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**TITLE:
ANALYSIS OF THE TEACHERS APPROACHES IN THE
DEVELOPMENT OF ORAL COMMUNICATION SKILLS WITH
THIRD YEAR BACCALAUREATE STUDENTS AT MARIANO
BENITEZ PUBLIC SCHOOL**

**AUTHOR:
CHICAIZA CHICAIZA ROSA MARÍA**

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**PROJECT ADVISOR:
ARIAS SEGURA MAX ANTONIO**

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CERTIFICATION

We certify that this research Project was presented by Rosa Maria Chicaiza Chicaiza, as a partial fulfillment for the requirements for the **Degree of Master in Teaching English as a Foreign Language**.

PROJECT ADVISOR

Max Arias Segura

DIRECTOR OF ACADEMIC PROGRAM

John Stanley González Ubilla

Guayaquil, on the 6th day of August of 2018



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Rosa

DEDICATION

This thesis is dedicated to God because thanks to him I have managed to conclude a new goal in my life.

To my parents, because they were always by my side giving me their support and their advice to make me a better person and professional.

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ORAL PRESENTATION COMMITTEE

MAX ANTONIO ARIAS SEGURA
PROJECT ADVISOR

ARTURO JAVIER RAMÍREZ MORÁN, MSc
OPPONENT

GRACE ANNABELLE ALMEIDA CABRERA, MTEFL
OPPONENT



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SCORE

**MAX ANTONIO ARIAS SEGURA, P.H.D.
PROJECT ADVISOR**

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ABSTRACT

This study examined teachers' approaches to the development of oral communication skills with third-year baccalaureate students at Mariano Benitez public school. It also examines the impact of learner-centered teaching and learning process.

Surveys validated by several authors were conducted with five teachers to find out the type of methodology they use. The opinions of third-year baccalaureate students were taken into consideration, who rated the teachers according to their methodology and the experiences they have had. Finally, direct observation was made by means of a checklist. The results show that the development of oral communication within the classroom could be improved in several aspects. Several activities are presented as a proposal that significantly contributes to the development of oral communication within the classroom occupying a methodology centered on the student and the teacher.

Keywords: Teachers' approaches, Oral communication, Student-centered, Teacher-centered, Methodology

INTRODUCTION

Learning a foreign language is indeed a challenge which demands the domain of four main skills denominated listening, speaking, reading and writing. Unfortunately, in public schools, the aforementioned skills are not fully developed due to extrinsic factors that include a large number of students per classroom, a lack of motivation on the part of the students and teachers' approaches that will be investigated in this research.

In teaching a foreign language, most educators tend to make use of traditional teaching methods, which are solely focused on reading and writing skills, however, oral communication skills such as speaking and listening are given little importance. Listening and speaking skills also need to be developed in the classroom context.

Whereas in high school, pupils receive formal instruction in reading and writing in a second language, most have not received formal instruction in speaking and listening skills. For this reason, the need for instruction in oral communication has been emphasized in numerous reports by Ecuador's Direction of Education, although it has been underemphasized in many of our schools.

The consequence is that learners have many problems with oral communication. This research is focused on the development of oral communication skills with third-year baccalaureate students at Mariano Benitez Public School. This research proposes the implementation of a list of activities for improving the development of oral communication skills for third-year baccalaureate students at Mariano Benitez Public School that includes the application of some communicative and interactive tasks directed to the development of oral language skills.

PROBLEM STATEMENT

The implementation of English as a Second Language education aims to form competent English speakers. Language Teachers focus their teaching on the strengthening and evaluation of language use skills. However, at Mariano Benitez Public School it is unknown how effective the methods and teaching strategies are or how much and how well the students learn English. Also, little is known about the pertinence and effectiveness of the assessment processes. In addition, there is no supervision, support, monitoring or systematic observation and assessment of the English teaching performance.

There is a rather low oral participation in ESL classrooms. The student is not willing to speak often due to various reasons, such as shyness, lack of confidence, fear of being judged when making mistakes, or simply due to lack of motivation provided by the activities. These issues have the effect of decreasing oral communication considerably and limiting the development of oral language skills.

