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TEACHING ORAL SKILLS TO NINTH GRADERS FROM “JUAN
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I, Gabriela Michelle Torosina Toroshina, attest that the investigation in the present thesis report is utterly unique, authentic, and personal, and that I am legally responsible for the ideas, methods and results presented in this research, so that the content of this research is a limited legal and academic responsibility of the author and PUCE-Esmeraldas.

Gabriela Michelle Torosina Toroshina

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ABSTRACT

Teaching oral communication is a difficult task for any teacher, in any language, anywhere in the world, since it is a complex and multidimensional language process. Of paramount importance, however, is the fact that oral communication is mostly interactional, because it occurs between two or more people, where the participants usually take turns, acting alternately as a speaker and listener alike. In order to analyze the development of oral skills in 30 ninth graders at Juan Montalvo High School, a descriptive qualitative-quantitative study was carried out, using the observation and a survey as research techniques. To achieve such an aim, first the students' main difficulties in the development of the speaking ability were diagnosed; then, the main difficulties that hamper the development of speaking from the teaching viewpoint were determined; And finally, a set of oral activities, and their corresponding teaching aids were designed. The results showed that both accuracy and fluency are affected in the ninth graders studied, that the teacher does not use a communicative or task-based approach, and he takes most of the class talking time. It was also found out that the material aids being used do not include modern equipment and technology. It is concluded that all those factors are causing disinterest in the learners and are the cause of their language problems in speaking. The activities and materials designed would help the students overcome the difficulties they have faced in speaking so far.

Keywords: Oral skills; Speaking; Material aids; Teaching procedures; Teaching techniques; English exercises.

RESUMEN

Enseñar comunicación oral es una tarea difícil para cualquier maestro, en cualquier idioma, y en cualquier parte del mundo, ya que es un proceso lingüístico complejo y multidimensional. De suma importancia, sin embargo, es el hecho de que la comunicación oral es principalmente interactiva, ya que ocurre entre dos o más personas, donde los participantes usualmente se turnan, actuando alternativamente como oradores y oyentes por igual. Para analizar el desarrollo de las destrezas orales en 30 estudiantes de noveno grado en la escuela secundaria Juan Montalvo, se llevó a cabo un estudio mixto, cualitativo-cuantitativo, de alcance descriptivo, utilizando la observación, el estudio de la documentación y una encuesta como técnicas de investigación. Para lograr tal objetivo, primero se diagnosticaron las principales dificultades de los estudiantes en el desarrollo de la capacidad para hablar; luego, se determinaron las principales dificultades que dificultan el desarrollo del habla desde el punto de vista de la enseñanza; y finalmente, un conjunto de actividades orales, y sus correspondientes ayudas didácticas fueron diseñadas. Los resultados mostraron que tanto la precisión como la fluidez se ven afectadas en los alumnos de noveno grado estudiados, que el maestro no utiliza un enfoque comunicativo o basado en tareas, usando la mayor parte del tiempo del habla en clase. También se descubrió que los medios de enseñanza utilizados no incluyen equipos y tecnología modernos. Se concluye que todos esos factores están causando desinterés en los estudiantes y son la causa de sus problemas de lenguaje al hablar. Las actividades y los materiales diseñados ayudarían a los estudiantes a superar las dificultades que han enfrentado al hablar hasta ahora.

Palabras clave: habilidades orales; habla; medios de enseñanza; procedimientos de enseñanza; técnicas de enseñanza; ejercicios de inglés.

INTRODUCTION

Theme presentation

English is the most important language for academic and commercial exchanges in the world. Even when it is not the native language in most countries, it has become the universal language that millions of people now use to communicate on a daily basis. That explains why, in the teaching- learning process of this language, it is so important that students learn to communicate accurately and fluently, specifically in the areas of international business, science, education, research and technology. And in terms of communication, oral skills are the kernel for the productive development of learning to interact with different people in different work areas.

When the teaching- learning process of English in Esmeraldas is analyzed, it is easy to see that most students from different schools, colleges and universities have difficulties in oral skills, centered in two large problems areas: accuracy and fluency.

During our practice at Juan Montalvo School, we noticed that the students have difficulties in their speaking ability and that there is little interest in learning the language. The first impression was they have problems with marked lack of vocabulary, pronunciation mismatches and that their syntax is inaccurate. On the part on the teachers, we could see there is no interest in finding new ways to make their lessons better.

This research could help the students to improve their oral skills and the teachers could try different teaching methods and material aids, which will motivate the learners and enable all the students to learn this important language.

Problem Statement

Students at Juan Montalvo school in Esmeraldas have had some problems in the pronunciation of some consonantal sounds, such as / θ /, / v /, / t / and / r / in initial, middle and final positions. They have shown some syntactic difficulties, as in the case of the correct position of adjectives, adverbs and nouns in the sentences (“My brother older comes every day to my house”); or grammatical problems as the omission of Be forms in compound verbal forms (I going to the beach next Sunday). But there are even more serious problems as most of the time communication breaks down because

they hesitate too much or make long pauses, basically when trying to find the right word.

It is important for teachers to investigate on these difficulties, so that students could overcome them. And their research could bring about strategies and techniques that would promote learning and, with it, the improvement of the students' oral skills.

This investigation aims to solve the problem of the low level in oral skills development in the ninth graders of Basic General Education, at "Juan Montalvo" School, in Esmeraldas city.

The scientific question of this investigation is, then: What should be done to solve the main difficulties in oral skills the students from "Juan Montalvo" School have?

Justification

Teaching English in Ecuador is essential because this language is the link that our society has with the most developed countries in the world in the economic, academic and cultural fields; that is why the teaching of English must be linked to the most developed scientific theories, to achieve the best possible results in the students' language development.

Much has been written about oral communication and there are different trends in the development of strategies and techniques to strengthen oral skills. However, there are several flaws in the speaking teaching- learning process at Juan Montalvo school; above all in the achievement of oral communication, where very specific strategies are required for its development.

The contributions of the review conducted during the background research reveal that in order to achieve good development in oral communication, it is necessary to apply methodological strategies that suit the students' needs. There are obvious limitations in Esmeraldas, where students do not have the chance to practice the language outside the classroom, so it is then more necessary that the teacher applies strategies that would boost the teaching of oral communication, such as the possibilities of conversing in English in the classroom, which are not applied nowadays. And that may explain why they are not motivated, they are not interested in the English language.

The novelty of this research will be the design of a set of communicative activities and teaching aids which have never been used with ninth graders at Juan Montalvo school. This proposal will be a tremendous contribution to the English teaching process there.

The impact will be in the fact that the learners will show progress in their speaking proficiency, and that will be accompanied by more enthusiastic and participating learners. The progress will be manifested in a larger acquisition of vocabulary, better pronunciation, less grammatical and syntactical mistakes and errors, and accepted fluency, according to the level.

There is a real priority in investigations like this one, because Esmeraldas province has a long tradition as a tourist resort, but there will not be true development if the people are not ready to speak English, which is recognized as the language of communication with most foreigners that come to our province. Together with that fact is another

important element: the largest port in Ecuador is in Esmeraldas, and every year it becomes the place where ships from North America or Europe come to develop health programs with our population. The painful truth is that most of the time there are not enough translators to work with them. Finally, to enhance the importance of works like this one, to promote the development of English communication skills, there is the national decision that all university students have to demonstrate an English language proficiency at the European level. So this research is fully justified.

Objectives

General Objective:

To analyze the development of teaching oral skills to 9th Grade Basic students at Juan Montalvo High School.

Specific objectives:

- 1) To diagnose the main difficulties in oral skills ninth graders at Juan Montalvo School have in developing speaking.
- 2) To determine the main difficulties that hamper the development of the speaking ability from the teaching point of view.
- 3) To design a set of oral activities, as models to be followed, for the ninth graders at Juan Montalvo school, that would help them to overcome the difficulties they have in speaking.
- 4) To determine the teaching materials needed for improving oral skills in 9th Grade Basic Education at Juan Montalvo School.

CHAPTER I

THEORETICAL FRAMEWORK

1.1 Scientific theoretical bases

The main aim of this study is the analysis of teaching oral skills in the English language to the ninth graders at Juan Montalvo school. The analysis includes the problems both students and teachers have, in learning and teaching, respectively.

