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TITLE

FORMULAIC SEQUENCES TO PROMOTE ORAL PRODUCTION AMONG STUDENTS OF FIRST-YEAR BACHILLERATO "B", AFTERNOON SESSION AT MANUEL IGNACIO MONTEROS VALDIVIESO HIGH SCHOOL IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR

> Thesis as a previous requirement to obtain the Bachelor's Degree in Science of Education, English Language Major.

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CERTIFIES:

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DEDICATION

This thesis work is dedicated to God, for all good and bad things. To my dear family, for supporting and encouraging me to follow my goals, especially to my mother Patricia for being the fundamental pillar in my life.

I would also like to express my affection to my classmates for letting me learn many things. Particularly to Larry and Jhonny for being unconditional friends.

Likewise, to all professors for being patient and respectful principally to Mg. Sc. Jhimi Vivanco for being a teacher who goes beyond of just teaching English classes.

Finally, I dedicate my work to my partner in life Angeles for her unconditional love, patience and motivation.

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a. TITLE

FORMULAIC SEQUENCES TO PROMOTE ORAL PRODUCTION AMONG STUDENTS OF FIRST-YEAR BACHILLERATO "B", AFTERNOON SESSION AT MANUEL IGNACIO MONTEROS VALDIVIESO HIGH SCHOOL IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR

b. RESUMEN

El objetivo de esta investigación fue promover la producción del idioma inglés a través de expresiones pre construidas entre los estudiantes de bachillerato del primer año "B", en el colegio Manuel Ignacio Monteros Valdivieso, sección vespertina, en la ciudad de Loja durante el año lectivo 2019-2020. Para lograr este objetivo, los métodos utilizados fueron: científico, descriptivo, analítico-sintético y estadístico, que ayudaron a recopilar información teórica sobre la estrategia, describir el problema, tabular y procesar la información en tablas y figuras y analizar e interpretar la información. Las pruebas y cuestionarios fueron los instrumentos aplicados a 28 estudiantes para diagnosticar el conocimiento de expresiones pre construidas y la actitud hacia la estrategia. Los resultados indicaron que los estudiantes mejoraron significativamente su pronunciación, entonación y vocabulario. Sin embargo, esta estrategia no fue suficiente para resolver los problemas de precisión y fluidez de los estudiantes al producir el idioma. En conclusión, las expresiones pre construidas fueron efectivas y permitieron a los estudiantes interactuar entre ellos y participar activamente durante las clases, desarrollar su creatividad, confianza y trabajo cooperativo mientras hablan.

ABSTRACT

The objective of this research was to promote oral production through formulaic sequences among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso, Afternoon session, in Loja city during 2019-2020 school year. To achieve this aim, the methods used were: Scientific, Descriptive, Analytic-Synthetic, and Statistical Methods, which assisted to collect theoretical information about the strategy, describe the problem, tabulate and process the data gathered in tables and figures, to analyze and interpret information. Tests and questionnaires were the instruments applied to 28 students to diagnose students' knowledge and attitude towards the strategy. The results indicated that students improved significantly their pronunciation, intonation and vocabulary. Nevertheless, this strategy was not enough to solve students' problems in accuracy and fluency while producing the language. In conclusion, formulaic sequences were effective and enabled students to interact each other and to participate actively during classes, develop their creativity, confidence and cooperative work while speaking.

c. INTRODUCTION

As mentioned by Martinez (2014), oral production is a process carried out through the interaction between people, which is based on the construction of meaningful messages where ideas, perceptions, and points of view from people are conveyed to others in order to communicate. It is a fact that students do not feel confident speaking because they are afraid of making mistakes when producing the language or being bullied. Therefore, many times, learners confront negative feelings about speaking in English due to the fact that they are not often stimulated to adopt active speech roles, and they have few contexts in which to use it for communicative purposes, Khan (as cited in Rodríguez, 2017).

An observation done at Unidad Educativa Manuel Ignacio Monteros Valdivieso, with students of first-year bachillerato "B", afternoon session, 2019-2020 academic period, revealed that those students had difficulties in pronunciation, intonation, accuracy and fluency when producing the language and lack of vocabulary. These issues motivated the researcher to investigate how the application of formulaic sequences as strategy promote oral production.

Therefore, to encourage learners to promote their ability to speak and improve significantly their pronunciation, intonation, fluency, accuracy and vocabulary level and to succeed in oral production, formulaic sequences teaching strategy was chosen. Through the correct application of this strategy, teachers provide to learners preconstructed expressions which

make them feel more confident and secure, and through the given support they will successfully apply these expressions in different contexts. Besides, formulaic sequences help students to interact with their classmates and to be involved in the classroom activities.

The specific objectives of this research work were: to research the theoretical and methodological references about oral production; to diagnose the issues that limit the development of oral production; to design an intervention plan based on formulaic sequences as a strategy to promote oral production; to apply the most suitable techniques of formulaic sequences as a strategy to promote oral production; and to validate the effectiveness of formulaic sequences as a strategy to promote oral production.

The methods used were: **the scientific method** facilitated the study of Formulaic Sequences as a strategy to promote oral production, and it contributed to the observations done both before and during the intervention. This method provided the analysis of a possible solution, as well as the collection of data to make relevant predictions and the analysis of it. **The descriptive method** helped to illustrate the different stages of the study used by the researcher. It served to explain and analyze the object of the investigation. **The analytic-synthetic method** was used to analyze the obtained results through the pre-test and post-test. It was also used to interpret the data, the logical analysis and drew up the conclusions. **The statistical method** was applied to make both the quantitative and the

qualitative analysis of the data obtained through the representation of tables and figures.

The present research is structured as follows: at the beginning ***the abstract***, which mentions the general objective, principal methods, techniques and instruments to diagnose students' knowledge and results towards the strategy. ***The introduction*** encompasses the contextualization of the central problem in general and specifically, the reasons why the theme was chosen, the specific objectives of the study, and the methodology used**. *The literature review***, includes information about the two variables; formulaic sequences and oral production. ***The materials and methods*** section contains the design of the research, materials, methods, instruments that were used to collect the information, and the population. Then ***the results*** that are presented through tables and figures with a corresponding interpretation and logical analysis. Next, there is ***the discussion***, which includes a general analysis of the results obtained, and finally ***the conclusions and recommendations.***

d. LITERATURE REVIEW

FORMULAIC SEQUENCES

This research shows how beneficial is the use of formulaic sequences as a strategy to promote oral production. This section presents valuable information of formulaic sequences, definitions, characteristics, classification, activities, procedure, materials, and its application for promoting oral production.

According to Le-Thi, Rodgers, & Sanchez (2017), many different terms have been used to describe formulaic sequences, such as *sentence stems* (Pawley & Syder, 1983), *lexical phrases* (Nattinger & DeCarrico, 1992), *chunks* (Ellis, 1996), and *multiword items* (Nation, 2013).

Wray (2002) and Schmitt & Carter (2004) agreed on the term *formulaic sequences*. Schmitt & Carter, 2004 (as cited in Duyen Le-Thi, 2012) mentioned that approaches to teaching formulaic sequences can be based on evidence from vocabulary learning research because they are considered as a type of lexeme.

Formulaic sequences consist of storing or collecting authentic and useful words to generate confidence on students and promoting oral production. To know a language is not just to recognize its individual words, but also to know how to use them together in a broader context. What makes learning a new language even more difficult, is the fact that even if some utterances are grammatically correct, they may not sound natural or native-like.

Based on Qian (2015), the role of formulaic sequences in native speakers' speech have witnessed rapid progress in the field and that is because the processing of formulaic sequences has become one of the increasingly interesting topics.

What Qian is trying to say is that formulaic sequences is not a limited strategy, it could work in many contexts and different groups. There is general agreement on basic definitions of what constitutes formulaic sequence and what characteristics such sequences share that make them distinct. The consensus seems to be that they are multiword units of language that are stored in long-term memory as if they were single lexical units.

Wray (2000) defines a formulaic sequence as a sequence, continuous or discontinuous, of words or other meaning elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar. Formulaic sequences are phrases that are conventional pairings of form and unit of meaning in a speech community.

The word formulaic is associated with unity, custom and habit, while sequence indicates that more than one internal unit can be detected, and they do not necessarily have to be words. This definition covers all the possibilities of formulaic linguistic units, thus making reference easier (Xu 2016).

Formulaic sequences is a strategy that gives confidence to students and

make them feel full of trust to produce the language. Therefore, many times learners confront negative feelings about speaking English due to the fact that they are not often stimulated to adopt active speech roles, and have few contexts in which to speak it for communicative purposes.

Characteristics

One way of characterizing formulaic sequences is to say that they are usual expressions that can be represented on a speech, and also improve pronunciation, intonation, accuracy, fluency, vocabulary and confidence to produce the language. These expressions are fully fixed in form and semi-preconstructed phrases, and they express a concept, state a commonly believed or advice facilitating social inter-action (Langacker, 2008). Thus they include idioms, collocations, multi-word terms, formulas proper, including discourse markers, proverbs and other usual sequences. Formulaic sequences run counter to an understanding of linguistic structure as formed by combining words out of a store according to general, combinatory rules.

As human beings, we are all creatures of habit and it is widely accepted that exposure to language plays a significant part in the acquisition process (Schmitt, 2004). It is better to memorize certain expressions when having difficultness on the language basis such as grammatical rules, structures or vocabulary, it gives you the capacity of interacting to others, but also it is important to know the precise moment for using those phrases. Formulaic sequence may result as a significant part of our language, and playing an

essential role in second language learning.

Categories of Formulaic Sequences

Becker defines six classes, or categories, for formulaic sequences. The first is polywords, they are phrases that contain two or more words that are used and understood as single words. The second is phrasal constraints, these are phrases that have some variability which affect the meaning of the phrase. The third class is deictic locutions, they work as clauses or whole utterances whose purpose is to direct the course of conversation. The fourth class for formulaic sequences is sentence builders, they provide the skeleton for the expression of an entire idea and contain fixed positions for people, places, things, actions, etc. The fifth class is situational utterances, these formulaic sequences are usually complete sentences and they are the right thing to say in the given situation. The final class, is verbatim texts that can be any memorized text that is repeated exactly the same way every time it is used.

Fourth class-sentence builder.

Greetings.

Better communication leads to better starting. Greetings are important as first step to promote oral production and it is vital to make first good approach to the language.

- *Hi*

- *How you doing?*

- *I'm doing well*

- *I've been better*

- *See you*

Permission.

This term is more commonly used to refer to consent. Permissions depend on norms, rules or agreements. Many permissions and obligations are complementary to each other.

- *What if I?*

- *May I?*

- *Don't mind if I?*

- *What about?*

- *Could you?*

Congratulations.

Offering congratulations is a way of commending someone on achieving a goal or accomplishing something difficult.

- Well done

- Fantastic

- Good job

- You rock

- Good for you

Nattinger, (1986) claims that students already know some of these categories, of course what they have to learn is how to produce them fluently in the new language, by using the right formulaic sequences on the right occasions.

Activities for Applying Formulaic Sequences

A discussion can be held for various reasons. The students share ideas about an event, describing something, find solutions in their discussion groups or just talk about personal experiences.

Before the conversation, it is essential that the purpose of the activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. Students should always be encouraged to communicate their thoughts through discussions, conversations, asking and answering questions, paraphrasing ideas or having fun each other, these activities can be group or individual activities.

The tangled web we weave.

The Tangled Web greeting is a simple but engaging activity that can be done either sitting still or moving around. This starts by having your class sit in a circle. Give the first student a ball of string or yarn and have her hold onto the loose end and roll the ball to another student. You can also gently toss the ball if it's not perfectly round. The person who sent the yarn greets the person who received it, and the receiver thanks the sender for the yarn and says hi as well.

First impression.

When traditional methods no longer suffice, teachers have to get creative. One of the easiest ways to do this is by making use of a random image. This activity consists in showing an image followed by performing short speaking

where an image provides enough information for putting your best foot forward. Suitable for promoting oral production. The Random image is a reliable thinking technique to start talking. By looking for a connection between a random image and the challenge, students are motivated to find surprising ideas to talk. Before starting the activity students apply congratulations formulaic sequences to show how much they understood the previous speech.

The hidden treasure.

The Hidden Treasure comes into play, when the teacher chooses one student to hide "the treasure" in the hand. Everyone tries to guess who has the hidden treasure by asking one question of the person and determine if that person holds the treasure. The treasure holder shouldn't reveal the truth right away and should play along pretending she does not have the treasure. Students can't outright ask if the hand shaker has the treasure, but creative sleuths might be able to figure it out. However, the truth won't be revealed until the treasure owner shakes at least five or more students' hands! This activity is also a great way to help students build social skills. The student who wants to participate have to rise its hand and start the speech using a permission formulaic sequences.

Role play.

Kowalska (1991) believes that role-playing develops learner's fluency in speaking. Role-play can be a very successful tool in the teacher's hands. As its prime goal is to boost student's interaction in the classroom. Learners

take a little preparation time and then meet up with other students to act out small scenes using their own ideas, as well as any ideas and information from the imaginary role. A simple role could do nothing more than name the role or alternatively they could offer guidance as to what to do rather than the role itself, such as common situations.

Materials

It is undeniable that the use of certain materials increases many aspects of oral communication. Also its application is potential to increase motivation and desire of speaking.

Word wall.

A word wall is a collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. The word wall is designed to be an interactive tool for students and contains an array of words that can be used during speaking.

Formulaic Sequences and its Relation to Oral Production

Knowledge of formulaic sequences can provide advantages to language learners in a number of ways, it may help improve comprehension easily. Wray (as cited in Le-Thi, Rodgers, & Sanchez, 2017) says that a sequence of words, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, it has better results as word association and allows oral production.

When considering oral production, speakers use formulaic sequences to manipulate information, buy time for processing, provide textual bulk, create

a shorter processing route, as well as organize and signal the organization of discourse. On the word of Steyn (2016), formulaic sequences could be used as part of a social interaction, discourse devices, or part of a necessary topic. There is increasing evidence that formulaic sequences are integral to second language acquisition, as they are segmented from input and stored as wholes in long-term memory (Wood, 2002).

Formulaic sequences could provide that piece of confidence that students need. Formulaic sequences is a strategy to enhance the desire of speaking through an integral mechanism of stored words and promote meaningful communication. As claimed by Zhang (2017), formulaic sequence is the basic unit in form-meaning pairing regardless of the sustentative points about the completeness of its syntactic meaning and lexical meaning.

The use of formulaic language helps their users to manage their time efficiently. This cognitive temporal is an element which provides an opportunity to express what they intend to do while they have to think and speak at the same time according to Iwasaki, (2009). Based on its basic attributes and processing characteristics, this part argues that formulaic sequence is the smallest form-meaning entity with clear pragmatic functions. Their learning of multiword units depends on the rate of frequency of each individual word and even the rate of context frequency in which these multiword units are utilized for transferring one particular meaning and concept.

Pawley and Syder (1983, 2000) report that native-like oral fluency

depends largely on the speaker's ability to rely on automatized repertoires of prefabricated chunks which reduce the amount of processing and encoding involved in speech production and afford the speaker the time to attend to other aspects of the speaking process.

ORAL PRODUCTION

Oral production has been detected as an issue during this research project. This chapter will examine important aspects of oral production such as definitions, strategies, aspects, assessment, which contribute to promote oral production in students of first year of Bachillerato. Lack of confidence is one of the biggest issues students have to face, these issues have specific repercussion on oral production, that is why is important to apply new strategies to try to solve these problems.

When we talk about oral production, we relate it to the capacity to communicate effectively within a particular speech. This is one of the most important skills students need to learn in their language development and speaking is a productive skill and it involves many components in the learning process.

Oral production is more than making right sounds, choosing right words or getting the constructions grammatically correct, this skill deserves attention to acquire a new language. Helping students communicate more successfully the main goal classes. Martinez (2014) suggests that it is a process carried out through the interaction between people, which is based on the construction of meaningful messages where ideas, perceptions, and

points of view from people are conveyed to others in order to communicate.

Students need to develop oral production through talking tasks, that is why is important that students have significant spaces to speak. Solarte, D. (2012) argues that students should speak approximately 70% of the lesson and teachers should speak 30% of the time. It is clear that student's practice is vital for learning a new language.

