UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

"THE TEACHING STRATEGIES AND THE DEVELOPMENT OF STUDENTS' SPEAKING SKILLS IN THE NINTH YEAR OF BASIC GENERAL EDUCATION AT EMILIANO ORTEGA ESPINOZA HIGH SCHOOL IN CATAMAYO ACADEMIC PERIOD 2013-2014"

Thesis previous to obtain the bachelor's degree in sciences of education, English Language Specialization

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LOJA – ECUADOR
2015

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ACKNOWLEDGEMENTS

I express my sincere gratitude to the Universidad Nacional de Loja, Área de la Educación, el Arte y la Comunicación, especially, to the authorities and professors of the English Language Career, for giving me the support and their contribution to my professional formation.

My very special thanks to Dra. Rocío Esperanza Peñaranda Requelme, thesis Director for her valuable advice, guidance, insightful criticism, patient, constant support and contribution to the development of this thesis. Lastly I offer my regards and blessings to the members of the Graduation Tribunal for the revision of this thesis and their suggestions.

THE AUTHOR

DEDICATION

Firstly, I want to dedicate this work to God, who has illuminated and give me the strength to conclude this important stage of my life. Second to my parents and brothers who have supported me all the time since the beginning of my studies. Finally to my teachers and friends who have shared their knowledge and experience.

Janneth Alexandra

MATRIZ DE ÁMBITO GEOGRÁFICO

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ÁMBITO GEOGRÁFICO DE LA INVESTIGACIÓN

BIBLIOTECA: Área de la Educación, el Arte y la Comunicación.

TIPO DE DOCUMENTO	AUTOR / NOMBRE DEL DOCUMENTO	FUENTE	AÑO	NACIONAL	REGIONAL	PROVINCIA	CANTÓN	PARROQUIA	BARRIO COMUNIDAD	OTRAS DESAGREGACIONES	NOTAS OBSERVACIONES
TESIS	JANNETH ALEXANDRA RUEDA JAPÓN "THE TEACHING STRATEGIES AND THE DEVELOPMENT OF STUDENTS' SPEAKING SKILLS IN THE NINTH YEAR OF BASIC GENERAL EDUCATION AT EMILIANO ORTEGA ESPINOZA HIGH SCHOOL IN CATAMAYO ACADEMIC PERIOD 2013-2014"	UNL	2015	ECUADOR	ZONA 7	LOJA	Catamayo	Catamayo	El Porvenir	CD	Licenciada en Ciencias de la Educación, mención Idioma Inglés.

MAPA GEOGRÁFICO Y CROQUIS

MAPA GEOGRÁFICO

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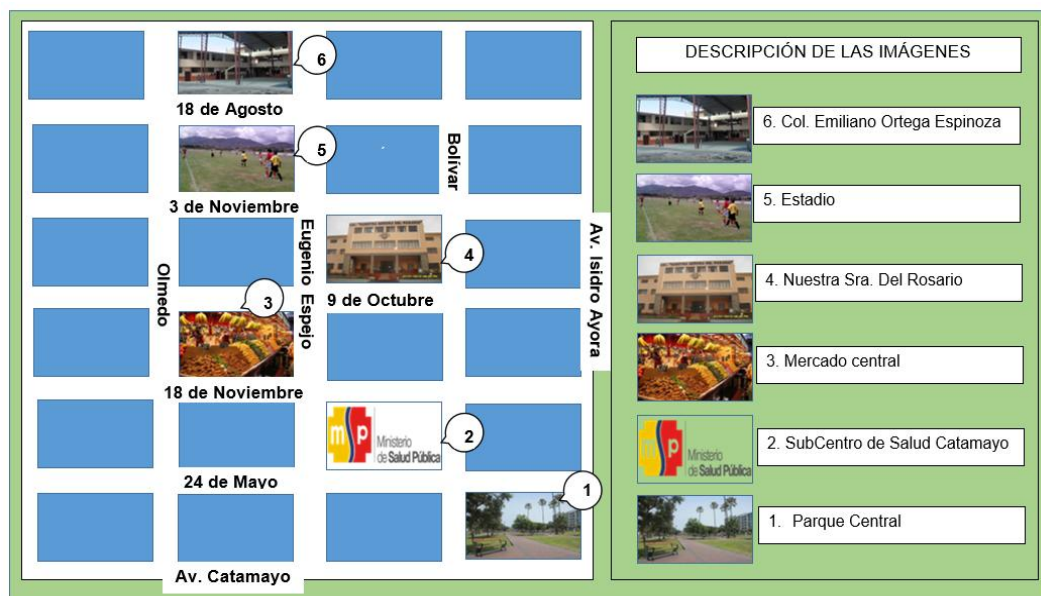
THESIS SCHEME

i. COVER PAGE

ii. CERTIFICATION

iii. AUTORÍA

iv. CARTA DE AUTORIZACIÓN

v. ACKNOWLEDGMENTS

vi. DEDICATION

vii. MATRIZ DE AMBITO GEOGRÁFICO

viii. MAPA GEOGRÁFICO Y CROQUIS

ix. THESIS SCHEME

a. TITLE

b. RESUMEN

   (ABSTRACT)

c. INTRODUCTION

d. LITERATURE REVIEW

e. MATERIALS AND METHODS

f. RESULTS

g. DISCUSSION

h. CONCLUSIONS

i. RECOMENDATIONS

j. BIBLIOGRAPHY

k. ANNEXES

   INDEX

a. TITLE

"THE TEACHING STRATEGIES AND THE DEVELOPMENT OF STUDENTS' SPEAKING SKILLS IN THE NINTH YEAR OF BASIC GENERAL EDUCATION AT EMILIANO ORTEGA ESPINOZA HIGH SCHOOL IN CATAMAYO ACADEMIC PERIOD 2013-2014"

b. RESUMEN

El presente trabajo de investigación titulado: "**THE TEACHING STRATEGIES AND THE DEVELOPMENT OF STUDENTS' SPEAKING SKILLS IN THE NINTH YEAR OF BASIC GENERAL EDUCATION AT EMILIANO ORTEGA ESPINOZA HIGH SCHOOL IN CATAMAYO ACADEMIC PERIOD 2013-2014"** tuvo el propósito de analizar las estrategias de enseñanza que los profesores de Inglés aplican para promover el desarrollo de la habilidad del habla.

Los métodos usados para desarrollar esta investigación fueron los siguientes el descriptivo, el explicativo, el analítico- sintético; además, las encuestas fueron aplicadas a 4 profesores y 150 estudiantes; las cuales fueron aplicadas como instrumentos para recoger los datos requeridos y después se tabuló, organizó, se describió en los cuadros estadísticos, representados gráficamente, interpretados y analizados en su proceso lógico el cual permitió llegar a conclusiones y formular recomendaciones.

Los resultados obtenidos confirmaron que los docentes si tienen un conocimiento de las estrategias de enseñanza y que estas si son aplicadas con sus estudiantes, por lo tanto fue factible verificar el uso de las estrategias de enseñanza influyen en el desarrollo de las destrezas del habla.

ABSTRACT

The present research work entitled: "**THE TEACHING STRATEGIES AND THE DEVELOPMENT OF STUDENTS' SPEAKING SKILLS IN THE NINTH YEAR OF BASIC GENERAL EDUCATION AT EMILIANO ORTEGA ESPINOZA HIGH SCHOOL IN CATAMAYO ACADEMIC PERIOD 2013-2014"** had the purpose of analyzing the Teaching Strategies that the English teachers apply to promote the development of the speaking skills.

The methods used to develop this research were the following: descriptive, explicative, the analytic-synthetic; Additional surveys were applied to 4 teachers and 150 students; which were used as tools to pick up the required data and then they were tabulated, organized, described in the statistical tables, graphically represented, interpreted and analyzed in its logical process which allowed obtaining conclusions and recommendations.

The obtained results confirmed that teachers have knowledge about teaching strategies and they apply these strategies with their students. Therefore it was possible to verify that the use of teaching strategies influences in the development of the speaking skills.

c. INTRODUCTION

The present research work about: "**THE TEACHING STRATEGIES AND THE DEVELOPMENT OF STUDENTS' SPEAKING SKILLS IN THE NINTH YEAR OF BASIC GENERAL EDUCATION AT EMILIANO ORTEGA ESPINOZA HIGH SCHOOL IN CATAMAYO ACADEMIC PERIOD 2013-2014"** was developed with the purpose of determining the influence of teaching strategies in the development of student's speaking skills.

Speaking is the language skills that is used frequently. It has been estimated that adults spend almost half of their lives of communication time, also is an interactive process of constructing meaning that involves producing and receiving and processing information, Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary but also that they understand when, why, and in what ways to produce language.

English speaking classroom in many countries have problems which decrease the chance of promoting speaking fluency and accuracy. Such constrains generally are due to limited class time, crowded classrooms, and the reduced opportunities to practice inside and outside the classrooms.

For that reason, the problem that motivated the researcher to develop this work was to know if the teaching strategies have influence on the development of

the speaking skills of the students in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014.

The sub-problems that were connected with the main problem were the following: first, do the teachers consider the teaching strategies in the development of the speaking skills? ; and, second, which strategies based on teaching are applied by teachers in the development of the speaking skills in the ninth year of basic general education at "Emiliano Ortega Espinoza" high school in Catamayo Academic Period 2013-2014?

The first specific objective was: To find out if the teachers consider the teaching strategies in the development of the speaking skills; and, the second, to identify the strategies based on teaching that teachers apply in the development of the speaking skills in the ninth year of basic general education at "Emiliano Ortega Espinoza" high school in Catamayo in the Academic Period 2013-2014.

In accordance with the main objective, the researcher established as a general hypothesis: The teaching strategies have an influence in the development of the speaking skills in the students of the ninth year of basic general education at Emiliano Ortega Espinoza" high school in Catamayo Academic Period 2013-2014.

The research work was distributed in the following way:

To achieve the proposed objectives and to confirm the hypothesis, it was necessary to work with different methods. The first one was the scientific method, which helped in teaching the theoretical scientific foundation and writing the recommendations, to discover the causes and effects and clarify the idea. The second one was the analytic – synthetic which was used to analyze the syntheses of the obtained results to establish some conclusions; the third method was the descriptive which served to depict the problematic found in the institution and the explicative method used to explain the current situations of the variables to describe the major tendencies.

The surveys applied to teachers and students allowed to obtain information about the variables of specific hypotheses; the observation was used to have a better understanding of listening and speaking skills.

The present work includes the following parts:

First, it includes the summary, describing briefly, clearly and effectively the relevance of the research, the main conclusions and outcomes accomplished through this thesis work. Second it has the introduction explaining the research work, such as the main problems and sub-problems, the reasons that motivated the selection of the theme, the specific objectives, the hypothesis, the methodology and the contents of the research work.

Revision of Literature, which demonstrates the main topics regarding how the Teaching Strategies can be used for developing speaking skills. The materials

and methods refer to the design of the research as well as the methods, techniques, instruments and the population researched.

Also, the researcher presented the results which were obtained through the application of surveys previous designed based on the hypothesis and its variables. The results have been presented using the statics method which helped the researcher to present in frequencies and percentages, illustrated with graphics and interpretations.

The discussion of the results, pointed out the percentages of each question, helped the research to verify and accepted each hypothesis. The conclusions were analyzed in relation to each hypothesis. The conclusions were analyzed to promote the development of speaking skills in the students in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014.

Finally the recommendations given were based on the conclusions and reflect the possible solutions to the found problem at the researched institution.

d. LITERATURE REVIEW

TEACHING STRATEGIES

Definition of Teaching Strategies

Teaching strategy refers to methods used to help students learn the desired course contents and be able to develop achievable goals in the future, also is a plan or a program that is extensively used to ensure that a certain message or lesson is passed from the teacher to the student. These plans use various means, either theoretical or practical. The duration of these plans may last a short period like a month or even a year. Quiroz&Albert, (2013).

- Lesson Planning

Before you even set foot in the classroom, do your lesson planning. You need both a course outline and a daily plan. Start your year by having a loose idea of how you will accomplish your goals and adjust it based on your class. If you plan too far ahead, you may find yourself doing a lot of backtracking when you learn that the students' personalities don't fit with what you planned.

Prepare detailed weekly lesson plans that illustrate what you want students to learn, how you will teach it and how you can test that they understand the material.

- Establishing Expectations

From the first day, establish expectations of how you expect students to act. Work together with the class to create the rules of the classroom and what happens when someone doesn't follow the rules. The student participation in this helps them to follow the rules, if you expect students to be good, they often will act good.

Effective teaching strategies:

There are a variety of <u>teaching strategies</u> that instructors can use to improve student learning. Some ways to make your classes more engaging:

- <u>Active Learning</u> - Active Learning is anything that students do in a classroom other than merely passively listening to an instructor's lecture. Research shows that active learning improves students' understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking.