1.1.1 Definition of Speaking

No one would daresay they know a language if they do not speak it. And speaking is one of the most difficult skills language learners have to cope with. Contradictory, however, we teachers spend most of our classroom time trying to teach our students how to write, to read and sometimes even to listen in an L2, and everything we teach moves around the lexicon and grammar of the language.

But what is speaking? Lado (1977, cited by Lumettu & Runtuwene, 2017) defined speaking as “the ability to express oneself in life situations, or the ability to report acts of situations or phrase words, or the ability to express a sequence of ideas fluently” (p.2).

Some years earlier, Gritter (1969) had defined speaking as “a productive skill which requires the learners to retrieve almost instantaneously the precise sound, form, word-order, arrangement and content vocabulary which will express what he wants to say in unanticipated situations” (p.21).

According to those definitions, then our first task should be to encourage our students to use what they know to communicate effectively. To achieve that goal, we not only have to give the learners the language weapons they need to communicate but also create the conditions for them to practice, keeping motivation high to allow them to be involved in constant practices in the classroom.

1.1.2 Oral Communication

Oral communication is a complex and multidimensional language process and refers to speaking or speech. But it is so complex that the Common European Framework of Reference for Languages (CEFR) has made of speaking the only macro skill with two distinct labels: spoken interaction and spoken production (Council of Europe, 2001).

In this sense, spoken interaction is understood as what has been called interactional talk (used for the maintenance of social relations, the everyday conversations and small talks, in which agenda management and turn-taking are important features), while spoken production is understood as what has been labelled the transactional function of speech (used as an interaction focused on getting something done, rather than maintaining social interaction, such as the transactions that occur in situations where the focus is on giving and receiving information, and where the participants focus primarily on what is said, as for instance when someone gives a lecture or participates in a roundtable discussion) (Richards, n.d.).

One clear way to see the complexity of oral communication is to appraise some of the basic subskills involved in the process of speaking and/ or turn- taking, as defined by Richards (n.d.):

- Initiating a topic in casual and formal conversation.
- Selecting vocabulary appropriate to the topic.
- Giving appropriate feedback responses.
- Providing relevant evaluative comments through back-channeling.
- Taking turns at appropriate points in the conversation.
- Asking for clarification and repetition.
- Using discourse strategies for repairing misunderstanding.
- Using discourse strategies to open and close conversations.
- Using appropriate intonation and stress patterns to express meaning.
- Selecting vocabulary related to particular transactions and functions.
- Using fixed expressions and routines.
- Expressing functions.
- Using scripts for specific transactions and situations.
- Asking and answering questions.
- Clarifying meanings and intentions.

- Confirming and repeating information.
- Using communication strategies (pp.2-3).

Having said this, it is not difficult to perceive that it is impossible to master all those subskills of oral communication simply by sitting in a classroom and doing grammar or vocabulary exercises (which must also have a place in language learning, of course). Students will learn to perform them only by engaging in frequent, purposeful real-like communication in the classroom.

1.1.3 Importance of oral skills

As it was aforementioned, no one says he or she knows a language if they do not speak it. And there are grounds for that assertion. After all, not everybody would learn a language to write documents, reports, or read a novel; but everybody may need to ask for directions or converse in a real- life situation. Oral skills, understood as speaking, or spoken production or spoken interaction, should have a privileged place in the classroom, something that is not a current trend. Many language lessons have a heavy focus on the subsystems of the language and it seems that grammar and vocabulary learning have much more attention than the abilities needed to use them. As Bahrani and Soltani (2012) put it, “to help students develop communicative efficiency in speaking, instructors can use activities that combine language input and communicative output” (p. 25).

1.1.4 Difficulties in developing speaking

Developing speaking proficiency requires more than simply just getting the students learn long lists of vocabulary or grammar rules. Unfortunately, many language teachers still devote most of the class time having the students work with non-communicative activities. And again, unfortunately and as a direct consequence, the language learners themselves also show lack of interest in talking, either in class or out of the school.

Thornbury (2007), in his book *How to Teach Speaking*, reflects about the development of speaking. He explains that even nowadays, in a world full of books, congresses and scientific journals, there is still a confusion between knowing a language and speaking that language, because there are still teachers who think that if a student learns grammar and vocabulary and can say a sentence with correct pronunciation, that

student speaks that foreign language. He concludes that by so doing, the student is only vocalizing grammar, because there is a lot more to speaking than just the ability to form grammatically correct sentences. To begin with, he continues, speaking is interactive and requires the ability to co-operate in the management of turn-taking. As Thornbury puts it “speaking is a skill, and as such needs to be developed and practiced independently of the grammar curriculum” (p. iv).

The difficulties to develop speaking also include the apathy shown by some students with their lack of the interest and of commitment to learn how to speak properly. Altogether, those difficulties can be seen linked, hand by hand, with the lack of interesting activities designed by the teachers. Perhaps, although there are multiple reasons, the basic thing is the lack of scientific preparation on the part of the teacher, who does not plan activities based on students’ needs, who does not make their teaching significant, who does not involve all the class in interactive tasks. Vygotsky (1978), cited by McLeod (2018), explained the central role of social interaction in the development of cognition, as he believed strongly that community plays a central role in the process of making meaning. Vygotsky stated that cognitive development stems from social interactions from guided learning within the zone of proximal development as children and their partner's co-construct knowledge.

1.1.5 Approaches and methodologies to teach oral skills

In theory, there are many ways to approach the teaching of oral skills. For example, Professor Richards says that there is an indirect approach to the teaching of speaking, by means of which oral competence is acquired incidentally as a bi-product of engaging in communicative tasks. In that approach, no specific aspects of speaking may be targeted. And that there is a direct approach, in which specific aspects of speaking, such as turn taking or back-channeling for example, are targeted through focused instruction directed at those features (Richards, 1985).

The Audio-Lingual Method (also known as Army Method or New Key) is a teaching method based on behaviorist theory, which states that certain traits of humans can be trained through a system of reinforcement. If a trait is used correctly, it receives positive feedback, but an incorrect use of the trait would generate a negative feedback. The Audio-Lingual Method was similar to an earlier method, which is known as the Direct Method. Just like the Direct Method, the Audio-Lingual suggested that students

should be taught a language directly, without using the students' native language, not even to explain words or grammar structures in the target language. Differently from the Direct Method, however, the Audio- Lingual Method did not focus on teaching vocabulary, but rather on drilled grammar, all the time. The teaching practice was that after the teacher presented the correct model of a sentence, the students would have to repeat it. Then, new words would be introduced for the students to sample them in the same structure. In fact, there was no explicit grammar instruction: the students had to memorized the forms (Pimentel, Castillo, & Cuellar, n.d.).

In audiolingualism, speaking is said to be effective only through listening. The principle by which this was established was that by hearing the sounds of the language, articulation becomes more accurate, making possible the differentiation of sounds (Pimentel et al., n.d.).

The British Council (2005) described a deductive approach to teaching, which has become famous for its acceptance and ease to teach. This deductive approach to teaching fits into the lesson structure known as PPP (Presentation, Practice, Production), in which the teacher presents the language and then gives students the opportunity to practice it through very controlled activities, and at the final stage of the lesson, he/ she gives the students the opportunity to practice the target language in freer activities.

The Grammar- Translation Method (GTM) originated in the early 1500s, and became famous in Europe in the 18th and 19th centuries. Although it is still used in some countries today, there are not many advocates. In this method the students have to translate literary a text from the target language to his or her native language and sometimes vice-versa. But in essence, students do not concentrate on listening and speaking, so it is not appropriate to develop oral skills (Pimentel et al., n.d.).

The Silent Way, created by created by Caleb Gattegno, is a method of teaching languages which emphasizes the idea of having students talk more time than teachers, with the hope that the students will produce more language. The role of the teacher is to be silent most of the time but he/ she should have previously created an environment in which the students can interact with another student without any fear. The problem, though, is that eventually the students end up not feeling confident when they work in groups, something that happens most of the time. The method allows for spoken

interaction and spoken production, but it does not favor transactional language learning (Pimentel et al., n.d.).

The Natural Approach is another way to teach oral skills and focuses on the transmission of messages, so it is believed it helps students to communicate. But there are some detractors, for it consists on language exposure, letting students take enough time to hear before they try to produce (without teacher's interruption to correct, whatever the error be) and writing and reading skills are not taught intensively, so there is lack of integration of the four basic skills, and that becomes its biggest handicap (Hatfield, 2008).