Many foreign language learners study a foreign language wishing to become fluent and accurate, including using a range of grammatical structures and vocabulary. The researchers Iwashita, Brown, McNamara, & O'Hagan (2008) focused on four key traits: syntactic complexity, grammatical accuracy, lexical diversity, and fluency. However, measures for these four traits besides contributing to oral proficiency may vary from study to study, as do the diverse definitions of traits used by different researchers. Oral production is defined as an interactive process of constructing meaning that involves receiving, producing, and processing information to promote interaction.

Valuation Scales

According to Valcárcel & Verdú (1995), the content of the communication is not enough to measure the student's communicative linguistic capacity; it is important to specify with accuracy that student is able to express both the notions and the functions, and this implies judgments of objective value.

For speaking activities we have specific concepts such as fluency and accuracy which are very relevant indicators but dissimilar. Students need to

get specific tools to get ready to speak and it is important to understand the difference between fluency and accuracy.

According to Sanabria, L., & Silva, E. (2017), fluency refers to the ability to the amount language produce in a task which includes vocabulary. On the other hand, accuracy refers to the linguistic correctness of what is said in the task. Oral production has a range of valuation scales.

The design of these scales depends on the type of skill or indicator we want to improve. In the case of this research project the main objective is to promote oral production. Formulaic sequences gives us prefabricated phrases to promote confidence and oral production.

It is important that students performing different oral tasks to get familiar to these phrases, this research will consider: range of language, fluency and pronunciation. The knowledge of words and sentences is essential to produce the language effectively.

Aspects to be Developed in Oral Production

Cakir (2012) says that several aspects as pronunciation and accuracy could affect interaction, a conversation could be mispronounced and as a result misunderstood, since it is an acquired skill in learning a second language and it is implicit in the production of a language. Also students need to get significant vocabulary to communicate in a situation of formal and informal interaction.

Pronunciation.

Communicative skills to English instruction, need to include pronunciation

within the context of real communication. In this context, Otlowski (1998) argued that English learners can expect to master the intelligible pronunciation of English.

Pronunciation, as key elements in developing effective communications, is regarded as critical aspects of language proficiency to be practiced markedly in language classrooms (Fulcher, 2007). It is important to learn appropriate intonation, accentuation, and well-articulated sounds to have correct interaction.

Clarity of intonation, accuracy, fluency and pronunciation, hesitations, pauses are aspects that restate that pronunciation is the key factor that native speakers notice during a conversation. Furthermore, being knowledgeable on grammar and vocabulary is important as long as they are produced and pronounced correctly.

Intonation.

Intonation is very important for communication, as it helps the addressee interpret the message. Intonation is a complex and difficult area, where much depends on the correct interpretation of certain patterns, an interpretation which is often made more difficult by the influence of specific segmental features, such as the absence of voicing in consonants preceding a vowel, etc.

When we talk about intonation, we may actually refer to different features, depending on whether we think in terms of production, perception or systematic use. We know that the basic feature of intonation is pitch, being

high or low. The overall behavior of the pitch is called tone. Tones can be static, level tones or moving tones, either rising or falling Trujillo (2012).

Fluency.

Pineda (2015) argues that fluency is the ability to develop ideas and the way for expressing, students should be aided to understand and to produce correct language. Fluency in a language means produce the language easily, reasonably quickly and without having to stop and pause a lot. Becoming fluent in a language requires dedication and pay special attention to details.

Using more common words, fluency is the ability which relates to the speed and ease with which a language learner performs in one of the four language skills which is speaking. Fluency not only relates one specific skill, it could be developed to all four language skills, and however, it tends to be most closely associated with speaking.

Accuracy.

Rishi (2014) defines accuracy as the ability of the learner to produce grammatically correct sentences. The learner should not only know correct grammatical rules of the language but also able to speak and write accurately.

It's important to balance accuracy and fluency among the various stages and activities in a lesson. Learners usually attain a much higher level of proficiency in the receptive skills than in the productive skills. Teachers who concentrate on accuracy help their students to produce grammatically

correct written and spoken English, ideally aiming towards the accuracy of a native speaker of similar age and background.

Vocabulary.

Vocabulary is essential in second and foreign language acquisition because without its appropriate and sufficient knowledge learners cannot understand others or express their own feelings. Nation (2001) states that vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood it in and out of context rather than guessed at.

In short Diamond & Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings. What the definitions above about vocabulary have in common is the fact that vocabulary knowledge requires not only word meanings knowledge, but it requires the usage of the words in the appropriate context and in a natural way and also includes the relationship between new words acquired and the ones already acquired.

How to Teach Oral Production

The usage of different task or assessment tends to facilitate the comprehension and acquisition of different skills in a language even more if you use tasks related to personal experiences, talking about likes or interests, or create new ones that calls their attention. Ramirez & Artunduaga (2017) says that student's personal experiences and opinions should take into account at the moment of presenting the tasks; in that sense, students found reasons to express and share their ideas.

Attaining oral production is a challenge for most English language teachers because most of the strategies implemented in class do not engage students in speaking activities. Given the importance of engaging students in active learning, authentic tasks were thought of as an effective alternative to bring students' reality to the classroom to foster oral production.

Regarding oral production and the teaching of speaking, Goh & Burns (2012) recognize that "speaking is a highly complex and dynamic skill that involves the use of several simultaneous cognitive, physical and socio-cultural and a speaker's knowledge process and skills have to be activated rapidly in real time.

It is vital that students can communicate their own ideas, opinions, beliefs, or preferences for which they need to be equipped with some background knowledge, expressions, and vocabulary.

In this context the use of formulaic sequences to promote oral communication is a possible solution.

How to Assess Oral Production

Students have to acquire the ability to communicate effectively with others. Principles are much closed to types of tasks, in this part the research looks for something to provide to learners to talk about. Villalobos, O. (2015) argues oral production is the way people share information about things they are familiar with taking into consideration the conversations' context. Any language evaluations should give students opportunities to

demonstrate what they know and can do with language, and should be seen as invitations to show what students have learned in a context that has significance to them. These evaluations should be culturally sensitive, be appropriate to develop a skill and require students to perform, create or produce something.

Evaluation or testing should become the tool for performing, planning and teaching. Students should be asked to evaluate their own learning and to set goals for specific learning. When students use language in meaningful situations to accomplish specific goals, consideration should be given to the content and the process that the students use to accomplish the final goals in the process. To determine every language competence, it is vital to test them through a kind of instrument. The evaluation needs oral questions in order to evaluate students' speaking ability.

Factual questions force students into listening carefully and answering in real time since they communicate in authentic conversations. While students answer questions, teachers can take notes in order to realize the different language that students could have and their actual oral production.

e. MATERIALS AND METHODS

Materials

The resources selected for supporting this research were: human, technical, and material. Among the human resources, the researcher counted with the participation of 28 students of first-year bachillerato "B", the English teacher of the institution and the researcher who took part in the application of formulaic sequences as strategy. The material resources used were lesson plans based on ESA method for applying the intervention plan. Word wall and images were used to call students attention in classes. Worksheets were important to measure the comprehension of formulaic sequences. Finally, referring to technical resources, the researcher used a laptop, the internet connection and speakers for clarifying the pronunciation of words. All these materials were indispensable to carry out the intervention plan.

Design of the research

The design of this research work was action research, which is defined by Creswell (2000) as a systematic procedure done by the teachers to gather information about a specific issue, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning.

The author described the following steps: determine if action research is the best design to use, identify a problem to study, locate resources to help

address the problem, identify information you will need, implement the data collection, analyze the data, develop a plan of action, and implement the plan and reflect. Therefore, all these steps were followed to develop the research work: first the researcher considered that action research is the best design to use. After that, students of first-year bachillerato "B" were observed to identify their weaknesses in Oral Production. Then, information was collected to be analyzed. After the analysis, a plan of action based on formulaic sequences was designed and applied to promote Oral Production. Finally, the results and the application of this strategy were evaluated to measure the students' progress in Oral Production.

Methods, techniques and instruments

Methods.

The following general methods were applied along the research:

The scientific method facilitated the study of the Formulaic Sequences strategy intended to promote oral production, and it helped in the observations done both before and during the intervention. This method helped in the analysis of a possible solution, as well as assisted the collection of data to make relevant predictions and the analysis of it.

The descriptive method enabled the description of the different stages of the study and the kind of resources used by the researcher. It served to explain and analyze the object of the investigation.

The analytic-synthetic method was used to analyze the obtained results through the pre-test and post-test. It was used also to make the

interpretation of the data, the logical analysis and to draw up the conclusions.

The statistical method was used to present and represent the quantitative statistical analysis of the data obtained from the pre-post questionnaires and pre-posttests applied at the beginning and at the end of the intervention plan.

Techniques and instruments.

To develop the intervention plan the researcher used different techniques and instruments such as, tests to identify student's level when speaking, questionnaires to diagnose the students' empathy to the strategy and reflective journals and observation sheets to evaluate the students' progress.

Test.

Two kinds of tests were administrated, a pre and a posttest. The tests included five questions which were multiple choice, process and funnel questions. These questions helped to measure students' abilities in pronunciation, intonation, fluency, accuracy and vocabulary while they were speaking. The pretest was used before the intervention plan and the posttest was used after the intervention plan.

Questionnaire.

Two kinds of questionnaires were applied, pre and post questionnaire. The questionnaires included five multiple choice questions which were about the use of formulaic sequences as strategy to promote oral

production. These questions helped to identify how students react while applying this strategy.

Observation sheet.

The use of this instrument allowed the researcher to monitor and register the students' progress in oral production in every class. Through the use of observation sheets the indicators of all the relevant aspects of oral production were described comprehensively.

Reflective journal.

This instrument was applied to observe students' response and reaction to formulaic sequences implementation to promote oral production in class. The reflective journal permitted the researcher to be aware of the application of this strategy.

Population.

First-year bachillerato "B", of Manuel Ignacio Monteros Valdivieso High School took part of the intervention plan. They were twenty eight students, seventeen girls and eleven boys who are all between fifteen to seventeen years old.

Description of the intervention plan.

This intervention plan was carried out through the following phases;

Phase 1. Initial Reflection.

During a non-participant observation, the researcher was able to see that students of first-year of bachillerato "B" did not feel confident speaking and the few students who wanted to talk made mistakes in pronunciation,

intonation, accuracy, fluency and the lack of vocabulary was evident. This situation allowed the researcher to recognize that oral production is an issue among learners who are not confident to speak or show many mistakes while speaking during their English classes.

As this was the situation, the researcher asked himself whether there are some different strategies that would better prepare students to promote oral production.

Phase 2. Planning.

As a consequence, to solve the limitations of students of first-year bachillerato "B" on oral production, the researcher applied formulaic sequences as strategy to improve their weaknesses when speaking through the application of Engage, Study, and Activate (ESA) lessons plans. These are phases which are presented in a language classroom to help students to learn effectively.

Phase 3. Action.

The intervention plan was developed during 30 sessions of 45 minutes each one in a ten-week period of time. Ten weeks were developed with lesson plans based on ESA teaching method.

Phase 4. Observation.

During the intervention plan, the researcher observed and recorded students' attitude towards the planned activities by using a journal.

Phase 5. Reflection.

In the final phase of the intervention plan, the researcher reflected critically

on the effectiveness of formulaic sequences to promote oral production with students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso in Loja during 2019 -2020 school term.

f. RESULTS

In this section is detailed how the objectives of the action research work were accomplished. The first objective was fulfilled researching the most suitable theoretical and methodological references about formulaic sequences in papers, books, articles and websites. These references contributed to the design of instruments that were used to collect data.

The second objective was achieved through the application of the pre-test, which results are displayed in Table 1. The third objective was reached by designing lesson plans, which contained three stages: engage, study and activate. Each lesson was planned using different activities for promoting oral production.

The fourth objective was attained through the comparison of the results from the pre and post questionnaire, which is showed in Tables from 2 to 6. The fifth objective was accomplished with the post-test findings that validated and confirmed the students' improvement in Oral Production through the use of activities of speaking, which is showed in Table 7.

Pre-test Results

Objective Two:

To diagnose the issues that limit the development of oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year.

a. **Table 1**

Pre-test Scores of First Year Bachillerato "B" Students in Oral Production

Students' Code	P	F	A	I	V	SCORE
	/2.0	/2.0	/2.0	/2.0	/2.0	/10.0
MIMVHS1BAB01	2.0	2.0	2.0	1.0	2.0	9.0
MIMVHS1BAB02	1.0	0.0	0.0	1.0	0.0	2.0
MIMVHS1BAB03	1.0	0.0	1.0	0.0	1.0	3.0
MIMVHS1BAB04	1.0	0.0	1.0	1.0	0.0	3.0
MIMVHS1BAB05	1.0	0.0	0.0	0.0	0.0	1.0
MIMVHS1BAB06	1.0	0.0	0.0	1.0	0.0	2.0
MIMVHS1BAB07	1.0	0.0	1.0	1.0	1.0	4.0
MIMVHS1BAB08	0.0	0.0	1.0	1.0	0.0	2.0
MIMVHS1BAB09	0.0	0.0	0.0	0.0	0.0	0.0
MIMVHS1BAB10	0.0	0.0	0.0	1.0	0.0	1.0
MIMVHS1BAB11	0.0	0.0	0.0	0.0	0.0	0.0
MIMVHS1BAB12	0.0	1.0	1.0	1.0	0.0	3.0
MIMVHS1BAB13	0.0	1.0	0.0	1.0	0.0	2.0
MIMVHS1BAB14	1.0	1.0	1.0	2.0	2.0	7.0
MIMVHS1BAB15	1.0	1.0	1.0	1.0	1.0	5.0
MIMVHS1BAB16	1.0	1.0	0.0	1.0	1.0	4.0
MIMVHS1BAB17	1.0	1.0	1.0	1.0	1.0	5.0
MIMVHS1BAB18	1.0	1.0	1.0	1.0	1.0	5.0
MIMVHS1BAB19	1.0	1.0	1.0	1.0	1.0	5.0
MIMVHS1BAB20	1.0	1.0	1.0	1.0	0.0	4.0
MIMVHS1BAB21	1.0	1.0	1.0	1.0	1.0	5.0
MIMVHS1BAB22	1.0	1.0	0.0	1.0	1.0	4.0
MIMVHS1BAB23	1.0	1.0	1.0	1.0	0.0	4.0
MIMVHS1BAB24	1.0	1.0	1.0	1.0	1.0	5.0
MIMVHS1BAB25	1.0	1.0	1.0	1.0	1.0	5.0
MIMVHS1BAB26	1.0	1.0	0.0	1.0	1.0	4.0
MIMVHS1BAB27	1.0	1.0	0.0	1.0	1.0	4.0
MIMVHS1BAB28	1.0	1.0	1.0	1.0	1.0	5.0
MEAN	0.8	0.7	0.6	0.9	0.6	3.6

Note. MIMVHS= Manuel Ignacio Monteros Valdivieso High School, 1BAB= First-year bachillerato "B", 01= Students' code, P= Pronunciation, I=Intonation, A= Accuracy, F= Fluency, V= Vocabulary.

b. Interpretation and Analysis

As it is illustrated in Table 1, the mean score that students of first-year bachillerato "B" achieved in oral production was 3.6/10. This general score shows that students are below average according to the qualitative score range (see grading scale on page 128). The highest score that students obtained was 0.9/2 in intonation. Meaning that students identified the tone when referring to certain expressions which allows them to communicate and interpret messages. Meanwhile, the lowest score students got was 0.6/2 in vocabulary and accuracy. This means that students were facing several problems producing the language orally because of their lack of vocabulary. Learning new vocabulary is not just learning new words, it also requires information about the usage of these words in the appropriate context. Lack of information of how and when to use new words and the wrong use of the few words they already know make a difficult situation while speaking. Also, Students did not construct ideas to form coherent sentences even when they understand grammatical rules, they were not able to speak accurately.

Therefore, students' results showed a mean score where it is visualized their problems producing the language orally. All indicators had very low scores. Even when students wanted to interact each other, they could not do it because of their doubts or weaknesses at the moment of using one word or another in class.

Martinez (2014) suggests that oral production is a process carried out

through the interaction between people, which is based on the construction of meaningful messages where ideas, perceptions, and points of view from people are conveyed to others in order to communicate.