- <u>Collaborative/Cooperative Learning</u> - Cooperative and collaborative learning are instructional approaches in which students work together in small groups to accomplish a common learning goal. They need to be carefully planned and executed, but they don't require permanently formed groups.

- Critical Thinking - Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists.

- Discussion Strategies - Engaging students in discussion depends on learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk.

- Games/Experiments/Simulations - Games, experiments and simulations can be rich learning environments for students. Students today have grown up playing games and using interactive tools such as the Internet, phones, and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.

- Humor in the Classroom - Using humor in the classroom can enhance student learning by improving understanding and retention.

- Learner-Centered Teaching - Learner-Centered teaching means the student is at the center of learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student.

- Lecture Strategies - Lectures are the ways most instructors today learned in classes. However, with today's students, lecturing does not hold their attention for very long, even though they are means of conveying information to students.

- Problem-Based Learning - Problem-based Learning (PBL) is an instructional method that challenges students to "learn to learn," working in groups to seek solutions to real world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life, and will help prefer students for their careers.

- Service Learning–is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities, service learning provides benefits for everyone involve; the learning is structured and supervised and enables the student to reflect on what has taken place.

- Social Networking Tools- Social networking tools enable faculty to engage students in new and different means of communication.

- Teaching Diverse Students- Instructors today encounter a diverse population in their courses and many times need assistance in knowing how to deal with them.

- Team Teaching - At its best, team teaching allows students and faculty to benefit from the healthy exchange of ideas in a setting defined by mutual respect and a shared interest in a topic. In most cases both faculty members are present during each class and can provide different styles of interaction as well as different viewpoints.

- Writing Assignments - Writing assignments for class can provide an opportunity for them to apply critical thinking skills as well as help them to learn course content. Merlot Pedagogy, (1997-2014).

Instructional Strategies.-Also Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals. Also can motivate students and help them focus attention,

For example the Instructional strategies that are especially effective in the education program include:

Group Discussion**:** It is essential for building background on specific issues, creating motivation and interest, and giving students a forum for expressing and exploring new ideas and information. Group discussions help students learn to articulate their views and respond to opinions that differ from their own.

Group discussions may involve the whole class or a small group. Groups of two to six students work well. Participating in group discussions help students consider other people's perspectives and develop effective problem solving skills.

Role-playing.- Role-playing is the spontaneous acting out of situations, without costumes or scripts. The context for the role-play is presented and roles are selected. Students have minimal planning time to discuss the situation, choose different alternatives or reactions and plan a basic scenario. At the conclusion, students have an opportunity to discuss how they felt and what they learned about that particular situation. The most important part of role-play is the follow-up discussion.

Cognitive organizers.-Students can use cognitive organizers to generate ideas, record and reorganize information, and see relationships. They demonstrate not only what students are thinking but also how they are thinking as they work through learning tasks. Examples of cognitive organizers include Idea builders, T-charts, Venn diagrams, charts, decision-making models, charts and mind maps.

Teaching includes all the activities of providing education to other. The person who provides education is called teacher. The teacher uses different method for giving best knowledge to his students. He tries his best to make understand students. His duty is to encourage students to learn the subjects. Stovall, (2003-2004).

Case Method**:** Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application

Integrating Technology**.** Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students. Many faculty have found electronic mail to be a useful way to promote student/student or faculty/student communication between class meetings. Others use list serves or on-line notes to extend topic discussions and explore critical issues with students and colleagues, or discipline- specific software to increase student understanding of difficult concepts. Mason, (2010).

SPEAKING SKILLS

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skills they can acquire, and they assess their progress in terms of their accomplishments in spoken communication. Stovall Burkart, (2003,2004).

Goals and Techniques for improve the Speaking Skills

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. The learners try to avoid making mistakes when they give a message or when they use the grammar, or vocabulary. Bilash, (2009).

To help students to develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation.

Incommunicative output: the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication

strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication: spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach: the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning. Grace, (2003, 2004).

Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process.

Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. Yordanka, (2012).

These instructors' help students learn to speak so that the students can use speaking to learn.

Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as

obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. Schmidt R.W, &Frota S.N,(1986).

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

The activities For Speaking Skills

The activities make students more active in the learning process and these activities can contribute a great deal to develop basic interactive for speaking

skills, and the activities are the following: Discussions, Role Play, Simulations, Dialogues, Information Gap, Brainstorming, Storytelling, Interviews, Story Completion, Forums, Reporting, Conversations, Playing Cards, Picture Narrating, Picture Describing, Find the Difference. Kayi,(2016).

Developing Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion. In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and

allow for multiple forms of expression. However, quantity will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Structured Output Activities

Two common kinds of structured output activities are information gap and jigsaw activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Information Gap Activities:

Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are role plays and discussions.

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it.

- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product.

- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that a person might use.

- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.

    Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.

- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.

- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught. Stovall Burkart, The National Capital Language Resource Center,(2003,2004).

Speaking skills, like listening skills, are often neglected in the classroom or teachers assume that they are an area that does not require instruction or facilitation. In order to communicate effectively through speaking, children must exhibit fluency, clarity, and an awareness of audience. Such verbal communication skills are learned through practice and observation of an effective speaker, such as the teacher.

Creating a Positive Environment for Speaking Skills:

The key to encouraging speaking skills in the classroom is creating the proper environment. Learners should feel relaxed, and social interaction with peers should be encouraged. One teacher of fourth grade suggests these goals:

- To speak clearly with proper pronunciation in order to communicate with others, to speak expressively with feeling and emotion and avoid the monotone, to speak effectively in different situations: with individuals, small groups, and the whole class, to utilize speaking in all the communication arts and content areas to further learning.

To achieve these goals, the teacher organized her instructional program around two criteria: a positive, receptive teacher attitude and a physical environment conducive to language use.

Speaking Skills: Strategies and Activities:

Most oral language instruction takes place indirectly; that is, the teacher creates the positive climate and the motivational activity, and the students do the rest.

a) Brainstorming:

One of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members. Key principles of brainstorming include the following:

- Select a problem or topic and react to it quickly, Designate one person in the group as the recorder of ideas, Accept and record all ideas or suggestions, Build on other people's ideas.

b) Interviewing:

Most information students gather for school projects comes from traditional sources like the encyclopedia or internet. Students need to learn that another way of gathering information is through interviewing, or asking someone for information or opinions.

Donald Graves recommends teaching young children about interviewing by having them poll their fellow classmates for information. In this simple polling technique, students choose a different interview or polling question to ask their classmates each day. After polling, a bar chart could be made to show the results of the survey.

Most students are familiar with interviews because of the many that are shown on television. You could show models of good interviews and analyze them as a class. Good interviewers keep in mind the following points:

- Gather background information on the subject, Learn something about the interviewee (person being interviewed), Decide ahead of time on the

information desired, Formulate appropriate questions, Anticipate follow-up questions based on the interviewee's responses, determine how to begin and end the interview politely.

Interviewing is an important strategy for gathering information and conducting research on many topics.

c) Drama and Oral Language Development:

Television has made us a nation of spectators. The current craze for video games has intensified this situation. It is more important than ever that we make opportunities available for children to experience participation in the arts. Drama is truly one of the great oral communication forms.

Drama can take many forms in the classroom, from the simple dress-up play of preschoolers to full-blown theatrical productions with costumes, scenery, and memorized scripts.

- To encourage creative and aesthetic development, to improve children's abilities to think critically, to create an environment in which social and cooperative skills flourish, to improve the general communication skills of students, to enhance the individual child's knowledge.

d) Puppetry and Storytelling:

Like storytelling, puppets and masks have traditionally been associated with oral dramatic presentations. Like so many oral activities, creating the proper environment is the essential ingredient to a successful puppetry experience. Begin by creating a simple puppet stage in one corner of your classroom.

The next step is to gather some simple materials for creating easy-to-make puppets. Literally any scrap material can be used in the construction of puppets. Here are several kinds of puppets that students can make:

- Sock puppets: Have each child bring an old sock from home. Demonstrate that by placing your hand inside the sock—your fingers in the toe, your thumb in the heel—you can make the puppet come alive simply by opening and closing your hand. Next add cloth, felt, buttons, beads, yarn, and so on to make the eyes, mouth, nose, and ears.

- Finger puppets: The simplest way to make a finger puppet is with an old glove. On each finger, draw, color, or paint facial features of different characters. You can add bits of yarn, sequins, or buttons. Each finger should contain a face with a different expression or look. In this way, you have large groups of tiny character puppets that can talk back and forth.

e) Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

f) Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

g) Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skill levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom. Stovall Burkart, The National Capital Language Resource Center, (2003, 2004).

e. MATERIALS AND METHODS

MATERIALS RESOURCES

The materials that were necessary to finish the research process successfully, were: office material, internet, books, dictionaries, copies, computer, printer, paper, folders, USB drivers and so on.

DESIGN OF THE RESEARCH:

This Research Project used a descriptive design, because the variables have not been manipulated by the researcher. It described the real facts that are currently taking place in our educational environment.

METHODS:

The scientific method was: it was used in searching the theoretical-scientific basis to explain the relation of two variables. After, it was used to state the most pertinent recommendation according to the conclusions reached.

The descriptive method, through it the researcher described the problematic found at the institution and the reality of the two variables that were proved. Finally it helped to describe, the outcomes gathered in the research field.

The analytic-synthetic method, which served to analyze the empiric information from the applied instruments, and it permitted derive the respective conclusions according to the tendencies of the results in the field information. It also was used to analyze the components of the macro and micro planning that the teachers develop in the researched institution.

The explicative method was used, in the explanation of the logical implications of the variables of each hypothesis, in this way it proved the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

TECHNIQUES AND INSTRUMENTS

In order to obtain the empiric information there was used the survey technique, it was applied to the English teachers and students of the ninth year of the basic education, with a previous elaborated questionnaire, which contained different types of closed questions about the topic researched.

The instruments that the researcher applied were:

Teacher´s survey, student´s survey.

PROCEDURES

Once the empiric information was recovered, it was processed the following phases.

Tabulation: The descriptive statics was applied to classify the open-ended and closed questions, in order to facilitate the interpretation and verification of the hypothesis.

Organization of the empirical information: It was made according to the specific variables which guided the classification of the question depending of the hypotheses.

Descriptions: Once the researcher organized the data, it was described statistic tables to show the corresponding percentages related established in the applied instruments. Then enabled the researcher to represent the information graphically.

Graphic Representation: after describing the data, the researcher made the graphic representation in order to facilitate the interpretation and analysis of each questions.

Interpretation and Analysis: The percentages results represented in the tables, permitted the interpretation of data and afterwards the results were logically analyzed together with the variables of hypotheses.

Hypothesis and Verifications: These were demonstrated through a deductive a hypothetical process, which final results are expressed in a descriptive way.

Conclusions and Recommendations: these were based on the analysis of the results in order to provide some recommendations to the authorities of the researched institution and also to the teachers in order to contribute with the solution of the problem.

POPULATION

The population was formed by 4 English teachers and 150 students.

f. RESULTS

TEACHERS AND STUDENTS' SURVEY.

HYPOTHESIS ONE

The teachers do not consider the teaching strategies in the development of the speaking skills in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014.
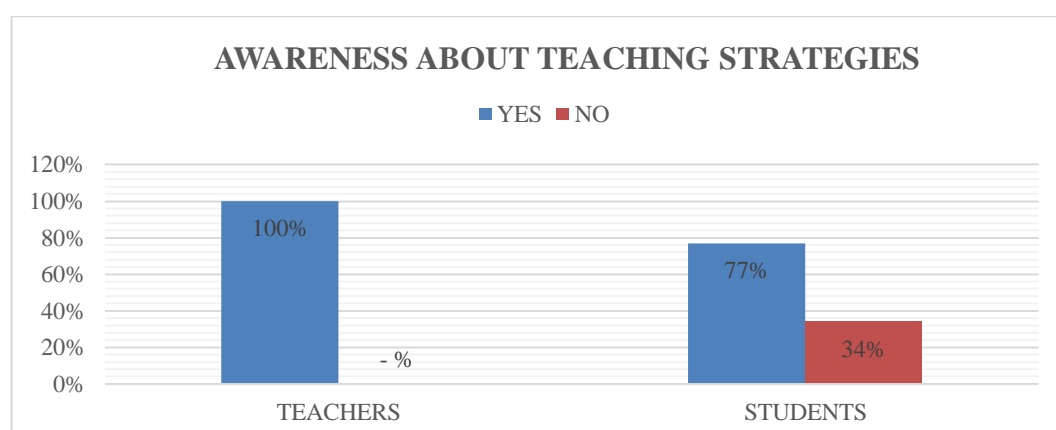
1. Have you heard about teaching strategies?

a) Chart 1

Awareness about teaching strategies	Teachers		Students	
	f	%	F	%
Yes	4	100%	116	77%
No	-	-%	34	23%
Total	4	100%	150	100%

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

Graphic 1

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

b) Logical analysis of the empiric information

According to the obtained results all the teachers and many students confirm that they know about teaching strategies.

