UNIVERSITY OF GUAYAQUIL

FACULTY OF PHILOSOPHY, LETTERS AND SCIENCE OF EDUCATION

SCHOOL OF LANGUAGES AND LINGUISTICS

EDUCATIONAL PROJECT

IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR OBTAINING THE ENGLISH LANGUAGE AND LINGUISTICS DEGREE

TOPIC:
IMPROVING THE SPEAKING SKILL THROUGH THE APPLICATION OF LEARNING STRATEGIES AND THE STRENGTHENING OF GROUP WORK.

PROPOSAL:
DESIGN OF A BOOKLET WITH GROUP WORK ACTIVITIES TO IMPROVE THE SPEAKING SKILL

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GUAYAQUIL – ECUADOR
2019
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CIUDAD. -

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Que los estudiantes CHÁVEZ ZAMORA FREDDY MANUEL con C.I 0925698111 y GUISJARRO BARROS JESSICA LEONOR con C.I 0916505720 diseñaron el proyecto educativo.

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Propuesta: DESIGN OF A BOOKLET WITH GROUP WORK ACTIVITIES TO IMPROVE THE SPEAKING SKILL.

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Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo que procedo a la APROBACIÓN del proyecto, y pongo a vuestra consideración el informe de rigor para los efectos legales correspondientes.

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Tema: IMPROVING THE SPEAKING SKILL THROUGH THE APPLICATION OF LEARNING STRATEGIES AND THE STRENGTHENING OF GROUP WORK.

Propuesta: DESIGN OF A BOOKLET WITH GROUP WORK ACTIVITIES TO IMPROVE THE SPEAKING SKILL

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LA CALIFICACIÓN DE: ______________________

EQUIVALENTE A: ______________________

TRIBUNAL

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__________________________
DEDICATION

I dedicate this educational project to God and his blessings. I also want to dedicate to my parents, brothers and my nephews. I leave you my legacy to follow in the footsteps of knowing a reference that everything can be achieved in life, with constancy and effort to reach the goals laid out.

Freddy Chávez Zamora
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I want to thank God and my family for being my source of inspiration. Also, I want to thank my Tutor MSc Xavier Torres for his knowledge for guiding us and giving us his motivation. To my dear friend Jessica for working with me.

Freddy Chávez Zamora
DEDICATION

This educational project is dedicated to my students, with whom I learn to be a better teacher and a better human being every day. For my parents, my sister and my brother, who continue to support me; and for my nephew Erick, who fills my life with joy and smiles, they all are blessings from God.

Jessica Guijarro Barros
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RESUMEN

Este proyecto aborda la deficiencia en lengua inglesa en la capacidad de hablar; investigado y desarrollado en la Unidad Educativa "Réplica Aguirre Abad", se relaciona con el proceso de aprendizaje del inglés y otras deficiencias como la falta de material didáctico y la baja motivación de los estudiantes de octavo grado durante las clases de inglés. Se centra principalmente en desarrollar la capacidad de hablar, para animar a los estudiantes a expresar sus ideas y opiniones, aunque sean mínimas, en inglés. En nuestra investigación pudimos notar diferentes aspectos que motivaron el mal desempeño y la ausencia de interés de los estudiantes en el aprendizaje del idioma inglés; una de las principales causas fue la falta de interacción entre los estudiantes y el uso continuo del español durante las clases de inglés; estas evidencias fueron la pauta para desarrollar nuestro proyecto. Para la elaboración de este proyecto, desarrollamos las variables teóricamente que son dependientes: Mejora de la habilidad de hablar e independiente: La aplicación de estrategias de aprendizaje y el fortalecimiento del trabajo en grupo para motivar a los estudiantes a utilizar el inglés como una poderosa herramienta de comunicación. Relacionado con la metodología aplicada, este proyecto es considerado como una investigación bibliográfica, porque antes de su realización investigamos en la biblioteca de la Universidad y en los expedientes de la institución y no se encontró proyecto similar. También se considera una investigación de campo porque hicimos observaciones directas y entrevistas cualitativas. Después de obtener los resultados de la encuesta, se analizaron y finalmente se obtuvieron las conclusiones que nos llevaron a diseñar y aplicar un folleto con actividades de trabajo en grupo especialmente diseñadas para mejorar la producción oral de los estudiantes en inglés. El uso de este folleto ayudará a los estudiantes a mejorar sus habilidades de comunicación de manera efectiva, haciendo de las actividades de trabajo en grupo una práctica constante en el proceso de aprendizaje del inglés.

Palabras claves: Expresión oral, trabajo en grupo, estrategias de aprendizaje.
ABSTRACT

This project is about the deficiency in English language on the ability of speaking; researched and developed at the public educational institution “Réplica Aguirre Abad”, related to the English learning process and other deficiencies such as the lack of didactic material and the low motivation of eighth grade students during the English classes. It is mainly focused on developing the ability of speaking, to encourage students to express their ideas and opinions, however minimal, in English. In our research we could notice different aspects that motivated the poor performance and absence of interest of students in English language learning; one of the main causes was the lack of interaction among the students and the continuous use of Spanish during the English classes; these evidences were the guideline to develop our project. For elaborating this project, we developed the variables theoretically which are Dependent: Improvement of the speaking skill and Independent: The application of learning strategies and the strengthening of group work to motivate students to use English as a powerful communication tool. Related to the methodology applied, this project is considered as a bibliographic research, because prior to its realization we have researched in the University library and in the school's logbooks and there is no similar project. It is also considered as a field research because we did direct observation and qualitative interviews. After obtaining the results of the survey, these were analyzed and finally we obtained the conclusions that led us to design and apply a booklet with group work activities specially designed to improve the oral production of students in English. The use of this booklet will help students improve their communication skills in an effective way, making group work activities a constant practice in the English learning process.

Key words: speaking, group work, learning strategies
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RESUMEN/ABSTRACT (150-250 palabras):
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**TITLE AND SUBTITLE:** Improving the speaking skill through the application of learning strategies and the strengthening of group work. Design of a booklet with group work activities to improve the speaking skill.

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INTRODUCTION

Ecuadorian students are taught English for six years in public high schools. However, they don’t end up with the level B1 that is aimed by the national curriculum. The Ecuadorian government has made a significant change by implementing new laws in order to positively benefit the education of all Ecuadorians. During the high school years there’s a transition not only psychological but also academic in students of eighth basic, this is why this project analyze their situation in order to determine the phenomenon that may delay the development of oral production.

The topic of this project is “Improving the speaking skill through the application of learning strategies and the strengthening of group work” as a support for the English teaching - learning process in public education. Its main objective is to establish why the learning strategies have incidence in the development of the speaking skill through group work activities in the English language through a bibliographical study as well as a statistical analysis and a field research. This project also aims to design a booklet with group work activities to improve the speaking skill.

We hope that our proposal will be useful in English teaching and learning as a reflection of our work and commitment to our country.

The general content of the chapters that make up this project can be summarized in:

In the first chapter, the problem is determined with its causes and consequences. Besides, the background situation is described and the general and specific objectives are stablished; finally the rationale and importance of the subject of the research are determined.
In chapter II, the theoretical framework is outlined in relationship with the pedagogical, philosophical and sociological aspects which will support our investigation and allow to formulate the hypothesis with their respective variables.

In chapter III, the methodology is defined as well as the type of field research, population and sample, operationalization of variables, research instruments and the processing of all of them.

In addition, points about the processing and analysis of data will be shown in detail using graphics and the analysis of each graph.

Finally, this chapter will be finished with the conclusions of the study and the research, giving recommendations that will permit to reach an effective oral production in eighth grade students of Replica Aguirre Abad public high school.

In chapter IV, the proposal of a booklet with group work activities will be exposed with its justification and beneficiaries.
CHAPTER I
THE PROBLEM

1.1. Context of Investigation

In English foreign language, the speaking skill is one of the most difficult competences to improve. The learning process is fundamental because speaking is a way of showing our knowledge. This project is focused on the problem on the eighth grade where students do not speak in English because of the lack of practice. The public educational institution “Replica Aguirre Abad” is located in the kilometer 5 1/2 in the north east of the city of Guayaquil, in “Mapasingue”, an institution which has 1773 students.

This high school is ruled by the Ministry of Education, legally established and recognized by the law. This institution is integrated by 78 teachers who work from Monday to Friday, the students attend to classes from 7:00 am to 12:00 in the morning and 13:00 to 18:00 in the afternoon. The principal of this institution is Master Nelson Loor. Some observations were carried out to verify the ways of working. It showed that the study of grammar is not enough. They have learning problems, mainly in oral production and the results are a poor oral production and a bad pronunciation in some cases.

According to the principal, the inconvenient was related to the schedule, in primary school the students take only two hours of English per week; so, teachers in the institution must help the students with bad grades with pedagogical tutoring in order to improve their knowledge of English. Also, the lack of pedagogical resources for teaching and learning, and the simple contents addressed in the books, promote the low motivation of students in the classes. In accordance with the lesson plans the pupils study the same topics every school year, without any kind of technological or ludic innovation.
The low parent’s concerns in their children’s learning process make having a good command of English a difficult goal to achieve. Another reason could be the lack of opportunities for practicing at home; the students are only in contact with English at school. The boys and girls who study in this institution are 11 to 14 years old. They live nearby and most of them come from low-income families.

1.2. Research Problem

Nowadays teachers need to motivate the students in every class. In this case, students from eighth grade are not involved in the English classes because of the lack of stimulation; they do not show desire, energy or interest in the activities proposed by teachers.

The lack of investment for the acquisition of updated educational resources makes English language teaching inadequate to develop students’ skills, specifically speaking. At the same time the scarce of didactic materials does not allow the students to be engaged, the learning of many topics over and over again, as a consequence they are frequently bored. Furthermore, authorities and teachers have pointed out that, speaking skills development imply self-management activities, which they unfortunately cannot achieve.

It has been proved by previous researches that there are difficulties in speaking skills in most of the public high schools because of the number of students per classroom. Additionally, they do not practice every day that is why they do not accomplish the necessary proficiency level in this skill. Therefore, to encourage the pupils towards speaking to motivate the personal, intellectual and social growth, this is a requirement these days.
1.3. Conflict Situation

Teachers often complain about the low level of the students in English language knowledge. Despite the objectives of teaching of the English language, students should participate actively in motivational processes that enable them to improve their knowledge of the English language. In addition, the lack of learning strategies in our context is still causing failures during the development of educational activities in public schools. Deficiency in the speaking skill is the result in all levels of students of eighth grade of General Basic Education where most of the students are afraid of speaking in English.

Speaking is a very prominent skill that is connected to the development of critical thinking and to the communicative competences of foreign language learners. Thus, developing speaking skills has a relevance for high school learners because it will concrete the way to further academic development.

1.4. Scientific Fact

Failure in speaking skill of students of eighth grade of General Basic Education (EGB) at “Replica Aguirre Abad”, School Year 2018-2019. In this Institution there are motivation deficiencies, because the students are not generally interested in speaking in English. Most of the students consider that English is not useful, they also think that it is boring. All the teachers should improve their pedagogic training in order that their students can acquire a significant knowledge. The lack of confidence in speaking is due to the fear of making mistakes in front of their teachers and classmates. Additionally, in the classes they do not enjoy of engaging activities to motivate their participation, here there is a need to apply innovative learning strategies and group work activities which help them to exchange their knowledge, expand the vocabulary and lose the fear of speaking in English.
1.5. Causes

- Outdated English learning strategies.
- Insufficiency of group work.
- Lack of didactic resources for developing the speaking skill.

1.6. Formulation of the Problem

How do the learning strategies and the group work influence the speaking skill in students of Eighth Grade of General Education (EGB) at the public educational institution “Réplica Aguirre Abad”, class A, school year 2018-2019?

1.7. Objectives

1.7.1. General Objective

Describe the application of learning strategies and the strengthening of group work through a bibliographical, statistical and field study to design a booklet with group work activities to improve the speaking skill.