Comparison of the Pre and Post Questionnaire Results

Objective Four: To apply the most suitable activities of formulaic sequences as a strategy to promote oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year.
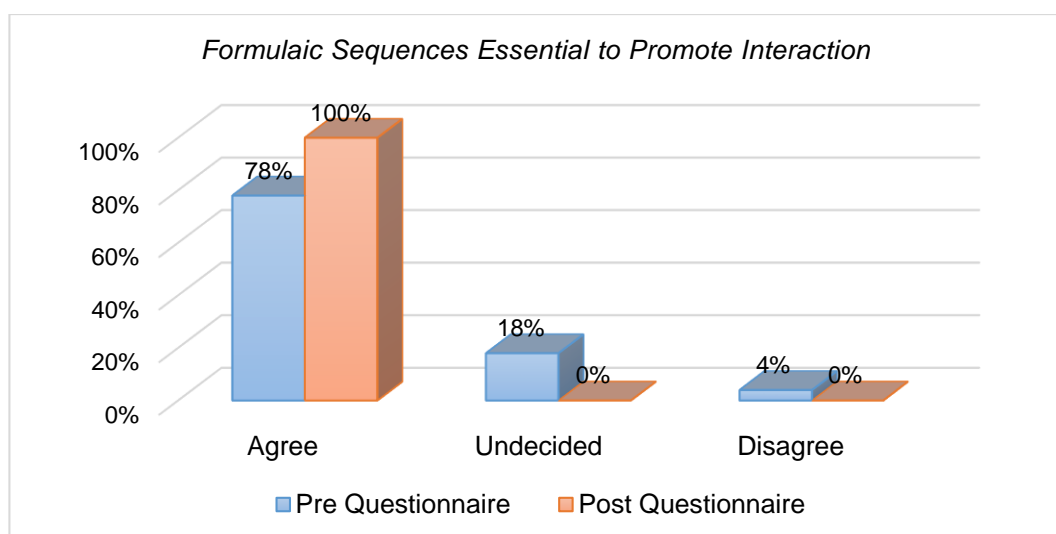
Question 1: Formulaic sequences as strategy is essential to promote interaction.

a. Table 2

Formulaic Sequences Essential to Promote Interaction.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Agree	22	78	28	100
Undecided	5	18	0	0
Disagree	1	4	0	0
Total	28	100	28	100

b. Figure 1

c. Interpretation and Analysis

As it is shown in Table 2, many students (78%) agreed that formulaic sequences as strategy is essential to promote interaction. It means that students feel motivated to interact in class by using these expressions in daily routines. However, they did not know the meaning, usage and application of all of them. Whereas, after the intervention plan the totality of students (100%) agreed that formulaic sequences as strategy is essential to promote interaction. It indicates that students felt motivated to interact in class by applying these expressions and they understood the meaning and the usage of all the formulaic sequence categories. In addition, students considered that formulaic sequences as a necessary resource to get a first approach for speaking. It means that formulaic sequences are expressions easy to memorize and they facilitate the interaction among students. As mentioned by Steyn (2016), formulaic sequences could be used as part of a social interaction or part of a necessary topic and these sequences, continuous or discontinuous, of words or other meaning elements, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use.
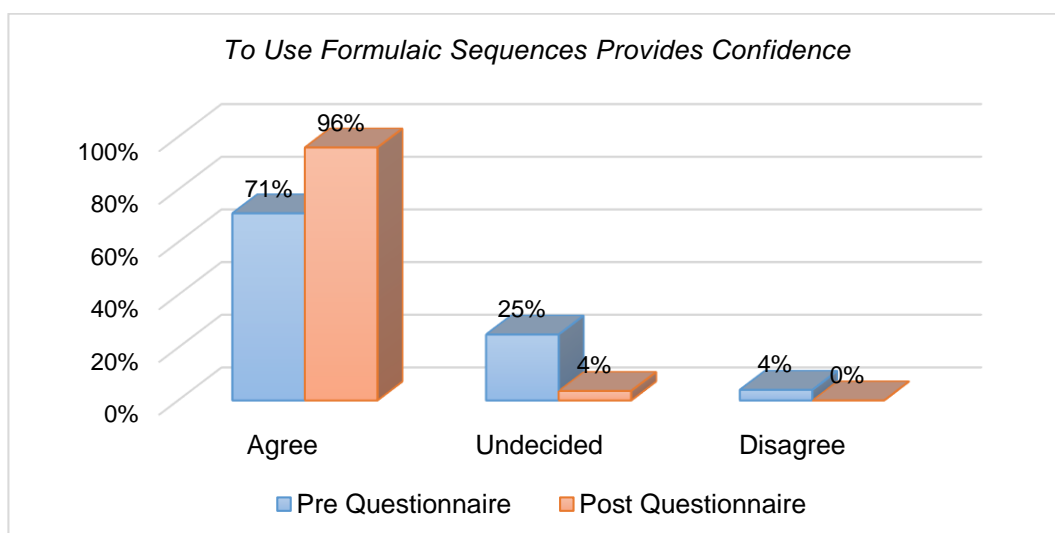
Question 2: The use of formulaic sequences provides the confidence that students need to speak in class

a. Table 3

To Use Formulaic Sequences Provides Confidence.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Agree	20	71	27	96
Undecided	7	25	1	4
Disagree	1	4	0	0
Total	28	100	28	100

b. Figure 2

c. Interpretation and Analysis

The results in Table 3 show that many students (71%) agreed that the use of formulaic sequences provides them the needed confidence to speak in class. These findings indicate that students were motivated to participate in class and these formulaic sequences resulted familiar for them. However, they did not use all these expressions. Whilst, after the application of the intervention plan most of students (96%) agreed that the use of these expressions provided them enough confidence for speaking in class.

Students know most of the expressions, they only need more practice to be more accurate using them.

Formulaic sequences are expressions that provide confidence to produce the language, they are fully fixed in form and semi-preconstructed phrases, and they express concepts and facilitate social interaction (Langacker, 2008).
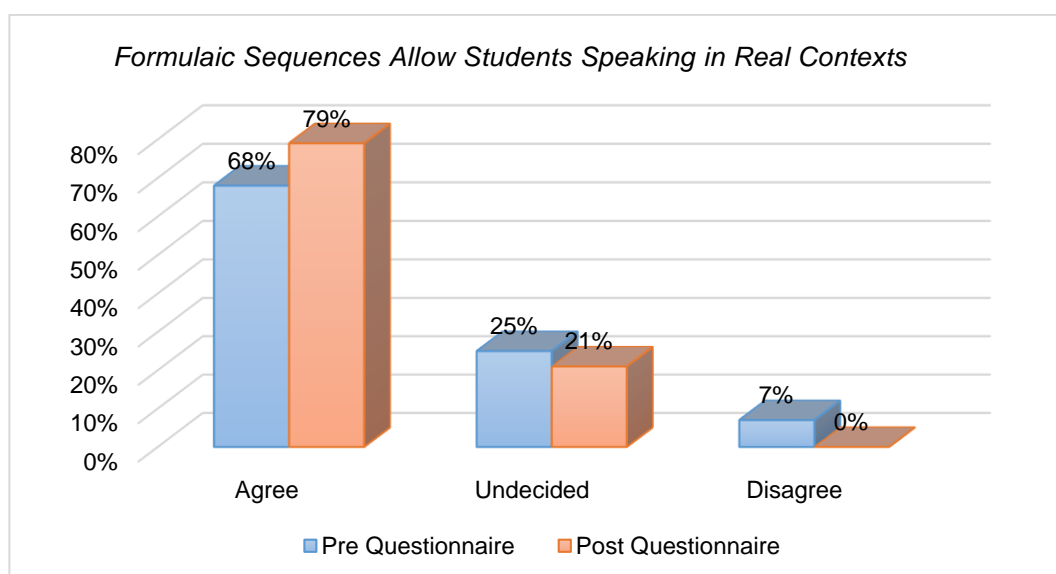
Question 3: Formulaic sequences as strategy allows students to produce the language in a real context?

a. Table 4

Formulaic Sequences Allow Students Speaking in Real Contexts.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Agree	19	68	22	79
Undecided	7	25	6	21
Disagree	2	7	0	0
Total	28	100	28	100

b. Figure 3

Formulaic Sequences Allow Students Speaking in Real Contexts

c. Interpretation and Analysis

The findings in Table 4 indicate that more than half of students (68%) agreed that formulaic sequences as strategy allows them to produce the language in real contexts. These results indicate that students feel comfortable speaking about personal experiences. Nevertheless, they have limited expertise in using formulaic sequences expressions when communicating ideas orally. Whereas, after the intervention plan, many students (79%) agreed that the use of formulaic sequences as strategy allows them to speak about personal experiences information and also to speak in class.

Nattinger, (1986) claims that students already know some of these sequences, of course what they have to learn is how to produce them fluently in the new language, by using the right formulaic sequences on the right contexts.
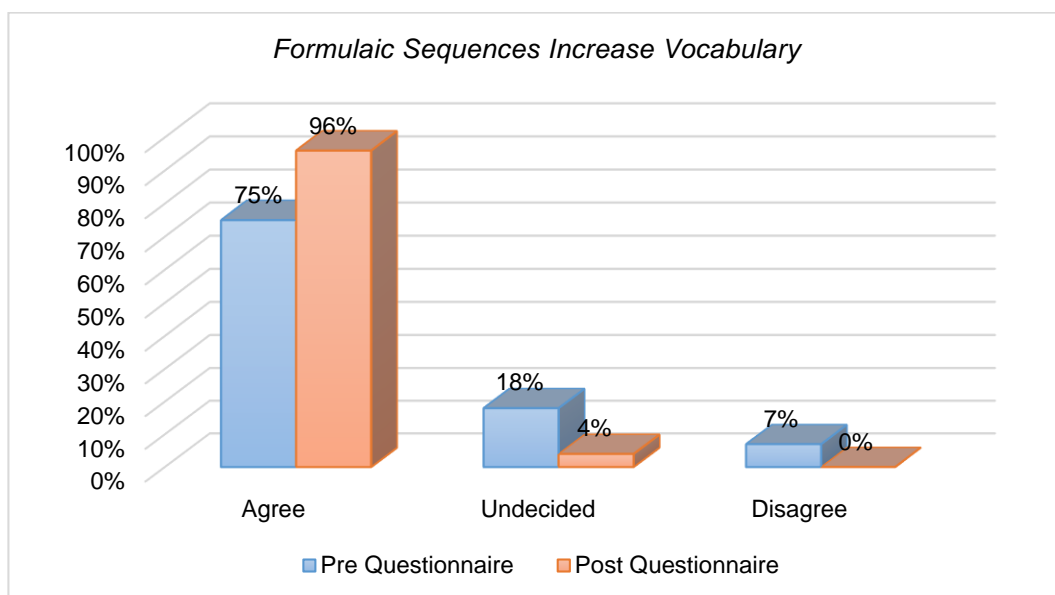
Question 4: The use of formulaic sequences increases my vocabulary.

a. Table 5

Formulaic Sequences Increase Vocabulary.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Agree	21	75	27	96
Undecided	5	18	1	4
Disagree	2	7	0	0
Total	28	100	28	100

Figure 4

Formulaic Sequences Increase Vocabulary

b. Interpretation and Analysis

As it is presented in Table 5, many students (75%) agreed that the use of formulaic sequences increases their vocabulary. Findings obtained showed that students considered these expressions are useful, helpful and increase their vocabulary. Nonetheless, their lack of vocabulary is still a barrier to communicate. After the application of the intervention plan most of students (79%) agreed that the use of these expressions increased their vocabulary. They stated that when they learned to produce a word or expression it makes them feel confident and immediately they want to say something more and as a result students' oral production increases.

As mentioned by Qian (2015), formulaic sequences consist of storing or collecting authentic and useful words to generate confidence on students and promoting oral production. Nation (2001) states that vocabulary knowledge implies knowing a word in the spoken form of the word and the

spoken form can be recognized and understood.

Question 5: On a scale from 1 to 4 knowing that 4 is the highest. Which of the following categories of formulaic sequences make you feel more confident when producing the language orally?

a. Table 6

Categories of Formulaic Sequences to Make Feel More Confident.

Options	Pre-Questionnaire		Post-Questionnaire	
	f	%	f	%
Greetings	20	71	26	93
Permission	6	21	1	4
Congratulations	9	32	4	14
Total	28	100	28	100

b. Figure 5

Categories of Formulaic Sequences to Make Feel More Confident.
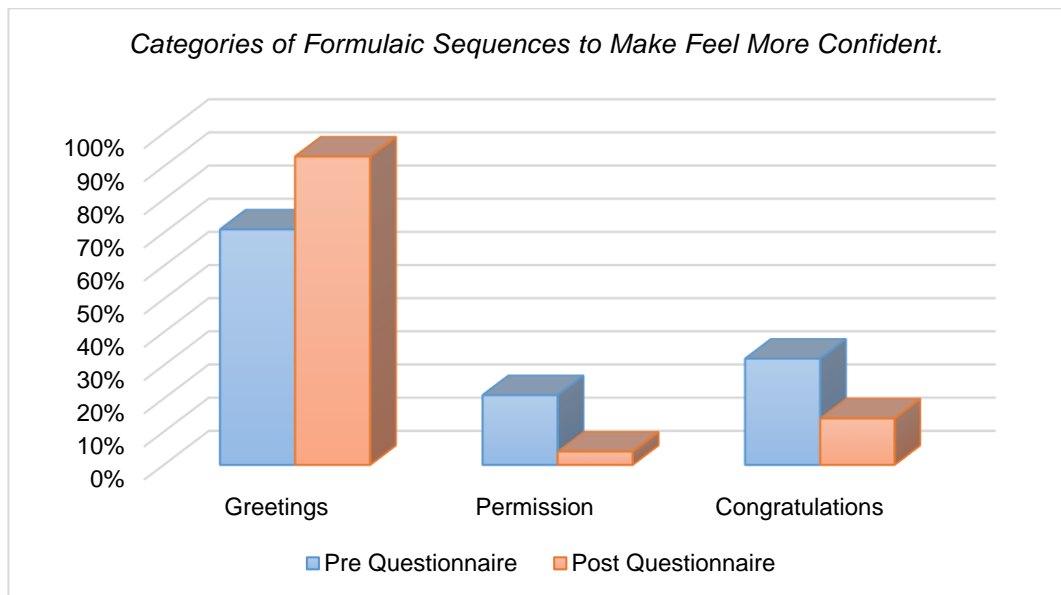
c. Interpretation and Analysis

As it is presented in Table 6, the category of formulaic sequences that makes students feel more confident is greetings. Many students (71%) agreed that greeting expressions make them feel full of trust due to the fact that phrases are very common and can be applied easily both in class and

in real contexts but it is more difficult for them to use formulaic sequences of permission or congratulations, since they are not used to use these expressions in real contexts. Whereas, the application of the intervention plan almost all students (93%) agreed that the category of formulaic sequences that makes them feel more confident is greetings. Students stated that this category is the most common for them and it facilitates to communicate in many contexts with many people. Even outside the classroom students use these expressions to make fun each other. Greetings are important as first step to promote oral production and it is vital to generate conversation. Shiniche Tohei (2017) stated that greeting is the basis of human relationship and it is your willing action of recognizing others' presence, and to answer it is only a reply.