"Teaching strategy is a plan or a program that is extensively used to ensure that a certain message or lesson is passed from the teacher to the student. These plans use various means, either theoretical or practical. The duration of these plans may last a short period like a month or even a year." Quiroz &Albert, (2013). "Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it."(…) The activities make students more active in the learning process and these activities can contribute a great deal to develop basic interactive for speaking skills, and the activities are the following: Discussions, Role Play, Simulations, Dialogues, Information Gap, Brainstorming, Storytelling, Interviews, Story Completion, Forums, Reporting, Conversations, Playing Cards, Picture Narrating, Picture Describing, Find the Difference. Kayi, University of Nevada, USA,(2006). In English language subject the use of different strategies is crucial to the development of the different language skills.

Whether teachers of the institution know about the different teaching strategies is a positive research outcome so far, but it is suitable to know how they are using those teaching strategies in class with their students. Considering the age

of the students it is a good research outcome to have found that they are already familiarized with the term, which means that the learners are really involved in classes and also that the majority of them notice what the teacher is doing in classes and possibly they would have some observations and suggestions about their English language formation.

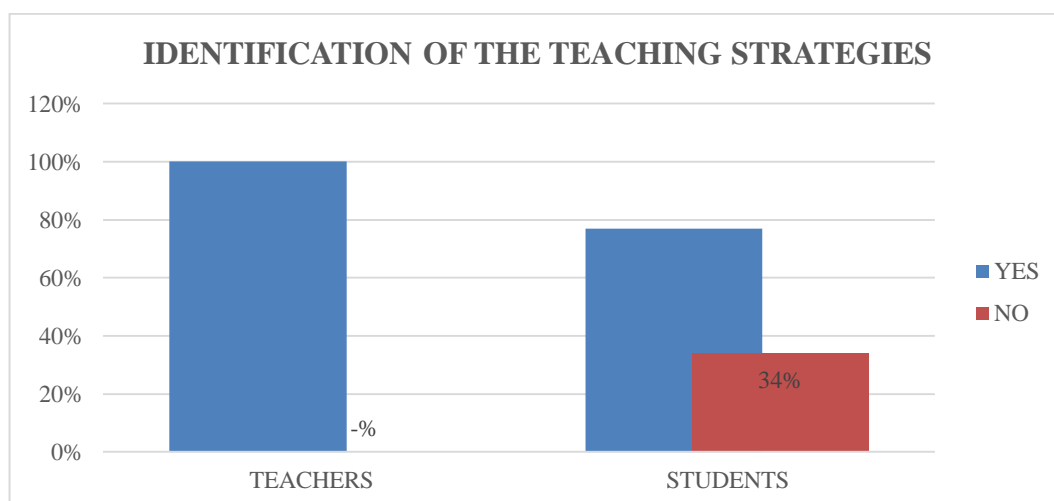## 2. Have you identified your students teaching strategies?

a) Chart 2

Identification of the teaching strategies	Teachers		Students	
	f	%	f	%
Yes	4	100%	86	57%
No	-	-%	64	43%
Total	4	100%	150	100%

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

b) Graphic 2

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

c) Logical analysis of the empiric information

All the teachers and more than the half of the students assure they have identified their teaching strategies.

Teaching means interaction between teacher and students. They participate for their mutual benefits. Both have their own goals and a target is to achieve them. Teachers around the world define teaching in different ways and it is mentioned that teaching is just to train the students so that they can stand on their own in the society.

Teaching strategies include all approaches that a teacher may take to actively engage students in learning. These strategies guide the instruction of the teachers as they work to meet specific learning objectives. Effective teaching strategies meet all learning styles and development needs of the learners. Stovall Burkart,(2004). While it may be difficult to identify the variety of learning styles in the class, some measures can be taken to facilitate and encourage all types of learners. Consideration of the variety of learning styles highlights the need for order, structure, creativity, group work, and practical exercises. In essence, the message for tutors is to incorporate as much variety as possible into courses. However, exercises/discussions, which are introduced, should have a purpose and serve to develop understanding and knowledge, rather than merely being included to add a different dimension. Wynne, (2014).

To identify the most suitable teaching strategies used by students, is a task that all teachers must develop in order to know how to deal with learning problems when they arise. The surveyed teachers pointed out that they identify those strategies through the activities that the students perform in class; when they get involved into dialogues, role plays, short conversations, games and others.

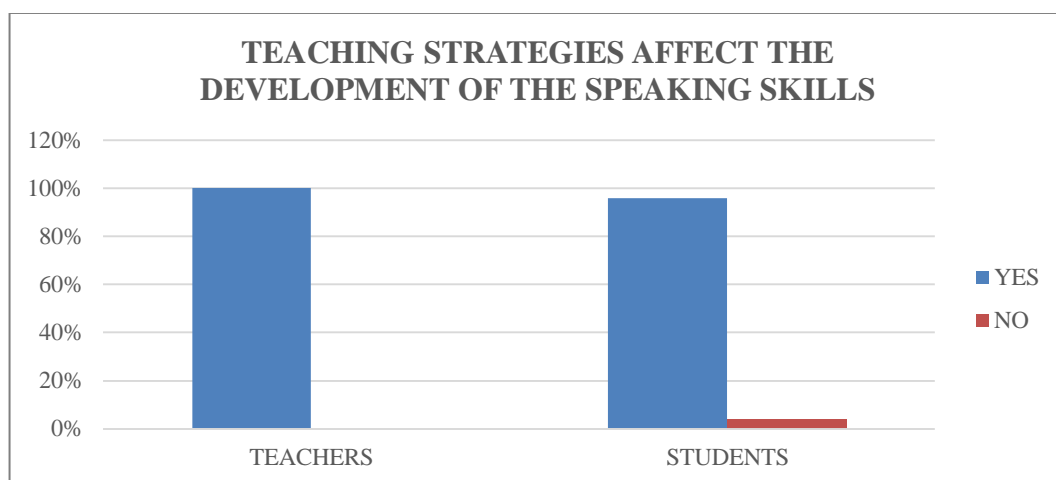**3. Do you think teaching strategies affect the development of the speaking skills?**

a) Chart 3

Teaching strategies affect the development of the speaking skills	Teachers		Students	
	f	%	f	%
Yes	4	100%	144	96%
No	-	-%	6	4%
Total	4	100%	150	100%

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

b) Graphic 3

TEACHING STRATEGIES AFFECT THE DEVELOPMENT OF THE SPEAKING SKILLS

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

c) Logical analysis of the empiric information

All the teachers and almost all the students who completed the surveys, agree that teaching strategies affect the development of the speaking skills.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' assistance, helps students learn to speak so that the students can use speaking to learn. Schmidt&Frota, (1986).

The correct development of a specific skill, like the speaking one, must be addressed by the pertinent teaching strategies in the accurate moment and in the right proportion of time. The teachers also argument that when they use teaching strategies in class, their students show more interest to practice the language and consequently they evidence progress in the speaking skills. The learners assert that the use of teaching strategies would help to improve their ability to speak in the target language, they are convinced of the advantages and improvements that the use of teaching strategies would give them, also because they are conscious that the use of those strategies and activities are part of the English language that they are receiving in the high school.

4. Do you think it is necessary to use strategies to develop the speaking skills?
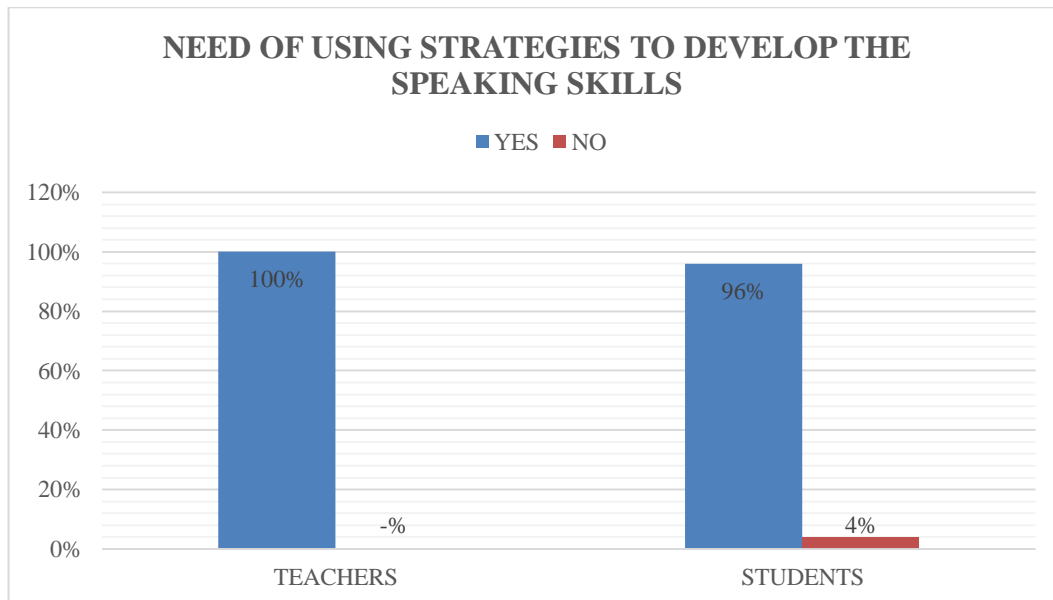
a) Chart 4

Need of strategies to develop the speaking skills	Teachers		Students	
	f	**%**	**f**	**%**
Yes	4	100%	144	96%
No	-	-%	6	4%
Total	4	100%	150	100%

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

b) Graphic 4

NEED OF USING STRATEGIES TO DEVELOP THE SPEAKING SKILLS

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

c) Logical analysis of the empiric information

In order to develop the speaking skills all teachers and almost all students of the population agree in using teaching strategies to develop the speaking skills.

"Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication" Stovall Burkart, (2004).

The speaking ability is a sum of the other areas such as grammar, vocabulary, syntax and semantics; this added to some physical functions like pronunciation, stress and intonation constitute a set of requirements that have to be correctly joint when the learner is going to talk, with practice, our mind performs this activity automatically. Stovall Burkart,(2004). The teaching strategies to develop the speaking skills are addressed to put all the mentioned components in practice, emulating real situations and engaging the student to use the language and to speak. In addition, the students believe that the use of the strategies concerning to the development of their speaking skill would help them to advance and acquire better results in this issue, therefore they think the use of the teaching strategies are necessary to develop this productive skill.

The teachers and students' answers confirm that both groups are in agreement of the importance of the use of teaching strategies and their corresponding need to apply them in class in order to achieve proficiency in the speaking skill.

HIPOTHESIS TWO

Teachers do not apply strategies based on teaching in the development of the speaking skills of the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014?

5. **Which of the following strategies based on teaching do you apply in class in order to develop the speaking skills?**

a) **Chart 5**

Strategies applied by the teacher to develop the speaking skills	Teachers		Students	
	f	%	f	%
Describing people	3	75%	66	44%
Starting group discussion (speeches, conversations, dialogues)	3	75%	116	77%
Inviting people who speak English	1	25%	53	35%
Making dramatizations	2	50%	115	77%
Using minimal responses	2	50%	98	65%

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

b) Graphic 5
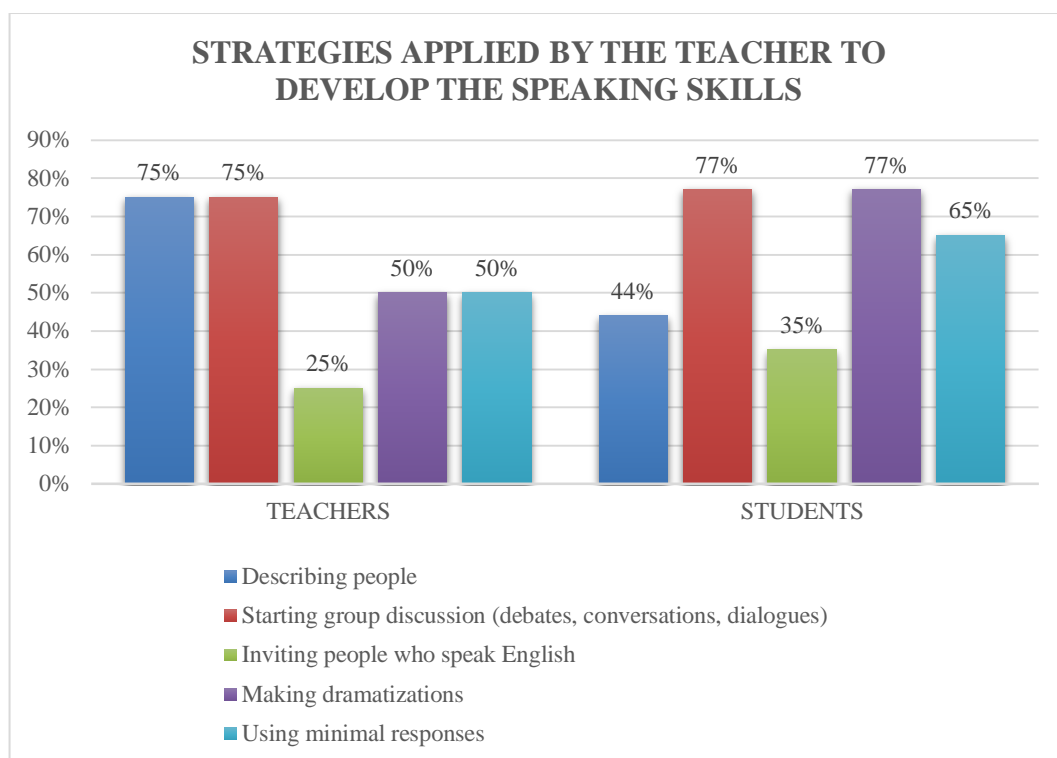
STRATEGIES APPLIED BY THE TEACHER TO DEVELOP THE SPEAKING SKILLS

c) Logical analysis of the empiric information

Many teachers manifested that they use strategies such as describing people and starting group discussion, the half of them sometimes look for another activities like making dramatizations and using minimal responses and not so many teachers invite people who speak English. Less than the half of the students pointed out that they use describing people activities, many of them starting group discussion, some of them are visited by people who speak English, many use making dramatizations activities and more than the half use minimal responses; this data confirms the use of the mentioned activities although with short different rates.