1.7.2. Specific objectives

- Characterize the importance of learning strategies and the strengthening of group work in the speaking skill by means of bibliographical, statistical and field study.
- Evaluate and encourage students to practice the English language using strategies like group work.
- Design of a booklet with group work activities.

1.8. Questions of Investigation

What is the main problem that affects the development of speaking in the students?

Why is necessary to apply learning strategies to promote the group work?
What kind of activities the students prefer developing at the moment of speaking?
Which are the theoretical foundations that support the relation between group work and speaking skill?
How does the design of a booklet focused in group work activities will allow to solve the speaking skill problem diagnosed?

1.9. Justification

This project will be conducted to perform learning strategies and motivation for strengthening the group work in the students in order to improve the speaking skill. This project is important because it concentrates on the speaking as productive skills, being one of the most relevant skills of the English language. Comprehensive ability involving rhetoric, grammar, vocabulary, thinking, and other parts of the language are included in it. It enhances language acquisition as learners using words, sentences, and other elements to communicate their ideas effectively. The main beneficiaries will be the students because they will have better learning conditions and furthermore, they will improve their speaking skill with creative learning strategies.

To do this project there are different criteria’s that highlight the importance of speaking, such as, communicative competence reinforcing, oral practice, several activities in the class to provide students the opportunity for having dynamic participation and a pleasant class. Pupils learn better by doing things by themselves. They do not memorize, they really prefer to learn through learning strategies. By applying learning strategies through group work activities, the pupils will increase their interest for the English foreign language. Our main desire as teachers is that the students improve their knowledge and thus to respond adequately to new requirements to our global world, obviously English is emerging in today’s knowledge because it is a language will help them to become global humans and good professionals.
2.1. Background of the study

In Ecuador the teaching of the English language has taken relevance in recent years. The Ministry of Education of Ecuador has developed several curriculum reforms in the teaching of English in order to improve the learning of this important language. However, there is still a deficiency in the oral production of students who in many cases do not feel safe or confident when expressing their ideas or opinions in a foreign language.

Students need teachers to become more involved in the teaching process and offer them opportunities to express their ideas without fear. As stated by Scott Thornbury (2007), the development of speaking depends on creating a culture of speaking in the classroom. If students are accustomed to speaking in English and opportunities are created for them to develop this skill, the changes will be evident; in other words, if speaking is a regular feature of lessons, students will be more confident speakers. (Kurum, 2016)

Certainly, with this project, the importance of the development of oral practice will be relevant. The application of group activities designed to motivate students to speak in English will have effective results that will allow them to express themselves with confidence and naturalness in real situations.

Learning strategies provide independence to students, increase self-confidence and allow a better retention of contents. According to Herrera (2010), “the application of learning strategies enhances students’
comprehension, motivation, and self-esteem” (p.133). These strategies allow us to identify achievements in learning and what aspects should be reinforced (Herrera, Socorro, 2015)

This research will have a positive impact on the teaching-learning process through the application of strategies that motivate students to produce a second language. There are no records of previous work in this institution aimed at improving the oral production of students in the English language; therefore, the project will be a valuable work tool for students and teachers. In this way, students will feel motivated to express themselves in English and to use this language in different situations inside and outside the school.

2.2. Theoretical-conceptual framework

2.2.1. Speaking skill

The practice of speaking provides students the opportunity to practice in real situations in the safety of the classroom. This type of activities motivates students to use common expressions and the vocabulary learned, and allows them to know their progress in the domain of a foreign language as well as the points that should be reinforced. The continued practice of speaking provides students the confidence that they need to produce L2 and reduces their affective filter. (Jeremy, 2012, pág. 123)

2.2.2. Second language acquisition

Second language acquisition (SLA) is a process in which students acquire a second language unconsciously, when they are exposed to situations or environments suitable for the development and production of a foreign language. This term is usually compared to second language learning, which refers to a formal and conscious learning process.
According to Krashen (2002) “the usage of a language is the only path to fluency” (pp.47-75); he showed that only by acquiring a language students will be able to gain fluency, it is not necessary the learning of formal rules or tedious grammatical structures. (Herrera, Socorro, 2015)

In his studies, this author established that it is normal for students to make grammatical mistakes when speaking, but with continuous practice these will disappear on their own. He also indicates that it is not advisable to correct students while they are speaking, because this could demotivate them in their performance; if the error continues, the teacher should look for techniques aimed at correcting that error.

Krashen also points out that learning a second language can be intimidating, in many cases students feel that they are not as efficient in using a second language as they are in their native language, which is what Krashen calls Affective Filter Hypothesis; it refers to the fear that some students experience when they have to speak in a foreign language like anxiety, fear of making grammatical errors or mispronouncing words. When this happens the affective filter of students is raised like a defense mechanism. If the teacher creates a comfortable environment and applies learning strategies that motivate the students, the fear will be lost and the students will take risks when speaking in English.

### 2.2.3. Stages of a second language acquisition

The process of acquiring a second language is not similar to learn the native language. This process could be more difficult and complex. In the second language acquisition, the learner goes through the following stages:

**Silent period:** In this stage, the students learn vocabulary and become familiar with the sounds, rhythm and patterns of the English language. They practice using short expressions like greetings and simple
questions. This stage of language acquisition may last for several months. (Herrera & Murry, 2016)

**Early production:** The students start manipulating ideas mentally to form short combinations of words; they identify routine expressions and use them independently.

**Speech Emergence:** In the third stage students handle a more extensive vocabulary, and begin to communicate using coherent and well-structured short sentences.

**Intermediate Fluency:** At this time learners are able to use more complex sentences while speaking, they can connect related clauses by using conjunctions and their conversation is more fluent.

**Advanced Fluency:** Here, second language learners produce language with an extensive vocabulary and a great variety of grammatical structures. They express their points of view and continue improving their oral production. They are conscious of their proficiency in the second language.

In conclusion, it is important that teachers identify the stages of second language acquisition to plan strategies that allow their students to advance in this process and achieve a better domain of the English language.

**2.2.4. Reasons for teaching speaking**

According to Jeremy Harmer there are three important reasons for teaching speaking: firstly, speaking gives students the opportunity to practice their oral production in the safety of the classroom. Secondly, speaking activities allow the students to know their level of English, their progress, shortcomings and establishes the need of possible reinforcements. Finally, the practice of speaking allows students to
activate their language proficiency and makes them more autonomous, the more they practice, the more fluent they will be.

Well-planned speaking activities are motivating for students and allow them to gain confidence in the use of a second language. Scott Thornbury suggests that teachers should create a speaking culture in the classroom; they should become "talking classrooms". According to Thornbury (2005) students will gain more confidence in a second language and their communication skills will increase if the practice of speaking is a regular feature of English lessons. (Jeremy, Harmer, 2012)

2.2.5. Speaking sequences

Speaking activities usually start with the reading of a text, or after listening to an audio track, or from observing a group of images. Below there are three examples of speaking activities that teachers can adapt according to the level of English of their students.

The first activity begins asking students to form groups of work. After that, they are told to be judges of a photography contest. They have to observe the four finalist images of the competition and choose the winning photograph, they must explain the reasons for their choice; while students are discussing their choice the teacher must circulate through the groups listening to the students' discussions and detecting possible errors that will later be included in reinforcement exercises. At the end of the activity, each student must argue the reasons why they chose a certain photograph as the winner. It is important to remember that students' speaking practice should never be interrupted to correct possible errors because this may limit their confidence (Jeremy, Harmer, 2012, pág. 124)

The second activity is to ask the students to get involved in a role-play. Students must act in a real life situation. Students are asked to simulate a meeting at a restaurant, a job interview, or asking for an address. The
teacher must establish the rules of the activity and motivate the students to act as real as possible using all the vocabulary and expressions they know in English. (Jeremy, Harmer, 2012, pág. 125)

The third activity is about creating an original story by using a portrait of a group of people in a specific situation. Students working in groups must create a story based on the image. A student starts the story, and then one by one the story is complemented until the end of it. Finally, each group must present their story orally in front of the class. (Jeremy, Harmer, 2012, pág. 127)

2.2.6. First language (L1) used in the classroom.

English learners come to the classroom with their mother tongue (L1); teachers must discern if it is appropriate to use their first language (L1) in the classroom when the main objective is learning a foreign language (L2), in this case English.

According to Jeremy Harmer (2012, p.39) “an English-language classroom should have English in it, and as far as possible, there should be an English environment where English is heard and used as much of the time as possible”. (Jeremy, Harmer, 2012, pág. 39)

This does not mean that the L1 should not be used at any time during the English class. It can be used in specific situations, for example using the L1 for students to establish differences and similarities between the L1 and the L2. In the same way, the teacher can use the L1 to explain a specific topic that is difficult for the students to understand.

Harmer also states that “students often use L1 because they want to communicate in the best way they can and almost without thinking; they
revert to their own language” (Harmer, 2012, p. 179). (Jeremy, Harmer, 2012, pág. 179)

The author gives some suggestions to motivate students to speak in English:

- **Talk to them about the issues**: Teachers should dialogue with students about the importance of speaking English in the classroom and reach agreements about in which cases they can use the L1 during the development of the class.

- **Encourage students to use English appropriately**: Teachers should clarify to students that there is not a total prohibition on using the L1, but there are activities in which the L1 will not be used, such as presentations, role plays, descriptions, discussions.

- **Only respond to English use**: Teachers must speak in English most of the time during the class. Even though students ask to translate into their mother tongue, teachers should avoid doing so.

- **Create an English environment**: Teachers must create a classroom environment where students are exposed to the English language all the time.

- **Keep reminding them**: During the practice of speaking, students should be reminded to speak in English, and the teachers should motivate them all the time; in spite of the mistakes they may make, the corrections will be made later and generally, not during the participation of the students.

### 2.2.7. Learning strategies

While learning styles are considered as the ways in which students process information, learning strategies “are mental, conscious and
behavioral processes that allow students to be independent during the learning process”. (Herrera Socorro, 2015, pág. 50)

It is important to identify the most appropriate learning strategies for students, which will allow them to achieve success in language development, for this, we must take into account the following recommendations:

- When choosing a learning strategy the teacher must know the students' prior knowledge about the topic that is going to be covered.
- When applying a new learning strategy the teacher must make sure that the students assimilate the process and understand how to apply the strategy before focusing on the results.
- Allow students to apply the same strategy several times in different situations so that they can master it and identify the benefits of this strategy.
- Teachers must remember the importance of interaction and group work with classmates when applying a learning strategy. According to DeVillar and Faltis (1991) “grouping strategies encourage all students to talk and work together” (p.10) (Herrera, Kavimandan, & Melissa Holmes, Crossing The Vocabulary Bridge, 2011)

2.2.8. Language learning strategies

The study of these strategies took relevance to the 70’s, it was determined that its application is crucial in the learning of foreign languages. Students use different language learning strategies depending on their learning style. Language learning strategies allow students to
achieve a better understanding of the use and structure of the language, facilitating the acquisition of a foreign language (L2).

