the assets they bring to the classroom to learn. The DOTS CHART technique is an example of how students can be supported through scaffolding before, during and after the lesson. Regardless of CLD students’ levels of language proficiency and academic backgrounds, they can use this technique to support their learning.

Charmot and O’ Malley (1994) discuss the importance of C.I.D. students using learning strategies to accelerate their learning. The DOTS Chart incorporates cognitive, metacognitive, and social/affective strategies and asks students to:

**D** Determine what they know

**O** Observe and listen to make connections between the new content and the known (i.e., their funds of knowledge)

**T** Talk to their partner or group to confirm or elaborate on their understanding.

**S** Summarize their learning
The “D” in DOTS ask students to become cognitively aware of what they know and to consider how it might be related to the content of the lesson. Students quickly and think about the subject and make
associations to words and ideas that they remember. This opportunity to share initial connections to the topic increases the chance that the students will feel a sense of competence, autonomy, and belonging at active constructors of knowledge (National Research and the Institute of Medicine, 2004). When students them are encouraged to link new content to past experiences of learning there is an increased likelihood that they will learn and retain the new information (Greenwood).

The “O” moves students toward metacognitive strategy use by asking them to skim information and monitor how their original thoughts about the vocabulary or content are connected to their new learning. Students are encouraged to use their to use their selective attention skills (Chamot & O’Malley, 1994, Jeason 2006) to pay close attention as they come across the target vocabulary in text or during direct instructive. Students are supported throughout the process by the teacher, who uses their existing knowledge and shares associations to make the content more comprehensible. The teacher also acknowledges students’ language an academic potential by hobbling high expectations for their (Davies, Hattie, & Hamilton, 2006; Walqui & van Lier, 2010).

Talk T is critical to social/affective strategies. The DOTS Chart strategy teachers students how to mediate their learning with peers (Marzano, 2004, Wolfe & Brandt, 1998). Peer collaboration can lower students anxiety and help them learn more efficiently (Jensen, 2006, Vail, n.d.).

The S in DOST asks students to summarize what they have learned. The cognitive strategy of summarization is one of the most documented student strategies for increasing comprehension (e.g., Bean & Steenwyk, 1984; Moore, Alverman, & Hinchman, 2000).
2.2. **Activation: A Canvas of Opportunity**

**Directions:**
- Give students a blank DOTS (Chart,
- Explain to students that although this strategy is called DOTS, there are no actual dots. The letters of DOTS stand for ideas. Briefly show them how the acronym works. Revisit the ideas in the acronym as you progress through the strategy.
- Have students place the name of the topic/concept that will be taught at the top of the chart.
- Explain to students that they are to think of words or pictures associated with the topic. Encourage students to think of terms based on their past experiences and learning.
- Ask students to write the words or draw the pictures in the appropriately lettered boxes. For instance, if they have thought of the word “water” (resisted to the concept of Amphibians), then they would write “water” in the box with letter “W”.
- Allow 3-5 minutes for students to individually write, in English and/or the native language, and draw as many ideas and words as they can think of on their charts.
- During the time, walk around the classroom and take note of some of student’s thoughts that have been put on the charts.
- Once the students have finished writing, pair students and allow them time to share their ideas.
- As students share their ideas with each other, ask them to add newly acquired words to their DOTS charts as well.

2.2.1 **Author Talk: Activation**
As you read the directions for the activation- or “D” (determine)-phase, reflect upon the endless insights we gain by allowing the students
to share with us their initial associations. Students benefit from being encouraged to take risks and make educated guesses. By allowing them the opportunity to determine what they individually know, we encourage students to self-regulate and take a lesson of the learning process. Moreover by having students’ initiative the use of language, we relay to them the expectation that they will have the opportunity to revisit their charts and make links between the words they brainstormed and the words they hear as the teacher conducts the remainder of the lesson.