The most famous methodologies to develop oral skills (and recognized worldwide) are the Communicative Approach and the Task-based Approach to language teaching and learning.

In the Communicative Approach, the lessons must pursue communicative competence through learning to speak tasks which involve student's speaking in an attempt to promote learners' fluency. The activities designed by the teacher are expected to create real-life situations or simulations, in an effort to meet all kinds of interactions' criteria. There are roles given to learners, defined procedures to follow that make learners move from pair to groupwork, to whole class activity, information gaps, etc., that would allow learners to use their own language forms and develop fluency. It is thought that peer interaction would not only lower down learners' affective filter but also make all students' performance reflect genuine and spontaneous communication (Rhost, 2011).

Similarly, the Task-based Approach seeks to develop oral skills by creating real communication opportunities in the classroom (Sifakis, 2007). As Willis (1996) quotes, "tasks are always activities where the target language is used by the learner for a communicative purpose in order to achieve an outcome" (p.23). In view of that, tasks might encompass productive communication games (West, 2000), such as role-plays and simulations, which not only show what may occur in real-world communication, but also promote a positive affective climate (Long & Porter, 1985). Finally, learners are not afraid of making mistakes and their self-confidence increases (Sifakis, 2007).

1.1.6 Teaching ninth grade high school students in Esmeraldas

Teaching high school students is a difficult task everywhere in the world, and Ecuador is not an exception, especially when we talk about ninth graders, which in Esmeraldas implies working with young people between 13 to 15 years of age. That is a period of life in youngsters where there are many psychological changes related to the physical development of their bodies. Their discipline in class declines and so they are noisier in the classroom and pay more attention to what happens around them in the classroom than to the teacher. According to Shukla (2010) “this period is very crucial as far as growth and development of the child is concerned” (p.1).

To make matters worse, the school groups are very large, and it is common to find classes with 30 or more students, what makes the control of discipline a very serious issue.

One aspect that has been studied in the schools of our province is the use of teaching aids. The general tendency is to use some materials that are at the teacher’s hands, and that means that the teachers do not care too much about designing or picking up other material aids that have proved to be very useful to teach young students. As Kumar (2017) says

teacher is the driver of the classroom who drives the class as per his/her pace and desire. S/he makes an environment in which all the students delve themselves in the ocean of knowledge which happens due to usage of the materials and aids used by the teacher in the classroom (p.2).

Littlejohn and Windeatt are two recognized theorists of language teaching and learning. In their work *Beyond language learning: Perspective on materials design* (1989), they were assertive when they stated that material aids are the bunker of a hidden curriculum which covers attitudes toward knowledge, teaching and learning, and toward the role and relationship of the teacher and student. They go further to include that the teaching aids must address values and attitudes related to gender and society.

1.2 Previous studies

All the content of this research implies a description about the teaching- learning process of English oral skills at Juan Montalvo educational institution, in Esmeraldas, but particularly the process going on with ninth graders.

There are many authors that have studied and described activities, as well as the process as a whole, for the teaching of oral skills.

In his study about the use of simulation to develop speaking, Jones (1982) states that the language used has a characteristic and it is that it is functional. During the simulation, each participant plays a part in the interaction and that part demands appropriate language behavior, which includes the social skills and remarks suited to that role.

One of the studies that called our attention more was the one developed by Gutiérrez (2005), in Colombia. According to the author, whose objective was to describe the development of the speaking ability in a group of ninth grade students at the Institución Educativa Distrital Britalia, in Bogotá, the study revealed the lack of practice regarding speaking. She says that in the Colombian context, especially in public schools, those skills are not developed enough because of a group of factors such as the number of students in the classrooms, the lack of teaching aids, and because of too much use of grammar approaches which, in turn cause some students not to be interested in the learning English.

Tsiplakides and Keramida (2009), in their article *Helping Students Overcome Foreign Language Speaking Anxiety in the English Classroom: Theoretical Issues and Practical Recommendations*, evaluated some strategies to reduce the anxiety that often appears in students when they have to speak a foreign language, due to fears of making erroneous pronunciation and of speaking badly.

Kayi (2010), for example, states that teaching speaking is very important to the learning of a second language; she also mentions various activities for oral skills, such as dialogues.

Boonkit (2010) studied how to enhance the development of the speaking skills for non-native speakers of English. He considered that speaking is one of the four most

important skills, and it is a means of effective communication if developed appropriately.

Bahrani and Soltani (2012), in their research about how to teach speaking skill, reached to a conclusion that affirms the CERF claim of spoken production and spoken interaction, when they stated that to help students develop communicative efficiency in speaking, teachers should use activities that combine language input and communicative output.

Farias (2016), in her thesis entitled “Motivation in the development of oral language in tenth basic year students at Unidad Educativa Fiscomisional Salesiana “Maria Auxiliadora”, in Esmeraldas city, considered motivation as a fundamental pillar within the teaching of a foreign language since it allows the students to have a better behavior in the lessons. She concludes that the effectiveness of the exercises she had planned was evident because there were transformations and changes in the students’ behavior with respect to the quality of the learning process and the level of motivation in the development of oral language.

Ramasari (2017) made a study on students’ pronunciation errors and described that students’ errors mostly appeared in speaking in a general communication class. The participants were the first semester students. Based on the result of data analysis, it could be concluded that the errors made were caused by three sources of students’ competence in learning English as Foreign Language and they were interference error, intra lingual error, and developmental error.

Lumettu and Runtuwene, in 2017 carried out a study about the development of speaking with the use of the impromptu method. They concluded that with such a method the students are trained to interact faster naturally and spontaneously and enrich their vocabulary and general science, to support speaking development through interview, speech, presentation, discussion and storytelling.

Kumar (2017), in his study about the use of material aids concludes that both teachers and students must rely on materials to comprehend the content, and then the materials become central for instruction. It is his opinion that it is important for the teachers to know how to use the correct methods and that will help them to select the best teaching aids for his or her classes and they should also know how to make

supplementary materials for the students and how to adapt them according to his/ her students.

Andrade (2016), when she studied the use of songs in the English language teaching-learning process of the 6th level basic education students at “FRANCÉS” Private Educational Institution In Esmeraldas, concluded that the students like listening to songs in their lessons, because they feel relaxed and motivated to learn the language but that the teacher had a lack of knowledge about how to use songs in the class.

In 2016, Demera published her undergraduate thesis about an analysis of the methodology applied by the English teacher of the ninth year of basic education at “San José Obrero” Educational Institution in Esmeraldas city. The author discovered that students were not motivated and that explained their low performance in class. She went on suggesting that the authorities had to help the teacher to improve the students learning, giving her the appropriate material and technology.

Chere (2017), in her study about the use of English for Specific Purposes in the teaching-learning process to refugees in the Pontifical Catholic University of Ecuador, found that that the teachers had lack of didactic materials to carry out the teaching-learning process, proving that many teachers do not bother creating teaching aids according to their students’ needs.

1.3 Legal Foundations

This investigation is written according to the Constitution and the Ministry of Education of Ecuador, which has developed the section called Ecuadorian in-service English Teacher Standards, which are based on five domains that are associated with those stated for the general curriculum of the English language teaching and learning. Article 3b states that the teacher should develop communicative lessons, so as to integrate all the skills of language in such a coherent way that students could develop the communicative abilities of the language.

Article 3c claims for the fact that teachers should use the new technologies in favor of the English Teaching- Learning Process to promote the Communicative Language Teaching Approach, Cooperative and Collaborative Learning, to have the students improve their linguistic learning, and turn it more meaningful (Educación, 2009).

CHAPTER II

MATERIALS AND METHODS

2.1 Type of investigation

The investigation followed a mixed methodology because some of the variables had to be analyzed from the qualitative point of view, while others required a quantitative analysis. The general scope has been descriptive, since by describing a better picture can be given of the present situation about the development of oral skills in the ninth graders of Basic Education at “Juan Montalvo” school.

2.2 Methods of investigation

The methods used were:

Empirical: the **observation** of lessons (to diagnose the main difficulties in oral skills ninth graders from Juan Montalvo School have in the development of the speaking ability and to determine the main difficulties that hamper the development of the speaking ability from the teaching point of view) and **measurement** of the students and teacher’s responses to the survey.

Theoretical: Analysis and Synthesis: they were used to analyze the bibliography and to synthesize the most important theories that could support this investigation. It was also used to analyze the results and synthesize the most relevant information.