Post-test results

Objective Five:

To reflect upon the effectiveness that formulaic sequences as a strategy had among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year.

a. **Table 8**

Post-test Scores of First Year Bachillerato "B" Students in Oral Production

Students' Code	P	F	A	I	V	SCORE
	/2.0	/2.0	/2.0	/2.0	/2.0	/10.0
MIMVHS1BAB01	2.0	2.0	1.0	2.0	2.0	9.0
MIMVHS1BAB02	1.0	1.0	1.0	1.0	1.0	5.0
MIMVHS1BAB03	1.0	1.0	0.0	2.0	2.0	6.0
MIMVHS1BAB04	1.0	0.0	0.0	1.0	1.0	3.0
MIMVHS1BAB05	1.0	1.0	1.0	2.0	2.0	7.0
MIMVHS1BAB06	2.0	1.0	1.0	2.0	2.0	8.0
MIMVHS1BAB07	2.0	1.0	1.0	2.0	2.0	8.0
MIMVHS1BAB08	1.0	1.0	1.0	2.0	2.0	7.0
MIMVHS1BAB09	2.0	1.0	1.0	2.0	2.0	8.0
MIMVHS1BAB10	1.0	2.0	1.0	2.0	2.0	8.0
MIMVHS1BAB11	1.0	0.0	0.0	1.0	1.0	3.0
MIMVHS1BAB12	2.0	2.0	1.0	2.0	2.0	9.0
MIMVHS1BAB13	2.0	1.0	1.0	2.0	2.0	8.0
MIMVHS1BAB14	2.0	2.0	1.0	2.0	2.0	9.0
MIMVHS1BAB15	1.0	1.0	1.0	2.0	2.0	7.0
MIMVHS1BAB16	2.0	2.0	2.0	2.0	2.0	10.0
MIMVHS1BAB17	1.0	2.0	2.0	2.0	1.0	8.0
MIMVHS1BAB18	1.0	1.0	1.0	1.0	1.0	5.0
MIMVHS1BAB19	1.0	0.0	0.0	1.0	1.0	3.0
MIMVHS1BAB20	2.0	2.0	2.0	2.0	2.0	10.0
MIMVHS1BAB21	1.0	2.0	1.0	2.0	2.0	8.0
MIMVHS1BAB22	1.0	2.0	1.0	1.0	1.0	6.0
MIMVHS1BAB23	1.0	1.0	1.0	1.0	1.0	5.0
MIMVHS1BAB24	2.0	1.0	1.0	2.0	2.0	8.0
MIMVHS1BAB25	2.0	1.0	1.0	2.0	2.0	8.0
MIMVHS1BAB26	1.0	2.0	1.0	2.0	2.0	8.0
MIMVHS1BAB27	2.0	2.0	1.0	2.0	2.0	9.0
MIMVHS1BAB28	1.0	1.0	1.0	2.0	2.0	7.0
MEAN	1.4	1.3	1.0	1.7	1.7	7.1

Note. MIMVHS= Manuel Ignacio Monteros Valdivieso High School, 1BAB= First-year bachillerato "B", 01= Students' code, P= Pronunciation, I=Intonation, A= Accuracy, F= Fluency, V= Vocabulary.

b. Interpretation and Analysis

As it is illustrated in Table 8, the mean score that first-year of bachillerato "B" students achieved in oral production was 7.1/10. The general score shows that students were in an average qualitative score range. (See grading scale on page 128). The highest scores that students achieved were 1.7/2 in intonation and vocabulary. These results reflect that students used an appropriate tone, and also they applied high and downs in certain parts of their speaking. In terms of vocabulary, students demonstrated that formulaic sequences were easy to understand, they felt engaged and abled to apply these expressions during short conversations. On the other hand, the lowest score students accomplished was 1.0/2 in accuracy. It means that students faced problems on the production of the language. It is evident that students were more confident when speaking, however, they ignored word order for constructing understandable sentences, grammatical structures and those aspects complicate the interaction even when they want to communicate their ideas in class. At the end of the intervention plan it is noticeable that students increased their intonation and vocabulary. Therefore, student's results showed a mean score where it is evident their significant improvement when producing the language orally. Students got better scores because they felt interested in applying this strategy. However, when students wanted to interact each other, they still have natural weaknesses like fear of making mistakes, lack of vocabulary or ignore grammatical structures which difficult oral production.

Langacker (2008) pointed out that these expressions are fully fixed in form and facilitates the interaction, express a concept, state a believe or advice facilitating social interaction.
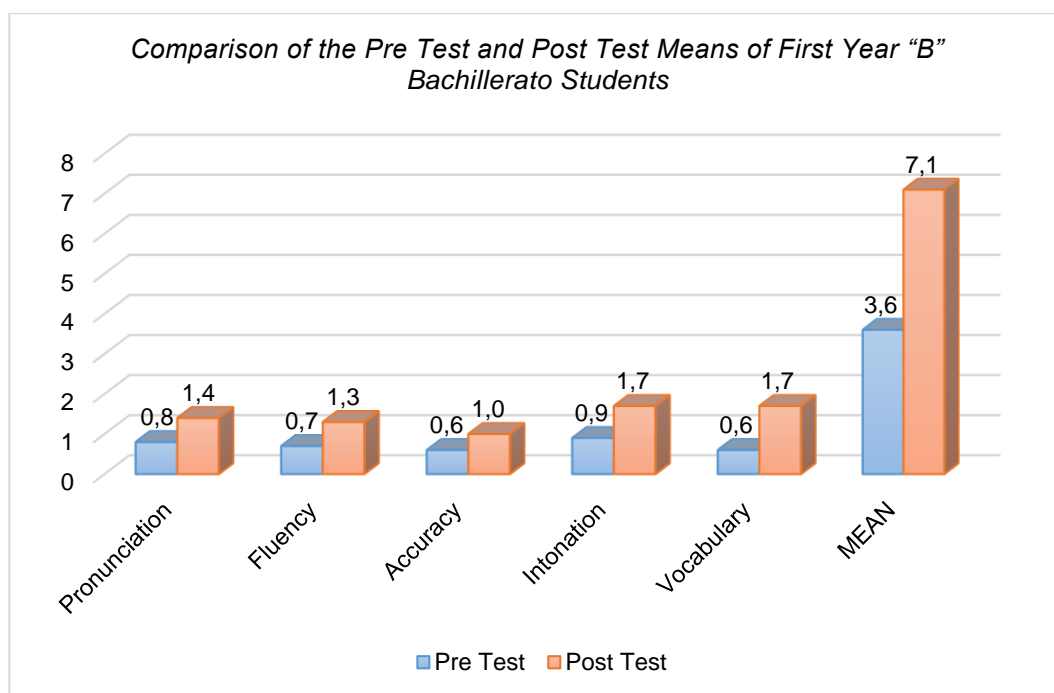
Comparing Pre and Post Test Means

a. Table 9

Comparison of the Pre Test and Post Test Means of First Year "B" Bachillerato Students

Aspects	Pre Test	Post Test
Pronunciation	0.8	1.4
Fluency	0.7	1.3
Accuracy	0.6	1.0
Intonation	0.9	1.7
Vocabulary	0.6	1.7
MEAN	3.6	7.1

Figure 6

Comparison of the Pre Test and Post Test Means of First Year "B" Bachillerato Students

b. Interpretation and Analysis

As it is shown in Table 9 and Figure 6, students improved significantly in oral production through the use of formulaic sequences, which is proved

with the increase of 3.5 points that students obtained between the pre-test mean score of 3.6/10 and the post-test mean score of 7.1/10. The main improvement that students had was in the aspect of intonation which was increased meaningfully from 0.9/2 to 1.7/2. However, in the aspect of accuracy students did not improve notably as it was reflected with the mean score of 0.96/2. In summary, it is evident that formulaic sequences gave students enough confidence to interact more than before. Even when students still show difficulties to speak it is evident that they had a considerable improvement in oral production.

g. DISCUSSION

This study was carried out with the purpose of providing an answer to the research question: How does the use of formulaic sequences as strategy promote oral production among students of first year bachillerato "B", afternoon session at Manuel Ignacio Monteros Valdivieso high school in the city of Loja during 2019-2020 school year?

The gathered results of the study showed that the implementation of formulaic sequences had a positive effect on students' oral production. This improvement is demonstrated with the pre and post test results as well as pre and post questionnaire findings. The mean scores showed a difference in the pretest which was 3.6/10 and the posttest that was 7.1/10. Additionally, students felt confident and willing to interact in class using these expressions, which were effective for promoting oral production. As maintained by Steyn (2016), formulaic sequences could be used as part of a social interaction or part of a necessary topic. Additionally, Pawley and Syder (1983, 2000) report that oral fluency depends largely on the speaker's ability to rely on automatized repertoires of prefabricated expressions which allow them to produce the language easily.

Five aspects were considered to evaluate students' oral production, which were pronunciation, intonation, accuracy, fluency and vocabulary. The pretest results demonstrated that students had several issues when

producing the language orally. Students mispronounced words in general, resulting difficult for them to construct coherent sentences also their speaking was neither fluent nor accurate and the lack of vocabulary was evident. However, after the intervention plan, the posttest results showed that some of the problems detected in the pretest were overcome. Students improved their pronunciation and intonation, and also they increased their vocabulary. Nevertheless, students still have slight weaknesses speaking, it resulted difficult for them to speak fluently and accurately. Despite this fact it is evident that formulaic sequences provide students confidence to have a relevant effect on promoting oral production.

At the beginning of the intervention plan, students' attitudes towards the use of formulaic sequences as strategy was favorable. The idea of working using these expressions caught students' attention because these expressions were very common and useful in their daily routine. Students were not afraid of speaking and making mistakes during classroom activities. During the intervention plan student's attitude was good, they looked motivated to participate and interact in classes, as they were getting involved into formulaic sequences, and their speaking was improving. Finally, students were participating actively in the development of oral production and they recognized these expressions as well. Also, students were able to communicate their personal experiences and opinions, it is demonstrated that students showed a noticeable improvement in oral production.

On the other hand, some limitations were found such as the number of students, the size of the classroom was not appropriate for the number of students. Time was another inconvenient, the periods were too short which impeded to appropriately perform the speaking activities. Finally, there was not extra material to complement the ideas developed in class.

Formulaic sequences as strategy contributed to the improvement of oral production among students of first-year Bachillerato "B". The implementation of this strategy enabled students to speak and also to feel motivated and confident. Students were able to use formulaic sequences expressions in different contexts such as a classroom context or talking about personal experiences.

h. CONCLUSIONS

The pre-test results revealed that students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School faced difficulties in the correct pronunciation and intonation of words in general, which blocked the fluency of communication as well as its understanding. The lack of vocabulary was evident and did not allow the interaction among others. They knew the meaning of some formulaic sequences but they did not know how to use them appropriately. The lack of confidence that students displayed in class reflects this problem as the main barrier for them to interact in class.

The use of formulaic sequences as strategy for promoting oral production in class, helped students to reduce their fear of speaking in class and perform short speaking activities. Students learned a bunch of words through the use of formulaic sequences. Moreover, they could apply these expressions through individual and group activities that allowed them to interact.

Formulaic sequences as strategy assisted students to promote successfully their oral production. Besides confidence, students were capable to communicate their ideas and opinions. Students trusted themselves based on their recent acquired skills on oral production and they became more responsible for their learning during classes.

i. RECOMMENDATIONS

It is recommended for teachers apply different oral tasks during the development of each period to evaluate students' weaknesses and strengths in oral production. These tasks results allowed the researcher to diagnose the effectiveness of certain activities that include formulaic sequences as strategy to promote their ability to speak.

Teachers ought to apply formulaic sequences as strategy for promoting oral production in class. Formulaic sequences as a bunch of words help students to feel more confident and relaxed and that knowledge also reduces fears or nervous of making mistakes while speaking in class or performing short speaking activities. Activities like role play or first impressions increase students' creativity and promote social interaction among others.

The researcher recommends the use of formulaic sequences as a strategy to promote oral production since they provide many advantages for producing the language when they have the opportunity to interact with others. Formulaic sequences also keep students interested in the learning of the subject while developing the different activities provided by this strategy.

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k. ANNEXES

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN

ENGLISH LANGUAGE DEPARTMENT

THEME

FORMULAIC SEQUENCES TO PROMOTE ORAL
PRODUCTION AMONG STUDENTS OF FIRST-
YEAR BACHILLERATO "B", AFTERNOON SESSION
AT MANUEL IGNACIO MONTEROS VALDIVIESO
HIGH SCHOOL IN THE CITY OF LOJA DURING
2019-2020 SCHOOL YEAR

> Thesis Project as a previous
> requirement to obtain the Bachelor's
> Degree in Sciences of Education,
> English Language Major.

AUTHOR

JUAN CARLOS PALACIOS GUEVARA

LOJA-ECUADOR
2019

a. THEME

FORMULAIC SEQUENCES TO PROMOTE ORAL PRODUCTION AMONG STUDENTS OF FIRST-YEAR BACHILLERATO "B", AFTERNOON SESSION AT MANUEL IGNACIO MONTEROS VALDIVIESO HIGH SCHOOL IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR

b. PROBLEM STATEMENT

Background

The present research work will be carried out at Manuel Ignacio Monteros Valdivieso High School during the 2019-2020 school year.

The Unidad Educativa Manuel Ignacio Monteros Valdivieso was created with the conviction that education is free for every human being. It was created for children and teenagers who live in rural areas or in economic hardship, in that way they can receive the same level of education as students from more privileged backgrounds.

The Unidad Educativa Manuel Ignacio Monteros Valdivieso was founded through the resolution N° 619, on September 19th, 1990 as Colegio Nacional Nocturno Sin Nombre. The institution worked in the building of the Escuela Jose Maria Burneo Burneo. On September 27th, 1990 through the resolution N° 4323 it was assigned the name of Colegio Nacional Nocturno Manuel Ignacio Monteros Valdivieso. After 5 years of hard work by the principal, parents, and students, the budget was given to buy land and building the institution. Finally, in May 2012, it was elevated to a new category as Unidad Educativa.

Nowadays, the institution is called Unidad Educativa Manuel Ignacio Monteros Valdivieso, due to the posthumous tribute to Manuel Ignacio Monteros, who was a famous Ecuadorian writer.

This educational institution has two sessions: one in the morning and one

in the afternoon. The morning session works with the Básica Elemental and Básica Media. The afternoon session works with the Básica Superior and Bachillerato.

In this prestigious institution, there are 5 staff members who belong to the administrative staff, 43 teachers covering different subjects and around 989 students, of which 562 are boys and 527 girls.

The institution is located at the Villonaco Avenue near the health center, and it belongs to the Obra Pia neighborhood, Sucre parish, Loja city.

The mission of Unidad Educativa Manuel Ignacio Monteros Valdivieso focuses on modern science and technology that helps to promote competitive, critical and creative students. These set of characteristics go together with the solid values that lead to integral development of students with the capacity to solve any daily problem and who are always willing to form part of a fair society. Meanwhile, its vision is to become a twenty-first century institution with an excellent education, where the citizens of Obra Pia neighborhood and its rural areas get the benefit of its services. Counting on highly qualified teachers whose role is promoting a good environment to generate meaningful learning for students. The institution wants students to be responsible for developing their critical thinking, to continue studying and contribute to the progress of the country. Unidad Educativa Manuel Ignacio Monteros Valdivieso works with the idea that education must be free and high quality, "We educate with quality and warmth".

Current situation of the research problem

One of the goals of the Ecuadorian Curriculum of English as Foreign Language for Educación General Básica and Bachillerato is "to overcome learners' reluctance to take risks and make mistakes while speaking by encouraging them to talk". (Ministerio de Educación , 2016). Teachers are searchers, they work on a lab every time, they are permanently trying to find different roads to motivate students, giving effective resources to feel full of trust. Speaking is essential for oral production. Gürler (2015) said that speaking, among the four basic language skills – speaking, listening, writing, reading, is of an exclusive importance in daily life and it is a vital complementary tool in communication. However, developing speaking skill is not easy, speaking has so many barriers such as psychological, physical, systematic and attitudinal. McIntyre (as cited in GÜRLER, 2015) suggested that self-confidence significantly contributes to the learner's willingness to communicate in a foreign language.

The researcher through observation could realize that students from first-year bachillerato "B" might have many differences among them but over those differences they have something stronger in common that is the fear to make mistakes when speaking. Students do not feel confident to speak because they are afraid of making mistakes when speaking or just be bullied. Unfortunately, our educational system is the same as it was 40 years ago, the same methodology, the same environment, the same strategies, the same problems, and more. As future teacher, I noticed that

English as subject is a really deep problem for students, it is unacceptable that students spend twelve years of their lives learning a language and at the end of the secondary studies they know nothing. The academic period for authorities and teachers has as a main goal to complete a course book. On those books we can find too many units, activities, information and tasks. One problem is teachers just base their classes on following the book, another problem is the number of students they have per class, generally more than 30 for each one, and if we put both problems together students and teachers are supposed to fail.

In response to this problem, the researcher is going to design an intervention plan for improving first-year bachillerato "B" oral production by means of the use of formulaic sequences. Formulaic sequences have been overlooked in favor of language models that center on the rule-governed, there is increasing evidence that formulaic sequences are integral to second language acquisition, as they are segmented from input and stored as wholes in long-term memory (Wood, 2002).