44

In the second or foreign language classroom context, teachers should train learners to use and practice the different strategies that can help them face difficult situations. The only way of training students in this direction is by means of a bank of activities in which they become aware of the different possibilities that they can put into practice. Authors such as Goodwin or Lazaraton offer a varied list of exercises to be used in class: poems, rhymes, dialogues, monologues, role plays, debates, interviews, simulations, drama scenes, discussions, conversations Navarro, (2009). The development of the speaking skill demands an extensive usage of the language, the ways that the teacher considers convenient are on his own, but it is important to have in mind the different learning styles of the students because certain strategy or activity could be more efficient for some and less for others, so it is essential to highlight that the strategies must involve as much learning styles as possible. MERLOT,(2014).

Therefore and regarding the different abilities of the students, the use of teaching strategies is so important in order to achieve a better development of the speaking skill.

6. Which of the following speaking strategies based on teaching of speaking skills do you apply with the students?
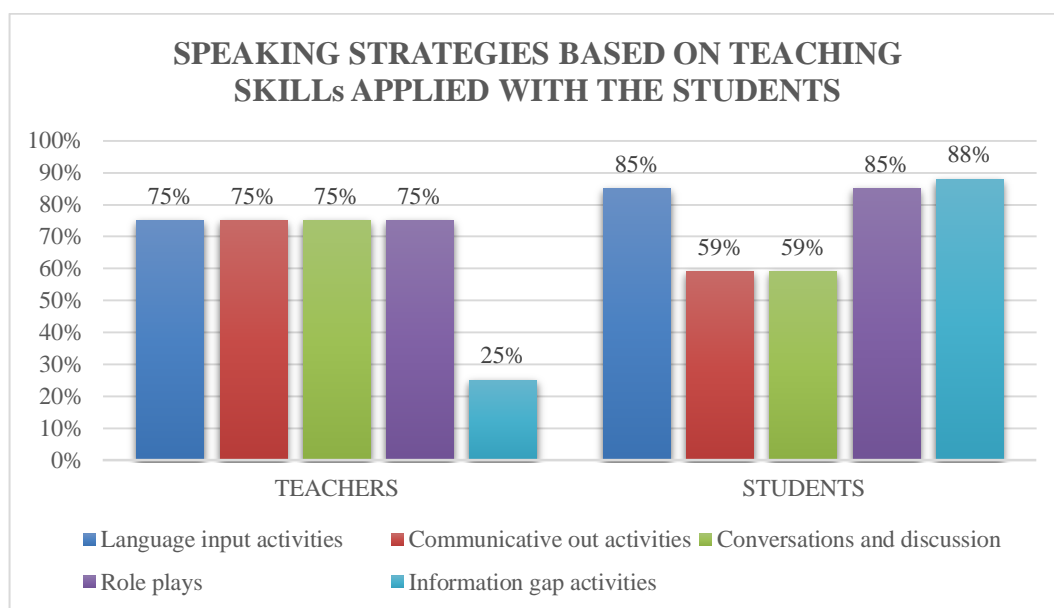
a) chart 6

Speaking strategies applied with the students	Teachers		Students	
	f	%	f	%
Language input activities	3	75%	128	85%
Communicative out activities	3	75%	88	59%
Conversations and discussion	3	75%	88	59%
Role plays	3	75%	128	85%
Information gap activities	1	25%	132	88%

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

b) Graphic 6

SPEAKING STRATEGIES BASED ON TEACHING SKILLs APPLIED WITH THE STUDENTS

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

c) Logical analysis of the empiric information

Many teachers pointed out that they work with Language input activities, Communicative out activities, Conversation and discussion activities and Role plays; not so many teachers use Information gap activities. In the other hand, almost all the students manifested that their teachers work with Language input activities, Role plays and Information gap activities and more than the half of them agreed with the use of Communicative out activities and Conversation and discussion activities.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learner in school and success later in every phase of life. Therefore, it is essential that language teachers pay great attention to teaching speaking. Rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. The activities make students more active in the learning process and these activities can contribute a great deal to develop basic interactive for speaking skills, with activities such as: Discussions, Role Play, Simulations, Dialogues, Information Gap, Brainstorming, Storytelling, Interviews, Story Completion, Forums, Reporting, Conversations, Playing Cards, Picture Narrating, Picture Describing, Find the Difference. Kayi, University of Nevada, Nevada,USA,(2006).

The teachers are applying good teaching strategies in order to develop the speaking skills, that are to say that they are setting up a good learning environment to promote the communication in class in the target language.

7. How would you rate your students' performance in the speaking skills?

a) Chart 7

Students' speaking performance	Teachers		Students	
	f	**%**	**f**	**%**
Excellent	1	25%	78	52%
Very good	1	25%	42	28%
Good	4	100%	30	20%
Bad	-	0%	-	-%

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

b) Graphic 7
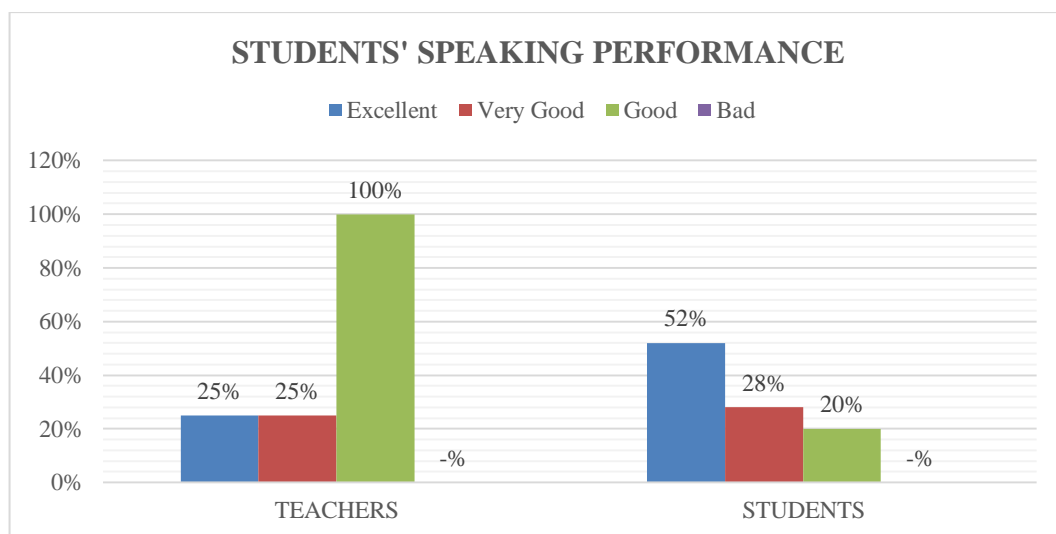
Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

c) Logical analysis of the empiric information

In this question about the students' performance in the speaking skills, all the teachers rate their students as "Good", although they also locate some of them in the levels of "Very Good" and "Excellent", nobody is qualified with a bad speaking performance. On the other hand, more than the half of the students rate themselves with an "Excellent" speaking performance, not so many think that they have a "Very Good" and "Good" performance and no one believes to speak with a "Bad" performance.

"Instructors today find a diverse population in their courses and many times need assistance in knowing how to deal with them", (…). An idealistic issue would be to count with every student with an excellent speaking performance, but due to the variety of learning styles (visual, auditory, physical/kinesthetic learners) and intelligences (visual/spatial, verbal/linguistic, logical/mathematical, bodily/kinesthetic, musical/rhythmic, interpersonal and intrapersonal intelligences) and other external factors like interest, time, educational background, etc., it is a bit complicated to have a homogeneous group. MERLOT, (2014). Due to the diversity of students that the teachers have in each class, it is complicated to locate all them in the same level of speaking performance, however the usage of the accurate teaching strategies would help them increase their current levels of speaking and get more homogenous groups.

8. What kind of communicative activities do you apply in class in order to develop the students' speaking skills?

a) Chart 8

Communicative activities applied in class for developing the speaking skills	Teachers		Students	
	f	%	f	%
Structured Output Activities	4	100%	121	81%
Filling the gaps in a schedule or timetable	3	75%	104	69%
Completing the picture	1	25%	109	73%
Jigsaw	2	50%	55	37%

Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

b) Graphic 8
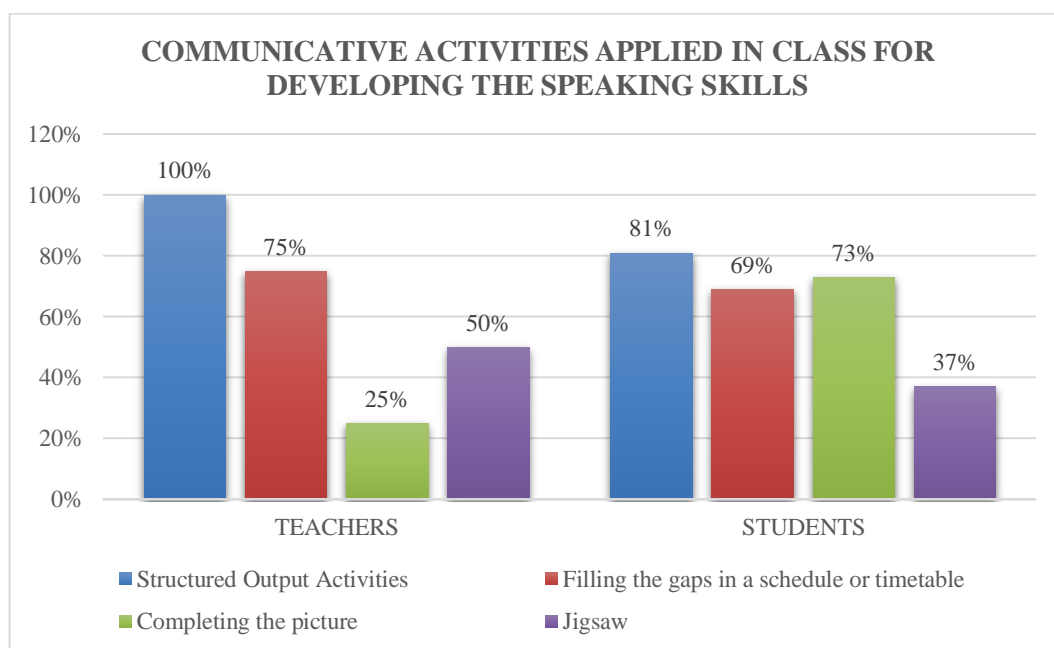
Source: "Emiliano Ortega Espinoza" High School.
Researcher: "Janeth Alexandra Rueda Japón"

d) Logical analysis of the empiric information

The collected data indicates that all the teachers use structured output activities in order to develop the speaking skills; many teachers use filling gaps in a schedule or timetable; the half of them use jigsaws, and not so many teachers apply completing the picture activity. Many students confirm the use of structured output activities, more than the half indicate the use of filling gaps in a schedule or timetable and completing the picture activities and less than the half vote for jigsaw activities.