During this beginning phase, we recommend that you collect words from student writing. One way to do this is the post a laminated chart and, as you talk around, record words on the chart that you know can be used later to explain vocabulary or content concepts. As the work, ask some individuals questions about what they writing. Their answers, combined with your observations will help you make decisions about which students did together. Consider which student might explain about hearing particular peer’s thoughts.

**Activating the “i”: How does this process activate CLD students’ existing Knowledge?** The DOTS chart strategy empowers CLD students to ignite their understandings of the concept/academic vocabulary. To help students start brainstorming encourage them to create in their minds imagines related to the topic. This provides students with connecting “glue” as they scan their memories for words and ideas.
Picture 5 Dots Chart
By allowing students to respond in their native languages, we access the language in which CLD students’ prior experience is situated. This in turn aids in their transfer of knowledge and skills across languages.

The teacher remains a silent observer during the brainstorming period to allow students to take risks and monitor their own comprehension and expression.

Asking students to share their associations’ peers helps each individual bring his or her personal knowledge into the public realm of the classroom.

2.3. **Connection: The Broad & Narrow Strokes of Learning**

**Directions:**

- Introduce the target vocabulary and have students write the words around the chart.
- As you proceed with the lesson, connect what students have written to the curriculum in one of the following ways:
- As you read the text, have students add to their charts additional related words. Also ask students to record the page number in the text where each of the target vocabulary words in context.
- Connect the DOTS. During the lesson, have students draw lines between their initial words on the DOTS chart and the target vocabulary around their chart. Make sure students connect the words in a way that would support their ability to use, the words to define and explain the concepts of the lesson.
- Provide your explanation of the words as prescribed by your curriculum and have students add these explanations to their charts.
Read aloud and stop at different point to discuss the curricular words in context, encouraging students to add words to their charts.

As you continue with the reading, provide students with some partner time to discuss associations between the words they generated (individually and as a community) and the target vocabulary words.

Throughout the lesson, return to both the target vocabulary and students generated words to clarify, elaborate or review content concepts.

2.3.1. **Author Talk: Connection**

The path that education takes with this strategy depends on their purpose and task as they get deeper into the lesson. Following are two ways we have observed teachers creatively link students’ words to the target vocabulary as they enter into the teacher/text explanation of the vocabulary and content.

2.3.1.1. **Connecting to the “i + 1”**

How does this process move CLD students from to the unknown?

- The DOTS Chart gives CLD students a concrete tool to use throughout the lesson as the teacher facilitates their exploration of the lesson content
- Having students make physical connections between their words and the academic vocabulary reinforces their schematic links.
- Continually returning to students’ original words and ideas
demonstrates to students that their cultural knowledge and native
language abilities are paramount in their development and conceptualization of new ideas.

- Providing partners with time to briefly discuss their learning gives students a chance to clarify understandings and make additional connections. Such “brain breaks” from the text also help students maintain their focus and remain engaged throughout the remainder of the text centered part of the lesson.
- By asking students to signal to their partner whenever they hear the vocabulary words you can promote students use of selective attention.

![Picture 6 CLD](Image)

2.4. **Affirmation: A gallery of Understanding**

**Directions:**

- Have students summarize what they have learned in the lesson.
  
  Students can do one or more of the following to demonstrate their learning.

- Use the chart as a tool to write definitions of the academic terms.
  
  Students can use their own words and pictures as a reference in coming up with the definitions.

- Write sentences using the target vocabulary as it relates to the topic.
Use the vocabulary on the chart to complete a fill in the blank or cloze exercise. To do this, create sentence stems or a cloze paragraph in which you leave blanks for the vocabulary words.

Use the vocabulary to write a persuasive paragraph supporting the ideas and the details on the DOTS Chart.

Ask students to share their definitions, paragraphs and so forth with peers and/or the whole group.