As Rigeney (2015) mentions, language learning strategies are a group of conscious steps or behaviors used by language learners to improve and facilitate the language acquisition. However, Oxford indicates that the application of language learning strategies also include social, cognitive and emotional aspects that increase the efficiency and confidence of students in the production of a second language (Oxford, 2015). (Harad, 2013)

As O’Malley and Chamot (1990) indicate, learning strategies can be classified into three categories: cognitive, metacognitive, and socio-affective:

1. **Cognitive learning strategies:** They refer to the mental or physical manipulation of information. These strategies include classification, linking, new information to prior knowledge, and summarizing as cited in Chamot 2009. (Herrera & Murry Kevin, Mastering Esl/efl Methods, 2014)

2. **Metacognitive learning strategies:** Incorporate three domains: awareness of one’s own cognitive abilities, the ability to discern the difficulty of a task, and knowing how and when to use specific strategies (Harad, 2013) This awareness of the learning process involves (1) deciding how to approach a task; (2) self-monitoring of understanding and producing language; and (3) self-assessment of how well one is attaining cognitive, academic, and linguistic objectives. Specific metacognitive strategies include skimming for information, monitoring comprehension and production, and reflecting on what one has learned (Harad, 2013)

3. **Social affective/learning strategies:** Involve the use of socially mediated learning and efforts to lower one’s own affective filter
(Herrera and Murry, 2014 p. 318). In socially mediated learning students interact with others, the work in groups allows learners to develop their speaking skills naturally, they can learn from their classmates and they feel motivated to use a second language (L2). The use of social affective strategies in the classroom like questioning for clarification or cooperative learning, encourage students to feel confident while speaking in English, these strategies reduce their affective filter (Herrera, Kavimandan, & Melissa Holmes, Crossing The Vocabulary Bridge, 2011, pág. 318)

2.2.9. Good language learner

For many people learning a second language (L2) is very important. Knowing a second language implies better student and work opportunities. For this reason, learning how to master a second language is more important than what to learn. Many researchers have determined what strategies good L2 learners use. As Rubin (1975) emphasizes good L2 apply different strategies that allow them to advance and develop better the acquisition of a second language. In her study, Rubin (1975) identified the following language learning strategies used by good L2 learners:

- Make an effort to communicate and learn through communication.
- Look for strategies to overcome the fear of communicating in a foreign language.
- Practice a second language at all times.
- Try to think in a second language.
- Pay attention to what they say and what others say.
- Use the vocabulary they know and try to learn new words. (Rubin, 1975)
By contrast, as Herrera and Murry (2014) mention, less successful language learners usually apply the following strategies (Herrera & Murry Kevin, Mastering Esl/efl Methods, 2014, pág. 320)

- Are more likely to use phonetic decoding.
- Tend to focus on cognitive strategies when they use strategies.
- Are more likely to use strategies that are ineffective for a task; are less flexible in strategy use.
- Tend to use only one strategy to resolve a situation.
- Use fewer strategies than more successful language learners do.
- Tend to focus more on form or structure and get stuck on a word.

As we can see the success or failure of students in learning a second language depends a lot on the guidance they have when selecting the appropriate learning strategies according to the situations to which they are exposed. Teachers must create an adequate environment and innovate every day in the application of learning strategies that allow students to be independent when developing different proposed activities and most importantly to lose the fear of expressing their ideas and opinions in a foreign language.

2.2.10. Group work

In his book “How to teach English”, Jeremy Harmer (2012) gives the definition of group work: “Is when students work together in groups”. According to Harmer, group work promotes cooperative activity and motivates students to get involved and participate actively in the proposed task; he states that larger groups are less effective than smaller groups. When students work in groups of two it is called “pairwork” (Harmer, 2012, pág. 275)
2.2.11. **Advantages of group work**

According to Harmer, J. (2012) “both pair work and group work give the students chances for greater independence”, and this author mentions the following advantages) (Harmer, 2012, pág. 43)

- When students work in groups without the teacher's strict control, they feel free to make their own learning decisions.
- Group work gives the teacher the opportunity to identify which group needs more help and dedicate a little more time to it, while the other groups work independently.
- Group work gives students more opportunities to practice a foreign language (L2).

2.2.12. **Group work strategies**

Likewise Harmer, J (2012) mentions that “in large classes, pair work and group work play an important part since they maximize students participation”. Harmer also states these strategies for group work: (Harmer, 2012, pág. 178)

* If the desks cannot be moved, we place the rows facing each other.
* If we use the computer lab we place the students around the computer screen.
* We establish rules for group work.
* The instructions of the activity to be performed should be clear.
* A time limit must be established for the development of the activity.
2.2.13. Possible problems

Working in group is a strategy that not all students enjoy. As Jeremy Harmer mentions (2012) “students may not like the people they are grouped or paired with” (Harmer, 2012, pág. 44); some students prefer to work alone, or when forming groups they do it with their best friends, or with the best students of the class. In these situations, Harmer proposes the following alternatives:

* The teacher should educate students about the advantages of working in groups as a way to meet new people and share new experiences.

* If a student does not want to be part of a certain group, he or she should not be forced, in this case, the teacher should look for other ways to get the student integrated.

* To keep the control of the development of the activity, the teacher can enlist the help of leaders in each group. The leaders can guide their classmates during the development of the activity instead of the teacher.

2.2.14. Group work activities

These are some activities that teachers can develop as pair work or group work:

1. **Role Play**: According to Merriam-Webster dictionary (2018) the role play is “an activity in which people do or say things while pretending to be in a particular situation”. This activity is ideal to motivate students in the practice of speaking. (Ministerio de Educación, 2016)

2. **Discussions**: This activity allows students to express their opinions and their points of view regarding a specific topic, by analyzing the
pros and cons of a topic, the teacher is challenging the students to go further and develop their oral production. Taking into account the level of English of the students, various activities can be planned.

3. **Face to Face:** Through this activity, students will be able to have contact with native speakers, so they will not only practice the language they are learning but also will learn about a different culture.

4. **Presentations:** This activity is very flexible; the students are divided into groups and present a specific topic. They can talk about their favorite artist, or about a social, sporting or political issue. To ensure that all students participate at the end, questions about exposure will be made to those students who had the least participation.

5. **Feedback:** The corrections to the mistakes made by the students at the time of their participations will be made in the end, without specifying the name of the student who made that mistake. The correction of errors will be addressed in a general way. This activity will allow the teacher to detect which topics should be reinforced. (Harmer, 2012, pág. 44);

### 2.3. Pedagogical foundation

As stated by Herrera (2011), learning involves building on existing experiences and knowledge. “Teachers guide learners to come to a fuller understanding of the subject matter by providing them with experiences that allow them to work with concepts and ideas and by directing them to think in new ways”. (Herrera, K, Kavimandan, & Melissa A. Holmes, 2011, pág. 21)

Herrera and Murry (2016) indicate that “the constructivism is a developmental perspective on learning that views the human brain as having certain fundamental structures of understanding that enable it to
draw meaning from experience” (p.198). According to this theory, human beings are born with the ability to develop specific skills, such as the comprehension and the production of language.

The behaviorist theory establishes that learning occurs through the stimuli of the environment and the response of the learner to that stimuli, the constructivism holds that learning occurs through the interaction of the individual with the environment. The context provides information to the individual and this relates this information to his background or previous experiences and this is how a new understanding is created (Herrera & Murry Kevin, Mastering Esl/efl Methods, 2014, pág. 198)

The Interaction is fundamental in the acquisition of a language. According to Vygotsky the interpersonal interaction leads to language and cognitive development; that’s why all learning is constructed. (Herrera & Murry Kevin, Mastering Esl/efl Methods, 2014, pág. 198)

In short, the environmental exposure to a foreign language and the social interaction in that language allow students to develop their innate ability to understand and produce the L2. It is essential that teachers guide the learners in this process and create opportunities for the development of the L2, exposing them to situations where the use of a foreign language is necessary, the teachers should plan activities that motivate learners to participate and encourage them all the time to produce a foreign language, in this case English.

2.4. Contextual framework

The Public Educational Institution “Réplica Aguirre Abad” was founded on May 2nd. 2013, in the city of Guayaquil, in the Tarqui parish, belonging to zone 8, district 6 of education. This institution is located at kilometer 5 1/2 via a Daule, it provides education to students of the hill of Mapasingue and surrounding areas.
The institution welcomes more than 1500 students between men and women. It has modern facilities, two blocks of classrooms, sports courts, library, computer lab, biology lab and natural sciences lab, green areas and spaces for the recreation of the students. The students who attend this school mostly belong to the lower middle class.

The institution works in two schedules, morning and afternoon. In the morning, it attends students from initial education to eighth grade of basic general education (EGB) and in the evening, it attends students from ninth grade of basic education (EGB) to third year of high school (BGU).

The education center proposes the national curriculum. The students take all the subjects proposed by the national curriculum. In English, the students use the textbooks elaborated by the Ministry of Education of Ecuador (MINEDUC), whose contents are according to the standards established by the Common European Framework of References for Languages (CEFR). The students take English as a subject from the first year of basic education (EGB) up to high school (BGU). The students from second grade to seventh grade receive two hours of English per week. The students from eighth grade to second grade of High School receive four hours of English per week. The students of third grade of high school receive three hours of English per week.

In the area of English, the participation of students is encouraged through the development of activities such as artistic presentations, open house and spelling bee.

2.5. Legal framework

In Ecuador, the education is a right of all citizens; education is considered a responsibility of the state and the society. The Constitution of the Republic of Ecuador in its article 26 determines that “the education is a fundamental right of people throughout their lives and an inescapable
duty, inexcusable of the State, which constitutes a priority area of public policy and a State Investment, guarantee of equality and social inclusion and indispensable condition for the good living” (LOEI, 2012)

The right to education was consolidated with the reform of the Ecuadorian Constitution; through this reform an important legal framework was created to guarantee the provision of human talents, economic and material resources, under the govern promise of high quality in educational services to all the population. (NATIONAL PLANNING COUNCIL, 2013)

The Ministry of Education is the body responsible for basic education and high school (bachillerato) in Ecuador. This organism establishes the basic curriculum applied in public and private educational institutions of the country. The Organic Law of Intercultural Education (LOEI) and the Code of Childhood and Adolescence regulate the primary and secondary education in Ecuador.

The public education system in Ecuador is compulsory in primary and secondary level, for students between 5 and 17 years old. In accordance with the MINEDUC Spanish is the official language of education. At present, this regulation covers from 2nd Grade to high school (Ministerio de Educación, 2016)

The teaching of the English language in Ecuador is aligned with the standards established by the Common European Framework of Reference (CEFR), an internationally recognized body in the establishment of methodological guidelines for the development of the curriculum corresponding to each level of learning. The CEFR determines the skills and knowledge that students must develop at each of the established levels to communicate effectively in L2. According to the information provided by the MINEDUC these are the CEFR reference levels in the Ecuadorian Educational System:
Source: MINEDUC

The objective of the curriculum is that the students who graduate from the third year of Bachillerato in Ecuador reach level B that means that they have an effective and independent communication in English. (Ministerio de Educación, 2016)

In conclusion, most of the decisions on the content of the curriculum, the program and the forms of evaluation are dictated by members of the Ministry of Education or district entities taking into account the reality of the Ecuadorian students and their background; within this context, teachers should not forget their mission, which is to educate and provide students with the tools that allow them to be competitive in a second language, achieving a better standard of living for themselves and their families.
CHAPTER III

METHODOLOGY

3.1. Methodological Design

This research based on the development of a booklet which contains group work activities in order to improve the speaking skill through the application of learning strategies and the strengthening of group work. It is aimed at teachers who seek new techniques which allow to create an optimal environment when carrying out oral activities in English, because speaking is one of the language skills which student do not feel comfortable to develop.

Improving speaking skill is important because it helps students to have a better level of interaction. To a certain extent, learning a second language is complex, for that reason, teachers need to have the necessary tools, in this way, when applying new strategies and innovating the way of teaching, they are providing the students with that confidence required when talking.

This chapter addresses different strategies to certify this project. In addition, it explains how strategies can change the classroom atmosphere, it is evident, and they are included in the instruments of data collection, data collection procedures, and methods of data analysis, while explaining the processes involved in the study.

Exploratory and descriptive researches are part of the methodological design proposed for this thesis. This general design will help to give us a better idea of how different oral activates prepared previously will affect the oral production among students, which has not been addressed before in the EFL Ecuadorian context. Moreover,
researchers will be able to describe, analyze and define the features or
c Characteristics of this phenomenon of interest implementing surveys to
students and teachers.

3.2. Types of Investigation

Research can be classified according to the purposes of study. Correspondingly, research is often classified as exploratory, descriptive and explanatory (Saunders, Lewis, & Thornhill, 2009). As previously mentioned, this project is based on exploratory and descriptive types of research. Thus, these two types of research will be correctly tested below.

3.2.1. Exploratory Research

Exploratory research is denominated as a useful research which looks for clarifying problems not determined previously. It is handle to have an improved comprehension of the current problem, but it will not contribute precise overcome. For this kind of research, a researcher begins with a global idea and uses this investigated information as a medium to diagnose troubles that can be the way for research in the future. With the above-mentioned ideas, by conducting the present project, it is attempted to reach a consolidated understanding of the research topic along with the discovering the origin of problem using the appropriate way for the correct interpretation of the data.