"To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely", (…). The development of any skill always requires continuous practice, to more practice, better outcomes. Particularly referring to speaking, sometimes it is the hardest one for the students because since it is a productive skill, it demands a previous knowledge of vocabulary, grammar and syntax, and also it requires certain level of confidence to start talking in the target language. Stovall Burkart, (2004). The activities practiced by the teachers of the institution are well employed but it is necessary to vary between them. Although there are some activities more used than others it is important to regard the teachers' decision in the amount of usage of each activity due to the fact that of the variability between students levels and learning styles.

g. DISCUSSION

HYPOTHESIS ONE

- Statement

The teachers do not consider the teaching strategies in the development of the speaking skills of the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014?

Demonstration: The independent variable of this hypothesis is the teaching strategies.

- Question ONE about the teaching strategies; 100% of teachers and 77% of students said that they have heard about the different teaching strategies. It means that students agree with the teachers' answers and they think, it is important to develop the speaking skills.

- Question TWO about the identification of teaching strategies; 100% of teachers and 57% of students said that they identified the teaching strategies, it means that they identify the teaching strategies on their students, and is important because allow to know what kind of strategies they use in the classroom in order to achieve an equal knowledge.

- Question THREE about teaching strategies affect the development of speaking skills; 100% of teachers and 96% of students expressed that strategies influence in the speaking skills, it shows that teachers and students are conscious about it, because it helps to improve the ability to speak.

- Question FOUR about the need of using strategies to develop speaking skills; 100% of teachers and 96% students indicate that is necessary the use of strategies for develop the speaking skills. According to the results show that the teachers and students, use these strategies, to develop speaking skills.

Decision:

Based on the previous analyzed information, the first hypothesis is **rejected** because teachers consider the teaching strategies in the development of the speaking skills in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo academic period 2013-2014.

HYPOTHESIS TWO

- Statement

Teachers do not apply strategies based on teaching in the development of the speaking skills of the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014?

Demonstration: the dependent variable of this hypothesis is the strategies teaching based on the teaching.

- Question FIVE about strategies based on teaching; 75% of teachers and 44% of students apply describing people, 75% of teachers and 77% of students chose the starting group discussion (speeches, conversations, dialogues), 25% of teachers and 35% of students apply inviting people who speak English, 50% of the teachers and 77% of students use making dramatizations, 50% of teachers and 65% of students point out using minimal responses. According to the results demonstrate that all the teachers apply the strategies based on teaching; that is necessary because permit that students understand better the class and improve their knowledge.

- Question SIX about speaking strategies based on teaching skills; 75% of teachers and 85% of students apply the language input activities, 75% of

teachers and 59% of students point out communicative out activities, 75% of teachers and 59% of students implemented conversations and discussion, 75% of teachers and 85% of students use role plays, 25% of teachers and 88% of students use information gap activities. According to these results almost all teachers apply the speaking strategies, it permits to develop a good learning and fluency and speaking.

- Questions SEVEN about the way of rating your student's performance in the speaking skills; 25% of teachers and 52% of students choose excellent, 25% of teachers and 28% of teachers put very good, 100% of teachers express good level and 20% of students point good level, according the results, the students have a few ability to speak the second language, therefore it limits that students can develop the speaking skills in a good way.

- Question EIGHT about communicative activities applied in class; 100% of teachers and 81% of students mark structured output activities, 75% of teachers and 69% of students choose filling the gaps in a schedule or timetable, 25% of teachers and 73% of students choose completing the pictures, 50% of teachers and 37% of students mention jigsaw, according the results they use the communicative activities into the class in order to help the acquisition of the new knowledge as: grammar, vocabulary, syntax and semantics.

Decision:

According to the analyzed results, the second hypothesis is **not accepted** because many teachers apply strategies based on teaching in the developing of speaking skills of the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo in the academic period 2013- 2014.

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h. CONCLUSIONS

- The teachers consider teaching strategies in the development of speaking skills and they emphasize mostly in describing people, starting group, discussion, making dramatization and using minimal responses.

- The teachers are conscious that teaching strategies influence the development of the speaking skills, for this reason all teachers use effective techniques that let students develop the communicative ability in class, besides they show more interest to practice the language, also   students could obtain a good English language performing in class.

- The teachers and students apply the strategies based on the development of the speaking skills. That is to say that the use of teaching strategies is so important in order to achieve a better development of the speaking skill.

- Teachers know that students are not developing an excellent performance of the speaking skills. The students have a good level of this skill; it means that the teachers are not improving this ability in a better way.

i. RECOMMENDATIONS

- That teachers should continue using the teaching strategies and they should add other ones such as: role plays, simulations, dialogues, information gaps, brainstorming, storytelling, interviews, story completion, forums, reporting, conversations, playing cards, picture narrating, pictures describing, in order to obtain better results in the speaking skills of students.

- That teachers should continue using teaching strategies in order to develop a high level of speaking, students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructors' assistance, help students learn to speak so that the students can use speaking to learn. Schmidt&Frota,(1986).

- That teachers should complete the application of strategies to develop the speaking skills, with more activities such as: videos, songs, dynamic, and speeches.

- That teachers should put more emphasizes on developing the speaking skills besides they can motivate a cooperative learning where students could work in pairs in order to promote the speaking skills and create a good environment in the classroom, and consequently create self-confidence on students; it can encourage the students to practice more conversations paying attention to the connect pronunciation and intonation.

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UNIVERSIDAD NACIONAL DE LOJA

ÁREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

THEME

"THE TEACHING STRATEGIES AND THE DEVELOPMENT OF STUDENTS' SPEAKING SKILLS IN THE NINTH YEAR OF BASIC GENERAL EDUCATION AT EMILIANO ORTEGA ESPINOZA HIGH SCHOOL IN CATAMAYO ACADEMIC PERIOD 2013-2014"

> **Thesis Project previous to obtain the bachelor's degree in sciences of education, English Language Specialization**

Authoress:

Janneth Alexandra Rueda Japón

LOJA – ECUADOR

2014

a. THEME

"THE TEACHING STRATEGIES AND THE DEVELOPMENT OF STUDENTS' SPEAKING SKILLS IN THE NINTH YEAR OF BASIC GENERAL EDUCATION AT EMILIANO ORTEGA ESPINOZA HIGH SCHOOL IN CATAMAYO ACADEMIC PERIOD 2013-2014"

b.   PROBLEM

BACKGROUND

The "Emiliano Ortega Espinoza" High school was created on September 20th, 1980 based on the ministerial agreement Nº 018869 under President Jaime Roldos Aguilera. Its characteristics were their academic activities which started in the afternoon section, with students of mixed body since 1980-1981 academic year with three courses of the Basic Cycle.

"Emiliano Ortega Espinoza" high school began by offering afternoon classes because it did not have its own building, therefore its academic activities were carried out at "Eliceo Arias Carrión" school.

The resolution number 831 on September 4th, 1987 authorized the Chemestry Biological Specialty, The resolution number 1047 on June 7th, 1983 gave the name "Emiliano Ortega Espinoza", The resolution number 629 on July 14th, 1987, authorized the physics mathematics specialty.In July of 1987 with Secretarial Specialty, the first group of graduated students of this high school.

"Emiliano Ortega Espinoza" high school started to work in its own building in the Academic Year 1992-1993, and is located at "El Porvenir" neighborhood on 18 de Agosto between Eugenio Espejo and Olmedo streets in Catamayo canton, Loja Province.

The head master of this institution is Mirtha Díaz, the school has 20 teachers of different subjects, and four English teachers.

The main departments are:

➢ Orientation, Physical culture, Aesthetic Culture, Aesthetic, Administrative office, Library, General services and, Production units.

Mission .- The main goal of the institution is to offer qualified education and efficiency to integrate the educative paradigms through the participation in society in order to establish choices for solving educative problems and offering an education of high quality, efficient, and a pertinent service so that students develop into practical, reflexive and analytic adults.

The school also propitiates debates about national problems to make students adopt critical thinking skills since we not only try to train future professionals with scientific knowledge but also to strength ethical and moral education.

Vission .-This institution has as vision to encourage, to assess, to coordinate and to evaluate innovative process to train and strength a society with national, critical, democratic and universal perception. The curricular frame work based on human and economic resources, and also in showing educative paradigms to society as well as to satisfy personal and social necessities.

Our institution helps to train highly qualified bachelors able to guide the future of the country, by Being a light in society and knowing the reality of Ecuadorian society.

To achieve the objectives shown above, we set the following goals:

➢ The contents must be focused on the nationalism, democracy and defense of human rights, as well as the protection of the environment; we strive for the members of the institution to accomplish their assignments thoughtfully, so that we may change our administrative organization and to look for managing economical resources to improve the institutional centers.

CURRENT SITUATION OF THE RESEARCH.

Is important to notice that everybody is looking for ways to improve more and more their lives and a possible living opportunity. Into education it is not the exception so there are many writers and researchers who have tried to share some ideas like tips to overcome problems in education.

Also to make the educational field more suitable, an interesting way is the creativity that have allowed professionals in each field get great amazing changes, in fact it is hard to talk about creativity since if this phenomenon would not have been implemented nothing that we notice and evidence here just now were not as it is also we cannot describe creativity as a lonely factor of change.

It has to be linked to a specific area, in the teaching learning process and plays an extremely important role as strategy since it means to search and to look for hundreds of ways to improve the teaching learning process also to get better and more effective results.

After the exposed and highlighting the importance of creativity into education is necessary to make a previous background of creativity into education, unfortunately this is a huge area so with the following example the creativity will be explained. Johan Gutenberg though in creating the printing words in 1600, before that time the process of writing books was very slow and just reach people could have them.

RESEARCH PROBLEM

How do the teaching strategies have influence on the development of the speaking skills of the students in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014.

DELIMITATION OF THE RESEARCH

To develop the present research the "Emiliano Ortega Espinoza" high school as the source of information.

a) Temporal

The research work will be carried out from September of 2011 until July of 2014

b) Spatial

The "Emiliano Ortega Espinoza" high school is located at "El Porvenir" neighborhood in 18 de Agosto between Eugenio Espejo and Olmedo streets in Catamayo canton, Loja Province.

c) Observation units.

To detect possible problems into teaching strategies and development of students' speaking skills, surveys will be applied as resources to elaborate the present research work with 4 English Teachers and 150 students of ninth year of basic general education at "Emiliano Ortega Espinoza" high school.

d) **Sub-problems.**

1. **Subproblem:**

➢ Do the teachers consider the teaching strategies in the development of the speaking skills in the students ninth year of basic general education at "Emiliano Ortega Espinoza" high school in Catamayo Academic Period 2013-2014.

2. **Subproblem:**

➢ Which strategies based on teaching are applied by teachers in the development of the speaking skills in the ninth year of basic general education at "Emiliano Ortega Espinoza" high school in Catamayo Academic Period 2013-2014.

c. JUSTIFICATION

The present project has been developed about the research theme of "Teaching Strategies and Development of the students' Speaking Skills in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo in the Academic Period 2013-2014" Because it is an important topic to develop this research project.

According to the arguments, this research project is justified by the following reasons:

Since scientific point of view, it is important to carry out this research about the teaching strategies. To show that exist effective ways to learn better the English language.

Since the educational point of view, it is important to develop this research project, because it will help to know more aware about the education and in a more specific way in checking specific strategies to develop the speaking skills with learners of English language.

It is necessary to emphasize the use of the teaching strategies reflected on the students' efficiency through the development of speaking skills that the students apply in real contexts.

Since social point of view, this thesis will be very useful for the future generations and will help them to solve any doubts about the theme, it is essential, easily and helpful to improve the teaching English language and it helps getting more jobs opportunities in different parts of the world.

Therefore the present research project is pertinent because it is effective and it can be taken to help teachers and students to get a better and easier learning of the language and it will generate clear ideas of explanations or descriptions of the use of the teaching strategies to develop speaking skills inside English language teaching.

The project is also possible because the author as an undergraduate of the English Language Department from National University of Loja is able to carry out, because he has the necessary knowledge that has been provided by the university to develop the research.

Finally, it is also a previous requirement for the author to develop the research in order to get her English teacher's degree having the enough resources to carry it out in the determined time established in the timetable.

d. OBJECTIVES

General Objectives

To determine the level of influence that teaching strategies have on the development of the speaking skills in the students of the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014

Specific Objectives

- To find out if the teachers consider the teaching strategies in the development of the speaking skills in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014.

- To identify the strategies based on teaching that teacher apply in the development of the speaking skills in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014.

e. THEORETICAL FRAMEWORK

TEACHING STRATEGIES

Definition of Teaching Strategies

Teaching strategy is a plan or a program that is extensively used to ensure that a certain message or lesson is passed from the teacher to the student. These plans use various means, either theoretical or practical. The duration of these plans may last a short period like a month or even a year.(Q&A, 2013) .