Hermeneutics: It was used to interpret the most relevant information analyzed in the theoretical framework. Besides, it was of help to interpret the results obtained with the application of the techniques.

Descriptive statistics: It was used to process the data obtained with the application of the techniques.

2.3 Investigation techniques and instruments

The techniques used were the observation and survey; they helped me to know the difficulties and problems that the students of Juan Montalvo School have and the things the teacher does but which hamper the mastery of the language.

The techniques that were used are:

Observation: It was made to three English lessons taught to the 30 ninth graders from Juan Montalvo basic school Educational Institution in Esmeraldas. The observation served to assess our variables in both teachers and students.

Survey: It was applied to 9th grade basic school students from “Juan Montalvo” Educational Institution

The instruments used were:

- Observation guide (Appendices A1 and A2).
- Survey (Appendix B).

2.4 Data processing

The information that was be obtained from the application of the two techniques, was tabulated manually and then they were taken to figures and tables using the Microsoft Excel program.

CHAPTER III

RESULTS

As a result of the observations performed to three class periods, it was possible to diagnose the main difficulties in oral skills ninth graders from Juan Montalvo School have in the development of the speaking ability. The difficulties cover two large areas, fluency and accuracy (see Figures 1 and 2).

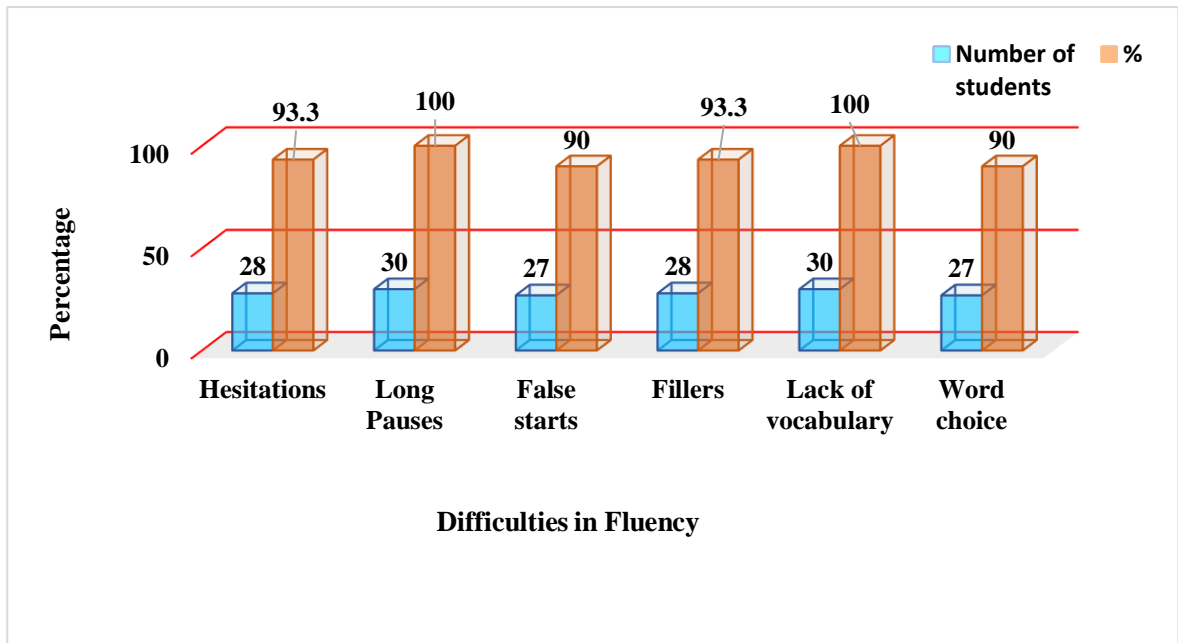


Figure 1. Main difficulties in fluency. n= 30
Source: Class observations.

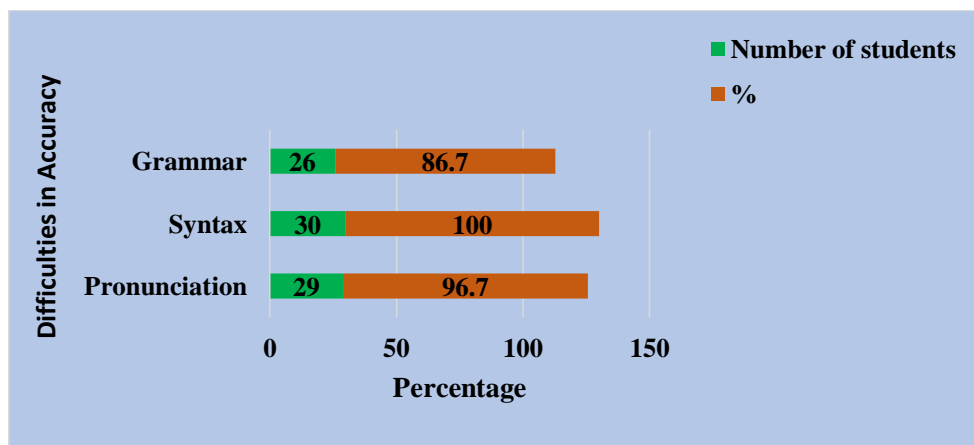


Figure 2. Main difficulties in accuracy. n= 30
Source: Class observations.

On one hand, it was possible to detect that more than 90 percent of the students consistently have problems in oral fluency because they speak with hesitations, make long pauses or have false starts when they begin to say anything, something that, at the same time, shows there is lack of vocabulary and word choice. To make matters worse, they use fillers all the time, such as “uhmmm” and “ahhh”.

On the other hand, there are serious mistakes in accuracy, having all the students (100%) syntax problems and 29 of them (96,7%) pronunciation blunders. All in all, however, even when the percentage is less threatening, 86,7% of the students have grammar errors.

The Observation Guide Form 2 applied helped to determine the main difficulties that hamper the development of the speaking ability from the teaching point of view (see Table 1). The scale used is as follows: 1: Always; 2: Usually; 3: Often; 4: sometimes; 5: never.

Table 1

Main teaching flaws that hamper the development of the speaking ability

Areas observed	1	2	3	4	5
1. The teacher uses procedures which favor the oral activities (pair and group work, cooperative learning, etc.), or other techniques based on the Task- Based Approach or the Communicative Approach.					x
2. The teacher uses appropriate exercises to develop speaking, which include:					
a. Songs					x
b. Guided and free dialogues					x
c. Roleplays and simulations					x
d. Conversation practices					x
3. The teacher creates a supportive atmosphere that invites learners to take part in speaking activities.					x
4. The teacher provides grammar exercises and activities which stimulate oral development					x

Source: Class observations.

In Table 1, we can see that the teacher never uses procedures which favor the oral skills, such as pair and group work, or cooperative learning, or any other techniques based on the Task- Based Approach or the Communicative Approach; and the same applies to the teaching of grammar, because grammar is never taught communicatively, so the exercises and activities are intended to make the students mechanically internalize the structures being taught but not to stimulate oral development.

At the same time, it was possible to see that the teacher, only sometimes, creates a supportive atmosphere that invites learners to take part in speaking activities.

The lesson observations also made it possible to determine the teaching materials used by the teachers and the average time in which they were employed during the class periods (see Figure 3). As it can be seen, the blackboard is used 37% of the lessons time, but basically to write the exercises to be done in class or to explain language points, whereas both pictures and the textbook are used 25% of the class periods. On the other end is the use of sentence cards (13%), in which the main grammar point of the lesson is taught.