This kind of research is conducted in order to figure out the nature of the trouble, exploratory research is not expected to show decisive confirmation, but aids us to get a better perspective of the issue. When conducting exploratory research, the researcher should be eager to change the direction as an outcome of announcement of new input and new viewpoints.
3.2.2. Descriptive research

It is said that a descriptive research is considered as a research method which describes the main features of a group of people or phenomenon that is being investigated. This methodology is based more on the question “what, who, how, when and where” of the research subject in place of the question “why” of the research subject.

Description research is implemented to observe, recognize, examine and describe a research subject or issue without controlling or manipulating the variables in any way.

Furthermore, descriptive research is useful to interpret statistical calculations and also variables and averages are included; consequently, a survey is often needed in writing the characterization of the research and before doing previous experimentation.

3.2.3. Explanatory research

Even if explanatory research will not be required in this project, it will be come up with discussion so that a complete comprehension of research types can be achieved.

Explanatory Research takes an issue which was not well investigated previously, demands preferences, brings about operational explanations and affords a better-researched exemplary. It is currently a type of research design which concentrates on clarifying the conditions of your research in a precise way. The researcher begins with a global concept and uses investigation as a tool which the subject is leaded that would be carried out in the following years. Its most important role is to contribute facts where a small quantity of knowledge exists for a certain profit in mind of that analyst. For opening your analysis, it is important to
create a research scheme or speech scheme because it is necessary to show your research idea while designing a research proposition to your educator or a boss or in a board meeting.

Sometimes explanatory research is known as analytical study, too. Its fundamental objective is to diagnose the causal links between the components or elements that have an adjacent relationship with the research issue. The priority here is on examining a situation or a problem to define the relationship between elements.

3.3. Types of Methods

It is absolutely necessary to define what kind of method should be used. Defining the method which it will be used is significant because it help us to build the road of our research and define where it is expected to arrive.

3.3.1. Deductive method

The deductive method begins using a stockpile of an indubitable domain of insight and tries to summarize all meaningful index terms about it. It can be completed sooner than identifying the main problem.

FIGURE 1 DEDUCTIVE APPROACH (DEDUCTIVE REASONING)

Using the deductive research approach, this hypothesis was developed: helping students improve their Speaking through the
implementation of activities within the specific context, using the appropriate contents for the proper development of their oral production in their second language. Then a visit to the high school should be programmed to gather information through a survey and a diagnostic speaking test. And then the information gathered was evaluated, the evaluation of the data allow us to urge the design and implementation of a booklet addressed to teachers who want to implement exercises or activities with students. Consequently, teachers will have a wide range of exercises which will be used with students during class to achieve the level A1.2 of the Common European Framework of Reference (CEFR).

3.4. Population and Sample

3.4.1. Population

Polit and Hungler (1999) defined a population as the entirety of all subjects that match a set of criteria (p.43). The studied population is composed of eighth grade students from basic education at “Replica Aguirre Abad” high school which are divided in four classes of forty each.

3.4.2. Sample

A sample is a modest, controllable part of a group. It is a smaller group which is comprised the principal features of a whole population. It is used in statistical testing when volume populations are extremely large when they are being tested, so in that case, some members are included in the observations. On the other hand, a sample shows the whole population and not present any kind of bias toward a definitive aspect.

The main purpose is to obtain a significant sample which provides a small idea of a part of whole. In this survey, a subset of 40 students was
selected out of the population of students who were interrogated in the “Replica Aguirre Abad” High School.

3.5. Operationalization of Variables

CHART # 1 Operationalization of Variables

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
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<tbody>
<tr>
<td>Speaking skill</td>
<td>Vocabulary</td>
<td>Word choice</td>
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<td></td>
<td>Second language</td>
<td>Fluency</td>
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<td></td>
<td>Speaking sequences</td>
<td>Groups of work</td>
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<td>Pronunciation</td>
<td>Stress and intonation</td>
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<td></td>
<td>Language register</td>
<td>Informal and formal language</td>
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<td>Learning Strategies</td>
<td>Language learning</td>
<td>Learning style</td>
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<td></td>
<td>Cognitive learning</td>
<td>Mental or physical manipulation of information.</td>
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<td></td>
<td>Metacognitive learning</td>
<td>Awareness, cognitive abilities and the ability to discern the difficult of a task.</td>
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<td></td>
<td>Group work</td>
<td>Cooperative activity</td>
</tr>
</tbody>
</table>
3.6. Primary Information

3.6.1. Surveys

It is a research method which can be used for gathering information between a group of individuals to obtain data and insights on diverse areas of interest. Surveys have a diversity of objectives and can be accomplished in many ways. It depends on the methodology chosen previously and the purposes to be reached.

The data is usually gained through the use of standardized process whose purpose is to facilitate users to respond correctly and accurately according to the level which students are being questioned. It is used to ask people for information through questions, it is distributed on paper, and when the development of technology it is more common to distribute them using digital media.

3.6.2. Survey to the Students

The survey was taken at Replica Aguirre Abad to the students of eighth year of General Basic Education in order to know the level about the speaking skill with group work.

The total number of students who fill out the surveys was forty. All the participants were English students from 8th grade. This research procedure came about on June 10th in the morning.

The answers, given by the students, were analyzed using Excel program. Charts of frequency, graphics and short explanatory paragraphs are analyzed and presented properly.
3.6.3. Interview to the teacher

Interview with the teacher was conducted to know details about the teaching - learning process in classrooms in order identify the weaknesses in the students.

3.7. Secondary Information

Secondary research is a process of reviewing the scientific literature based on fundamentally methodological and experimental criteria which selects quantitative but also qualitative studies to respond to a problem by way of synthesis, previously addressed by primary research. For the proper development of this research, reference has been made to websites, books, scientific articles, journals and previously published theses.
3.8. Analysis and Interpretation of the Results

**Question 1:** English language is an important tool to succeed in the professional life:

**Title:** Chart 1. English language is an important tool to succeed in the professional life

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>B. Disagree</td>
<td>0</td>
<td>0%</td>
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<tr>
<td>C. Neither agree nor disagree</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>15</td>
<td>37.5%</td>
</tr>
<tr>
<td>E. Strongly agree</td>
<td>20</td>
<td>30%</td>
</tr>
</tbody>
</table>

**Source:** 8th graders from Replica Aguirre Abad High School.  
**Authors:** Freddy Chávez and Jessica Guijarro.

**Graphic 1.** English language is an important tool to succeed in the professional life

**Source:** 8th graders from Replica Aguirre Abad High School.  
**Authors:** Freddy Chávez and Jessica Guijarro.

**Analysis:** As the graph shows, 12.5% of the students are neither agree nor disagree that English language is an important tool to succeed in the professional life, while the 37.5% are agree, and another 30% are strongly agree.
**Question 2:** Oral communication is improved during the learning process.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
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</thead>
<tbody>
<tr>
<td>A. Strongly disagree</td>
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</tr>
<tr>
<td>B. Disagree</td>
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<td>0%</td>
</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>E. Strongly agree</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** 8th graders from Replica Aguirre Abad High School.  
**Authors:** Freddy Chávez and Jessica Guijarro.

**Graphic 2. Oral communication is improved during the learning process**

![Graphic n°2](image)

Source: 8th graders from Replica Aguirre Abad High School.  
Authors: Freddy Chávez and Jessica Guijarro.

**Analysis:** According to the graph, 10% of the students are neither agree nor disagree that Oral communication is improved during the learning process, while the 40% are agree, and another 50% are strongly agree.
Question 3: The acquisition of a foreign language is a process that requires constant oral practice.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
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<td>0%</td>
</tr>
<tr>
<td>B. Disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>17</td>
<td>42.5%</td>
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<tr>
<td>E. Strongly agree</td>
<td>15</td>
<td>37.5%</td>
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<tr>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: 8th graders from Replica Aguirre Abad High School.

Authors: Freddy Chávez and Jessica Guijarro

Graphic 3. The acquisition of a foreign language is a process that requires constant oral practice.

Source: 8th graders from Replica Aguirre Abad High School.
Authors: Freddy Chávez and Jessica Guijarro.

Analysis: As the graph shows, 5% of the students are disagree that the acquisition of a foreign language is a process that requires constant oral practice, 15% of the students are neither agree nor disagree about it, while the 42.5% are agree, and another 37.5% are strongly agree.
Question 4: The motivation in the learning process encourages you to speak in English.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
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<td>A. Strongly disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>B. Disagree</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>13</td>
<td>32.5%</td>
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<tr>
<td>E. Strongly agree</td>
<td>25</td>
<td>62.5%</td>
</tr>
</tbody>
</table>

Source: 8th graders from Replica Aguirre Abad High School.

Authors: Freddy Chávez and Jessica Guijarro.

Graphic 4. The motivation in the learning process encourages you to speak in English

Source: 8th graders from Replica Aguirre Abad High School.
Authors: Freddy Chávez and Jessica Guijarro.

Analysis: The information collected demonstrates that 5% of the students are neither agree nor disagree and the motivation in the learning process encourages you to speak in English, while the 32.5% are agree about it, and another 62.5% are strongly disagree.
Question 5: The lack of confidence in English language learning limits you in the communicative process.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<td>B. Disagree</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>E. Strongly agree</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: 8th graders from Replica Aguirre Abad High School.

Authors: Freddy Chávez and Jessica Guijarro.

Graphic 5. The lack of confidence in English language learning limits you in the communicative process.

Source: 8th graders from Replica Aguirre Abad High School.
Authors: Freddy Chávez and Jessica Guijarro.

Analysis: The graph represents the 12.5% of the students are strongly disagree that the lack of confidence in English language learning limits you in the communicative process, 25% of the students are disagree, 7.5% of the students are neither agree nor disagree about it, while the 40% are agree, and another 15% are strongly agree.
**Question 6:** Work in a team environment let you feel comfortable.

**Chart # 7**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
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<td>B. Disagree</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>9</td>
<td>22.5%</td>
</tr>
<tr>
<td>E. Strongly agree</td>
<td>14</td>
<td>35%</td>
</tr>
</tbody>
</table>

**Source:** 8th graders from Replica Aguirre Abad High School.

**Authors:** Freddy Chávez and Jessica Guijarro

**Graphic 6. Work in a team environment let you feel comfortable**

**Source:** 8th graders from Replica Aguirre Abad High School.

**Authors:** Freddy Chávez and Jessica Guijarro.

**Analysis:** As it is presented in the graph, 15 % of the students are strongly disagree that work in a team environment let you feel comfortable, 2,5 % of the students are disagree, 25 % of the students are neither agree nor disagree about it , while the 22.5 % are agree, and another 35 % are strongly agree.
**Question 7:** Cooperative environment helps you learn new communicative skills that you could use in the future.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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</thead>
<tbody>
<tr>
<td>A. Strongly disagree</td>
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<td>5%</td>
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<tr>
<td>B. Disagree</td>
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</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>5</td>
<td>12.5%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>9</td>
<td>37.5%</td>
</tr>
<tr>
<td>E. Strongly agree</td>
<td>20</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Source:** 8th graders from Replica Aguirre Abad High School.

**Authors:** Freddy Chávez and Jessica Guijarro.

**Graphic 7. Work in group provides you opportunities for English speaking practice**

**Analysis:** As the graph shows, 5% of the students are Strongly disagree that cooperative environment helps you learn new communicative skills that you could use in the future, 10% of the students are disagree, 12.5% of the students are neither agree nor disagree about it, while the 22.5% are agree, and another 50% are strongly agree.
Question 8: Working in groups allows you to share your thoughts and opinions with others.

**CHART # 9**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Strongly disagree</td>
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<td>10%</td>
</tr>
<tr>
<td>B. Disagree</td>
<td>2</td>
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</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>E. Strongly agree</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** 8th graders from Replica Aguirre Abad High School.