New and old teachers can both benefit from effective teaching strategies for the classroom. Your goal is to help children learn the material that you teach. Essential to this is proper classroom and behavior management. You can achieve this with teaching ideas that engage students, making them interested in learning. Your students' success largely depends on you, and you owe it to them to come to school prepared to teach every day. Good teaching skills will show through your results.

- **Lesson Planning**

Before you even set foot in the classroom, do your lesson planning. You need both a course outline and a daily plan. Start your year by having a loose idea of

how you will accomplish your goals and adjust it based on your class. If you plan too far ahead, you may find yourself doing a lot of backtracking when you learn that the students' personalities don't fit with what you planned.

Prepare detailed weekly lesson plans that illustrate what you want students to learn, how you will teach it and how you can test that they understand the material. Make a note of all the materials that you need so that you don't come up short in the middle of a lesson. Also have a list of activities that you can do in case you finish your lesson early. If you don't have a plan, you may lose control of your classroom.

- **Establishing Expectations**

From the first day, establish expectations of how you expect students to act. Work together with the class to create the rules of the classroom and what happens when someone doesn't follow the rules. The student participation in this helps them to follow the rules.

Aim to have a positive attitude toward each child. Expect the best from all of your students, even if another teacher has given you a warning about a particular student. Young children tend to respond to adult expectations. If you expect students to be good, they often will act good.

Teaching for Multiple Intelligences

Recent studies suggest that people learn through a variety of methods, often called "multiple intelligences." These intelligences are naturalist, musical, logical-mathematical, existential, interpersonal, bodily-kinesthetic, linguistic, intrapersonal and special. Traditional schooling focuses only on logical-mathematical and linguistic intelligences.

When teaching a concept, approach it from several different angles. Don't rely on students to learn only through reading or listening to a lecture. Incorporate other senses by playing music or doing physical activities related to the idea.

Effective teaching strategies :

There are a variety of **teaching strategies** that instructors can use to improve student learning. Some ways to make your classes more engaging:

- Active Learning - Active Learning is anything that students do in a classroom other than merely passively listening to an instructor's lecture. Research shows that active learning improves students' understanding and retention of information and can be very effective in developing higher order cognitive skills such as problem solving and critical thinking.

- Clicker Use in Class - Clickers enable instructors to rapidly collect and summarize student responses to multiple-choice questions they ask of students in class.

- Collaborative/Cooperative Learning - Cooperative and collaborative learning are instructional approaches in which students work together in small groups to accomplish a common learning goal.They need to be carefully planned and executed, but they don't require permanently formed groups.

- Critical Thinking - Critical thinking is a collection of mental activities that include the ability to intuit, clarify, reflect, connect, infer, and judge. It brings these activities together and enables the student to question what knowledge exists.

- Discussion Strategies - Engaging students in discussion depends on learning and motivation by propelling them to develop their own views and hear their own voices. A good environment for interaction is the first step in encouraging students to talk.

- Experiential Learning - Experiential learning is an approach to education that focuses on "learning by doing," on the participant's subjective experience. The role of the educator is to design "direct experiences" that include preparatory and reflective exercises.

- Games/Experiments/Simulations - Games, experiments and simulations can be rich learning environments for students. Students today have grown up playing games and using interactive tools such as the Internet, phones, and other appliances. Games and simulations enable students to solve real-world problems in a safe environment and enjoy themselves while doing so.

- Humor in the Classroom - Using humor in the classroom can enhance student learning by improving understanding and retention.

- Inquiry-Guided Learning - With the inquiry method of instruction, students arrive at an understanding of concepts by themselves and the responsibility for learning rests with them. This method encourages students to build research skills that can be used throughout their educational experiences.

- Interdisciplinary Teaching - Interdisciplinary teaching involves combining two different topics into one class. Instructors who participate in interdisciplinary teaching find that students approach the material differently, while faculty members also have a better appreciation of their own discipline content.

- Learner-Centered Teaching - Learner-Centered teaching means the student is at the center of learning. The student assumes the responsibility for learning while the instructor is responsible for facilitating the learning. Thus, the power in the classroom shifts to the student.

- <u>Learning Communities</u> - Communities bring people together for shared learning, discovery, and the generation of knowledge. Within a learning community, all participants take responsibility for achieving the learning goals. Most important, learning communities are the *process* by which individuals come together to achieve learning goals.

- <u>Lecture Strategies</u> - Lectures are the ways most instructors today learned in classes. However, with today's students, lecturing does not hold their attention for very long, even though they are means of conveying information to students.

- <u>Mobile Learning</u> - Mobile Learning is any type of learning that happens when the learner is not at a fixed location.

- <u>Online/Hybrid Courses</u> - Online and hybrid courses require careful planning and organization. However, once the course is implemented, there are important considerations that are different from traditional courses. Communication with students becomes extremely important.

- <u>Problem-Based Learning</u> - Problem-based Learning (PBL) is an instructional method that challenges students to "learn to learn," working in groups to seek solutions to real world problems. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life, and will help prefer students for their careers.

- Service Learning–is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities, service learning provides benefits for everyone involve; the learning is structured and supervised and enables the student to reflect on what has taken place.

- Social Networking Tools- Social networking tools enable faculty to engage students in new and different means of communication.

- Teaching Diverse Students- Instructors today encounter a diverse population in their courses and many times need assistance in knowing how to deal with them.

- Teaching with Cases- Case studies present students with real-life problems and enable them to apply what they have learned in the classroom to real life situations. Cases also encourage students to develop logical problem solving skills and, if used in teams, group interaction skills. Students define problems, analyze possible alternative actions and provide solutions with a rationale for their choices.

- Team-Based Learning - Team-based learning (TBL) is a fairly new approach to teaching in which students rely on each other for their own learning and are held accountable for coming to class prepared. Research has found that

students are more responsible and more engaged when team-based learning is implemented. The major difference in TBL and normal group activities is that the groups are permanent and most of the class time is devoted to the group meeting.

- <u>Team Teaching</u> - At its best, team teaching allows students and faculty to benefit from the healthy exchange of ideas in a setting defined by mutual respect and a shared interest in a topic. In most cases both faculty members are present during each class and can provide different styles of interaction as well as different viewpoints.

- <u>Writing Assignments</u> - Writing assignments for class can provide an opportunity for them to apply critical thinking skills as well as help them to learn course content. (Merlot Pedagogy, 1997-2014).

Instructional Strategies.- Also Instructional strategies are techniques teachers use to help students become independent, strategic learners. These strategies become learning strategies when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.

Instructional strategies can: Motivate students and help them focus attention, Organize information for understanding and remembering, Monitor and assess learning.

To become successful strategic learners students need: Step-by-step strategy instruction, a variety of instructional approaches and learning materials, Appropriate support that includes modeling, guided practice and independent practice, Opportunities to transfer skills and ideas from one situation to another, Meaningful connections between skills and ideas, and real-life situations, Opportunities to be independent and show what they know, Encouragement to self-monitor and self-correct, Tools for reflecting on and assessing own learning.

Effective instructional and learning strategies can be used across grade levels and subject areas, and can accommodate a range of student differences.

For example the <u>Instructional strategies</u> that are especially effective in the health education program include:

Group Discussion Group discussions are an integral part of the health and life skills classroom. They are essential for building background on specific issues, creating motivation and interest, and giving students a forum for expressing and exploring new ideas and information. Group discussions help students learn to articulate their views and respond to opinions that differ from their own. Group discussions may involve the whole class or a small group. Groups of two to six students work well. Participating in group discussions help students consider other people's perspectives and develop effective problem solving skills.

Independent Study.-Independent study is an individualized learning experience that allows students to select a topic focus, define problems or questions, gather and analyze information, apply skills, and create a product to show what has been learned. Independent study can be effectively used in upper elementary and junior high health programs. This learning strategy works best with students who have a high degree of self-directedness and a mastery of basic research skills.

Portfolio Development.-Portfolios are a chance for students to gather, organize and illustrate examples of their learning and accomplishments. It is the process of creating, collecting, reflecting on and selecting work samples that engages students in continuous reflection and self-assessment.

Journals and learning logs.-Journals and learning logs provide students with opportunities to record their thoughts, feelings and reflections on a variety of topics or experiences. Journals allow students to explore ideas and clarify their own thinking.

Role-playing.- Role-playing is the spontaneous acting out of situations, without costumes or scripts. The context for the role-play is presented and roles are selected. Students have minimal planning time to discuss the situation, choose different alternatives or reactions and plan a basic scenario. At the conclusion, students have an opportunity to discuss how they felt and what they learned about that particular situation. The most important part of role-play is the follow-up discussion.

Cognitive organizers.-Students can use cognitive organizers to generate ideas, record and reorganize information, and see relationships. They demonstrate not only what students are thinking but also how they are thinking as they work through learning tasks. Examples of cognitive organizers include Idea builders, T-charts, Venn diagrams, charts, decision-making models, charts and mind maps.

Literature response.-Using literature in the health and life skills classroom allows students to increase their knowledge and understanding of the world and themselves. Literature allows students to vicariously experience new situations and identify with the experiences of characters**.**

Issue-based inquiry: The world offers many complex social and health issues. It is essential that students have opportunities to develop their abilities to think clearly and make decisions about them. One way to create these opportunities is through issue-based inquiry with real-life issues. (Learning, 2002).

Teaching includes all the activities of providing education to other. The person who provides education is called teacher. The teacher uses different method for giving best knowledge to his students. He tries his best to make understand students. His duty is to encourage students to learn the subjects.

Teaching means interaction of teacher and students. They participate for their mutual benefits. Both have their own objective and target is to achieve them**.** any great teachers of world define teaching in different way and we can say that

teaching is just to train the students so that they can stand on their own, front to the society.

Instructional strategies include all approaches that a teacher may take to actively engage students in learning. These strategies drive a teacher's instruction as they work to meet specific learning objectives. Effective instructional strategies meet all <u>learning styles</u> and development needs of the learners.(Stovall, 2003,-2004).

Case Method. Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios.

Course content cases can come from a variety of sources. Many faculty have transformed current events or problems reported through print or broadcast media into critical learning experiences that illuminate the complexity of finding solutions to critical social problems. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although there are

times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson. For more information about teaching strategies, see the list of college teaching references in Appendix N.

Assessing or grading students' contributions in active learning environments is somewhat problematic. It is extremely important that the course syllabus explicitly outlines the evaluation criteria for each assignment whether individual or group. Students need and want to know what is expected of them.

Integrating Technology.- Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is proving to be valuable for enhancing and extending the learning experience for faculty and students. Many faculty have found electronic mail to be a useful way to promote student/student or faculty/student communication between class meetings. Others use list serves or on-line notes to extend topic discussions and explore critical issues with students and colleagues, or discipline- specific software to increase student understanding of difficult concepts.

Currently, our students come to us with varying degrees of computer literacy. Faculty who use technology regularly often find it necessary to provide some

basic skills level instruction during the first week of class. In the future, we expect that need to decline. For help in integrating technology into a course curriculum contact the Program in Support of Teaching and Learning or the Instructional Development Office, In addition, watch for information throughout the year about workshops and faculty conversations on the integration of technology, teaching and learning.(Mason, 2010).

SPEAKING SKILLS

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishments in spoken communication.

Language learners need to recognize that speaking involves three areas of knowledge:

● Mechanics (pronunciation, grammar, and vocabulary): Using the right words in the right order with the correct pronunciation.

● Functions (transaction and interaction): Knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

- Social and cultural rules and norms (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): Understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

- In the communicative model of language teaching, instructors help their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situations. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and to do so using acceptable (that is, comprehensible) pronunciation.(Stovall Burkart, 2003, 2004).

Goals and Techniques for improve the Speaking Skills

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. The learners try to avoid making mistakes when they give a message or when they use the grammar, or vocabulary.

To help students to develop communicative efficiency in speaking, instructors can use a balanced activities approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

Content-Oriented input focuses on information: whether it is a simple weather report or an extended lecture on an academic topic. Content-oriented input may also include descriptions of learning strategies and examples of their use.

Form-Oriented input focuses on ways of using the language: guidance from the teacher or another source on vocabulary, pronunciation, and grammar (linguistic competence); appropriate things to say in specific contexts (discourse competence); expectations for rate of speech, pause length, turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair miscommunication (strategic competence).

In the presentation part of a lesson, an instructor combines content-oriented and form-oriented input. The amount of input that is actually provided in the target language depends on students' listening proficiency and also on the situation.

For students at lower levels, or in situations where a quick explanation on a grammar topic is needed, an explanation in English may be more appropriate than one in the target language, for example:

Structured output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

Incommunicative output the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

In everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

In a balanced activities approach, the teacher uses a variety of activities from these different categories of input and output. Learners at all proficiency levels, including beginners, benefit from this variety; it is more motivating, and it is also more likely to result in effective language learning.(Grace, 2003, 2004).