Formulaic sequences can provide that piece of confidence that students need. This strategy enhances the desire of speaking through an integral mechanism of stored words and promote meaningful communication.

Some learning steps are included in this intervention plan, the first step is related to activating oral production by using formulaic sequences as strategy to store many aspects of conceptual and lexical items, phrases and

patterns of language. A very well-learnt word has the power to contribute to the learner's willingness to communicate in a foreign language.

The second step emphasizes that formulaic sequences is not only a great resource of an extended view of vocabulary, it may also be helpful for learning the grammatical system of language, although all of them are stored as units in memory much as any single word (Nattinger, 1986).

The final step pretends to activate the previous acquired knowledge by practicing the lexical phrases using innovative activities like role play, improvisation or just developing common situations into the class. To develop those activities students need to keep in mind the relationship between formulaic sequences and students, it has a direct relation with types of lexical phrases in conversation such as Social Interactions divided in two parts (A) categories of conversational maintenance and (B) categories of functional meaning relating to conversational purpose (James R. Nattinger and Jeanette S. DeCarrico , 1989).

Research problem

Considering the aforementioned elements, it is essential to research the following problem.

HOW DOES FORMULAIC SEQUENCES AS A STRATEGY PROMOTE ORAL PRODUCTION AMONG STUDENTS OF FIRST-YEAR BACHILLERATO "B", AFTERNOON SESSION AT MANUEL IGNACIO

MONTEROS VALDIVIESO HIGH SCHOOL IN THE CITY OF LOJA DURING 2019-2020 SCHOOL YEAR?

Delimitation of the research

Timing.

This research will be developed during the school year 2019 – 2020

Location.

This project will be applied at Manuel Ignacio Monteros Valdivieso High School which is a public institution located at Villonaco Avenue near the health center, and it belongs to the Obra Pia neighborhood, Sucre parish, Loja city.

Participants.

The participants of this research work are the first-year bachillerato "B" students at Manuel Ignacio Monteros Valdivieso High School who are all about fifteen to seventeen years old. They are twenty-five students, and the researcher who is going to take part in the intervention plan.

Subproblems.

- What theoretical and methodological references about formulaic sequences as a strategy are adequate for promoting oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year?

- What are the issues that limit the development of oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year?

- What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during 2019 - 2020 school year?

- Which types of formulaic sequences as learning strategy are implemented to promote oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during 2019 - 2020 school year?

- How does the formulaic sequences as strategy reduce the difficulty to promote oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during 2019 - 2020 school year?

c. JUSTIFICATION

This research project has as objective to promote oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School in Loja through an intervention plan based on the theoretical and methodological references about formulaic sequences to promote oral production. The classroom is the only place where students can improve their language skills as they live in a country where the first language is not English.

Oral production is one of the most important skills to be developed and also it is one of the biggest problems for learners. Therefore, many times learners confront negative feelings about speaking in English due to the fact that they are not often stimulated to adopt active speech roles, and they have few contexts in which to use it for communicative purposes, Khan (as cited in Rodríguez, 2017).

As a result, the opportunities for students to improve their oral production are reduced. Those boundaries are the reason to find in formulaic sequences a good strategy to promote effective oral production that gives students the opportunity to feel confident and start producing the language. As human beings, we are all creatures of habit and it is widely accepted that exposure to language plays a significant part in the acquisition process (Schmitt, 2004).

Teachers can use different material and categorization of sequences to complement the function of this strategy and helping students to create an interactive and collaborative environment. All this information was used to justify this work from the scientific point of view.

Additionally, this research project is going to contribute to the educational system framework, in general it will be useful for students, in-service teachers, undergraduate students and EFL learners. First, in-service teachers noticed there is something that is going wrong for decades, student do not feel comfortable producing the language and it is something that needs to be changed.

The success of this research will depend on integrating different strategies, materials and characteristics to promote oral production. Second, undergraduate students of different universities can take this experience as an effective tool to improve their teaching practice and apply innovative strategies. Furthermore, students of first-year bachillerato "B", will have direct interaction and determine if the strategy works. Finally, this research is a legal requirement to graduate from University, and it is a requirement which demands the Universidad Nacional de Loja in order to get the Bachelor's Degree in Sciences of Education, English Language Specialization.

d. OBJECTIVES

General

- To promote oral production through the formulaic sequences as a strategy among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year.

Specific

- To research the theoretical and methodological references about the formulaic sequences as a strategy and its implication on the development of the oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year.

- To diagnose the issues that limit the development of oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year.

- To design an intervention plan based on formulaic sequences as a strategy to promote oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year.

- To apply the most suitable techniques of formulaic sequences as a strategy to promote oral production among students of first-year

bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year.

- To reflect upon the effectiveness that formulaic sequences as a strategy had among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year.

e. THEORETICAL FRAMEWORK

Formulaic sequences

This research project tries to show how beneficial is the use formulaic sequences as a strategy to promote oral production and help students to feel more comfortable at the moment of learning and producing a new language. This section presents valuable information of formulaic sequences, definitions, categories, functions, approaches, strategies, techniques and its application for promoting oral production in students of first year of Bachillerato.

One of the biggest problem in teaching English is that when students go home, there is an enormous possibility that they do not practice English at all, so we know for sure that the only place students have for improving their English skills is in the classroom.

Definition

The word formulaic is associated with 'unity', 'custom' and 'habit', while sequence indicates that more than one internal unit can be detected, and they do not necessarily have to be words. This definition covers all the possibilities of formulaic linguistic units, thus making reference easier (Xu 2016).

Formulaic sequences is a strategy that gives confidence to students and make them feel full of trust to produce the language. Therefore, many times

learners confront negative feelings about speaking English due to the fact that they are not often stimulated to adopt active speech roles, and have few contexts in which to speak it for communicative purposes.

Formulaic sequences consist of storing or collecting authentic and useful words to generate confidence on students and promoting oral production. To know a language is not just to recognize its individual words, but also to know how to use them together in a broader context. What makes learning a new language even more difficult, is the fact that even if some utterances are grammatically correct, they may not sound natural or native-like.

As stated by Qian (2015), the role of formulaic sequences in native speakers' speech have witnessed rapid progress in the field and that is because the processing of formulaic sequences has become one of the increasingly interesting topics.

What Qian is trying to say is that formulaic sequences is not a limited strategy, it could work in many contexts related to the group we are going to work with. There is general agreement on basic definitions of what constitutes formulaic sequence and what characteristics such sequences share that make them distinct. The consensus seems to be that they are multiword units of language that are stored in long-term memory as if they were single lexical units.

Wray & Perkins (2000) claim that formulaic sequences in typical fashion as multiword units of language. A sequence, continuous or discontinuous,

of words or other meaning elements, which is, or appears to be, prefabricated; that is, stored and retrieved whole from memory at the time of use, rather than being subject to generation or analysis by the language grammar.

Characteristics

As human beings, we are all creatures of habit and it is widely accepted that exposure to language plays a significant part in the acquisition process (Schmitt, 2004). Making a bunch of formulaic sequences allows you a good start. It means, you have this bunch and you can improve pronunciation, fluency, vocabulary and confidence to produce the language in specific moments of the conversation in class.

Knowledge of formulaic sequences can provide advantages to language learners in a number of ways, it may help improve comprehension easily. Wray (as cited in Le-Thi, Rodgers, & Sanchez, 2017) says that a sequence of words, which is, or appears to be, prefabricated: that is, stored and retrieved whole from memory at the time of use, it has better results as word association and allows oral production.

Sometimes if you do not know the basis of the language is better to memorize, it gives you the capacity of interact to others, but also it is important to know how to use those phrases. The formulaic sequence is a significant part of our language, and plays an essential role in both first and second language learning. Then relevant studies on second language

learning are reviewed, and pedagogical implications. It is suggested that more emphasis should be put on prefabs in foreign language teaching, given limited exposure to the target language in a foreign language learning environment.

Formulaic sequences and its relation to oral production

When considering the oral production, speakers use formulaic sequences to manipulate information, buy time for processing, provide textual bulk, create a shorter processing route, as well as organize and signal the organization of discourse. As stated by Steyn (2016), formulaic sequences could be used as part of a social interaction, discourse devices, or part of a necessary topic.

There is increasing evidence that formulaic sequences are integral to second language acquisition, as they are segmented from input and stored as wholes in long-term memory (Wood, 2002).

Formulaic sequences could provide that piece of confidence that students need. Formulaic sequences is a strategy to enhance the desire of speaking through an integral mechanism of stored words and promote meaningful communication.

As stated by Zhang (2017) formulaic sequence is the basic unit in form-meaning pairing regardless of the sustentative points about the completeness of its syntactic meaning and lexical meaning. The use of formulaic language helps their users to manage their time efficiently.

This cognitive temporal is an element which provides an opportunity to express what they intend to do while they have to think and speak at the same time according to Iwasaki, (2009).

Based on its basic attributes and processing characteristics, this part argues that formulaic sequence is the smallest form-meaning entity with clear pragmatic functions. Their learning of multiword units depends on the rate of frequency of each individual word and even the rate of context frequency in which these multiword units are utilized for transferring one particular meaning and concept.

However, it should also be noted that this process of construction happens at a slow rate and depends on connecting parts to a more complex network of constructions. Identifying formulaic sequences in spontaneous speech has long been a problem in the field of formulaic language research. While it is easy for researchers to give examples of prototypical formulaic sequences.

According to Le-Thi, Rodgers, & Sanchez (2017) many different terms have been used to describe formulaic language, such as *sentence stems* (Pawley & Syder, 1983), *lexical phrases* (Nattinger & DeCarrico, 1992), *chunks* (Ellis, 1996), and *multiword items* (Nation, 2013).

Wray (2002) and Schmitt & Carter (2004) agreed on the term *formulaic sequences.* Schmitt & Carter, 2004 (as cited in Duyen Le-Thi, 2012) mentioned that approaches to teaching formulaic sequences can be based

on evidence from vocabulary learning research because they are considered as a type of lexeme.

CLASSROOM IMPLICATIONS FOR FORMULAIC SEQUENCES

The position that formulaic language has a processing is now supported by a number of research approaches. Schmitt (2012) takes special attention at actual language use in the real world and people who need to produce fluent speech under severe time pressure, such as auctioneers and sports announcers or just in class learning.

Something the researcher consider important is to apply explicit and incidental teaching in traditional language classes: direct and indirect. Teachers pay direct attention to teach new items through activities such as doing vocabulary, exercises or testing, it is explicit learning. Then, instruction can include vocabulary learning in activities such as information gaps, group work, listening, or reading activities.

In this way, target vocabulary can be incidentally learned, but they may be complementary to each other. In this research project, the teacher candidate wants to focus on specific sources to apply this strategy, such as the use of technologies like word wall. A word wall is a collection of words which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom. The application of technologies for educational purposes is essential in this generation.

Classification of formulaic sequences

Classifications of formulaic sequences can be fully fixed in form, or semi-preconstructed phrases which require inserting morphological details.

They can be used to express a concept, state a commonly believed truth or advice, provide phatic expressions which facilitate social inter-action, signpost discourse organization, and provide technical phraseology which can transact information in a precise and efficient (Schmittand Carter 2004).

There is still no manual for the classifications of formulaic sequences, for the reason that students have different level or needs and even we can find many fixed expressions that cannot be accommodated in any of the categories. Generally oral production is based on one or more of the four features of formulaic sequences, form, function, meaning, and provenance.

In this case the researcher will focus my research on greetings, permission and congrats, as main functions used during the class, as shown below.

Greetings.

Social Interaction provide lexical phrases for the framework of the discourse, whereas necessary topics provide them for the subject at hand. Better communication leads to better starting.

- *Hi*
- *How you doing?*
- *I'm doing well*
- *I've been better*

- *See you*

Permission.

There is still no consensus on the classifications of formulaic sequences, for the reason that "the categories are neither discrete nor comprehensive" Hudson, (1998). The powers of permission create relationship, opens door and provide social equity.

- *What if I?*
- *May I?*
- *Don't mind if I?*
- *What about?*
- *Could you?*

Congrats.

Generally oral production, taxonomies are based on one or more of the four features of formulaic sequences, i.e. form, function, meaning, and provenance, classification provided by Becker (1975). Offering congratulations is a way of commending someone on achieving a goal or accomplishing something difficult.

- Well done
- Fantastic
- Good job
- You rock
- Good for you

Nattinger, (1986) claims that students already 'know' these categories, of course what they have to learn is how to produce them fluently in the new language, by using the right formulaic sequences on the right occasions.

During this chapter, important aspects about formulaic sequences were discussed, for example characteristics, categories and classroom implications. With all this literature review we have specific functions and characteristics for formulaic sequences such as stored the different kind of sequences on your brain and knowing the right moment to use them correctly in dependence on the context, it will give you a really good source to feel confident and activating oral production in class.

Oral production

Oral production is an English skill that has been detected as an issue during this research project. This chapter will examine important aspects of formulaic sequences such as definitions, characteristics, indicators, testing or assessment, methodologies and types, stages or phases which contribute to promote oral production in students of first year of Bachillerato.

Lack of confidence is one of the biggest issues students have to face, these issues have specific repercussion on oral production, that is why is important to apply new strategies to try to solve these problems.

Definition of oral production

When we talk about oral production, we relate it to the capacity to communicate effectively within a particular speech. This is one of the most

important skills students need to learn in their language development and speaking is a productive skill and it involves many components in the learning process.

Oral production is more than making right sounds, choosing right words or getting the constructions grammatically correct, this skill deserves attention to acquire a new language. Helping students communicate more successfully the main goal classes. Increasing production also requires students to stretch beyond their English comfort zones.

Martinez (2014) suggests that it is a process carried out through the interaction between people, which is based on the construction of meaningful messages where ideas, perceptions, and points of view from people are conveyed to others in order to communicate.

Characteristics of oral production

Students need to develop oral production through talking tasks, that is why is important that students have significant spaces to speak. Solarte, D. (2012) argues that students should speak approximately 70% of the lesson and teachers should speak 30% of the time. It is clear that student's practice is vital for learning a new language.

Many foreign language learners study a foreign language wishing to become fluent and accurate, including using a range of grammatical structures and vocabulary. The researchers Iwashita, Brown, McNamara, &

O'Hagan (2008) focused on four key traits: syntactic complexity, grammatical accuracy, lexical diversity, and fluency.

However, measures for these four traits besides contributing to oral proficiency may vary from study to study, as do the diverse definitions of traits used by different researchers. Oral production is defined as an interactive process of constructing meaning that involves receiving, producing, and processing information to promote interaction.

Valuation scales

According to Valcárcel & Verdú (1995), the content of the communication is not enough to measure the student's communicative linguistic capacity; it is important to specify with what accuracy that student is able to express both the notions and the functions, and this implies judgments of objective value.

For speaking activities we have specific concepts such as fluency and accuracy which are very relevant indicators but dissimilar. Students need to get specific tools to get ready to speak and it is important to understand the difference between fluency and accuracy.

According to Sanabria, L., & Silva, E. (2017) fluency refers to the ability to the amount language produce in a task which includes vocabulary. On the other hand, accuracy refers to the linguistic correctness of what is said in the task. Oral production has a range of valuation scales.

The design of these scales depends on the type of skill or indicator we want to improve. In the case of this research project the main objective is to promote oral production. Formulaic sequences gives us prefabricated phrases to promote confidence and oral production.

It is important that students performing different oral tasks to get familiar to these phrases, this research will take into account: range of language, fluency and pronunciation. The knowledge of words and sentences is essential to produce the language effectively. Students need to get significant vocabulary to communicate in a situation of formal and informal interaction.

Suprasegmental features

Communicative skills to English instruction, need to include pronunciation within the context of real communication. In this context, Otlowski (1998) argued that English learners can expect to master the intelligible pronunciation of English.

English suprasegmental features of pronunciation, as key elements in developing effective communications, are regarded as critical aspects of language proficiency to be practiced markedly in language classrooms (Fulcher, 2007).

Pronunciation.

It is important to learn appropriate intonation, accentuation, and well-articulated sounds to have correct interaction. Cakir (2012) says this skill

could affect interaction, a conversation could be mispronounced and as a result misunderstood, since it is an acquired skill in learning a second language and it is implicit in the production of a language.