2.4.1. **Author talk: Affirmation**

Many of the educators with whom we collaborate say to us, but what about the grade? During the summative phase of the lesson, educators must make multiple decisions related to the use of the DOTS Chart. Of course, there are endless opportunities for formative assessment of students learning throughout this teaching and learning process. In thinking about how to assign a grade, consider these options:

- Use the “S” phase of DOTS to review and solidify the content and then return to your curriculum required assessment tools, which might take the shape of a quiz or a posttest pertaining to the topic.
- Create a checklist or a rubric to assess students’ understandings of the vocabulary words or the paragraphs they created at the end. As you develop checklists or rubrics, consider the variations students will exhibit due to their individual stages of language acquisition and cultural factors. Make sure the checklists and rubrics set clear expectations for students.

2.4.1.1. **Af firmi ng S tude nt O w ne rs hip: “I” Ge t It**: How does this process celebrate CLD student learning?
1. The “S” step ensures individual accountability for learning as students work to incorporate their own voice in their writing.
2. The flexibility inherent to the assessment phase of the DOTS Chart allows all students, regardless of their individual biographies to be assessed on their engagement with and progress in the grade level curriculum.
3. The final sharing phase of this strategy allows to the socio-emotional context of learning with each other.

3. Technique: Magic Book

I was really impressed with the way my Magic Book strategy went. I felt the students were cooperative and engaged in the lesson. What I liked the most was all the help the students were willing to give to classmates as we were coming up with cues for each of the topics. I was glad to hear from students who are generally reserved, and I even got some of my shy CLD students to participate with the rest of the class. I think this strategy gets students excited about filling all the pages with words and, in turn, they were excited to help each other with completion of the assignment.

3.1. Where Theory Meets Practice

Magic Book, often referred to by high school teachers as a study weave, provides students with a tool for learning and applying the academic vocabulary related to the content of the lesson. Research has found that students need multiple exposures to words and multiple avenues for working with vocabulary during a lesson (Marzano et al., 2001). The Magic Book helps teachers meet these goals and at the same time provides students with something novel, which may increase their
attention and engagement as well as their retention of information (Willis 2006). Engagement differs from participation in the level of thinking occurring during learning. The more engaged the student becomes, the more likely he or she is to learn the language and content that is important for academic achievement.

The use of hands-on materials that are created by the learner helps move students beyond passive participation in learning to engagement that is purposeful and enjoyable. Sheltered instruction finds that one of the most important elements of scaffolding instruction for CLD students is creation of materials that will guide the student toward learning that promotes and builds on personally relevant connections (Echevarría et al., 2008). In this strategy, the Magic Book serves as a common thread from the beginning of the lesson (as students document their background knowledge) to the end of the lesson (leaving students with a personalized study aid).

Throughout performance of this strategy students have opportunities to manipulate the new information and make connections between their developing understandings and the background knowledge they brought to the lesson. During implementation, teachers can guide learners to see how the magic Book reflects their efforts to deal with the information in their working memory (Sousa, 2006). The final phase of the strategy allows both the students and teacher to gauge the level of word Knowledge that students are likely to move toward permanent memory.

3.2. **Activation: A Canvas of Opportunity:**

**Directions:**

- Following the directions at the end of this strategy description
(pages 96-97) either make the Magic Books for the class ahead of
time or provide students with the materials and guide them through the process of constructing their own Magic Books.

- Place students in small groups of four or six students.
- Share with students the academic vocabulary of the lesson. When selecting the target vocabulary, think of the eight most important words that are necessary for students to understand the topic.
- Have students number the boxes on the checkered part of their Magic Book (see the image on page 91, for example) and write one vocabulary word in each box. To support students in this step, write on the board the numbered words in the exact order that you want them to appear on the students Magic Books.
- Next have students individually look at each of the words and splash (write or draw) in the respective boxes some of their own words and pictures that they associate with the individual words. Encourage students to write in whatever language they prefer.
- As students write their individual words/images associated with the academic vocabulary, allow them to briefly share their ideas with a partner and then encourage them to continue to record some more ideas on paper.
- After students have finished documenting their individual thoughts have them share their words and images with their small group.