**Authors:** Freddy Chávez and Jessica Guijarro.

Graphic 8. Work in group provides you opportunities for English speaking practice

**Analysis:** As the graph shows, 10 % of the students are Strongly disagree that working in groups allows you to share your thoughts and opinions with others, 5 % of the students are disagree, 5 % of the students are neither agree nor disagree about it, while the 30 % are agree, and another 50 % are strongly agree.
**Question 9:** Work in group provides you opportunities for English speaking practice.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>A. Strongly disagree</td>
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<td>2.5%</td>
</tr>
<tr>
<td>B. Disagree</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>3</td>
<td>7.5%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td>E. Strongly agree</td>
<td>19</td>
<td>47.5%</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** 8th graders from Replica Aguirre Abad High School.  
**Authors:** Freddy Chávez and Jessica Guijarro.

**Graphic 9. Work in group provides you opportunities for English speaking practice**

**Analysis:** As the graph shows, 2.5% of the students are Strongly disagree that work in group provides you opportunities for English speaking practice, 2.5% of the students are disagree, 7.5% of the students are neither agree nor disagree about it, while the 40% are agree, and another 47.5% are strongly agree.
**Question 10**: A booklet with group work activities would help to increase the speaking skills.

**CHART # 11**

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Strongly disagree</td>
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<td>2,5%</td>
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<tr>
<td>B. Disagree</td>
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</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>20</td>
<td>50%</td>
</tr>
<tr>
<td>E. Strongly agree</td>
<td>16</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source**: 8th graders from Replica Aguirre Abad High School.

**Authors**: Freddy Chávez and Jessica Guijarro.

**Graphic 10. A booklet with group work activities would help to increase the speaking skills.**

**Analysis**: The chat provides information below 2,5 % of the students are strongly disagree that a booklet with group work activities would help to increase the speaking skills, 2,5 % of the students are disagree 5 % of the students are neither agree nor disagree about it, while the 50 % are agree, and another 40 % are strongly agree.
Question 11: An adequate guidance helps to increase your confidence to speak in English.

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
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<td>A. Strongly disagree</td>
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<td>2.5%</td>
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<tr>
<td>B. Disagree</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>10</td>
<td>25%</td>
</tr>
<tr>
<td>E. Strongly agree</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: 8th graders from Replica Aguirre Abad High School.
Authors: Freddy Chávez and Jessica Guijarro.

Graphic 11: An adequate guidance helps to increase your confidence to speak in English.

Analysis: As it is shown in the graph, 2.5% of the students are strongly disagree that learning strategies are useful to become more fluent in English, 2.5% of the students are disagree 5% of the students are neither agree nor disagree about it, while the 25% are agree, and another 65% are strongly agree.
Question 12: Innovative learning strategies motivate to speak and communicate in English.

CHART # 13

<table>
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<tr>
<th>ALTERNATIVES</th>
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<th>PERCENTAGE</th>
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<tbody>
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<td>0%</td>
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<td>B. Disagree</td>
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<tr>
<td>C. Neither agree nor disagree</td>
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<td>7,5%</td>
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<tr>
<td>D. Agree</td>
<td>8</td>
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</tr>
<tr>
<td>E. Strongly agree</td>
<td>26</td>
<td>65%</td>
</tr>
</tbody>
</table>

40 100%

Source: 8th graders from Replica Aguirre Abad High School.
Authors: Freddy Chávez and Jessica Guijarro.

Graphic 12. Innovative learning strategies motivate to speak and communicate in English.

Analysis: In the graph, 7,5 % of the students are disagree that innovative learning strategies motivate to speak and communicate in English, 7,5 % of the students are neither agree nor disagree about it, while the 20 % are agree, and another 65 % are strongly agree.
**Question 13** Learning strategies allow students to be more independent.

**CHART # 14**

<table>
<thead>
<tr>
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<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tr>
<td>B. Disagree</td>
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<td>5%</td>
</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>12</td>
<td>30%</td>
</tr>
<tr>
<td>E. Strongly agree</td>
<td>21</td>
<td>52.5%</td>
</tr>
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<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** 8th graders from Replica Aguirre Abad High School.
**Authors:** Freddy Chávez and Jessica Guijarro.

**Graphic 13. Learning strategies allow students to be more independent.**

**Source:** 8th graders from Replica Aguirre Abad High School.
**Authors:** Freddy Chávez and Jessica Guijarro.

**Analysis:** As it is shown in the graph, 7.5% of the students are Strongly disagree that Learning strategies allow students to be more independent, 5% of the students are disagree 5% of the students are neither agree nor disagree about it, while the 30% are agree, and another 52.5% are strongly agree.
**Question 14:** A suitable learning environment promotes the development of the communicative competence.

**Chart #15**

<table>
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<th>Alternatives</th>
<th>Frequency</th>
<th>Percentage</th>
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<tbody>
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<td>2.5%</td>
</tr>
<tr>
<td>B. Disagree</td>
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<td>10%</td>
</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>1</td>
<td>2.5%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>19</td>
<td>47.5%</td>
</tr>
<tr>
<td>E. Strongly agree</td>
<td>15</td>
<td>37.5%</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** 8th graders from Replica Aguirre Abad High School.

**Authors:** Freddy Chávez and Jessica Guijarro.

**Graphic N°14:** A suitable learning environment promotes the development of the communicative competence.

**Analysis:** As the graph shows, 2.5% of the students are strongly disagree that suitable learning environment promotes the development of the communicative competences, 10% of the students are disagree 2.5% of the students are neither agree nor disagree about it, while the 47.5% are agree, and another 37.5% are strongly agree.
**Question 15:** Learning strategies are useful to become more fluent in English.

### CHART # 16

<table>
<thead>
<tr>
<th>ALTERNATIVES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
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<tbody>
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<td>2,5%</td>
</tr>
<tr>
<td>B. Disagree</td>
<td>1</td>
<td>2,5%</td>
</tr>
<tr>
<td>C. Neither agree nor disagree</td>
<td>2</td>
<td>5%</td>
</tr>
<tr>
<td>D. Agree</td>
<td>10</td>
<td>25%</td>
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<tr>
<td>E. Strongly agree</td>
<td>26</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>40</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Source:** 8th graders from Replica Aguirre Abad High School.

**Authors:** Freddy Chávez and Jessica Guijarro.

**Graphic # 15.** Learning strategies are useful to become more fluent in English.

**Analysis:** As the graph shows, 2,5 % of the students are Strongly disagree that Learning strategies are useful to become more fluent in English, 2,5 % of the students are disagree 5 % of the students are neither agree nor disagree about it, while the 25 % are agree, and another 65 % are strongly agree.
3.9. Conclusions and Recommendations

3.9.1. Conclusions

Most students think that learning using strategies is the correct way to enhance the oral production. Being aware of this situation, some of them believe that English language is an excellent tool to succeed in the professional life, despite of the difficulty of the oral practice development, students acquire fluidity in the practice process.

Teachers show themselves as motivators in order to encourage students to speak in English. However, the lack of confidence in English language learning limits sometimes students in the communicative process. As mentioned above, there are strategies that should be applied to improve oral production, working in group is a good one, because it allows students to practice continuously.

3.9.2. Recommendations

English teachers should always use a wide variety of strategies that permit students with different learning styles to be engaged in the language. Using the same materials or supplies most of the time could be not so interesting according to some students, when its lay out is not attractive; furthermore, when learning a foreign language its auditory exposure is very important to be enable students to practice the oral production in order to get fluidity.

Additionally, these activities should include innovated strategies which facilitate the correct development of the speaking. This is very important to keep in mind, manage a language in all the skills is essential to be able to communicate effectively.

It is imperative to include students in their learning process and make them aware of their role, giving them the opportunities to talk, express and share their own ideas. Only with that, they will be more reliable on their skills.
CHAPTER IV

THE PROPOSAL

4.1. Justification

A proposal that will help students to improve and develop the speaking skill has been presented. Furthermore, this proposal will be used as a tool to promote the work in group as a useful way of learning.

In addition, this proposal has been designed to encourage both the teacher and the students of eight grade class “A” of the public educational institution “Réplica Aguirre Abad”, school year 2018-2019 to consider the application of several learning strategies that will allow to achieve an entertaining learning and to overcome the fear that students can experience when expressing their ideas or opinions in a second language (L2). These strategies are aimed at developing speaking skills, which will allow teachers to motivate students during the learning process with the purpose of improving their oral production.

Having said that, this proposal is expected to students feel confident at the moment of speaking in English, as well as making them aware of the importance of working in groups to achieve common goals, which is why this proposal is considered very important because it could solve the problem presented in the teaching and learning process of English at the educational institution.

In conclusion, this proposal was designed to encourage the teachers to apply innovative learning strategies in order to improve the speaking skill of the students, motivating them to develop their oral
production through the practice of group work activities specially planned to promote the practice of the English language.

Its main purpose is to achieve positive results in students, giving to the teacher a valuable tool that could be applied in each development class, applying several strategies that will allow students to communicate effectively, raising their confidence by speaking in a second language.

4.2. OBJECTIVES

4.2.1. General objective

To complement the teaching of English language with learning strategies selected to improve the practice of speaking of the students of eighth grade class “A” of the public educational institution “Réplica Aguirre Abad”, school year 2018-2019 through the development of group activities.

4.2.2. Specific objectives:

- To provide teachers with a booklet with group work activities aimed at motivating students in the practice of speaking.
- To arouse students' interest in learning a second language through group activities to reinforce the practice of the English language and cooperative work.
- To improve the performance of students when speaking English through the application of several learning strategies to increase their confidence in a second language.
- To guide teachers on the correct use of learning strategies by presenting several group work activities to reinforce the previous learning of the students.
- To encourage students through the continuous practice of the English language to overcome their limitations in the production of a second language.
4.3. Description

The proposal is a viable alternative to solve the current problem; this project proposes the application of a booklet with practical group activities to improve the oral production of students in English, it also seeks to promote unity and harmonious coexistence between teachers and students.

This booklet contains important information on learning strategies aimed at awakening students’ interest in learning the English language and working in groups as a means to achieve common goals. The activities included in this booklet have been carefully chosen to provide teachers and students with a practical guide that will make classes more dynamic and entertaining.

For the preparation of this guide, the information contained in the National Curriculum Guidelines as a Foreign Language has been taken into account, in order to establish what are the desirable and compulsory knowledge that eighth graders must have in the English language and what is the level that they must reach according to the Common European Framework of Reference for Languages (CEFRL).

The booklet contains various elements designed to improve the oral production of students, applying learning strategies that will let the teachers get better results, the students could also use it autonomously. It is recommended to consider the following:

- The format of the booklet is practical and simple; it is organized for weekly practice; however, the teachers can adjust their content according to the workload or the needs of the group.
- The booklet explains the objectives for each activity and the estimated time for its development.
In summary, the motivation in the teaching-learning process is essential, the progress of the students in education will depend on the teachers’ effort. The use of a booklet with group work activities to improve the speaking skill it is a valuable resource that will allow teachers to make their classes more enjoyable and to realize the progress of their students every day. This proposal will contribute to improve the level of English of the students, and to complement the contents included in the curriculum of the Ministry of Education.

4.4. Conclusions and recommendations

At the end of the analysis and interpretation of the strategies applied by the English teacher and the students of eighth grade class “A” of the public educational institution “Réplica Aguirre Abad”, the conclusions and recommendations are:

4.4.1. Conclusions:

- The strategies applied until now do not motivate students to use the English language.
- The problem detected has allowed us to establish the dimensions of this research and define the strategies that will be used based on scientific theories.
- In order to apply the appropriate learning strategies, it is important to take into account the previous learning of the students.
- To improve the practice of group work, the proposed activities should encourage collective cooperation.
- The proposal, if applied properly, it will allow to overcome the detected problem and it will allow students to feel confident working in group and expressing their ideas in a second language.
4.4.2. Recommendations:

- It is important to plan the classes day by day and apply learning strategies that encourage students to develop their oral production in a second language.

- Motivation is the key to awakening in students the desire to learn, if the teacher is not motivated it will be difficult for students to be motivated.