Clarity of intonation, accuracy, fluency and pronunciation, hesitations, pauses are aspects that restate that pronunciation is the key factor that native speakers notice during a conversation. Furthermore, being knowledgeable on grammar and vocabulary is important as long as they are produced and pronounced correctly.

Fluency.

Pineda (2015) argues that fluency is the ability to develop ideas and the way for expressing, students should be aided to understand and to produce correct language. Fluency in a language means produce the language easily, reasonably quickly and without having to stop and pause a lot. Becoming fluent in a language requires dedication and pay special attention to details.

Using more common words, fluency is the ability which relates to the speed and ease with which a language learner performs in one of the four language skills which is speaking. Fluency not only relates one specific skill, it could be developed to all four language skills, and however, it tends to be most closely associated with speaking.

Accuracy.

Rishi (2014) defines accuracy as the ability of the learner to produce grammatically correct sentences. The learner should not only know correct grammatical rules of the language but also able to speak and write accurately.

It's important to balance accuracy and fluency among the various stages and activities in a lesson. Learners usually attain a much higher level of proficiency in the receptive skills than in the productive skills. Teachers who concentrate on accuracy help their students to produce grammatically correct written and spoken English, ideally aiming towards the accuracy of a native speaker of similar age and background.

Intonation.

It is not easy to define intonation. We know that the basic feature of intonation is pitch, being high or low. The overall behavior of the pitch is called tone. Tones can be static, level tones or moving tones, either rising or falling Trujillo (2012).

Intonation is very important for communication, as it helps the addressee interpret the message. Intonation is a complex and difficult area, where much depends on the correct interpretation of certain patterns, an interpretation which is often made more difficult by the influence of specific segmental features, such as the absence of voicing in consonants preceding a vowel, etc.

When we talk about intonation, we may actually refer to different features, depending on whether we think in terms of production, perception or systematic use.

Social interaction.

There is also evidence that social interaction plays a role in language development. Kuhl, Tsao, and Liu (2003) found that characteristics of phonetic learning are prerecorded sounds, exposure to a foreign language, suggesting a learning process that is enhanced by social interaction.

The way we learn to interact with others and build relationships has a major impact on not only our social lives, but our physical, mental and emotional health as well. If we add these concepts to oral production we can find good results. As much practicing and interaction we have, better results and real acquire knowledge we get.

Oral production means using the language appropriately in social interactions. Diversity in interaction involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress, and intonation (Shumin, 1997: 8).

Also Hismanoglu (2000) gives an example of communication strategies, such as circumlocution, gesturing, paraphrase, or asking for repetition and explanation, all of which are techniques used by learners so as to keep a conversation going. The purpose of using these techniques is to avoid interrupting the flow of communication.

Vocabulary.

Vocabulary is essential in second and foreign language acquisition because without its appropriate and sufficient knowledge learners cannot understand others or express their own feelings. Nation (2001) states that vocabulary knowledge implies knowing a word in the spoken form of the word and the spoken form can be recognized and understood it in and out of context rather than guessed at.

In short Diamond & Gutlohn (2006) suggest that vocabulary is the knowledge of words and their meanings. What the definitions above about vocabulary have in common is the fact that vocabulary knowledge requires not only word meanings knowledge, but it requires the usage of the words in the appropriate context and in a natural way and also includes the relationship between new words acquired and the ones already acquired.

Testing or assessment

Students have to acquire the ability to communicate effectively with others. Principles are much closed to types of task, in this part the research looks for something to provide to learners to talk about. Villalobos, O. (2015) argues oral production is the way people share information about things they are familiar with taking into consideration the conversations' context.

Any language evaluations should give students opportunities to demonstrate what they know and can do with language, and should be seen as invitations to show what students have learned in a context that has

significance to them. These evaluations should be culturally sensitive, be appropriate to develop a skill and require students to perform, create or produce something.

Evaluation or testing should become the tool for performing, planning and teaching. Students should be asked to evaluate their own learning and to set goals for specific learning. When students use language in meaningful situations to accomplish specific goals, consideration should be given to the content and the process that the students use to accomplish the final goals in the process. To determine every language competence, it is vital to test them through a kind of instrument.

The evaluation needs oral questions in order to evaluate students' speaking ability. Factual questions force students into listening carefully and answering in real time since they communicate in authentic conversations. While students answer questions, teachers can take notes in order to realize the different language that students could have and their actual oral production.

Methodology

Oral production is considered as the one students need to develop more immediately; that is why there is a number of factors that have been implied. Bañuelos & Dominguez (2006) mentioned some of the strategies that have been used in conversation sessions with some groups of beginners and the

way those strategies have helped to avoid those conflicts in order to enhance students to improve their oral production.

Kemmis and MacTaggar (1985), cited in Jiménez, Luna, and Marín (1993) provide a view of action research. It deals with understanding, changing, and innovating classroom processes by collecting information in a spiral way. Moreover, action research allows teachers to inquire about learning problems and reflect on their pedagogical practice. Action research is an ongoing process of continuous reflection, redesigning and rethinking to improve pedagogical practice in each cycle. The implementation of each cycle of the research project let me reflect on students' needs and, at the same time, be aware of the main changes needed in the pedagogical practice.

Types of tasks

The usage of different task or assessment tends to facilitate the comprehension and acquisition of different skills in a language even more if you use tasks related to personal experiences, talking about likes or interests, or create new ones that calls their attention. Ramirez & Artunduaga (2017) says that student's personal experiences and opinions should take into account at the moment of presenting the tasks; in that sense, students found reasons to express and share their ideas.

Attaining oral production is a challenge for most English language teachers because most of the strategies implemented in class do not

engage students in speaking activities. Given the importance of engaging students in active learning, authentic tasks were thought of as an effective alternative to bring students' reality to the classroom to foster oral production.

Regarding oral production and the teaching of speaking, Goh & Burns (2012) recognize that "speaking is a highly complex and dynamic skill that involves the use of several simultaneous cognitive, physical and socio-cultural and a speaker's knowledge process and skills have to be activated rapidly in real time.

It is vital that students can communicate their own ideas, opinions, beliefs, or preferences for which they need to be equipped with some background knowledge, expressions, and vocabulary. In this context the use of formulaic sequences to promote oral communication is a possible solution.

f. METHODOLOGY

Design of the research

Action research is a practical approach to professional inquiry and especially useful for making advancements in the field of education. This is an action research study where the researcher have found that oral production is an issue among first-year of bachillerato at Manuel Ignacio Monteros Valdivieso High School during 2019-2020 school year.

According to Creswell (2012), action research is a systematic procedure done by the teachers (or other individuals in an educational setting) to gather information about, and subsequently improve, the ways their particular educational setting operates, their teaching, and their student learning.

The researcher decided to conduct an action research based on engage, study and activate method. Hidayah (2017) states that ESA method gives teacher's the flexibility to conduct a classroom in an organized and productive way. ESA is extremely important when it comes to teaching, because it keeps the students interested, motivated, and eager to learn more.

Methods, techniques and instruments

Methods.

This study will make a description of the data that result from an intervention plan. The following general methods will be applied along the research:

The Scientific method will facilitate the study of the Formulaic Sequences strategy intended to promote oral production, and it will help in the observations done both before and during the intervention. This method will facilitate the analysis of a possible solution, as well as assisting the collection of data to make relevant predictions and the analysis of it.

The Descriptive method will facilitate the description of the different stages of the study and the kind of resources used by the researcher. It will serve to explain and analyze the object of the investigation.

The analytic-synthetic method will be used to analyze the obtained results through the pre-test and post-test. It will be used also to make the interpretation of the data, the logical analysis and draw up the conclusions.

The Statistic method will be used to make both the quantitative statistical analysis of the data obtained from the questionnaires and the qualitative text analysis of the data obtained during the observations.

Techniques and instruments.

Data collection.

Since this work is an action research, elements of both quantitative and qualitative research will be selected for data collection. Quantitative research considers variables and statistics whereas qualitative research considers an understanding of words or actions. Both qualitative and quantitative instruments are self-developed by the researcher taking into account the principles of question construction. Being this the case, paper and pencil methods (test) will be used to develop quantitative data collection instruments, and observations and interviews (questionnaire, observation sheet) for the qualitative ones.

Pretest – Posttest.

A researcher-made pretest will provide a measure on the performance of oral production before the participants of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School receive a treatment through the intervention plan designed in this research project.

After the treatment or intervention plan, a posttest will measure again the performance of the oral production in order to make a pretest- posttest comparison of the cognitive dimension of the performance of oral production of the participants being treated.

The researcher will use a pre-test and post-test oral evaluation. The pre-test is done before implementing role play, it is to measure students' oral production at first. Meanwhile, the post- test is implemented after using role play. The activities will be developed by types of formulaic sequences that can be applied in real contexts easily.

Questionnaire.

A researcher-made questionnaire will be administered to the participants to answer questions related to their attitudes and feelings toward Formulaic Sequences strategy. Likewise the questionnaire will be administered in order to make a comparison between the results. Furthermore, the data collected by the questionnaires will support the tests results.

Observation.

The emphasis during the observation will be on understanding the natural environment as lived by the students of first-year bachillerato "B", during their English classes. There will be two types of observations as detailed below.

Nonparticipant observation.

In nonparticipant observation, the researcher is not involved in the situation being observed. He / She observes and records behaviors but does not interact or participate in the setting under study. The objective of this nonparticipant observation is to identify the issue for this action research

project which will be supported through the participant observation (Gay, Mills, & Airasian, 2012)

Participant observation.

In participant observation, the researcher will become a part and a participant in the situation being. The researcher will participate deliberately in the problematic situation by Formulaic Sequences in order to promote oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso during 2019-2020 school year.

Field Diary and notes.

The researcher will use a diary to record what happen in each lesson. It will help to write down the findings during the intervention, relevant events during the observation or particular situations that will happen.

Description of the intervention plan

The objective of this study is to promote oral production through formulaic sequences to help students of first-year bachillerato "B", afternoon session at Manuel Ignacio Monteros Valdivieso High School during 2019-2020 school year. This intervention plan will be carried out in different phases.

Phase 1. Initial Reflection.

During a non-participant observation, the researcher was able to see that students of first-year of bachillerato "B" did not feel confident to speak because they were afraid of saying something incorrect or just to be bullied.

They were more involved in written tasks of completion exercises and repetition drills. This situation allowed the researcher to recognize that oral production is an issue among learners who do not have learning opportunities to speak or show little or no interest in producing speech during their English classes.

Being this the concern, the researcher asked himself whether there are some different techniques that would better prepare students to promote oral production.

Phase 2. Planning.

As a consequence, to solve the weaknesses of students of first-year bachillerato "B", on oral production, the researcher will apply Engage, Study, Activate lessons plans, which are organized with formulaic sequences divided into categories such as greetings, permission and congrats.

Formulaic sequences activities will give students of first-year bachillerato "B", the opportunity to enhance the desire of speaking through an integral mechanism of stored words and promote meaningful communication which eventually increase their oral production which is crucial element to achieve successfully the English language communicative competence. This research project will take special emphasis on pronunciation; fluency, accuracy and intonation.

ESA is one of teaching method which stands for Engage, Study and Activate. They are phases which are presented in a language classroom to help students to learn effectively. The three stages of ESA are as follows.

1) Engage.

It is important to engage the students. This means getting the students interested in the subject, in the class and in the language point and hopefully enjoying what they are doing (Robertson and Acklam, 2000). During the Engage phase, the teacher tries to arouse the students' interest and engage their emotions. This might be through a game, the use of a picture, audio recording, a Hidayah and Harjali, as the creator of this method, Jeremy (2001) echoes that if students are engaged, if they are genuinely interested and involved in what is going on.

2) Study.

The Study phase activities are those which focus on language (or information) and how it is constructed. The focus of study could vary from the pronunciation of one particular sound to the techniques an author uses to create excitement in a longer reading text. Students can study in a variety of different styles: the teacher can explain grammar, they can study language evidence to discover grammar for themselves, and they can work in groups studying a reading text or vocabulary. But whatever the style, study means any stage at which the construction of language is the main focus.

3) Activate.

This element describes the exercises and activities which are designed to get students to use the language as communicatively as they can. During Activate, students do not focus on language construction or practice particular language patterns but use their full language knowledge in the selected situation or task. The objective for the students is not to focus on language construction and/or practice specific bits of language (grammar patterns, particular vocabulary items or functions) but for them to use all and any language which may be appropriate for a given situation or topic (Harmer, 2001).

On the other hand, this intervention plan will explicitly follow the research questions:

- What are the phases of the intervention plan that contribute to the improvement of oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso in the city of Loja during 2019 -2020 school term?
- Which formulaic sequences are implemented to improve oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso in the city of Loja during 2019 -2020 school term?

Phase 3. Action.

The intervention plan will be developed during 30 sessions of 45 minutes each one in a ten-week period of time. Ten weeks will be develop with

lesson plans. As it is usual, things will rarely go precisely as expected, therefore some minor changes or derivations will be made to meet possible drawbacks.

Phase 4. Observation.

During the intervention plan, the researcher will monitor and record students of first-year bachillerato "B", reactions and achievements to the planned activities by means of a pre and post-test, a questionnaire, and a diary or journal.

Phase 5. Reflection.

Once finished the intervention plan, the researcher will reflect critically upon the effectiveness of formulaic sequences to promote oral production on students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso in Loja during 2019 -2020 school term.

INFORMATIVE DATA

Institution: Unidad Educativa "Manuel Ignacio Monteros Valdivieso" **Participants:** 1st "B" BGU
Teacher: Lic. Mariana Gordillo **School Year:** 2019-2020
Researcher: Juan Carlos Palacios Guevara **Topic:** Healthy habits

RESEARCH PROBLEM: How does the use of formulaic sequences to promote oral production among students of first-year bachillerato "B", afternoon session at Manuel Ignacio Monteros Valdivieso High School in the city of Loja during the 2019- 2020 school year?

GOAL: By the end of the intervention plan students will be able to develop oral production using formulaic sequences as strategy, focused on the following aspects: pronunciation, fluency, accuracy, intonation, social interaction and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:
• To give straightforward descriptions on a variety of familiar subjects within his/her field of interest.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions • To be fit as a fiddle • To be in bad shape • To be in murky waters	**ENGAGE** - Relaxing activity. Stop game. (H. food - U. food – Sports – Free stress activities) - Show a video about healthy life. - Teacher asks the question: What is your favorite food and why? Do you have any favorite sport? What things makes you feel stress? What things make you feel relaxed? - Teacher chooses the topic and write it on the board in order to make a brainstorm of ideas; in this case healthy life and healthy world. **STUDY** - Students take some time to think about the possible answers.	• Board • Computer and projector • Information images • Student book • Wall cards

Structures	- Taking notes.	
• Past modals	- Students share their ideas to the class.	
• Relative clauses.	- Teacher introduces the topic *Healthy habits* sharing an information image.	
	- Foster them to relate the brainstorm to the image	
	- Read different texts about healthy habits. (reinforcing concepts)	
	- Using formulaic sequences to develop a conversation. (greetings) *Hi, How you doing? I'm doing well, I've been better, See you.* (Wall cards).	
	- Teacher helps through explicit teaching to students to recognize the use meaning and form of formulaic sequences.	
	ACTIVATE	
	- -Having a general idea about the topic, students need to produce the recent acquired language.	
	- Form groups of 2 students, and ask them to construct a short conversation, there are two roles to be developed, one is the doctor and the other is the patient. (role play)	
Key Words	- Students need to use new language.	
• Health, earth, active, water, nutrition, sleep, exercise, food, habits, environment.	- -Once students have the dialogues, they check mistakes and prepare how to present it to the class.	
	- -Students present the dialogue in front of the class using role play.	
	- -The teacher provides feedback if it is necessary to correct pronunciation, fluency, accuracy and intonation	
	- - Students make a circle and try to construct their own definition about the studied topic.(what is healthy life)	

MONITORING PLAN:
Data Source 1: Pres test – Pre-written questionnaire
Date Source 2: Observation sheet, reflective journal

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: Nov 4th to Nov 8th, 2019

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK Nº 2

INFORMATIVE DATA

Institution: Unidad Educativa "Manuel Ignacio Monteros Valdivieso"
Teacher: Lic. Mariana Gordillo
Researcher: Juan Carlos Palacios Guevara

Participants: 1st "B" BGU
S**chool Year:** 2019-2020
Topic: Healthy habits

RESEARCH PROBLEM: How does the use of formulaic sequences to promote oral production among students of first-year bachillerato "B", afternoon session at Manuel Ignacio Monteros Valdivieso High School in the city of Loja during the 2019- 2020 school year?	
GOAL: By the end of the intervention plan students will be able to develop oral production using formulaic sequences as strategy, focused on the following aspects: pronunciation, intonation, fluency, accuracy and vocabulary.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: • To enhance students to talk about healthy and unhealthy habits and to speculate about situations in the past by reading aloud, role play, retelling and first impression activity.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions • What a shame	**ENGAGE** - Relaxing activity. Guessing the celebrity game (group activity) - Students compare activities they do for being healthy and activities they want to do in their own routine to be healthier. (take notes) - Teacher makes more question: What do you think about drinking soda? Do you think our typical food is healthy? **STUDY** - Students take some time to think about the possible answers. - Taking notes.	• Board • Computer and projector • Information images • Student book • Wall cards

Structures	- Students share their ideas to the class.	
• Relative clauses.	- Teacher introduces the topic *Healthy habits* showing a video about healthy life	
	- Foster them to relate their routine to the video. Taking notes.	
	- How to use formulaic sequences to develop a conversation. (greetings) *Hi, How you doing? I'm doing well, I've been better, See you.* (Wall cards).	
	- Teacher helps through explicit teaching to students to recognize the use meaning and form of formulaic sequences.	
	ACTIVATE	
	- Having a general idea about the topic, students need to produce the recent acquired language.	
Key Words	- Form groups of 2 students, and ask them to construct a short conversation, there are two roles to be developed, and one is the father or mother and the other is the child. (role play)	
	- Students need to use new language.	
• Health, earth, active, water, nutrition, sleep, exercise, food, habits, environment.	- Once students have the dialogues, they check mistakes and prepare how to present it to the class.	
	- Students present the dialogue in front of the class using role play.	
	- The teacher provides feedback if it is necessary to correct pronunciation, fluency, accuracy and intonation.	
	- Ask students to get into groups of three to bring magazines, newspapers, and brochures from stores, as well as scissors, craft paper, and glue to the class.	