3.2.1. **Activating the “i”:**

**How does this process activate CLD students’ existing Knowledge?**

- This strategy allows students to capture on paper connections that are most immediate in their mind regarding the target words.
- Having students share briefly with partners before sharing with the entire small group is beneficial for lowering their anxiety, sparking new ideas, and allowing them to practice expressing their thoughts.
3. Hearing other group member’s ideas allows each student to consider other aspects of the topic that he or she might not have known or thought about.

3.3. **Connection: The broad & Narrow Strokes of learning:**

**Directions:**

- After students have finished sharing their ideas with their small group, continue with the lesson.
- Periodically stop and allow students to discuss with their partner the academic vocabulary words they have come across in the text and their overall understanding of the content.
- At each stopping point, after students have had a chance to discuss their learning with their partner and when they think they understand the target words, have students individually crack open their Magic Book and write the description of the words along with the appropriate page number of the text.
- When you have finished covering the content of the lesson, direct students to confirm or disconfirm the initial associations they made for each word by circling the words and images that came closest to the actual definition of the words encountered in the text.

3.3.1. **Author Talk: Connection**

At the secondary level, students have limited opportunities to work with manipulative. This can be a special challenge for tactile learners. The Magic Book strategy provides students with opportunities to work and think with the manipulative they create. Teachers have shared with use the following ideas regarding use of the Magic Book.
Students can use their Magic Books over and over again with different topics if you first laminate the strips and construction paper and have students use appropriate markers.

Once students have finished putting their ideas on both sides of their Magic Books, display them on the wall so they and other students can use them as reference tools.

Keep students’ Magic Books on various topics in separate containers (e.g., shoeboxes) so that later they can be pulled out and used as study tools before standardized tests.

3.3.1.1. Connecting to the “i + 1”:
How does this process move CLD students from the Known to the unknown?

- When students are allowed to talk and negotiate meaning, literacy becomes an interactive process in which they learn by using the target vocabulary words.

- As students record descriptions of the academic vocabulary words and specifically tie these to the corresponding text pages, they create for themselves a map of the content that they can revisit as needed throughout the remainder of the lesson.

- This process allows learners to make explicit connections between their new learning and their new learning and their background knowledge, which they documented at the beginning of the lesson.

4.1 Affirmation: A Gallery of Understanding

Directions:
After students have confirmed/disconfirmed their original thoughts about the target vocabulary words, have them discuss their new insights about the words and the content within their small group.

Next have students individually summarize the key ideas specific to the topic on the side flaps. Challenge them to use as many target words as they can when they write about the topic.

Have students share their summaries with the members of their small group.

Then have students work with their partner to quiz each other on the vocabulary words. To do this, have students either join with the rest of the students to do an inside-outside circle is conducted in this fashion:

- Have students stand facing each other.
- Have both partners use their Magic Books to quiz each other on one of the words. Partner 1 quizzes Partner on the first target word; Partner 2 quizzes and Partner 1 on the second target word.
- Have the outside circle move one person to the right. Direct new partners to quiz each other on the third and fourth target words.
- Repeat the process until students have worked through all of the words.

The reserve side of the magic Book has additional squares and flaps that you can use to have students find synonyms/antonyms for the target vocabulary words, answer fill in the blank questions, create visual cues for each word, and so forth: The possibilities for affirmation in this strategy are endless.

At the end of the lesson, provide students with an opportunity to self-assess their understanding of the academic vocabulary words by
cracking open the reverse side of the magic Book to record the meaning of each term using their own words.
After students have completed the lesson’s tasks, direct them to keep their magic Book for future use as a study tool.

4.1.1. **Affirming Student Ownership: “I” Get it!** How does this process celebrate CLD student learning?

- As students write and share their summary and listen to the summaries of their peers, they are able to practice all four language skills: listening, speaking, reading, and writing.
- The opportunity for partners to quiz each other on their understanding of the target vocabulary words allows each student to experience being an expert on the lesson’s content.
- This final phase of the strategy provides students with multiple opportunities to work with the academic words in ways that further support their storage of information, which becomes their academic background knowledge for future lessons.