- It is important that the teacher knows the background of the students, if he knows the tastes and preferences of the students; he can modify the curriculum with activities that arouse their interest.

- The application of new resources, such as the use of a booklet with group activities to strengthen the practice of speaking is a very useful tool that will allow the teacher to strengthen the domain of a second language promoting teamwork.
PROPOSAL
With group work activities for students of eighth year of general basic Education to improve the speaking skill

Elaborated by: Freddy Chávez Zamora & Jessica Guijarro Barros
In this world of increasing globalization, English language is becoming vital. The goal of “Let’s Speak English” didactic booklet is not only to contribute to have a new resource to support English teachers and students, but also, to encourage students to be successful and independent when speaking in English.

The learning of a second language requires a big effort; we suggest teachers always motivate students, detect their shortcomings and correct them subtly, speak English in the classroom as much as possible in order to encourage students to produce the language, motivate students to work in groups as an effective way to reach common goals and to prepare them for the professional world. Following these recommendations, students will feel confident to communicate their wants and needs in English.

This booklet contains 12 activities specially designed to promote group work and oral practice of the English language. Every activity has specific objectives for students to meet, the materials that could be used, the estimated time for its development and a clear explanation of its procedure. We hope that both students and teachers enjoy the use of this booklet and become a practical tool during English classes
<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>PAGE</th>
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<tbody>
<tr>
<td>INTRODUCTION</td>
<td>2</td>
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<tr>
<td>CONTENTS</td>
<td>3</td>
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<tr>
<td>ACTIVITY 1</td>
<td>4</td>
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<tr>
<td>Who am I? / What Am I?</td>
<td>5</td>
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<tr>
<td>ACTIVITY 2</td>
<td>6</td>
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<tr>
<td>Oral Storytelling</td>
<td>7</td>
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<td>ACTIVITY 3</td>
<td>8</td>
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<td>Identity Cards</td>
<td>9</td>
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<td>ACTIVITY 4</td>
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<td>Choosing Pictures</td>
<td>11</td>
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<td>ACTIVITY 5</td>
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<td>Photo Scavenger Hunt</td>
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<td>ACTIVITY 6</td>
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<tr>
<td>Back to Back</td>
<td>15</td>
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<td>ACTIVITY 7</td>
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<td>Complaints</td>
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<td>ACTIVITY 8</td>
<td>17</td>
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<tr>
<td>It’s time to eat</td>
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<td>ACTIVITY 9</td>
<td>18</td>
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<td>The Portrait</td>
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<td>ACTIVITY 10</td>
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<td>Famous People</td>
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<td>ACTIVITY 11</td>
<td>20</td>
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<tr>
<td>Desert Island</td>
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<tr>
<td>ACTIVITY 12</td>
<td>21</td>
</tr>
<tr>
<td>Daily Life</td>
<td></td>
</tr>
</tbody>
</table>
Objective of the activity:

- To review the vocabulary learned.
- To develop the oral communication and writing.

Estimated time for the activity: 45’

What you will need:

Sticky notes and a marker.

Preparation:

- Join in groups of four or five.
- Ask students to write one word on a sticky note about a specific topic of the unit. To make it harder the teacher can include some words that belong to the previous units.
- Before beginning the activity, the teacher could brainstorm the types of questions that will help students to figure out their cards.

Development:

Ask one student of the group to pick a card without looking at what it says. Then he or she has to stick it to his or her forehead; then the student has to ask their classmates questions in order to figure out what the card says.

Through this activity students will be able to practice vocabulary, speaking, listening and writing skills.

Pictures: www.wikihow.com
Activity 2

ORAL STORYTELLING

Objective of the activity:

- To encourage students to be creative.
- To develop oral communication skills.

Estimated time for the activity: 45’

What you will need:

- A picture of any situation.

Preparation:

- Join in groups of four or five.
- Ask them to look at the picture in order to figure it out what is happening there.

Development:

Ask a student to begin telling a story about the picture by speaking one sentence aloud. The student on his or her left should add to the story by speaking a second sentence aloud. The student to his or her left should speak the next sentence aloud, and so on. Keep the story going around the circle one sentence at a time until it comes to a logical conclusion.

Remind students that each sentence should build on the one before it. The goal of this lesson is to create a logical story. This group activity helps students develop listening comprehension and speaking skills.

Picture: https://sp.depositphotos.com
Objective of the activity:
- To develop writing and speaking skills.

Estimated time for the activity: 45'

What you will need:
- Blank identity cards.

Preparation:
- Join in pairs.
- Give each student a blank identity card.

Development:
The two students in each pair now interview each other in order to fill in the blanks on the identity card. Each student introduces his partner to the class using the identity card as a memory aid.

Example of an identity card:

<table>
<thead>
<tr>
<th>name:</th>
<th>three things I like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>family:</td>
<td></td>
</tr>
<tr>
<td>Favorite sports:</td>
<td>three things I don’t like:</td>
</tr>
<tr>
<td>Favorite color:</td>
<td></td>
</tr>
</tbody>
</table>
Objective of the activity:
- To encourage students to express their likes and dislikes.

Estimated time for the activity: 30’

What you will need:
- Pictures of different topics (objects, fruits, famous people, athletes)

Preparation:
- Join in groups.
- Give each group several pictures.

Development:
All the pictures are put on a table, each student chooses one, the student shows the picture to the group and explains if he likes or dislikes it and why.
Activity 5
Photo Scavenger

Objective of the activity:
- To strengthen peer cooperation.
- To motivate students in the proper use of technology.

Estimated time for the activity: 45’

What you will need:
- A camera or a smartphone.
- A checklist of several items.
- A projector or a laptop.

Preparation:
- Join in groups of four.
- Give students the guidelines for the development of the activity.

Development:
In this activity, students have to take photographs of various objects or situations. In order to play, each group needs to use a camera or a smartphone and a checklist of the items they need to photograph. This activity can be organized as a competition between groups where each item is worth a certain amount of points, with bonus points given for creativity and originality. It is important to make the checklist as fun as possible and include both easy and challenging tasks.
When time is up, allow each group to present their photos along with their checklist sheet, they have to describe the pictures and talk about their experiences while they were looking for the pictures from the list. Each group earns one point for each challenge successfully photographed and if the teacher wishes, extra bonus points for creativity or effort.
Activity 6
Back to Back

Objective of the activity:
• To encourage students in speaking practice.
• To exercise the memory.

Estimated time for the activity: 30’

What you will need:
• A cassette recorder with music tape or radio.
• Ask students to wear different clothes over the uniform.

Preparation:
• The room should be cleared of tables and chairs.

Development:
In this activity, while the music is playing everybody walks around the room observing other people’s clothes or hairstyle, etc. As soon as the music stops, each student pairs up with the person standing nearest and they stand back to back. Taking turns each of them makes statements about the other’s appearance e.g. Student A: “You are wearing a yellow T-shirt” Student B: “Yes, I am”. After a few minutes the music starts again and all classmates separate. When the music stops a second time, the procedure described in Step 1 is repeated with a different classmate.

Pictures: https://www.gettyimages.fi
Activity 7

Complaints

Objective of the activity:
- To interact appropriately in a variety of situations expressing disagreements.

Estimated time for the activity: 30’

What you will need:
- Small cards that contain certain situations.

Preparation:
- Join in pairs.

Development:
Students work in pairs and role-play the given situations. This activity will help the students develop and improve their speaking skills in an interesting way. Students can choose one of the following situations to practice making complaints:

1. You bought a new car but you have had several problems with it, tell the dealer that you want your money back.

2. Your neighbor has a noisy dog, it barks day and night. Complain about this.
3. Your neighbors are having a very big party. It is 2 a.m., and you have to go to school next morning. Complain about this.

4. You are at a movie theatre and the person in front of you is wearing a very large hat. Ask the person to take it off.

5. Your neighbors are always leaving a lot of garbage in the street near your house. Complain about this.

Students will have 15 minutes to prepare their complains, after that they have to do the presentation in front of the class.

Pictures: www.google.com
Objective of the activity:

- To interact appropriately expressing their preferences about food.

Estimated time for the activity: 30'

What you will need:

- Costumes
- Props of a restaurant

Preparation:

- Join in groups.

Development:

For the development of this activity the scenery is a cafeteria or a restaurant. The students should take turns being the server or the guests. In this role play, students test their knowledge of food vocabulary and common questions/phrases used at restaurants. For beginners, stick with simple questions like “How can I help you?” and “What would you like to drink?” Vocabulary should also be simple, such as “soup” and “ice cream.” Add an extra element of practice and creativity by letting students design menus before performing the activity. They have 30 minutes to develop this activity.
Pictures: [juegotematicoderoles.blogspot.com](http://juegotematicoderoles.blogspot.com)
Activity 9
The Portrait

Objective of the activity:
- To encourage students in speaking practice.

Estimated time for the activity: 45’

What you will need:
- Pictures of various situations.

Preparation:
- Join in groups.

Development:
To develop this activity the teacher give each group a different picture, students have to create a story about the picture and finally present the story in front of the class. Students will have 30 minutes to create an original story, during this time they have to discuss about what is the situation that is developed into the picture. At the end of the presentation, other students could give their opinion about the picture.
Examples of pictures that the teacher can use to hook students in this activity.

Pictures: www.google.com
Activity 10
Famous People

Objective of the activity:
- To develop creative thinking.

Estimated time for the activity: 30’

What you will need:
- Pictures of famous people.

Preparation:
- Join in groups.

Development:
The teacher shows the pictures of four famous people (living or dead). The students join in groups and discuss about the perfect gift for each person; students could also guess what is their favorite food or their favorite hobbies, taking into account their looks and personalities. Students will have 15 minutes to prepare their comments.

Picture: [http://top10extremo.com](http://top10extremo.com)
Objective of the activity:
- To motivate students to practice English and use their imagination.

Estimated time for the activity: 25’

What you will need:
- A list of useful things to survive on an island.

Preparation:
- Join in groups.

Development:

Step 1: The teacher tells the class about the situation and sets the task:

“You are stranded on a desert island in the Pacific. All you have is the swim-suit and sandals you are wearing. There is food and water on the island but nothing else. Here is a list of thing you may find useful. Choose the five most useful items and rank them in order of usefulness.

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>A box of matches</td>
</tr>
<tr>
<td>2.</td>
<td>A bottle of soda</td>
</tr>
<tr>
<td>3.</td>
<td>An Atlas</td>
</tr>
<tr>
<td>4.</td>
<td>A transistor radio with batteries.</td>
</tr>
<tr>
<td>5.</td>
<td>A nylon tent</td>
</tr>
<tr>
<td>6.</td>
<td>A camera</td>
</tr>
<tr>
<td>7.</td>
<td>A knife and fork</td>
</tr>
<tr>
<td>8.</td>
<td>20 meters of nylon rope</td>
</tr>
<tr>
<td>9.</td>
<td>A pencil and a paper</td>
</tr>
<tr>
<td>10.</td>
<td>A blanket</td>
</tr>
</tbody>
</table>
Step 2: Students present their solutions and defend their choices against the others’ arguments.

Remarks: There is, of course, no correct solution to the task in this exercise. It should be seen as a lighthearted activity, which will help provide an element of imagination and fun in the foreign language class.

Picture: https://sp.depositphotos.com
Activity 12

Daily Life

Objective of the activity:

- Motivate students to use the vocabulary they have learned and in order to practice speaking.

Estimated time for the activity: 20’

What you will need:

- Pieces of paper, some objects as props.

Preparation:

- Join in groups.

Development:

Step 1: Each group of students receives a different dialogue and has ten minutes in which to organize the miming. The students decide who takes each role, and what props they need.

Step 2: Each group performs their mime in turn. After each performance, the students in the audience suggest what the mime was about.

Pictures: www.google.com
References

Language policy unit, Strasbourg www.coe.int/lang-cefr.


BIBLIOGRAPHY


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Lopera, S. (2014). Motivation conditions in a foreign language reading comprehension course offering both a web-based modality and a face-to-face modality. PROFILE, 16(1), 89-104.