MONITORING PLAN:
Date Source 1: Observation sheet, reflective journal

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: Nov 11th to Nov 15th, 2019

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK Nº 3

INFORMATIVE DATA

Institution: Unidad Educativa "Manuel Ignacio Monteros Valdivieso"   **Participants:** 1st "B" BGU
Teacher: Lic. Mariana Gordillo   **School Year:** 2019-2020
Researcher: Juan Carlos Palacios Guevara   **Topic:** Healthy life

RESEARCH PROBLEM: How does the use of formulaic sequences to promote oral production among students of first-year bachillerato "B", afternoon session at Manuel Ignacio Monteros Valdivieso High School in the city of Loja during the 2019- 2020 school year?	
GOAL: By the end of the intervention plan students will be able to develop oral production using formulaic sequences as strategy, focused on the following aspects: pronunciation, fluency, accuracy, intonation, social interaction and vocabulary.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: • To enhance students to talk about healthy and unhealthy habits and to speculate about situations in the past. To use formulaic sequences for greeting.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions • What a shame	**ENGAGE** - Relaxing activity. Stop game. (fruit, vegetables, sports) - Show a video about healthy life. - Teacher asks the question: What is your favorite sport and why? Do you have any favorite fruit? What things makes you feel free of stress? - Teacher chooses the topic and write it on the board in order to make a brainstorm of ideas; in this case healthy life.	• Board • Computer and projector • Information images • Student book • Wall cards

Structures	- Teacher makes another question: What do you think about the food from school? What do you think about the campus?	
• Past modals • Relative clauses.	**STUDY** - Students take some time to think about the possible answers. - Taking notes. - Students share their ideas to the class. - Teacher introduces the topic *Healthy habits* sharing an information image. - Foster them to relate the brainstorm to the image - Read different texts about healthy habits. (reinforcing concepts) - Using formulaic sequences to develop a conversation. (greetings) *Hi, How you doing? I'm doing well, I've been better, See you.* (Wall cards).	
Key Words • Health, earth, active, water, nutrition, sleep, exercise, food, habits, environment.	**ACTIVATE** - -Having a general idea about the topic, students need to produce the recent acquired language. - Form groups of 2 students, and ask them to construct a short conversation, there are two roles to be developed, one is the farmr and the other is a citizen. (role play) - Students need to use new language. - -Once students have the dialogues, they check mistakes and prepare how to present it to the class. - -Students present dialogues in front of the class using role play. - -The teacher provides feedback if it is necessary to correct pronunciation, fluency, accuracy and intonation - - Students make a circle and try to construct their own definition about the studied topic.(what is healthy life)	

MONITORING PLAN:
Date Source 1: Observation sheet, reflective journal

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: Nov 18th to Nov 22nd, 2019

INFORMATIVE DATA

Institution: Unidad Educativa "Manuel Ignacio Monteros Valdivieso" **Participants:** 1st "B" BGU
Teacher: Lic. Mariana Gordillo S**chool Year:** 2019-2020
Researcher: Juan Carlos Palacios Guevara **Topic:** Healthy environment

RESEARCH PROBLEM: How does the use of formulaic sequences to promote oral production among students of first-year bachillerato "B", afternoon session at Manuel Ignacio Monteros Valdivieso High School in the city of Loja during the 2019- 2020 school year?

GOAL: By the end of the intervention plan students will be able to develop oral production using formulaic sequences as strategy, focused on the following aspects: pronunciation, fluency, accuracy, intonation, social interaction and vocabulary.

LEARNING OBJECTIVES: At the end of this lesson students will be able:
• This lesson will guide students to talk about natural resources and to describe people, objects, and events. To use formulaic sequences for permission.

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions • That is too bad	**ENGAGE** - Relaxing activity. Guess the song first. - Show a poster about healthy diet. - Teacher asks the question: What calls your attention? Do you have any favorite fruit? What things makes you feel healthier? **STUDY** - Students share their ideas to the class. - Teacher introduces the topic *Healthy diet* sharing the poster used previously.	• Board • Computer and projector • Information images • Student book • Wall cards

Structures	- Tell students they are going to design posters about good diet. (group activity) - Foster them to relate the poster to their own. - Then present the poster to the class. - Introduce the use of formulaic sequences to develop a conversation. (permission) *What if I? , May I?, Don't mind if I?, What about?, Could you?* (Wall cards). - - Teacher helps through explicit teaching to students to recognize the use meaning and form of formulaic sequences. **ACTIVATE**	
• Relative clauses.		
Key Words • Health, earth, active, water, nutrition, sleep, exercise, food, habits, environment, solar energy, oil, wind, iron.	- -Having a general idea about the topic, students need to produce the recent acquired language. - - Form groups of 2 students, and ask them to construct a short conversation, there are two roles to be developed, one is the nutritionist and the other is the patient. (role play) - Students need to use new language. - Once students have the dialogues, they check mistakes and prepare how to present it to the class. - Students present the dialogue in front of the class using role play. - The teacher provides feedback if it is necessary to correct pronunciation, fluency, accuracy and intonation.	

MONITORING PLAN:
Date Source 1: Observation sheet, reflective journal

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: Nov 25th to Nov 29th, 2019

UNIVERSIDAD NACIONAL DE LOJA

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK Nº 5

INFORMATIVE DATA

Institution: Unidad Educativa "Manuel Ignacio Monteros Valdivieso" **Participants:** 1st "B" BGU
Teacher: Lic. Mariana Gordillo S**chool Year:** 2019-2020
Researcher: Juan Carlos Palacios Guevara **Topic:** Healthy environment

RESEARCH PROBLEM: How does the use of formulaic sequences to promote oral production among students of first-year bachillerato "B", afternoon session at Manuel Ignacio Monteros Valdivieso High School in the city of Loja during the 2019- 2020 school year?	
GOAL: By the end of the intervention plan students will be able to develop oral production using formulaic sequences as strategy, focused on the following aspects: pronunciation, fluency, accuracy, intonation, social interaction and vocabulary.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: • This lesson will guide students to talk about natural resources and to describe people, objects, and events. To use formulaic sequences for permission.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions • That is too bad	**ENGAGE** - Relaxing activity. Planning a perfect occasion like birthday, party, etc. (Group activity). - Put some trash on class. Ask for their opinions, reactions and feelings about it. - Write the following question on the board: What is a healthy environment? - Ask students to think about this question and, based on their personal experiences, elicit their opinions and answers.	• Board • Computer and projector • Information images • Student book • Wall cards

Structures	STUDY	
• Relative clauses.	- Students take some time to think about the possible answers. - Taking notes. - Students share their ideas to the class. - Teacher introduces the topic *Healthy environment* sharing a video. - Foster them to relate the garbage in the classroom to the video. - Encourage them to characterize, describe, and provide features that make up a healthy environment for humans, animals, and plants to live in. try to use formulaic sequences to develop the task. (permission) *What if I? , May I?, Don't mind if I?, What about?, Could you?* - Teacher helps through explicit teaching to students to recognize the use meaning and form of formulaic sequences.	
Key Words • Health, earth, active, water, nutrition, sleep, exercise, food, habits, environment, solar energy, oil, wind, iron.	**ACTIVATE** - Having a general idea about the topic, students need to produce the recent acquired language. - Form groups of 4 students, and ask them to correct each other and sharing ideas. - Students need to use new language. - Once students have their ideas, they check mistakes and prepare how to present it to the class. - Students present the main ideas of the group in front of the class. - The teacher provides feedback if it is necessary to correct pronunciation, fluency, accuracy and intonation.	

MONITORING PLAN:
Date Source 1: Observation sheet, reflective journal

SUPPORT: Coaching and guidance from our thesis advisor.

TIME: Dec 2nd to Dec 6th, 2019

INFORMATIVE DATA

Institution: Unidad Educativa "Manuel Ignacio Monteros Valdivieso" **Participants:** 1st "B" BGU
Teacher: Lic. Mariana Gordillo **School Year:** 2019-2020
Researcher: Juan Carlos Palacios Guevara **Topic:** Healthy environment

RESEARCH PROBLEM: How does the use of formulaic sequences to promote oral production among students of first-year bachillerato "B", afternoon session at Manuel Ignacio Monteros Valdivieso High School in the city of Loja during the 2019- 2020 school year?	
GOAL: By the end of the intervention plan students will be able to develop oral production using formulaic sequences as strategy, focused on the following aspects: pronunciation, fluency, accuracy, intonation, social interaction and vocabulary.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: • This lesson will guide students to talk about natural resources and to describe people, objects, and events. To use formulaic sequences for permission.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions • That is too bad	**ENGAGE** - Relaxing activity. Hangman game using specific vocabulary. - Write the title of the lesson on the board. - Complete it using an acrostic. - Ask students to think about their own lifestyles and those of their close relatives (e.g. parents, siblings, grandparents). - Have them answer the following key questions: *What is a smart lifestyle? Do you have a smart lifestyle? Do your close relatives have a smart lifestyle? Why? What do they do?*	• Board • Computer and projector • Information images • Student book • Wall cards

Structures	STUDY	
• Relative clauses.	- Students take some time to think about the possible answers. - Taking notes. - Students share their ideas to the class. - Teacher introduces the topic *Smart lifestyle,* nowadays games, program, apps and computer use phrases to motivate people. - Using formulaic sequences to develop next activity. *Well done, Fantastic, Good job, You rock, Good for you.* (Wall cards). - Teacher helps through explicit teaching to students to recognize the use meaning and form of formulaic sequences.	
	ACTIVATE	
Key Words • Health, earth, active, water, nutrition, sleep, exercise, food, habits, environment, solar energy, oil, wind, iron.	- Having a general idea about the topic, students need to produce the recent acquired language. - Form groups of 4 students, and ask them to construct an imaginary scenario, if you were a device any of them and you can communicate to other devices. What will be your thought about humans? - Students need to use new language. - Once students have the dialogues, they check mistakes and prepare how to present it to the class. - Students present the ideas in front of the class using role play. - The teacher provides feedback if it is necessary to correct pronunciation, fluency, accuracy and intonation.	

MONITORING PLAN:
Date Source 1: Observation sheet, reflective journal

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: Dec 9th to Dec 13th, 2019

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK Nº 7

INFORMATIVE DATA

Institution: Unidad Educativa "Manuel Ignacio Monteros Valdivieso" **Participants:** 1st "B" BGU
Teacher: Lic. Mariana Gordillo **School Year:** 2019-2020
Researcher: Juan Carlos Palacios Guevara **Topic:** Smart lifestyles

RESEARCH PROBLEM: How does the use of formulaic sequences to promote oral production among students of first-year bachillerato "B", afternoon session at Manuel Ignacio Monteros Valdivieso High School in the city of Loja during the 2019- 2020 school year?	
GOAL: By the end of the intervention plan students will be able to develop oral production using formulaic sequences as strategy, focused on the following aspects: pronunciation, fluency, accuracy, intonation, social interaction and vocabulary.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: • This lesson will guide students to perform a short speaking about an environmental issue.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions • First of all • Second of all	**ENGAGE** - Relaxing activity. Stop game. (Smart technology) - Show a video about smart life. - Teacher asks the question: What is your favorite smart phone? Do you have any favorite TV program? What things generate the use of your phone? - Teacher chooses the topic and write it on the board in order to make a brainstorm of ideas; in this case smart life.	• Board • Computer and projector • Information images • Student book • Wall cards

| Structures
• Relative clauses. | - Teacher makes another question: What do you think about new generations and technology?
STUDY
- Students take some time to think about the possible answers.
- Taking notes.
- Students share their ideas to the class.
- Teacher introduces the topic *Smart life* sharing an information image.
- Foster them to relate the brainstorm to the image
- Read different texts about smart life (reinforcing concepts)
- Using formulaic sequences to develop a conversation. (greetings) *Hi, How you doing? I'm doing well, I've been better, See you.* (Wall cards).
- Teacher helps through explicit teaching to students to recognize the use meaning and form of formulaic sequences. | |
| **Key Words**
• Health, earth, active, water, nutrition, sleep, exercise, food, habits, environment, solar energy, oil, wind, iron, globalized, device, damage. | **ACTIVATE**
- Having a general idea about the topic, students need to produce the recent acquired language.
- Form groups of 2 students, and ask them to construct a short conversation, there are two roles to be developed, one is the seller and the other is the client. (role play)
- Students need to use new language.
- Once students have the dialogues, they check mistakes and prepare how to present it to the class.
- Students present dialogues in front of the class using role play.
- The teacher provides feedback if it is necessary to correct pronunciation, fluency, accuracy and intonation
- Students make a circle and try to construct their own definition about the studied topic.(what is healthy life) | |

MONITORING PLAN:
Date Source 1: Observation sheet, reflective journal

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: Dec 16th to Dec 20th, 2019

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE DEPARTMENT

INTERVENTION AND OBSERVATION PLAN. WEEK Nº 8

INFORMATIVE DATA

Institution: Unidad Educativa "Manuel Ignacio Monteros Valdivieso"   **Participants:** 1st "B" BGU
Teacher: Lic. Mariana Gordillo   **School Year:** 2019-2020
Researcher: Juan Carlos Palacios Guevara   **Topic:** Smart lifestyles

RESEARCH PROBLEM: How does the use of formulaic sequences to promote oral production among students of first-year bachillerato "B", afternoon session at Manuel Ignacio Monteros Valdivieso High School in the city of Loja during the 2019- 2020 school year?	
GOAL: By the end of the intervention plan students will be able to develop oral production using formulaic sequences as strategy, focused on the following aspects: pronunciation, fluency, accuracy, intonation, social interaction and vocabulary.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: • This lesson will guide students to perform a short speaking about an environmental issue.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions • First of all • Second of all • Finally at	**ENGAGE** - Relaxing activity. Brainstorming - Show a video about technology advances. - Teacher asks the question: What age is better with or without technology? - Teacher chooses the topic and write it on the board in order to make summary of advantages and disadvantages. - Teacher makes another question: What do you think about life without internet?	• Board • Computer and projector • Information images • Student book • Wall cards