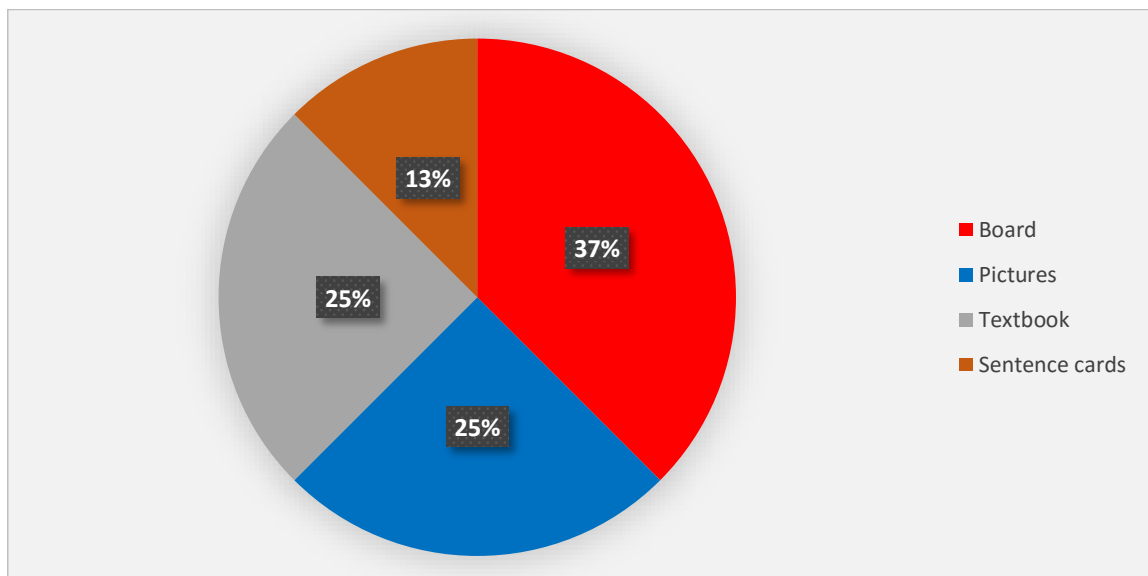


Figure 3. Distribution of average class time in which the material aids were used.
Source: Class observations.

Another relevant point was seen during the three lessons observations, and it was the relation between the teacher talking time and the student talking time. Figure 4 shows the findings in that area.

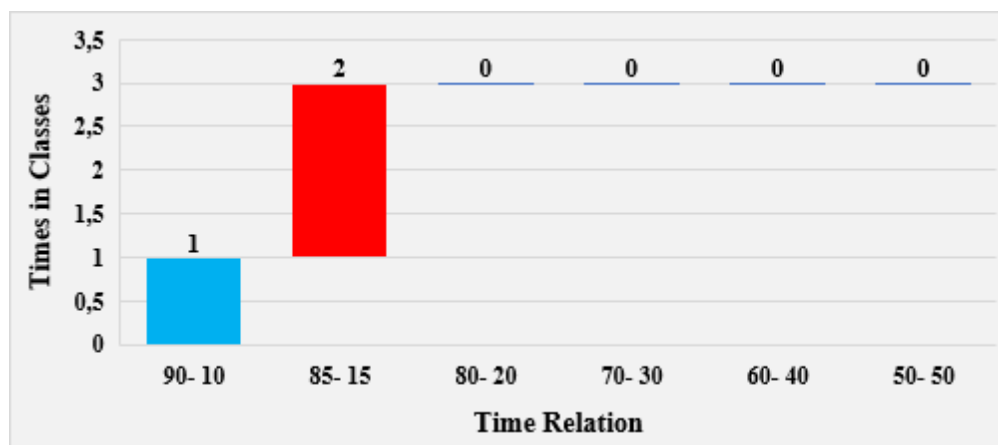


Figure 4. Relation teacher talking time and student talking time.
Source: Class observations.

In the first lesson observed, which was the presentation of a new unit, the teacher talking time was measured as 90% of the class period, while in the second and third lessons that ratio improved a little more in favor of the student talking time, as it rose to 15%, but not enough to really help students to speak English properly.

The survey applied made it possible to know the students' viewpoints as to how they perceive the learning of English and the development of oral skills (see Table 2).

Table 2

Comparison of positive and negative answers obtained from the interview applied

Item	Yes	%	No	%
1) Motivation to speak English	4	13,3	26	86,6
2) Lessons are intended to develop oral skills	2	6,66	28	93,3
3) Students 'desire for a new communicative teaching strategy	25	83,3	5	16,6
4) The teaching materials stimulate speaking	4	13,3	26	86,6
5) Reading comprehension and grammar exercises dominate the class period	29	96,6	1	3,3

Source: Interviews to ninth graders at "Juan Montalvo" School, in Esmeraldas.

As the table shows, most of the students do not feel motivated to speak English. They think lessons are not intended to develop oral skills and the teaching materials are not aimed at promoting speaking. Almost all of the students (96,6%) think reading comprehension and grammar dominate the class period. But the good piece of news found was that 83,3% of them would like their teacher to apply a new communicative teaching strategy, what keeps the door open for teaching improvement.

Once all those facts and pieces of information aforementioned had been gathered, it was time to step into the third specific objective of our investigation: the design a set of oral activities (models) for the students at Juan Montalvo School, so that they could overcome the difficulties they have in speaking.

The model activities (see Appendix C) should follow the order in which they are suggested, and they include substitution exercises, role- readings, guided dialogues, roleplays, free oral exercises, simulations and finally oral presentations of topics given in advance. Along all this way, songs should be included whenever feasible, and that is why a couple of songs are included in the appendix.

The activities designed demand the use of other material aids, which are not being used nowadays at Juan Montalvo school; that explains the existence of specific objective 4 in our project. Figure 5 shows the teaching aids that are required to develop the activities proposed in this research.

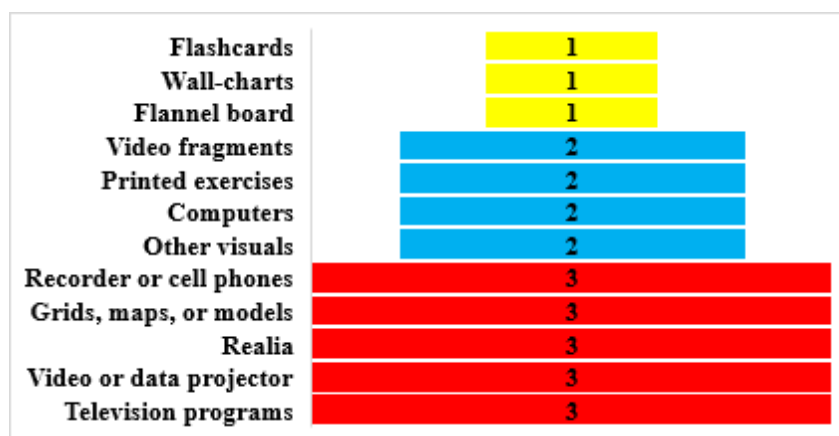


Figure 5. New material aids suggested to use for the activities proposed in this investigation.

Source: Class observations and author's reflections.

These teaching aids are arranged in the order of priority in which they should be used. Those numbered as “1” should not be used as much as those numbered as “3”, whose value is much more important as they have shown higher influence on learning to speak. Apart from that, young students learn faster when aids such as the cell phone or realia are used, since they are closer to their life experiences and age needs. Computers is another useful aid, but there are not many chances to use them widely at Juan Montalvo School.

CHAPTER IV

DISCUSSION

In this chapter, the results obtained are discussed and compared to previous studies about oral skills development or to the theory behind that area of knowledge.

It was not surprising that both fluency and accuracy are affected in the ninth graders' speaking skill from Juan Montalvo school. The empirical observations that led us to study the problem were already signaling that issue.

With respect to fluency, their problems in speaking were caused by hesitations, long pauses, or even false starts when they begin to say anything. The reason seems to be in their lack of vocabulary and word choice, and that is why there is an exaggerate use of fillers, such as "uhmmm" and "ahhh", which they use to fill the gaps when they pause or hesitate.

Two important theorists of oral language, Watanabe and Rose (2010), published an interesting review on pausology and hesitation phenomena. They explain that Second Language Acquisition Studies of pauses and hesitations have most commonly investigated silent and filled pauses. Silent pauses (or unfilled pauses) are "breaks in speech production of any duration" (p.2). And they say that silent pauses may be classified into short and long pauses. Filled pauses (also known as fillers) involve the articulation of some sound during the delay. "The sound may resemble an actual word (e.g., in Spanish, *este* 'that') or be a non-lexical formation (e.g., in English, *uh* or *um*)" (p.3). Other Repeats involve the repetition of one or more words or word segments in an utterance. A repeat which occurs at the beginning of an utterance, they explain, is called a restart. Self-corrections, on the other hand, "involve a sequence of words which are intended to be understood as a repair of a preceding sequence of words and when this happens at the beginning of an utterance, it is called a false start"(p.3).

But the difficulties in fluency has nothing to do with the difficulties observed in their accuracy. One may not be fluent but could say a sentence grammatically correct or even pronounce a word incorrectly. And nothing could justify, at this level, the syntax blunders the students make, specially because they are being taught with an eclectic approach which concentrates at the sentence level, so sentences such as " I come to school every day on the bus" is deemed inadmissible, since they have been taught for

years that the expression of time goes at the end of the sentence, after the expression of place.