Strategies for Developing Speaking Skills

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process.

Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves expand their knowledge of the language and their confidence in using it.

These instructors' help students learn to speak so that the students can use speaking to learn.

Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a

learner to focus on what the other participant is saying, without having to simultaneously plan a response.

Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skills levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check. (Schmidt R.W, &Frota S.N. 1986).

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors

can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

The activities For Speaking Skills

The activities make students more active in the learning process and these activities can contribute a great deal to develop basic interactive for speaking skills, and the activities are the following: Discussions, Role Play, Simulations, Dialogues, Information Gap, Brainstorming, Storytelling, Interviews, Story Completion, Forums, Reporting, Conversations, Playing Cards, Picture Narrating, Picture Describing, Find the Difference. (Kayi, 2016).

Developing Speaking Activities

Traditional classroom speaking practice often takes the form of drills in which one person asks a question and another gives an answer. The question and the answer are structured and predictable, and often there is only one correct, predetermined answer. The purpose of asking and answering the question is to demonstrate the ability to ask and answer the question.

In contrast, the purpose of real communication is to accomplish a task, such as conveying a telephone message, obtaining information, or expressing an opinion.

In real communication, participants must manage uncertainty about what the other person will say. Authentic communication involves an information gap; each participant has information that the other does not have. In addition, to achieve their purpose, participants may have to clarify their meaning or ask for confirmation of their own understanding.

To create classroom speaking activities that will develop communicative competence, instructors need to incorporate a purpose and an information gap and allow for multiple forms of expression. However, quantity will not necessarily produce competent speakers. Instructors need to combine structured output activities, which allow for error correction and increased accuracy, with communicative output activities that give students opportunities to practice language use more freely.

Structured Output Activities

Two common kinds of structured output activities are *information gap* and *jigsaw* activities. In both these types of activities, students complete a task by obtaining missing information, a feature the activities have in common with real communication. However, information gap and jigsaw activities also set up practice on specific items of language. In this respect they are more like drills than like communication.

Information Gap Activities*:*

Filling the gaps in a schedule or timetable: Partner A holds an airline timetable with some of the arrival and departure times missing. Partner B has the same timetable but with different blank spaces. The two partners are not permitted to see each other's timetables and must fill in the blanks by asking each other appropriate questions. The features of language that are practiced would include questions beginning with "when" or "at what time." Answers would be limited mostly to time expressions like "at 8:15" or "at ten in the evening."

Completing the picture: The two partners have similar pictures, each with different missing details, and they cooperate to find all the missing details. In another variation, no items are missing, but similar items differ in appearance. For example, in one picture, a man walking along the street may be wearing an overcoat, while in the other the man is wearing a jacket. The features of grammar and vocabulary that are practiced are determined by the content of the pictures and the items that are missing or different. Differences in the activities depicted lead to practice of different verbs. Differences in number, size, and shape lead to adjective practice. Differing locations would probably be described with prepositional phrases.

These activities may be set up so that the partners must practice more than just grammatical and lexical features. For example, the timetable activity gains a

social dimension when one partner assumes the role of a student trying to make an appointment with a partner who takes the role of a professor. Each partner has pages from an appointment book in which certain dates and times are already filled in and other times are still available for an appointment. Of course, the open times don't match exactly, so there must be some polite negotiation to arrive at a mutually convenient time for a meeting or a conference.

Jigsaw Activities

Jigsaw activities are more elaborate information gap activities that can be done with several partners. In a jigsaw activity, each partner has one or a few pieces of the "puzzle," and the partners must cooperate to fit all the pieces into a whole picture. The puzzle piece may take one of several forms. It may be one panel from a comic strip or one photo from a set that tells a story. It may be one sentence from a written narrative. It may be a tape recording of a conversation, in which case no two partners hear exactly the same conversation.

With information gap and jigsaw activities, instructors need to be conscious of the language demands they place on their students. If an activity calls for language your students have not already practiced, you can brainstorm with them when setting up the activity to preview the language they will need, eliciting what they already know and supplementing what they are able to produce themselves.

Structured output activities can form an effective bridge between instructor modeling and communicative output because they are partly authentic and partly artificial.

Like authentic communication, they feature information gaps that must be bridged for successful completion of the task. However, where authentic communication allows speakers to use all of the language they know, structured output activities lead students to practice specific features of language and to practice only in brief sentences, not in extended speech.

Also, structured output situations are contrived and more like games than real communication, and the participants' social roles are irrelevant to the performance of the activity.

This structure controls the number of variables that students must deal with when they are first exposed to new material. As they become comfortable, they can move on to true communicative output activities.

Communicative Output Activities

Communicative output activities allow students to practice using all of the language they know in situations that resemble real settings. In these activities, students must work together to develop a plan, resolve a problem, or complete a task. The most common types of communicative output activity are *role plays* and *discussions.*

In role plays, students are assigned roles and put into situations that they may eventually encounter outside the classroom. Because role plays imitate life, the range of language functions that may be used expands considerably. Also, the role relationships among the students as they play their parts call for them to practice and develop their sociolinguistic competence. They have to use language that is appropriate to the situation and to the characters.

Students usually find role playing enjoyable, but students who lack self-confidence or have lower proficiency levels may find them intimidating at first. To succeed with role plays:

- Prepare carefully: Introduce the activity by describing the situation and making sure that all of the students understand it,
- Set a goal or outcome: Be sure the students understand what the product of the role play should be, whether a plan, a schedule, a group opinion, or some other product.
- Use role cards: Give each student a card that describes the person or role to be played. For lower-level students, the cards can include words or expressions that a person might use.
- Brainstorm: Before you start the role play, have students brainstorm as a class to predict what vocabulary, grammar, and idiomatic expressions they might use.

- Keep groups small: Less-confident students will feel more able to participate if they do not have to compete with many voices.

- Give students time to prepare: Let them work individually to outline their ideas and the language they will need to express them.

- Be present as a resource, not a monitor: Stay in communicative mode to answer students' questions. Do not correct their pronunciation or grammar unless they specifically ask you about it.

- Allow students to work at their own levels: Each student has individual language skills, an individual approach to working in groups, and a specific role to play in the activity. Do not expect all students to contribute equally to the discussion, or to use every grammar point you have taught.

- Do topical follow-up: Have students report to the class on the outcome of their role plays.

- Do linguistic follow-up: After the role play is over, give feedback on grammar or pronunciation problems you have heard. This can wait until another class period when you plan to review pronunciation or grammar anyway.

- Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain. (Stovall Burkart, The National Capital Language Resource Center,, 2003,2004).

Speaking skills, like listening skills, are often neglected in the classroom or teachers assume that they are an area that does not require instruction or facilitation. In order to communicate effectively through speaking, children must exhibit fluency, clarity, and an awareness of audience. Such verbal communication skills are learned through practice and observation of an effective speaker, such as the teacher.

Creating a Positive Environment for Speaking Skills:

The key to encouraging speaking skills in the classroom is creating the proper environment. Learners should feel relaxed, and social interaction with peers should be encouraged. One teacher of fourth grade suggests these goals:

- To speak clearly with proper pronunciation in order to communicate with others, to speak expressively with feeling and emotion and avoid the monotone, to speak effectively in different situations: with individuals, small groups, and the whole class, to utilize speaking in all the communication arts and content areas to further learning.

To achieve these goals, the teacher organized her instructional program around two criteria: a positive, receptive teacher attitude and a physical environment conducive to language use.

Speaking Skills: Strategies and Activities:

Most oral language instruction takes place indirectly; that is, the teacher creates the positive climate and the motivational activity, and the students do the rest.

a) **Brainstorming:**

One of the best ways to generate a number of ideas in a short amount of time is through the brainstorming strategy. Brainstorming helps to stretch a student's imagination, encourages group cooperation, and leads to creative thinking through spontaneous contributions by all group members. Key principles of brainstorming include the following:

- Select a problem or topic and react to it quickly, Designate one person in the group as the recorder of ideas, Accept and record all ideas or suggestions, Build on other people's ideas, Do not criticize anyone else's ideas, Remember that, initially, quantity of ideas is more important than quality.

b) **Interviewing:**

Most information students gather for school projects comes from traditional sources like the encyclopedia or internet. Students need to learn that another way of gathering information is through interviewing, or asking someone for information or opinions.

Donald Graves recommends teaching young children about interviewing by having them poll their fellow classmates for information. In this simple polling technique, students choose a different interview or polling question to ask their classmates each day. After polling, a bar chart could be made to show the results of the survey.

Most students are familiar with interviews because of the many that are shown on television. You could show models of good interviews and analyze them as a class. Good interviewers keep in mind the following points:

- Gather background information on the subject, Learn something about the interviewee (person being interviewed), Decide ahead of time on the information desired, Formulate appropriate questions, Anticipate follow-up questions based on the interviewee's responses, determine how to begin and end the interview politely.

Interviewing is an important strategy for gathering information and conducting research on many topics.

h) Drama and Oral Language Development:

Television has made us a nation of spectators. The current craze for video games has intensified this situation. It is more important than ever that we make

opportunities available for children to experience participation in the arts. Drama is truly one of the great oral communication forms.

Drama can take many forms in the classroom, from the simple dress-up play of preschoolers to full-blown theatrical productions with costumes, scenery, and memorized scripts. Whatever the form, the objectives of drama in the classroom remain the same:

- To encourage creative and aesthetic development, to improve children's abilities to think critically, to create an environment in which social and cooperative skills flourish, to improve the general communication skills of students, to enhance the individual child's knowledge.

i) Pantomime:

Pantomime is the art of conveying ideas without words and incorporates gestures and expressions. It is more like theater acting in the sense that an entire story can be told through the movements of the characters. Props and simple costumes can be used, but no speaking is allowed.

In preparing for their demonstration the students plan and talk among themselves. They choose parts; decide on the movements they will use to convey their story; and make simple props, signs or costumes, if necessary. This aspect

of the preparation involves verbal communication. But once the group is in front of the class no talking is allowed. This is the real challenge of pantomime.

j) Choral Speaking:

There are several kinds of choral speaking activities to choose from:

- Antiphonal or dialogue: Poems with two parts or a question-and-answer format are appropriate here. Often the deep voices take one part while the light voices take the other. This usually means the dialogue takes place between a group of girls and a group of boys.

- Line-a-group or line-a-child: In this approach, individuals or small groups read one line of a poem at a time. They work to keep in harmony.

- Refrain: Narrative poems with a chorus are good candidates for refrain. A teacher or student can recite the story, with the other children in the class joining it on the chorus.

- Unison: Although unison speaking appears simple, it really requires skills for the students to keep together. Since everyone speaks every line, the rhythm and timing have to be perfect. Almost every poem is appropriate for unison speaking.

- Cumulative speaking: One speaker begins, with other speakers, one by one, joining the first speaker. This type of speaking helps the student who may be nervous or shy in front of classmates to gain confidence by speaking with others.

k) **Puppetry and Storytelling:**

Like storytelling, puppets and masks have traditionally been associated with oral dramatic presentations. Like so many oral activities, creating the proper environment is the essential ingredient to a successful puppetry experience. Begin by creating a simple puppet stage in one corner of your classroom.

The next step is to gather some simple materials for creating easy-to-make puppets. Literally any scrap material can be used in the construction of puppets. Here are several kinds of puppets that students can make:

- Sock puppets: Have each child bring an old sock from home. Demonstrate that by placing your hand inside the sock—your fingers in the toe, your thumb in the heel—you can make the puppet come alive simply by opening and closing your hand. Next add cloth, felt, buttons, beads, yarn, and so on to make the eyes, mouth, nose, and ears.

- Finger puppets: The simplest way to make a finger puppet is with an old glove. On each finger, draw, color, or paint facial features of different

characters. You can add bits of yarn, sequins, or buttons. Each finger should contain a face with a different expression or look. In this way, you have large groups of tiny character puppets that can talk back and forth.

- Paper-bag puppets: Paper-bag puppets are easy and inexpensive. Depending on the size of the paper bag used, you can create all types of puppets. Large bags (never plastic!) can be placed over children's heads and worn as full masks. Holes for eyes, nose, and mouth can be cut and the bags decorated with crayons or other materials. Smaller paper bags lend themselves as hand puppets.

- Stick-and-ball puppets: With a wooden dowel, tongue depressor, or bent coat hanger plus a plastic foam ball or old tennis ball, you can teach children to construct a stick-and-ball puppet. First cover the ball with felt or cloth and draw in the facial features. Then decorate with string, small buttons, and so on. Next insert the stick to support the head. (With a tennis ball, you have to cut a small hole to insert the stick.) Finally, cover the stick with a loose cloth, decorated to form a distinctive costume for your puppet. Insert your hand beneath the cloth and grasp the stick. Your puppet is ready.