Structures	STUDY	
• Relative clauses.	- Students take some time to think about the possible answers. - Taking notes. - Students share their ideas to the class. - Teacher introduces the topic *internet sharing* an information image. - Foster them to relate the brainstorm to the image - Read different texts about healthy habits. (reinforcing concepts) - Encourage them to characterize, describe, and provide features that make up a healthy environment without internet for humans and try to use formulaic sequences to develop the task. (permission) What if I? , May I?, Don't mind if I?, What about?, Could you? - Teacher helps through explicit teaching to students to recognize the use meaning and form of formulaic sequences.	
Key Words • Health, earth, active, water, nutrition, sleep, exercise, food, habits, environment, solar energy, oil, wind, iron, globalized, device, damage.	**ACTIVATE** - -Having a general idea about the topic, students need to produce the recent acquired language. - Form groups of 2 students, and ask them to construct a short conversation, there are two roles to be developed, one is the facebook creator and the other is yourself. (role play) - Students need to use new language. - -Once students have the dialogues, they check mistakes and prepare how to present it to the class. - -Students present the dialogue in front of the class using role play. - -The teacher provides feedback if it is necessary to correct pronunciation, fluency, accuracy and intonation - Students make a circle and try to construct their own definition about the studied topic.(what is healthy life)	

MONITORING PLAN:
Date Source 1: Observation sheet, reflective journal

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: Jan 6th to Jan 10th, 2019

INFORMATIVE DATA

Institution: Unidad Educativa "Manuel Ignacio Monteros Valdivieso"   **Participants:** 1st "B" BGU
Teacher: Lic. Mariana Gordillo   **School Year:** 2019-2020
Researcher: Juan Carlos Palacios Guevara   **Topic:** Fit as a fiddle

RESEARCH PROBLEM: How does the use of formulaic sequences to promote oral production among students of first-year bachillerato "B", afternoon session at Manuel Ignacio Monteros Valdivieso High School in the city of Loja during the 2019- 2020 school year?	
GOAL: By the end of the intervention plan students will be able to develop oral production using formulaic sequences as strategy, focused on the following aspects: pronunciation, fluency, accuracy, intonation, social interaction and vocabulary.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: • This lesson will guide students to perform a short speaking about an environmental issue.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions • To be fit as a fiddle • To be in bad shape • To be in murky waters	**ENGAGE** - Relaxing activity. Hot seat. - Show a reading about healthy life. - Teacher asks the question: What is your favorite athlete? Explain some reasons you admire him/her? What things you want to do the same? **STUDY** - Some time to think about the possible answers. - Taking notes. - Students share their ideas to the class.	• Board • Computer and projector • Information images • Student book • Wall cards

Structures • Relative clauses. **Key Words** • Health, earth, active, water, nutrition, sleep, exercise, food, habits, environment, solar energy, oil, wind, iron, globalized, device, damage.	- Teacher introduces the topic *Fit as a fiddle* contrasting the previous reading. - Foster them to relate the reading to their favorite athlete. - Using formulaic sequences to develop a task. (greetings) *Hi, How you doing? I'm doing well, I've been better, See you.* (Wall cards). - Teacher helps through explicit teaching to students to recognize the use meaning and form of formulaic sequences. **ACTIVATE** - Having a general idea about the topic, students need to produce the recent acquired language. - Individual activity, and ask them to construct a short conversation, there are two roles to be developed, one is their favorite athlete and the other is the student. - Students need to use new language. - Once students have the dialogues, they check mistakes and prepare how to present it to the class. - Students present the dialogue in front of the class by reading. - The teacher provides feedback if it is necessary to correct pronunciation, fluency, accuracy and intonation - Students make a circle and try to construct their own summary about the studied topic.	

MONITORING PLAN:
Date Source 1: Observation sheet, reflective journal

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: Jan 13th to Jan 17th, 2019

FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN ENGLISH LANGUAGE DEPARTMENT
INTERVENTION AND OBSERVATION PLAN. WEEK Nº 10

INFORMATIVE DATA

Institution: Unidad Educativa "Manuel Ignacio Monteros Valdivieso"   **Participants:** 1st "B" BGU
Teacher: Lic. Mariana Gordillo   **School Year:** 2019-2020
Researcher: Juan Carlos Palacios Guevara   **Topic:** Fit as a fiddle

RESEARCH PROBLEM: How does the use of formulaic sequences to promote oral production among students of first-year bachillerato "B", afternoon session at Manuel Ignacio Monteros Valdivieso High School in the city of Loja during the 2019- 2020 school year?	
GOAL: By the end of the intervention plan students will be able to develop oral production using formulaic sequences as strategy, focused on the following aspects: pronunciation, fluency, accuracy, intonation, social interaction and vocabulary.	
LEARNING OBJECTIVES: At the end of this lesson students will be able: • This lesson will guide students to perform a short speaking about an environmental issue. The researcher will notice if the strategy works.	

CONTENTS	INSTRUCTIONAL FOCUS	RESOURCES AVAILABLE / NEEDED
Key expressions • To be fit as a fiddle • To be in bad shape • To be in murky waters	**ENGAGE** - Relaxing activity. Hot seat. - Show a reading about animals. - Teacher asks the question: What is your meal? Does it have meat? **STUDY** - Some time to think about the possible answers. - Taking notes. - Students share their ideas to the class.	• Board • Computer and projector • Information images • Student book • Wall cards

Structures	- Teacher introduces the topic *vegetables over meat* contrasting the previous reading.	
• Relative clauses.	- Foster them to relate the reading to the benefits of vegetables.	
	- Using formulaic sequences to develop a task. (all the previous ones) (Wall cards).	
Key Words	- Teacher helps through explicit teaching to students to recognize the use meaning and form of formulaic sequences.	
	ACTIVATE	
• Health, earth, active, water, nutrition, sleep, exercise, food, habits, environment, solar energy, oil, wind, iron, globalized, device, damage.	- Having a general idea about the topic, students need to produce the recent acquired language.	
	- Individual activity, and ask them to construct a short conversation, there are two roles to be developed, one is the farmer and the other is the vegetarian one.	
	- Students need to use new language.	
	- Once students have the dialogues, they check mistakes and prepare how to present it to the class.	
	- Students present the dialogue in front of the class by reading.	
	- The teacher provides feedback if it is necessary to correct pronunciation, fluency, accuracy and intonation	
	- Students make a circle and try to construct their own summary about the studied topic.	

MONITORING PLAN:
Date Source 1: Observation sheet, reflective journal

SUPPORT: Coaching and guidance from the thesis advisor.

TIME: Jan 20th to Jan 24th, 2019

g. TIMELINE

Phases	Activities	Sep 1	Sep 2	Sep 3	Sep 4	Oct 1	Oct 2	Oct 3	Oct 4	Nov 1	Nov 2	Nov 3	Nov 4	Dec 1	Dec 2	Dec 3	Dec 4	Jan 1	Jan 2	Jan 3	Jan 4	Feb 1	Feb 2	Feb 3	Feb 4	Mar 1	Mar 2	Mar 3	Mar 4	Apr 1	Apr 2	Apr 3	Apr 4	May 1	May 2	May 3	May 4	Jun 1	Jun 2	Jun 3	Jun 4	Jul 1	Jul 2	Jul 3	Jul 4
Project	Presentation	x	x	x																																									
	Correction		x	x																																									
	Approval					x	x																																						
	Appointment with the Thesis Advisor						x																																						
Intervention plan	Validation of Data Collection Instruments							x																																					
	Act and Observe									x	x	x	x	x	x	x	x																												
	Data Organization and Tabulation																	x	x	x	x																								
Thesis Process	Interpreting and Reflecting																					x	x	x	x																				
	Writing up and Reporting																									x	x	x	x																
	Thesis Review and Certification																													x	x	x	x												
	Graduation Application Procedures																																x	x	x	x	x								
	Private Review of the Thesis																																			x	x	x	x						
	Corrections																																							x	x	x			
	Public Presentation																																											x	x

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h. BUDGET AND FINANCING

Budget

Expenses	Cost
Internet connection	$90.20
Print of reports	$25.00
Print of the project	$35.00
Copies	$10.00
Unforeseen	$12.00
Computer equipment	$1200
Print of the final report and thesis	$1372.20

Financing

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

Resources.

Human.

- The teacher candidate as a researcher.

- The thesis advisor.

- Students of first-year "B", afternoon session at Manuel Ignacio Monteros Valdivieso High School in the city of Loja during 2019-2020 school year

Material.

- Printed materials

- Books

- Notebooks

- Laptop

Technical.

- Computer

- Printer

- Internet connection.

i. BIBLIOGRAPHY

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ANNEXES

Annex 1. Observation Sheet

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION INSTRUMENT: Observation sheet.

RESERCHER: Juan Carlos Palacios

<table>
<tr><td colspan="3" align="center">OBSERVATION SHEET</td></tr>
<tr>
<td>Observation #:
Topic :
Objective of the session
(what will students be able
to do/know at the end of
this session)</td>
<td>Date /Time:
Class size:
Participants:
Ninth-year students.</td>
<td>Location:
Duration of the
observation start/end
time:
Observer involvement:
participant/ not participant</td>
</tr>
<tr><td colspan="3">Dependent variable: Oral Production.</td></tr>
</table>

Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed

Descriptors	4	3	2	1	0
The students consistently use standard vocabulary and grammar.					
The students use appropriated pronunciation in spoken work is age/grade.					
The students show fluency at the moment of speak.					
The students' vocabulary is shown in the speaking performance					

Independent variable: Formulaic sequences.

Rating scale 4=always 3 = usually 2 = sometimes 1 =rarely 0 = not observed

Descriptors	4	3	2	1	0
Formulaic sequences provide confidence					
Formulaic sequences promote interaction					
Formulaic sequences is applied in real life					
Formulaic sequences is applied in class					

Annex 2. Reflective Journal

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION INSTRUMENT: Reflective Journal

RESERCHER: Juan Carlos Palacios

<table>
<tr><td colspan="3" align="center">Reflective Journal</td></tr>
<tr>
<td>Observation #:

Topic:

Objective of the session:</td>
<td>Date/Time:

Class size:

Participants: First-year bachillerato "B"</td>
<td>Role of the researcher:
Participant observer

Duration of the observation:</td>
</tr>
<tr>
<td>Description of the event</td>
<td colspan="2">Reflective Notes

SKILLS</td>
</tr>
</table>

Annex 3. Pre and Posttest

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION INSTRUMENT: PRE & POST TEST

Student's code: …………………………………………………………………….

Date: ……………………………………………………………………………

INSTRUCTION:

1. Tell a short story by using some of the following formulaic sequences (vocabulary). 2p

> Hi – See you – May I? – Could you? – Fantastic – Good job

2. Describe an ideal diet (fluency). 2p

> Fruit – Exercices – Sports – Vegetables – Sleep well – Drink water

3. Discuss about the following questions (accuracy). 2p

How often do you eat fruit? Why?

Which sport you practice the most? Why?

4. Read aloud the following story (pronunciation). 2p

To keep the body in good health is a duty... otherwise we shall not be able to keep our mind strong and clear.

5. Read the following sentences (intonation). 2p

You are in good shape!

It is good for you!

What is the best for my health?

Student's signature:

 ……………………………………………………………..

RUBRIC

EVALUATE ORAL PRODUCTION				
CRITERIA		*Excellent 2pts*	*Acceptable 1pts*	*Bad 0pts*	SCORE

	CRITERIA	*Excellent 2pts*	*Acceptable 1pts*	*Bad 0pts*	SCORE
O R A L P R O D U C T I O N	**Pronunciation**	Pronunciation is excellent, good effort at accent.	Pronunciation is acceptable, few mistakes at accent.	Lack of pronunciation and hard to understand.	
	Fluency	Smooth and fluid speech; few to no hesitations, volume is excellent.	Few hesitations; a slight search for words.	Speech is slow, hesitant and difficult to perceive, inaudible.	
	Accuracy	Accuracy & variety of grammatical structures.	Frequent grammatical errors that do not obscure meaning; little variety in structures.	Frequent grammatical errors even in simple structures; meaning is obscured.	
	Intonation	Energizes the audience, Student show outstanding variation of intonation during speech.	Student show some intonation in their speech.	Monotonous. Student limit to speak and show no expression in their speech.	
	Vocabulary	Student was able to use vocabulary. It is clear the student will use it in a real context.	Student used some of the vocabulary of the lesson.	Students used a minimal amount of vocabulary of the lesson.	
				TOTAL	
					Over 10

Annex 4. Pre and Post Questionnaire

UNIVERSIDAD NACIONAL DE LOJA
FACULTAD DE LA EDUCACIÓN, EL ARTE Y LA COMUNICACIÓN
ENGLISH LANGUAGE DEPARMENT

DATA COLLECTION INSTRUMENT: PRETEST / POST QUESTIONNAIRE

Dear student, answer the following questionnaire with sincerity about the English subject. Your answers will be anonymous and confidential.

Student's code: ……………………………………………………………….

Date: ……………………………………………………………………………

1. **Formulaic sequences as strategy is essential to promote interaction.**

   - Agree

   - Undecided

   - Disagree

2. **The use of formulaic sequences provides the confidence that students need to speak in class.**

   - Agree

   - Undecided

   - Disagree

3. **Formulaic sequences as strategy allows students to produce the language in a real context?**

- Agree

- Undecided

- Disagree

4. **The use of formulaic sequences increases my vocabulary.**

- Agree

- Undecided

- Disagree

5. **On a scale from 1 to 4 knowing that 4 is the highest. Which of the following categories of formulaic sequences make you feel more confident when producing the language oraly?**

- Greetings   ( )

- Congrats   ( )

- Permission   ( )

THANKS FOR YOUR COLABORATION

Annex 5. Research Matrix

Research Matrix

Theme: Formulaic sequences to promote oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School in the city of Loja during 2019-2020 school year.

Problem	Objectives	Theoretical frame	Methodological design (action research)	Techniques and instruments
General How does formulaic sequences promote oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso high school in the city of Loja during the 2019– 2020 school year? Specific	General To promote oral production through the formulaic sequences as a strategy among students of first-year "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year. Specific	-Formulaic sequences. -Literature -Characteristics - Formulaic sequences and its relation to oral production -Classroom implications for formulaic sequences. -Categories	**Preliminary investigation** -Observing the ingles classes -Stating the background of the problem -Describing current situation -Locating and reviewing the literature -Creating a methodological	-Non-participant observation. -Pre and post test -Pre and post questionnaire. -Teachers journal.

• What theoretical and methodological references about formulaic sequences as a strategy are adequate for improving oral communication among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year? • What are the issues that limit the development of oral production among students of first-year "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year? • What are the phases of the intervention plan that help the current issues to achieve a satisfactory outcome on oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros	• To research the theoretical and methodological references about the formulaic sequences as a strategy and its application to promote oral production among students of first-year "B", at Manuel Ignacio Monteros Valdivieso High School during 2019 - 2020 school year. • To diagnose the issues that limit the development of oral production among students of first-year "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year. • To design an intervention plan based on the formulaic sequences as a strategy in order to promote oral production among students of first-year bachillerato "B", at	-Oral production -Characteristics -Valuation scales -Testing -Methodology -Type of tasks	framework for research -Designing and plan of action. **Plan of action and observation** -Administering test and questionnaires -Observing and monitoring students' performance according to the intervention plan **Presentation of research findings** -Reflecting, analyzing and answering the proposed inquires -Organized the final report.	

Valdivieso high school during the 2019 - 2020 school year? • Which formulaic sequences as a learning strategy are implemented to promote oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year? • How does the formulaic sequences as a strategy reduce the difficulty to promote oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year?	Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year. • To apply the most suitable techniques of the formulaic sequences as a strategy in order to promote oral production among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year. • To reflect upon the effectiveness that the formulaic sequences as a strategy had among students of first-year bachillerato "B", at Manuel Ignacio Monteros Valdivieso High School during the 2019 - 2020 school year.			

Annex 6. Grading Scale

Oral Production.

Quantitative score range	Qualitative score range
10	Superior
9	Excellent
8-7	Average
6-1	Below average

Formulaic sequences.

Quantitative score range	Qualitative score range
81-100%	High level of using formulaic sequences
61-80%	Expected level of using formulaic sequences
41-60%	Moderate level of using formulaic sequences
21-40%	Unexpected level of using formulaic sequences
01-20%	Low level of using formulaic sequences

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