In a study carried out by Ting, Mahadhir and Chang (2010), with the purpose of examining the grammatical errors in spoken English, they found out that the five common grammar errors made by the learners were the incorrect use of prepositions, question formation, inappropriate articles, incorrect plural form of nouns, the lack of subject-verb agreement and wrong use of tense. Those results completely coincide with the ones we found out during our research.

Another investigation on the area of speaking errors was conducted by Dayat (2017). Her aim was to analyze students' errors and the causes during speaking performance. Her findings showed speaking errors within five categories: incorrect omissions, unnecessary words, misused forms, confused forms, and misplaced forms. And she concluded that the causes of errors that influenced them were interlingual transfer, intralingual transfer, the learning context, and the wrong communication strategies. Except for the unnecessary words, the other four categories were present in our results.

If there is a personality in the area of language teaching and learning, that person is Penny Ur. (1996) argued that there are many factors that cause difficulty in speaking. She classified them as follows:

1. Inhibition: students are worried about making mistakes, fearful of criticism, or simply shy.
2. Nothing to say: students have no reason or motive to speak by themselves.
3. Low or uneven participation: only one learner can talk at a time because of large classes or because of the tendency of some learners to dominate the talking- time, while the other students speak very little or not at all.
4. Mother tongue use: learners who share the same mother tongue tend to use it because it is easier (p.78).

Although the four situations are present at Juan Montalvo School, there is no doubt that the two main factors which affect its students are the low or uneven participation (as can be seen later on, when teacher- talking time and student- talking time will be discussed) and the fact that most of the time the students have nothing to say since the lessons are basically teacher- centered.

It was also central to this study to determine the main difficulties that hamper the development of the speaking ability from the teaching point of view. What was found out was scary: the teacher never uses procedures which favor the oral skills, such as pair and group work, or cooperative learning, or any other techniques based on the Task- Based Approach or the Communicative Approach. Not surprising, then, all the lacks and gaps the ninth graders under study have. Most of the time, the teacher concentrates on teaching the grammatical points in the syllabus and the essential vocabulary they must master.

This does not only occur in the case of Ecuadorian schools. In a study carried out as far as Indonesia, Lumettu and Runtuwene (2017) found that there have been heavy stress on the teaching of grammar and reading during the Junior and Senior High School years.

Speaking and listening are given the least attention and time allocation and this has resulted in the passive mastery of English. After six years of English study in Junior and Senior High Schools, the majority of graduates are unable to speak English (p.3).

As Aleksandrak (2011) stated in her study “Problems and challenges in teaching and learning speaking”, even extensive knowledge of the target language’s grammar and vocabulary “does not guarantee success in oral communication when this knowledge is not properly integrated or accessed” (p.7).

One of the most famous authors of language teaching books is, by no means, Thornbury. He has defended the use of the Task-based Approach, departing from the idea that “a language is best learned through using it, rather than learned and then used” (Thornbury 2007, p. 119). Consequently, it has to be gathered that accuracy results from fluency; in other words, the need to communicate, to express our thoughts effectively, systemically leads to the refinement of learning the language. A task-based syllabus, he says, takes the form of a sequence of integrated tasks which involves speaking and which reflects what learners are likely to meet in real circumstances.

Aleksandrak (2011) suggests that in order to learn to speak or develop this ability, learners must speak. And Skehan (1998) claims that a comprehension-based approach is not sufficient on its own and that is why he emphasizes the importance of output (the real practice of interactive speaking) in interlanguage development.

Among well-known activities that promote output (basically interpersonal speaking), we have role-plays and simulations, oral presentations and free speaking practices. None of them was used by the teacher during any of the three lessons observations performed, and that goes against what Thornbury (2007) clearly proved: students may benefit a lot from activities such as storytelling, jokes and anecdotes, which are common ingredients of casual conversations and drama, role-play and simulation activities. Those activities introduce a variety of ways to make the language learning process much more interesting and challenging, a communicative environment that makes the classroom become a huge source of motivation.

It is difficult to understand why those activities that promote speaking opportunities, including songs, are not included in the syllabus at Juan Montalvo school. After all, Speaking demands a lot of time, especially when classes are large (sometimes more than 30 students), and the learners are not accustomed to working in groups and monitoring themselves, so they dependent only on the teacher's feedback.

Another shocking result from this study is the fact that both in the observations and according to the students' opinions in the survey, the teacher only sometimes creates a supportive atmosphere that invites learners to take part in speaking activities. As it is well-known, motivation is a key factor to achieve good academic results in our classes. When there is a positive stance on the students' part, learning is activated faster and better. As every teacher should know, remarkable professor Gillian Brown (1990, cited by Eno, Kumar, & Hamza, 2018) reiterated on students' significant participation, without which the classroom atmosphere would suffer from lack of energy, which practically "leads rapidly to boredom on their part and often, failure to learn much from the class" (p.171).

Closely linked to the problems encountered is the kind of material aids used to promote and develop speaking. As it was pointed out, the teacher at Juan Montalvo school uses the blackboard (37% of the lessons time), pictures and the textbook (25% of the class periods, alike), and less frequently sentence cards (13%), where he illustrates the main grammar point of the lesson.

The situation at Juan Montalvo school is not different, in this respect, to other schools in Esmeraldas. For example, the study carried out by Estupiñán (2014) in Velasco Ibarra school, found that it is the minority of times that the teachers used material aids

to promote activation in learning. She concludes that “the activation of learning is directly connected with the use of material aids that may promote stimulation and activation of the brain, and consequently, of learning” (p. 27).

Another investigation performed in Esmeraldas, this time at La Inmaculada High School, by Castellanos (2015) showed the need to use multimedia technology to solve some language difficulties, such as the pronunciation problems the students had at the time. The author suggested the shift from printed material to a digital version of it, as was the case of visual multimedia presentations or web pages with pictures and sounds, according to the kind of vocabulary that students needed to be taught. Unluckily, his suggestions have not been taken into consideration and we still see that the advantages of modern times are not applied to English lessons.

And yet, another study carried out in Esmeraldas, once again showed the need to use material aids. This time it was the investigation developed by Chere (2017) about the teaching-learning process to refugees in the Pontifical catholic university of Ecuador, Esmeraldas campus. The author explains that those refugees can learn the necessary abilities in the English language, “if they are adequately instructed by their teachers and using the correct contents, materials or resources, that suit their learning needs” (p.5).

All in all, the use of teaching aids rests totally on the creativity and innovative desires of teachers. Their use cannot be externally made mandatory, for it is the teacher who uses the materials in the classroom. But one can never stop talking about how important material aids are to motivate the student and to achieve their involvement and learning in class.

When it comes to the analysis of the students’ development of oral skills, one of the first ideas that comes to our mind is how much time they have in class to develop speaking, how many opportunities they are given to practice the foreign language they are learning. The three lesson observations performed showed that teacher talking time dominates most of the time. It is impossible to have fluent and accurate students if they always have less than 25% of the class time to talk, which was the case found in this study, where student talking time was just between 10% to 15%.

As it is well known, interaction in the learning process is a key to learn oral skills and Vygotsky's findings about social interaction (1987), as the key to success in learning, make clear that teachers must address the development of student talking time in the target language.

In his article "What do we want teaching materials for?", the prestigious language investigator and theorist Allwright (1990) asserted that teachers who 'work' too much in the classroom do not teach successfully and he assured that a good language teacher is the one who can get students to do more work in the classroom (p.10).

In 1999, Nunan indicated that continuous teacher talk during the lessons does not develop students' listening comprehension and communication skills (p.9), and he proved the earlier fact by mentioning that "Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in classrooms" (2003, p.55).

One thing is obvious: the more teacher talks, the more passive students become, and their involvement in classroom participation would be much less. So, this is another reason why the sample studied has so many problems in speaking.

The model activities designed in this study include substitution exercises, role-readings, guided dialogues, roleplays, free oral exercises, simulations, oral presentations of topics given in advance as well as songs. The idea behind this selection was that we human beings are social, in continuous communication and interaction with each other; therefore, it is important to create and foster situations in which our students cope with real communication in English.