- Shadow puppets: To create a shadow puppet, you will use stiff cardboard or oak tag. Cut your puppet shape from the flat pattern in profile because only this outline is seen by the audience. Intricate facial features are not

necessary; the unique characteristics of the puppet come from the cut outline. Next, attach the cutout to a stick to be held by the student puppeteer.

l) Theater Acting:

Theater Acting includes many of the previously described oral language activities. It also adds perhaps the most difficult aspect of acting: the memorization of a script. It is recommended that theater acting come after students are already familiar with the other forms of oral expression.

m) Using minimal responses

Language learners who lack confidence in their ability to participate successfully in oral interaction often listen in silence while others do the talking. One way to encourage such learners to begin to participate is to help them build up a stock of minimal responses that they can use in different types of exchanges. Such responses can be especially useful for beginners.

Minimal responses are predictable, often idiomatic phrases that conversation participants use to indicate understanding, agreement, doubt, and other responses to what another speaker is saying. Having a stock of such responses enables a learner to focus on what the other participant is saying, without having to simultaneously plan a response.

n) Recognizing scripts

Some communication situations are associated with a predictable set of spoken exchanges -- a script. Greetings, apologies, compliments, invitations, and other functions that are influenced by social and cultural norms often follow patterns or scripts. So do the transactional exchanges involved in activities such as obtaining information and making a purchase. In these scripts, the relationship between a speaker's turn and the one that follows it can often be anticipated.

Instructors can help students develop speaking ability by making them aware of the scripts for different situations so that they can predict what they will hear and what they will need to say in response. Through interactive activities, instructors can give students practice in managing and varying the language that different scripts contain

o) Using language to talk about language

Language learners are often too embarrassed or shy to say anything when they do not understand another speaker or when they realize that a conversation partner has not understood them. Instructors can help students overcome this reticence by assuring them that misunderstanding and the need for clarification can occur in any type of interaction, whatever the participants' language skills levels. Instructors can also give students strategies and phrases to use for clarification and comprehension check.

By encouraging students to use clarification phrases in class when misunderstanding occurs and by responding positively when they do, instructors can create an authentic practice environment within the classroom itself. As they develop control of various clarification strategies, students will gain confidence in their ability to manage the various communication situations that they may encounter outside the classroom.(Stovall Burkart, The National Capital Language Resource Center, 2003, 2004)

HYPOTHESES

1. General Hypotheses

➢ The teaching strategies have an influence in the development of the speaking skills in the students of the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo in the Academic Period 2013-2014.

2. Specific hypotheses

➢ The teachers do not consider the teaching strategies in the development of the speaking skills of the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo in the Academic Period 2013-2014?

➢ Teachers do not apply strategies based on teaching in the development of the speaking skills of the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo in the Academic Period 2013-2014?

f.   METHODOLOGY

DESIGN OF THE RESEARCH

This Research Project utilizes a descriptive design, because the variables have not been manipulated by the researcher. It describes the real facts that are currently taking place in our educational environment.

METHODS, TECHNIQUES AND INSTRUMENTS

METHODS

This work has been characterized as non-experimental, because it is a socio-educative work and it will be developed in a descriptive way. The researcher will not have the chance to manipulate the variables of the work, applying a survey, study of documents and the description of the facts in the same way that they show themselves in the researched reality to discover the data and the obtained results in the work.

There are some methods which will be used in this Research Project, these are:
The **descriptive** method will be used to pick up the information, describe the obtained results in the applied instruments and it will permit to organize the information according to the hypothesis and the indicators obtained for each one of the variables.

Using the **analytic-synthetic** method, which will serve to analyze the empiric information from the applied instruments, and it will permit derive the respective conclusions according to the tendencies of the results in the field information. It will also be used to analyze the components of the macro and micro planning that the teachers develop in the researched institution.

The **explicative method** will be also used, in the explanation of the logical implications of the variables of each hypothesis, in this way it will prove the same ones, through a descriptive deduction according to the obtained results contrasted with the theoretical referents.

The **statics method** will be used for analyze and interpret the results.

TECHNIQUES AND INSTRUMENTS

To obtain the empiric information will be apply a survey to obtain information about the researched object, It will be applied to the English teachers and students of the ninth year of the basic education, with a previous elaborated questionnaire, which will contain different types of closed questions about the topic researched.

PROCEDURES

Once the empiric information will recover, it will be process following these phases.

Collect data

In order to obtain the information, will be applied a survey to the teachers and students of ninth year of Basic general Education at Emiliano Ortega Espinoza high school.

Tabulation

In the tabulation of the obtained data in the field research it will be used the descriptive statistics for the closed questions and unifying criteria from the reason or explanation of every question, it will contrast the information of the teachers and students which will show the right information.

1. Organization

The organization of the gathered information will be made according to the specific hypothesis that will guide the classification of the obtained results with the test and the surveys.

In this way we will facilities the next step, the interpretation and analysis.

2. Description

Once the data had been collected it will be described in statistic tables that will show the frequency and the percentage of the indicators acquired in the applied instruments. This will allow to represent the information graphically.

Graphic Representation

After will be described the data, they will be represented graphically, so it will facilitate the interpretation and consequently the critical analysis of every question. After the information will be showed through the bars diagram.

Interpretation and Analysis

After presenting the information in tables and graphs, it will be interpreted according to the obtained percentages and it will be analyzed taking into account

the categories of the theoretical frame, the major tendencies in the results and the variables of the specific hypothesis.

Hypothesis verification

The hypothesis will be demonstrated through a deductive hypothetical process supported in the logical analysis of the field investigation whose final results are expressed in a descriptive way.

Conclusions and recommendations

The conclusionswill be developed based on a specific analysis of the results and they will serve to give some recommendations to the authorities of the researched institution and besides to the teachers and students in order to contribute with the solution of the problem that motivated the present research.

Population and sample

The population will be an important part in the development of this research there are 168 students of 9th year of Basic Education. For that reason the survey will be applied to all students of ninth year of basic education at Emiliano Ortega Espinoza high school.

ACTIVITIES	2013				2014												2015							
	Ma	Ap	Ma-		Apr	Feb	Mar	Apr	May	Jun	Jul	Ago	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Ago
Project Presentation	■																							
Appointment of the teacher advisor		■																						
Project checking			■■																					
Project approval								■■■																
									■■■															
Application of the instruments										■■■■■■■■■■■■■														
Development of the thesis																			■■					
Presentation of the thesis																				■				
Thesis approval																					■■■			
Corrections																							■■■■	
Graduation																								

h. BUDGET AND FINANCING

1. RESOURCES

1.1. Human

➢ Researcher.

➢ Thesis coordinator.

➢ English teachers of Emiliano Ortega Espinoza high school.

➢ Students of 9th year of Basic Education at Emiliano Ortega Espinoza high school.

1.2. Material

➢ Books

➢ Dictionaries

➢ Office implement

➢ Sheets

➢ Notebooks

➢ Folders

1.3. Technical

➢ Computer

➢ Flash memory

➢ Internet

➢ Printer

2. **BUDGET**

Transportation	100.00
Copies	. 90.00
Typing and Printing	100.00
Typing and Reproduction	90.00
Others	295.00
Total	**$ 675.00**

3. **FINANCING**

The expenses derived from the present work will be assumed by the researcher.

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- ➢ **ANNEXES**

UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

Teacher's survey

Dear teacher I request your collaboration answering the following questions that will allow me to carry out a research work about teaching strategies and the development of students' speaking skills in the ninth year of basic general education at Emiliano Ortega Espinoza high School. I will be very thankful for your cooperation.

1. Have you heard about teaching strategies?

    Yes ( )   No ( )

2. Have you identified your student's teaching strategies?

    Yes ( )   No ( )

    How did you identify them?

    ……………………………………………………………………………………

    ………………………………………………………………………………….

3. Do you think teaching strategies affect the development of the speaking skills?

    Yes ( )   No ( )

    Why do you think that?

    …………………………………………………………………………………..

4. Do you think it is necessary to use strategies to develop the speaking skills?

Yes   (   )   No   (   )

5. Which of the following strategies based on teaching do you apply in class in order to develop the speaking skills?

- Describing people   (   )
- Starting group discussion (debates conversations, dialogues)   (   )
- Inviting people who speak English   (   )
- Making dramatizations   (   )
- Using minimal responses   (   )

6. Which of the following speaking strategies based on teaching of speaking strategies do you apply with the students?

- Language input activities   (   )
- Communicative out activities   (   )
- Conversations and discussion   (   )
- Role plays   (   )
- Information gaps activities   (   )

7. How would you rate your student's performance in the speaking skills?

Skills	Rate			
speaking	Excellent	Very good	Good	Bad

8. What kind of communicative activities do you use in class in order to develop

   the student's speaking skills?   ( )

   ➢ Structured Output Activities   ( )

   ➢ Filling the gaps in a schedule or timetable   ( )

   ➢ Completing the picture   ( )

   ➢ Jigsaw   ( )

Thanks for your collaboration

UNIVERSIDAD NACIONAL DE LOJA

AREA DE LA EDUCACIÓN EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE CAREER

Student's survey

Dear student I request your collaboration answering the following questions that will allow me to carry out a research work about the teaching strategies and the development of students' speaking skills in the ninth year of basic general education at Emiliano Ortega Espinoza high school. I will be very thankful for your cooperation.

1. Have you heard about teaching strategies?

   Yes (   )   No   (   )

2. Have you identified your teacher's teaching strategies?

   Yes (   )   No   (   )

   How did you identify them?

   …………………………………………………………………………………

   …………………………………………………………………………………

3. Do you think teaching strategies affect the development of the speaking skills?

   Yes (   )   No   (   )

   Why do you think that?

   ………

4. Do you think it is necessary to use strategies to develop the speaking skills?

   Yes   (   )   No (   )

5. Which of the following strategies based on teaching does your teacher apply in class in order to develop the speaking skills?

   - ➢ Describing people   (   )

   - ➢ Starting group discussion (debates conversations, dialogues)   (   )

   - ➢ Inviting people who speak English   (   )

   - ➢ Making dramatizations   (   )

   - ➢ Using minimal responses   (   )

6. Which of the following speaking strategies based on teaching of speaking skills does your teacher apply in the English class?

   - ➢ Language input activities   (   )

   - ➢ Communicative out activities   (   )

   - ➢ Conversations and discussion   (   )

   - ➢ Role plays   (   )

   - ➢ Information gaps activities   (   )

7. How would you rate your performance in the speaking skills?

Skills	Rate			
Speaking	Excellent	Very good	Good	Bad

8. What kind of communicative activities does your teacher use in class in order to develop the speaking skills?

   - ➢ Structured Output Activities   (   )

   - ➢ Filling the gaps in a schedule or timetable   (   )

   - ➢ Completing the picture   (   )

   - ➢ Jigsaw   (   )

Thanks for your collaboration

CONSISTENCE MATRIX

<table>
<tr><td colspan="5">THEME: "The teaching strategies and the development of students' speaking skills in the ninth year of basic general education at Emiliano Ortega Espinoza High School in Catamayo Academic Period 2013-2014"</td></tr>
<tr><td>PROBLEM</td><td>OBJECTIVES</td><td>HYPOTHESES</td><td>VARIABLES</td><td>INDICATORS</td></tr>
<tr>
<td>PROBLEM

How do the teaching strategies have influence on the development of the speaking skills in the students in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014?</td>
<td>GENERAL

To determine the level of influence that teaching strategies have on the development of the speaking skills in the students of the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014.</td>
<td>General

The teaching strategies have an influence in the development of the speaking skills in the students of the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014.</td>
<td>Independent:

THE TEACHING STRATEGIES</td>
<td>Effective teaching strategies.

Instructional Strategies</td>
</tr>
<tr>
<td>SUBPROBLEMS.
Do the teachers consider the teaching strategies in the development of the speaking skills in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014?</td>
<td>ESPECIFIC OBJECTIVES
To find out if the teachers consider the teaching strategies in the development of the speaking skills in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014.</td>
<td>SPECIFIC
The teachers do not consider the teaching strategies in the development of the speaking skills in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014?</td>
<td>Dependent
SPEAKING SKILLS</td>
<td>Strategies for developing speaking skills
Activities for speaking skills</td>
</tr>
<tr>
<td>Which strategies based on teaching are applied by teachers in the development of the speaking skills in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo Academic Period 2013-2014?</td>
<td>To identify the strategies based on teaching that teachers apply in the development of the speaking skills in the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo in the Academic Period 2013-2014.</td>
<td>Teachers do not apply strategies based on teaching in the development of the speaking skills of the ninth year of basic general education at Emiliano Ortega Espinoza high school in Catamayo in the Academic Period 2013-2014?</td>
<td></td>
<td></td>
</tr>
</table>

INDEX