The problem outlined above provides the evidence for the need to make an analysis of the type of strategies used with students to promote the development of oral communication since these constitute a relevant support tool for students, making them more independent, aware and responsible in their academic training process.

JUSTIFICATION

Within the educational framework, there is no doubt about the importance of teaching oral communication skills in the process of student formation.

This research attempts to introduce appropriate strategies to apply in the teaching of oral skills, namely listening and speaking. In this regard, the data and information obtained can be used to determine methods to understand the problem of poor performance in oral production ability and the importance of teaching strategies in the process of student formation and its possible impact on learning ability.

In addition, the present research work aims to benefit instructors to the extent that it will describe the type of strategies used by students to develop oral skills. This information can be useful for educators so that they may be clear on the type of skills in which students need more reinforcement and thus strengthen autonomous learning.

Those who will be mostly benefitted are the students who, by learning according to the plan for improving the development of oral communication skills, will not only fulfill a task but also perform it in a better way. Thus, contributing not only to the best performance of the student but also progress in educational practices.

Research Questions:

- What are the main challenges third-year baccalaureate students at Mariano Benitez Public School encounter when communicating orally?
- Which strategies and approaches can mostly benefit the development of oral communication skills?
- How does the implementation of student-centered activities benefit the learners in their efforts to develop oral communication skills?

General Objective:

- To determine the challenges faced by secondary students when acquiring the English-speaking skill by means of a survey of attitudes implemented on educators and pupils in order to propose student-centered activities that promote the development of oral communicative skills of third baccalaureate learners.

Specific Objectives:

- To identify the challenges of third-year baccalaureate students at Mariano Benitez Public School in developing English oral communication skills.
- To analyze the benefits and limitations of both teacher-centered and learner-centered approaches in the teaching of oral communication skills.
- To propose a variety of student-centered approaches and activities in the enhancement of oral communication skills

1. THEORETICAL FRAMEWORK

The use of the English language has spread and it is nowadays present in most instances of science, technology and everyday life. Nevertheless, non-native speakers are often criticized for the way they speak the language. Consequently, poor speakers are called uneducated. For that reason, speakers feel social isolation among the native speakers of English. Some people encounter employment difficulties and very limited opportunities for higher studies because of their lack of English oral communication skills. Students should not only know the language well but must know how to use it communicatively to interact with English speakers.

When writing on the essential principles of communication, Camp and Satterwhite (2002) explained that oral communication is a two-way process that requires both a speaker and a listener. It is most effective when the sender of a message has good speaking skills and the receiver has good listening skills.

The theoretical framework for this study was based on Vygotsky's (1978) social development and interaction theory. The authors' model asserts that interactions with the surrounding culture and social agents such as parents, teachers and more competent peers contribute significantly to a child's intellectual development.

Based on this theory, Vygotsky advanced the concept of Zone of Proximal Development. This establishes the similarities and variations in the accomplishment of tasks when children are assisted and when they work on their own. In other words, it is the difference between the child's capacity to solve problems on his/her own and his/her capacity to solve them with assistance (Vygotsky, 1978).

The implications of Vygotsky's theory for this study are that the effective teaching of oral communication skills is dependent on the interaction between the teacher, the pupils, and the learning tasks. Based on this theory, the variables should be geared to enhancing interaction between the teacher, the

pupils, and the learning tasks. Hence, teacher-student, student-teacher centered also known as communicative teaching.

According to Rowley & Cooper (2009) oral skills, both speaking and listening are at the foundation of literacy. Classroom talk helps students to learn, to reflect on what they are learning, and to communicate their knowledge and understanding. It is a fact that listening and speaking skills are fundamental to communicate in the target language. In this context, it is pertinent to emphasize that in the teaching and learning process of the English language, students face difficulties in developing listening and speaking skills due to the lack of practice of these skills. Furthermore, Tanner, (2012), posits that the current academic performance in the English language of high school students is lower because of the lack of adequate methodological strategies and resources provided by educators, which maintain a passive attitude provoking apathy, disinterest, and resistance to the language learning.

Considering this aspect, it is essential to conduct research that focuses on listening activities for EFL learners with the aim of developing listening and speaking skills through the implementation of extensive and intensive listening activities.