The use of songs in language teaching has been extensively studied, and everything points to the benefits songs produce for good pronunciation and vocabulary learning. There is no doubt that songs are an enormous source of 'real-life' language and that the best learning occurs when we have fun. Just think how much singing could help:

- the learning of English rhythm,
- sounding words as linked together in connected speech,
- our mouths to form the right shapes and make the sounds loudly and clearly,
- learn how stronger and weaker sounds are pronounced differently in English.

In a study carried out at “Francés” Private Educational Institution in Esmeraldas, her author (Andrade, 2016) discovered that the teacher did not use a single song related to the vocabulary of the unit.

A research performed by Girón (2018) to analyze how music could contribute to the improvement of the teaching- learning process at "Margarita Cortes" Educational Institution in Esmeraldas, revealed that students enjoy listening, singing and performing activities with songs in the English classes, and that they feel motivated and willing to learn English, since they could memorize and understand language better; but she found out that the teacher did not use more songs in the lessons because of her a lack of knowledge about how to use music in the lessons.

The model activities designed imply students´ interactions, where they can use all they know of the language, all they have learned, in real life exchanges. Interactive competence (grammar, discourse, sociolinguistics, pragmatics) should work together for successful communication to occur, that is why the design has comprised activities that go from more controlled to completely free tasks, as many authors and remarkable theorists of language teaching and learning have documented (Jones, 1982; Krashen, 1982; Littlewood,1981; McArthur, 1983; Oxford, 1990; Sharrock & Watson, 1985; Stern, 1980).

Finally, it is important to discuss the teaching material aids that are proposed in this study, because they are not being used nowadays at Juan Montalvo school. The problem, however, is not a new one. In the study developed by Demera (2016) at “San José Obrero” educational institution in Esmeraldas city, the author concluded that the teacher has to motivate students using other didactic materials, not only based on the student book.

This author departed from the idea that the materials must stimulate interaction among the students and should encourage them to develop their language skills; but above all, the selection took into consideration the age of the students and their needs and expectations. As Allwright (1990) says, materials should teach students to learn and that they should give teachers rationales for what they do.

Among the materials suggested, you can find cell phones, videos, TV programs, and computers, because as Dudeney and Hockly (2007) put it, teaching English through technology has become an important tool for both teachers and students at present. It

helps them in the daily practice and work, since they are members of the digital area.

Velez (2015) quotes Tyagi (2010), when she says “Everything a teacher teaches could be done by using pictures, real objects or personal experiences, videos, and music in English” (p. 15).

What the results obtained in this study have proved is that student-student interaction should be the dominant pattern of communication in the English lessons at Juan Montalvo school. In that way, the existence of a learner-centered classroom environment will help to expand student talking time and will foster student use of language for learning.

The activities proposed imply working in groups on cooperative learning tasks, which will produce, all the same, many constructive interactions which, in turn, widen learners’ educational achievement, motivation, and self-esteem, and helps to develop social skills.

CHAPTER V

CONCLUSIONS

The analysis of the development of oral skills in ninth grade basic students at Juan Montalvo Junior High School shows the teaching- learning process is faulty. In the first place, the fact that most students are not motivated to learn how to speak properly demonstrates lack of appropriate teaching procedures and methods.

For most of the students, the lessons are not intended to develop oral skills and the teaching materials used do not stimulate speaking; lessons are based on reading comprehension and grammar exercises, which dominate the class period. All that has caused the students' desire for a new communicative teaching strategy.

The main difficulties in oral skills these ninth graders have in speaking include both fluency and accuracy, and they are manifested in constant hesitations, long pauses (trying to find the right word, due to their lack of vocabulary), false starts and unnecessary repetitions, and pronunciation, syntax and grammar errors.

Teachers do not use material aids and communicative activities which would help the students to increase their talking time, such as role- readings and role- plays, simulations, oral presentations and conversation practices.

A set of oral activities to help ninth graders from Juan Montalvo School to develop the skill of speaking was designed. They include Find Someone who..., cellphone conversations, planning a group trip to the beach and others that will make them interact with other classmates.

The teaching materials, which could not only motivate students but also help to incorporate the new activities designed, are computers, cell phones, videos and TV programs, grids, maps, and above all realia. With such activities and teaching material aids, the quality of teaching will be much better, and the students will end up speaking English fluently and accurately.

CHAPTER VI

RECOMMENDATIONS

The author of this thesis report feels it is necessary to recommend:

- 1.- To the teachers from Juan Montalvo school, to do upgrading courses on teaching methodology and the use of material aids, so that they become familiar with present trends in the teaching of oral skills, the design of material aids according to the students' age and needs, and the best ways to increase students' talk time in the classroom. That would benefit their teaching very much and would eventually increase students' motivation and cognitive interests.
- 2.- To the authorities from Juan Montalvo school, to help the English teachers grow professionally, by assigning time for upgrading courses.
- 3.- To the Linguistics School at PUCESE, to design postgraduate courses which would give opportunities to all the English teachers in the province to advance in their mastery of the English language and in updated English teaching methodology.
- 4.- To all the students at Juan Montalvo school, to think of their future and the advantages that mastery of English could bring into their lives.

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APPENDICES

APPENDIX A

Operationalization of the variables

Variable	Conceptual Definition	Operational Definition	Dimensions	Indicators
The development of the teaching-learning process of English	Combined processes where an educator assesses learning needs, establishes specific objectives, develops teaching strategies, implements plan of work and evaluates the outcomes of instruction, whereas the students use their capacities to develop learning strategies to master the language.	The teaching process	Definition of goals. Methods, procedures and techniques. Pedagogical theories used. Material aids. Comprehensive evaluation.	Lessons are active and interesting. Teacher is accepted. The teacher achieves good academic results.
		The learning process	Development of fluency and accuracy. Appropriate reactions in communicative interactions. Spontaneous participation in class. Homework is done without pressure.	Students' progress. Students' motivation. Good results in tests.
Oral skills	The ability to communicate through speaking, developed over time.	The development of language components as used in speaking to others, comprising communicative interactive competence (grammar, discourse, sociolinguistics, pragmatics).	Fluency and accuracy. Vocabulary choice. Phonological skills. Syntax and grammar. Morphological skills. Pragmatics (the social rules of communication).	<ul style="list-style-type: none"> - Students make their message through. - There's understanding of what is said. - The language is appropriate to context and person.

APPENDIX A1

Observation Guide Form 1 to Be Applied at “Juan Montalvo” School, in Esmeraldas, Ecuador

Objective: To diagnose the main difficulties in oral skills ninth graders from Juan Montalvo School have in the development of the speaking ability.

Communication problem	Kind of problem	Example
Fluency	Hesitation	I was... <i>was</i> ... <i>was</i>
	Pauses	When I arrived (<i>silence</i>)
	Fillers	She said <i>ahhh uhmmm</i>
	False starts	- <i>She wants</i> , no, she likes... - <i>I think</i> , I am sure...
	Lack of vocabulary	-...that thing, <i>you know</i> , - And they, <i>they tr..they wen...they...</i> Perdón ¿Cómo puedo decir “viajaron”?
	Word choice	- It was a <i>short</i> house (small). - Her dress was <i>clear</i> (clean).
Accuracy	Pronunciation	- I <i>found</i> my mom (phoned). - We went to the <i>bitch</i> (beach).
	Grammar	- She <i>come</i> at 4. - The pencil is <i>in</i> the table. - There <i>is</i> many birds...
	Syntax	- And they <i>at 5</i> came home. - Luis <i>every day</i> goes to my house.

APPENDIX A2

Observation Guide Form 2 to Be Applied at “Juan Montalvo” School, in Esmeraldas, Ecuador

Objective: to determine the main difficulties that hamper the development of the speaking ability from the teaching point of view.

Scale: 1: Always; 2: Usually; 3: Often; 4: sometimes; 5: never.

Items	1	2	3	4	5
1. The teacher uses procedures which favor the oral skills (pair and group work, cooperative learning, etc.), or other techniques based on the Task- Based Approach or the Communicative Approach.					
2. The teacher uses appropriate exercises to develop speaking, which include:					
a. Songs					
b. Guided and free dialogues					
c. Roleplays and simulations					
d. Conversation practices					
3. The material aids used include:					
- Pictures					
- Recorder or cell phones					
- Computers					
- Printed exercises					
- Realia					
- Other visuals					
- The blackboard					
- The textbook					
- Flannel board					
- Video projector					
- Television programs					
- Video fragments					
- Flashcards					
- Sentence cards					
- Wall-charts					
- Grids, maps, or models					

3. The teacher creates a supportive atmosphere that invites learners to take part in speaking activities.						
4. The teacher provides grammar exercises and activities which stimulate oral development						
General Observation Notes		Observation number				
5. Approximate relation teacher- talking time and student- talking time	90- 10					
	85- 15					
	80- 20					
	70- 30					
	60- 40					
	50- 50					
	Reversed. Which?					