ANNEXES I
DOCUMENTS
MSc.
Xavier Torres Freres
PROFESOR DE LA CARRERA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
Ciudad.

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-Asesor
de Proyectos Educativos.

En esta designación constan los nombres de los estudiantes de la Carrera de Lenguas y
Lingüística: CHÁVEZ ZAMORA FREDDY MANUEL Y GUIJARRO BARROS
JESSICA LEONOR

TOPIC: IMPROVING THE SPEAKING SKILL THROUGH THE APPLICATION OF
LEARNING STRATEGIES AND THE STRENGTHENING OF GROUP WORK.

PROPOSAL: DESIGN OF A BOOKLET WITH GROUP WORK ACTIVITIES TO
IMPROVE THE SPEAKING SKILL.

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,

Ing. Carlos Valle Navarro, MSc.
DIRECTOR (c) CIFI
CARRERA LENGUAS Y LINGÜÍSTICA

<table>
<thead>
<tr>
<th>FUNCIONARIO RESPONSABLE</th>
<th>CARGO</th>
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<tr>
<td></td>
<td>Ing. Alejandro Delgado López</td>
<td>SECRETARIA I</td>
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<td>Ing. Carlos Valle Navarro, MSc.</td>
<td>DIRECTOR</td>
</tr>
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</table>

UNIVERSIDAD DE GUAYAQUIL
○ Edif. Universitaria “Salvador Allende” Av. Delta s/n y Av. Kennedy
○ www.ug.edu.ec
MSc. Nelson Loor
RECTOR DE LA UNIDAD EDUCATIVA FICAL
"REPlica AGuirre ABAD"
Ciudad.

De mis consideraciones:

Me dirijo a Ud. Con el fin de solicitarle, se sirva otorgar las facilidades del caso, para que los estudiantes CHÁVEZ ZAMORA FREDDY MANUEL Y GUILLARRO BARROS JESSICA LEONOR, de la Carrera de Lenguas y Lingüística puedan aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciados en Ciencias de la Educación, mención Lenguas Inglesa y Lingüística.

TOPIC: IMPROVING THE SPEAKING SKILL THROUGH THE APPLICATION OF LEARNING STRATEGIES AND THE STRENGTHENING OF GROUP WORK.

PROPOSAL: DESIGN OF A BOOKLET WITH GROUP WORK ACTIVITIES TO IMPROVE THE SPEAKING SKILL.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que usted acertadamente dirige; aspiro que esta petición tenga la acogida favorable de su parte.

Le antico mis reconocimientos.

Atentamente,

MSc. Sara Aranguren Páez
DIRECTOR (e) CIFI CARRERA DE Lenguas Y Lingüística
MSc. Sara Anaguano Pérez
Directora de la Carrera de Lenguas y Lingüística
De la Universidad de Guayaquil
Ciudad.-

De mis consideraciones:

Reciba un atento saludo, en relación al oficio No. UG-LENGUAS 2019-642 suscrito por usted tengo a bien informarle que la Unidad Educativa Fiscal Réplica Aguirre Abad acepta con mucho agrado el desarrollo del proyecto de Titulación Educativo por los egresados CHÁVEZ ZAMORA FREDDY MANUEL Y GUIJARRO BARROS JESSICA LEONOR, requisito previo a la obtención del título de Licenciado en Lenguas y Lingüística aplicado a los estudiantes del Octavo año de EGB paralelo “A”.


Propuesta: Design of a Booklet With Group Work Activities to Improve the Speaking Skill.

Particular que comunico para los fines legales pertinentes.

Atentamente,

MSc. Nelson Loor Vera
RECTOR

<table>
<thead>
<tr>
<th>Elaborado por:</th>
<th>Prof. Marjorie Jones Camino</th>
</tr>
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<tbody>
<tr>
<td>Revisado y aprobado por:</td>
<td>MSc. Nelson Loor Vera</td>
</tr>
</tbody>
</table>
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSc Xavier Torres Freres, tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por CHAVEZ ZAMORA FREDDY MANUEL con C.I. 0925688111 y GUIJARRO BARROS JESSICA LEONOR con C.I. 0916505720, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN mención: LENGUA Y LINGÜÍSTICA INGLESA.

Se informa que el trabajo de titulación: Improving the speaking skill through the application of learning strategies and the strengthening of group work. Proposal: Design of a booklet with group work activities to improve the speaking skill ha sido orientado durante todo el período de ejecución en el programa antiplagio URKUND, quedando el 1% de coincidencia.

MSc Xavier Torres Freres
DOCENTE TUTOR
C.I. 0911074573
1. **Approval format of the proposal for the research project.**

<table>
<thead>
<tr>
<th>Nombre de la propuesta de trabajo de la titulación</th>
<th>Improving the speaking skill through the application of learning strategies and the strengthening of group work. Proposal: Design of a booklet with group work activities to improve the speaking skill.</th>
</tr>
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</table>
| Nombre del estudiante (s)                        | Jessica Leonor Guijarro Barros  
Freddy Manuel Chávez Zamora |
| Facultad                                         | Filosofía, Letras y Ciencias de la Educación  
Carrera                                             | Lenguas y Lingüística |
| Línea de Investigación                           | Estrategias educativas integradoras e inclusivas.  
Sub-línea de investigación |
| Fecha de presentación de la propuesta del trabajo de titulación | Lunes 20 de mayo de 2019  
Fecha de evaluación de la propuesta del trabajo de titulación |
|                     | Miércoles 22 de mayo de 2019 |
| ASPECTO A CONSIDERAR                              | CUMPLIMIENTO  
sí  
NO  
OBSERVACIONES |
| Título de la propuesta de trabajo de titulación   |  
Línea de Investigación / Sublíneas de Investigación |
| Planteamiento del Problema                       |  
Justificación e Importancia                         |
| Objetivos de la Investigación                    |  
Metodología a emplearse                             |
| Cronograma de actividades                        |  
Presupuesto y financiamiento                        |

APROBADO  
APROBADO CON OBSERVACIONES  
NO APROBADO

MSc. Xavier Torres Freres  
Docente Tutor
Guayaquil, 20 de mayo del 2019

MSc. CARLOS VALLE
DIRECTOR DE CARRERA LENGUAS Y LINGÜÍSTICA
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL

Acuerdo del Plan de Tutoría

Nosotros, MSc Xavier Torres Freres, docente tutor del trabajo de titulación Improving the speaking skill through the application of learning strategies and the strengthening of group work. Design of a booklet with group work activities to improve the speaking skill de los señores y Chávez Zamora Freddy Manuel y Guijarro Barros Jessica Leonor estudiantes de la Carrera de Lenguas y Lingüística, comunicamos que acordamos realizar las tutorías semanales en el siguiente horario de 15h00 a 16h00, el día lunes.

De igual manera entendemos que los compromisos asumidos en el proceso de tutoría son:

- Realizar un mínimo de 4 tutorías mensuales.
- Elaborar los informes mensuales y el informe final detallando las actividades realizadas en la tutoría.
- Cumplir con el cronograma del proceso de titulación.

Agradeciendo la atención, quedamos de Ud.

Atentamente,

Chávez Zamora Freddy Manuel Guijarro Barros Jessica Leonor MSc Xavier Torres Freres

Estudiante Estudiante Docente Tutor

Cc: Unidad de Titulación
**Tutor:** MSc. Xavier Torres Freres

**Tipo de trabajo de titulación:** Proyecto educativo

**Título del trabajo:** IMPROVING THE SPEAKING SKILL THROUGH THE APPLICATION OF LEARNING STRATEGIES AND THE STRENGTHENING OF GROUP WORK.

**Carrera:** Escuela de Lenguas y Lingüística

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Lic. Sara Anaguano Pérez, MSc.
DIRECTORA DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
FACULTAD FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
UNIVERSIDAD DE GUAYAQUIL
Ciudad

De mis consideraciones:

Envío a Ud. el informe correspondiente a la tutoría realizada al Trabajo de Titulación de los estudiantes Chávez Zamora Freddy Manuel y Guijarro Barros Jessica Leonor, indicando han cumplido con todos los parámetros establecidos en la normativa vigente:

- El trabajo es el resultado de una investigación.
- El estudiante demuestra conocimiento profesional integral.
- El trabajo presenta una propuesta en el área de conocimiento.
- El nivel de argumentación es coherente con el campo de conocimiento.

Adicionalmente, se adjunta el certificado de porcentaje de similitud y la valoración del trabajo de titulación con la respectiva calificación.

Dando por concluida esta tutoría de trabajo de titulación, CERTIFICO, para los fines pertinentes, que los estudiantes están aptos para continuar con el proceso de revisión final.

Atentamente,

[Signature]

MSc. Xavier Torres Freres
TUTOR DEL TRABAJO DE TITULACIÓN
C.I. 0911074573
RÚBRICA DE EVALUACIÓN DEL TRABAJO DE TITULACIÓN

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* El resultado será promediado con la calificación del Tutor Revisor y con la calificación de obtenida en la Sustentación oral.

MSc. Xavier Torres Freres
TUTOR DEL TRABAJO DE TITULACIÓN
C.I. 0911074573
FECHA: 6-08-19
Guayaquil, 30 de Agosto de 2019  
SRA. LCDA. SARA ANAGUANO PÉREZ, MSc.  
DIRECTORA DE LA CARRERA  
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN  
UNIVERSIDAD DE GUAYAQUIL  
Ciudad. -

De mis consideraciones:  
Envío a Ud. el Informe correspondiente a la REVISIÓN FINAL del Trabajo de Titulación: Improving the speaking skill through the application of learning strategies and the strengthening of group work. Design of a booklet with group work activities to improve the speaking skill. de los estudiantes Freddy Manuel Chávez Zamora y Jessica Leonor Guijarro Barros. Las gestiones realizadas me permiten indicar que el trabajo fue revisado considerando todos los parámetros establecidos en las normativas vigentes, en el cumplimiento de los siguientes aspectos:  

Cumplimiento de requisitos de forma:  
- El título tiene un máximo de 16 palabras.  
- La memoria escrita se ajusta a la estructura establecida.  
- El documento se ajusta a las normas de escritura científica seleccionadas por la Facultad.  
- La investigación es pertinente con la línea y sublíneas de investigación de la carrera.  
- Los soportes teóricos son de máximo 7 años.  
- La propuesta presentada es pertinente.

Cumplimiento con el Reglamento de Régimen Académico:  
- El trabajo es el resultado de una investigación.  
- El estudiante demuestra conocimiento profesional integral.  
- El trabajo presenta una propuesta en el área de conocimiento.  
- El nivel de argumentación es coherente con el campo de conocimiento.  

Adicionalmente, se indica que fue revisado, el certificado de porcentaje de similitud, la valoración del tutor, así como de las páginas preliminares solicitadas, lo cual indica que el trabajo de investigación cumple con los requisitos exigidos.  

Una vez concluida esta revisión, considero que los estudiantes Chávez Zamora Freddy Manuel y Guijarro Barros Jessica Leonor están aptos para continuar el proceso de titulación. Particular que comunicamos a usted para los fines pertinentes.

Atentamente,

DOCENTE TUTOR REVISOR
C.I. 0907944961
Título del Trabajo: Improving the speaking skill through the application of learning strategies and the strengthening of group work. Proposal: Design of a booklet with group work activities to improve the speaking skill.
Autor(es): Chávez Zamora Freddy Manuel y Guizarro Barros Jessica Leonor

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* El resultado será promediado con la calificación del Tutor y con la calificación obtenida en la Sustentación oral.

FIRMA DEL DOCENTE REVISOR
No. C.C. 0460444961
FECHA: 30 de agosto de 2019
CERTIFICACIÓN DEL TUTOR REVISOR

Habiendo sido nombrado MSc. Sánchez Ávila Alfonso, tutor revisor del trabajo de titulación Improving the speaking skill through the application of learning strategies and the strengthening of group work. Design of a booklet with group work activities to improve the speaking skill, certifico que el presente trabajo de titulación, elaborado por Chávez Zamora Freddy Manuel, con C.I. No. 09256881111 y Guijarro Barros Jessica Leonor, con C.I. No. 0916505720, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN mención: LENGUA Y LINGÜÍSTICA INGLESA, en la Carrera de Lenguas y Lingüística, ha sido REVISADO Y APROBADO en todas sus partes, encontrándose apto para su sustentación.