APPENDIX B

Survey Applied to Students at “Juan Montalvo” School, in Esmeraldas, Ecuador

Objective: To diagnose the main difficulties in oral skills that 9th Grade Basic Education students at Juan Montalvo School have in developing speaking.

Please, read carefully and answer all the questions.

1. Are you motivated to speak English? Yes No

2. Which of the following areas receive more emphasis during your class time?
(Select as many as far as they are real).

- Reading comprehension	<input type="checkbox"/>
- Communicative oral exercises	<input type="checkbox"/>
- Writing paragraphs	<input type="checkbox"/>
- Listening	<input type="checkbox"/>
- Grammar explanations and exercises	<input type="checkbox"/>
- Pronunciation practice	<input type="checkbox"/>
- Vocabulary building	<input type="checkbox"/>

3. Do you feel the lessons you receive are intended to teach oral skills?

Yes No

4. Would you like your teacher to apply a new communicative strategy to teach English?

Yes No

5. Does the teacher use appropriate materials to stimulate Speaking in your lessons?

Yes No

APPENDIX C

Models of Oral Activities Designed for the Students at Juan Montalvo School

a) **Substitution exercises** (To practice verb tenses, modal verbs and increase vocabulary).

1. Use the hints given in parenthesis to substitute the corresponding word in the sentence. Follow the example:

John works in an office (Jane).

Answer: Jane works in an office (in a shop).

Answer: Jane works in a shop.

Now you do it.

a.- Jane works in a shop (Tony and Mary)

b.- go to.

c.- buy

d.- Lucy.

e.- They.

f.- in the local market.

2. Use the hints given in parenthesis to substitute the corresponding word in the sentence. Follow the above example.

a. Peter can dance (play volleyball).

b. May.

c. Nancy and Julia.

d. Should.

e. They.

b) **Role- readings** (To practice pronunciation, stress and intonation in controlled conversations).

Instructions: Work with a partner or partners. Analyze your role and read as if you were a real actor.

At a Restaurant with Friends

Kevin: The spaghetti looks really good.

Alice: It is! I had it the last time I was here.

Peter: How is the pizza, Alice?

Alice: It's good, but I think the pasta is better. What would you recommend?

Waitperson: I'd recommend the lasagna. It's excellent!

Alice: That sounds great.

Waitperson: Fine. Anything else?

Kevin: No, thanks.

Leaving a Message

Fred: Hello. Can I speak to Jack, please?

Jack's mom: Who's calling, please?

Fred: This is Fred. I'm a friend of Jack's.

Jack's mom: Hold the line, please. Let me see if he is in his room. Fred? I'm afraid he's out at the moment. Can I take a message?

Fred: Yes. Can you ask him to give me a call? My number is 099-345-8965

Jack's mom: Can you repeat that, please?

Fred: Certainly. That's 099-345-8965

Jack's mom: OK. I'll make sure Jack gets your message.

Fred: Thank you, very much. Goodbye.

Jack's mom: Goodbye.

c) Guided dialogues

Work in pairs. Read the dialogue given below. Then, use it to create different dialogues. Use this list: shirt- blouse- coat / Size: small – large- double large.

Shopping for a Sweater

Shop assistant: May I help you?

Customer: Yes, I'm looking for a sweater.

Shop assistant: What size are you?

Customer: I'm an extra large.

Shop assistant: How about this one?

Customer: Yes, that's nice. Could I try it on?

Shop assistant: Of course.

d) **Roleplays**

Role A: You are at the bus terminal. You want to go to Guayaquil. You want to go on the 12:15 bus. Greet the clerk and ask how much the ticket is. At the end, thank the clerk.

Role B: You work as a clerk at the bus terminal. A client wants to buy a ticket to Guayaquil. Ask him / her what time he/ she wants to go. The ticket for that bus costs \$14,50 USD.

e) **Free oral exercises**

Stand up and approach each of your classmates to ask them some questions so that you can complete the sentences below. Notice that all the questions should begin with a modal verb.

Find someone who...

- 1) _____ can sing well.
- 2) _____ must see a doctor soon.
- 3) _____ should get up earlier for school.
- 4) _____ may get a prize in the school contest.
- 5) _____ can help you with your English homework.
- 6) _____ should eat more vegetables.

f) **Simulations**

Planning a weekend at the Beach

Step 1: Planning and deciding what to say.

Team 1. You are Charles and Rose. You represent your classmates. You all want to go to the beach, but you need the support of your teachers and the permission of your parents. Plan what you would say when you talk to both your teachers and parents. Take into consideration you will need a bus, some food, and someone to accompany you.

Team 2. You are teachers. What would you say to your students if they ask for you support to go somewhere? Could any of you possibly accompany them? Can you help them with a bus? Would you prefer to talk to the parents before you make

any final commitment? Do you have any demand for them as an exchange for your help? Plan what you will say.

Team 3: You are the parents of some youngsters who will come to you to ask for permission to spend a weekend at the beach. What would you ask them? Will you let them go without the company of an adult? Would you talk to the teachers? Decide what you will say when they ask you.

Step 2: Conversing with the other people involved. Try to get all you want or need to know.

Step 3: Analyze how the conversations went. What was ok? What did not go well?

g) **Oral presentations of topics given in advance**

Prepare a 3- minute presentation on one of these topics:

- My future plans in life.
- The problems we young people have nowadays.
- How we can help the cultural life in Esmeraldas.

h) **Songs suggested**

"I Believe I Can Fly" by R. Kelly

I used to think that I could not go on
And life was nothing but an awful song
But now I know the meaning of true love
I'm leaning on the everlasting arms
If I can see it, then I can do it
If I just believe it, there's nothing to it
[Chorus:]
I believe I can fly
I believe I can touch the sky
I think about it every night and day
Spread my wings and fly away
I believe I can soar
I see me running through that open door
I believe I can fly
I believe I can fly
I believe I can fly

See I was on the verge of breaking down
Sometimes silence can seem so loud
There are miracles in life I must achieve
But first I know it starts inside of me, oh
If I can see it, then I can be it
If I just believe it, there's nothing to it

[Chorus]

Hey, cause I believe in me, oh
If I can see it, then I can do it (I can do it)
If I just believe it, there's nothing to it

[Chorus]

Hey, if I just spread my wings
I can fly
I can fly
I can fly, hey
If I just spread my wings
I can fly-eye-eye-eye
Hum, fly-eye-eye

“The Lazy Song” by Bruno Mars

Today I don't feel like doing anything
I just wanna 1)..... in my bed
Don't feel like 2)..... my phone
So leave a message at the tone
'Cause today I 3)..... I'm not doing anything.
Uh!
I'm gonna kick my feet up
Then 4)..... at the fan
Turn the TV on, throw my hand in my pants
Nobody's gonna tell me I can't
I'll be 5)..... on the couch,
Just chillin' in my snuggie
Click to MTV, so they can teach me how to dougie
'Cause in my castle I'm the freaking man
Oh, yes I said it

I said it
I said it 'cause I can
Nothing at all!
Ooh, hoo, ooh, hoo, ooh, ooh-oo
Nothing at all
Ooh, hoo, ooh, hoo, ooh, ooh-oo
Tomorrow I'll 6)....., do some P90X
Meet a really nice girl, have some really nice day
And she's gonna scream out: 'This is Great' (Oh my God, this is great!)
Yeah
I might 7)....., and get my college degree
I bet my old man will be so proud of me
But sorry pops, you'll just have to 8).....
Haha
Oh, yes I said it
I said it
I said it 'cause I can
No, I ain't gonna 9)..... my hair
'Cause I ain't going anywhere
No, no, no, no, no, no, no, no, no
I'll just strut in my birthday suit
And let everything hang loose
Yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah, yeah
Nothing at all
Ooh, hoo, ooh, hoo, ooh, ooh-oo
Nothing at all
Ooh, hoo, ooh, hoo, ooh, ooh-oo
Nothing at all