MSc. Alfonso Sánchez Ávila

DOCENTE TUTOR REVISOR

C.I. No. 0907944961
**TÍTULO Y SUBTÍTULO:** Mejoramiento de la habilidad oral a través la aplicación de estrategias de aprendizajes y el fortalecimiento del trabajo en grupo. Diseño de un folleto con actividades de trabajo en grupo para mejorar la habilidad oral.

**AUTOR(ES) (apellidos/nombres):** Chávez Zamora Freddy Manuel
Guizarro Barros Jessica Leonor

**REVISOR(ES)/TUTOR(ES) (apellidos/nombres):** Tutor: MSc. Xavier Torres Freres

**INSTITUCIÓN:** Universidad de Guayaquil

**UNIDAD/FACULTAD:** Facultad de Filosofía, Letras y Ciencias de la Educación

**MAESTRÍA/ESPECIALIDAD:** Lengua y Lingüística

**GRADO OBTENIDO:** Licenciatura en Ciencias de la Educación

**FECHA DE PUBLICACIÓN:**

**AREAS TEMÁTICAS:** Lengua Inglesa

**PALABRAS CLAVES :** Expresión oral, trabajo en grupo, estrategias de aprendizaje.

**RESUMEN/ABSTRACT (150-250 palabras):** Este proyecto aborda la deficiencia en lengua inglesa en la capacidad de hablar; investigado y desarrollado en la Unidad Educativa “Réplica Aguirre Abad”, se relaciona con el proceso de aprendizaje del inglés y otras deficiencias como la falta de material didáctico y la baja motivación de los estudiantes de octavo grado durante las clases de inglés. Se centra en desarrollar la capacidad de hablar, para animar a los estudiantes a expresar sus ideas y opiniones, aunque sean mínimas, en inglés. En nuestra investigación pudimos notar diferentes aspectos que motivaron el mal desempeño y la ausencia de interés de los estudiantes en el aprendizaje del idioma inglés; una de las principales causas fue la falta de interacción entre los estudiantes y el uso continuo del español durante las clases de inglés; estas evidencias fueron la pauta para desarrollar nuestro proyecto. Para la elaboración de este proyecto, desarrollamos las variables teóricamente que son dependientes: Mejora de la habilidad de hablar e independiente: La aplicación de estrategias de aprendizaje y el fortalecimiento del trabajo en grupo para motivar a los estudiantes a utilizar el inglés como una poderosa herramienta de comunicación. Relacionado con la metodología aplicada, este proyecto es considerado como una investigación bibliográfica, porque antes de su realización investigamos en la biblioteca de la Universidad y en los expedientes de la institución y no se encontró proyecto similar. También se considera una investigación de campo porque hicimos observaciones directas y entrevistas cualitativas. Después de obtener los resultados de la encuesta, se analizaron y finalmente se obtuvieron las conclusiones que nos llevaron a diseñar y aplicar un folleto con actividades de trabajo en grupo especialmente diseñadas para mejorar la producción oral de los estudiantes en inglés. El uso de este folleto ayudará a los estudiantes a mejorar sus habilidades de comunicación de manera efectiva, haciendo de las actividades de trabajo en grupo una práctica constante en el proceso de aprendizaje del inglés.

**CONTACTO CON AUTOR/ES:**
Chávez Zamora Freddy Manuel
Guizarro Barros Jessica Leonor

**Teléfonos:** 0959005528
098 0797484

**E-mail:** freddchaza@gmail.com
missjessicaguib@gmail.com

**CONTACTO CON LA INSTITUCIÓN :**
Nombre: Secretaría de la Escuela de Lenguas y Lingüística

**Teléfono:** (04) 2294888 Ext. 123

**E-mail:** lenguas.linguistica.filo@gmail.com
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<tr>
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<tr>
<td>Chávez Zamora Freddy Manuel</td>
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This project is about the deficiency in English language on the ability of speaking; researched and developed at “Réplica Aguirre Abad Public School, related to the English learning process and other deficiencies such as the lack of didactic material and the low motivation of eighth grade students during the English classes. It is mainly focused on developing the ability of speaking, to encourage students to express their ideas and opinions, however minimal, in English. In our research we could notice different aspects that motivated the poor performance and absence of interest of students in English language learning; one of the main causes was the lack of interaction among the students and the continuous use of Spanish during the English classes; these evidences were the guideline to develop our project. For elaborating this project, we developed the variables theoretically which are Dependent: Improvement of the speaking skill and Independent: The application of learning strategies and the strengthening of group work to motivate students to use English as a powerful communication tool. Related to the methodology applied, this project is considered as a bibliographic research, because prior to its realization we have researched in the University library and in the school's logbooks and there is no similar project. It is also considered as a field research because we did direct observation and qualitative interviews. After obtaining the results of the survey, these were analyzed and finally we obtained the conclusions that led us to design and apply a booklet with group work activities specially designed to improve the oral production of students in English. The use of this booklet will help students improve their communication skills in an effective way, making group work activities a constant practice in the English learning process.

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<tr>
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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
CARRERA: Lenguas y Lingüística

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Atentamente,

DRA. EDITH RODRÍGUEZ ASTUDILLO, MSc.
GESTÓRA
DEPARTAMENTO DE PRÁCTICA DOCENTE

| Elaborado por: | Lcda. Norma Castelo C. - Secretaria 1 |
| Revisado y aprobado: | DRA. EDITH RODRÍGUEZ ASTUDILLO, MSc. |
CERTIFICADO

LA COORDINACIÓN DE GESTIÓN SOCIAL DEL CONOCIMIENTO DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN,
CERTIFICA: Que, revisadas las evidencias correspondientes, el Sr. (a.) (ta.) CHAVEZ ZAMORA FREDDY MANUEL, con C.I. 0925688111, carrera LENGUAS Y LINGÜÍSTICA en la modalidad PRESENCIAL, realizó y aprobó la actividad de Vinculación con la Sociedad, la cual inició el 08/08/2018 y la culminó 22/10/2018, bajo la tutoría de la MSc. Susana Di Lorenzo, por lo que se le concede el presente certificado.- Guayaquil, 03 de Diciembre de 2018.-

Es todo cuanto puedo decir en honor a la verdad.-

COORDINACIÓN

Atentamente,

AB. Gustavo Jara Ruiz
Coordinador de Gestión Social del Conocimiento

Calle Universitaria Av. Kennedy s/n y Av. Delta
www.filosofia.edu.ec
Guayaquil - Ecuador
CERTIFICACIÓN

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Atentamente,

DRA. EDITH RODRÍGUEZ ASTUDILLO, MSc.
GESTORA
DEPARTAMENTO DE PRÁCTICA DOCENTE

Elaborado por: Leda. Norma Castelo C. - Secretaria 1
Revisado y aprobado: DRA. EDITH RODRÍGUEZ ASTUDILLO, MSc.
CERTIFICADO

LA COORDINACIÓN DE GESTIÓN SOCIAL DEL CONOCIMIENTO DE LA FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN, CERTIFICA: Que, revisadas las evidencias correspondientes, el Sr. (a.) (ta.) GUIJARRO BARROS JESSICA LEONOR, con C.I. 0916505720, carrera LENGUAS Y LINGÜÍSTICA en la modalidad PRESENCIAL, realizó y aprobó la actividad de Vinculación con la Sociedad, en la Escuela Fiscal “09 de Octubre”, por lo que se le concede el presente certificado.- Guayaquil, 09 de OCTUBRE de 2018.-

Es todo cuanto puedo decir en honor a la verdad.-

Atentamente,

MSc. Rosy Chenche Jácome
Coordinadora de Gestión Social del Conocimiento

Cdra. Universitaria Av. Kennedy s/n y Av. Delta
www.filosofia.edu.ec
Guayaquil - Ecuador
ANNEXES II
Photos and Research Instruments
Photos of Réplica Aguirre Abad High School.

EDUCATIONAL UNIT “REPLICA AGUIRRE ABAD”

Source: Educational Unit “Replica Aguirre Abad”
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros

Photos Survey to the students.
SURVEY TO STUDENTS OF 8TH YEAR “A” GBE

Source: Educational Unit “Replica Aguirre Abad”
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros
SURVEY TO STUDENTS OF 8TH YEAR “A” GBE

Source: Educational Unit “Replica Aguirre Abad”
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros

SURVEY TO STUDENTS OF 8TH YEAR “A” GBE

Source: Educational Unit “Replica Aguirre Abad”
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros
INTERVIEW TO THE TEACHER

Source: Educational Unit “Replica Aguirre Abad”
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros

PRINCIPAL OF THE EDUCATIONAL UNIT “RÉPLICA AGUIRRE ABAD”

Source: Educational Unit “Replica Aguirre Abad”
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros
TUTORING SESSION #1

Source: MSc. Xavier Torres Freres at School of Languages and Linguistics
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros

TUTORING SESSION #2

Source: MSc. Xavier Torres Freres at School of Languages and Linguistics
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros
TUTORING SESSION #3

Source: MSc. Xavier Torres Freres at School of Languages and Linguistics
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros

TUTORING SESSION #4

Source: MSc. Xavier Torres Freres at School of Languages and Linguistics
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros
TUTORING SESSION #5

Source: MSc. Xavier Torres Freres at School of Languages and Linguistics
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros

TUTORING SESSION #6

Source: MSc. Xavier Torres Freres at School of Languages and Linguistics
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros
TUTORING SESSION #7

Source: MSc. Xavier Torres Freres at School of Languages and Linguistics
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros

TUTORING SESSION #8

Source: MSc. Xavier Torres Freres at School of Languages and Linguistics
Authors: Freddy Chávez Zamora and Jessica Guijarro Barros
Objective: The following survey has a purpose to know the influence of improving the speaking skill through the application of learning strategies and the strengthening of group work of the students of 8th year A of General Basic Education from Educational Unit Replica Aguirre Abad in order to design a booklet with group work activities.

Instructions: Cross out an (X) based on your degree of compliance with respect to the following items according to the scale:
(1) Strongly disagree
(2) Disagree
(3) Neither agree nor disagree
(4) Agree
(5) Strongly agree

<table>
<thead>
<tr>
<th>INDICATORS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>1. English language is an important tool to succeed in the professional life.</td>
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<td>2. Oral communication is improved during the learning process.</td>
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<td>3. The acquisition of a foreign language is a process that requires constant oral practice.</td>
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<td>4. The motivation in the learning process encourages you to speak in English.</td>
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<td>5. The lack of confidence in English language learning limits you in the communicative process.</td>
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<td>6. Work in a team environment let you feel comfortable</td>
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<td>7. Cooperative environment helps you learn new communicative skills that you could use in the future.</td>
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<td>8. Working in groups allows you to share your thoughts and opinions with others.</td>
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<td>9. Work in group provides you opportunities for English speaking practice.</td>
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<td>10. A booklet with group work activities would help to increase the speaking skills.</td>
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<td>11. An adequate guidance helps to increase your confidence to speak in English.</td>
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<td>12. Innovative learning strategies motivate to speak and communicate in English.</td>
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<td>13. A Learning strategies allow students to be more independent.</td>
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<td>14. A suitable learning environment promotes the development of the communicative competence.</td>
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<td>15. Learning strategies are useful to become more fluent in English.</td>
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INFORMATIONAL DATA
Teacher:
Level:
Years of experience:
Grade:
Subject:
Schedule:
Degree title:

QUESTIONNAIRE:

1. According to you, Why students avoid speaking in English?
2. Do you speak in English all the time during the class?
3. Do you enjoy teaching speaking?
4. What activities do you propose for a good speaking practice?
5. Is group work better than individual work?
6. How do you work effectively in a group?