Conversely, teacher management is a new concept in the pedagogical field; when looking for bibliography to define it, we found meanings that limited it to the administrative field or concerning the process of organization of educational centers; in this work it has been defined by Ganesha, Kumar, & Clarice, (2012) as the process that a teacher makes of planning, execution, and evaluation of learning. This theoretical framework is presented to provide new elements for understanding the concept of oral communication.

Oral Expression is a skill that every language facilitator must have to communicate adequately with his or her students in order to facilitate their learning. In the country, it has been studied and developed in the field of public

relations, marketing, oratory or linguistics; notwithstanding, Fleming (2006), insists that it has not been disseminated as a basic teaching tool yet.

In everyday life, young people and adolescents are accustomed to participating in rapid processes of giving and obtaining information; different types of texts and images are displayed through electronic media where the aesthetic function prevails over the informative one; the colloquial gains space over the standard language and the contingent overcome the planned. It is suggested by Boumová (2008), that traditional educational models subsist in basic and high school education, even though advanced teaching methodologies and techniques have been implemented. In fact, Rajasekar (2013), states that there is a lack of interest in the class and the speech is seen as monotonous and useless. College entrance exams are taken in writing, which does not reflect the students' oral communication skills, among other skills that are not tested.

In this sense and following the emergence of the communicative approach as a new methodology in recent decades. In the view of this, Tarone (1999), claims that communication strategies have become the most outstanding topic of study in research on the teaching of a second language. Therefore, oral communication strategies are also a key objective of our study, as well as tools to solve problems and limitations in communication.

1.1 Speaking Skill

Speaking is an act of delivering messages. Accordingly, Segura (2012), assures it occurs between a speaker and a listener orally. That means the main point of a speaking activity is when speakers communicate their message to the listeners.

So, in order for the speaker and the receptor of the message understand each other, the speaker must produce the sounds that involve the message and the listener must receive, process, and respond to the message.

Reviewing previous research related to defining speaking, it is defined as the production of audio signals designed to produce differential verbal responses in

a listener. According to Eckard & Kearny (1981), they define speaking as a two-way process involving a true communication of ideas, information or feelings. Wood (2009) lists five principles that explain oral communication and how they affect oral communication skills is.

- Interpretation of Symbols Create Meaning
- There Are Rules in Communication
- Regulative Rules
- Punctuation Affects Meaning
- Voice Attributes

1.1.1 Aspects of Speaking

The aspects listed below pose some challenges and identify some guidelines for understanding this skill and hence design instructional activities to prepare learners to communicate effectively in real life situations.

- **Speaking is Face to Face:**

Speaking occurs, most of the time, in situations where participants or interlocutors are present. Such factors facilitate communication.

- **Speaking is Interactive:**

Speaking occurs face to- face or over the telephone, to one person or a small group, the wheels of conversation usually turn smoothly, with participants offering contributions at appropriate moments.

- **Speaking Happens in Real Time:**

Whether we are speaking face-to-face or over the telephone, to one person or a small group.

1.1.2 Purpose of Speaking:

A language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech, we cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language (Ishrat, 2012).

The speaker is as important as the listener in oral communication, and therefore, the enormous transcendence that this skill has in the teaching of a language is evident. As for when to start exercising this skill, Almeida (2013), observes that it seems obvious that oral practice in English classes must be carried out starting from the very beginning of the learning process.

Speaking is a form of interaction or communication which occurs in two ways: using body language and a spoken language in order to maintain the attention of the person with whom we speak and realizing if we understand what they have told us.

According to Wells (2006), there are activities in the English language and in most languages include skills every speaker (a person who speaks a language) has to handle, among the main skills you can mention: speaking, writing, reading and listening.

In addition, Petrary (2012), says that for the development of oral communication in a more effective way, the following aspects should be taken into account:

- articulation and correct intonation of words, phrases, and sentences.
- participate actively and spontaneously.

- answer and ask appropriately.
- change the style of speech according to different situations.
- request and give information courteously.
- respect and differentiate the turns of conversations.
- adjust rhythm and intonation.

1.2 Listening Skill

In the opinion of Chighizola (2002), listening is a sensory process which involves the reception of vibration waves through the hearing sense recognizing interpreting and discriminating sounds into meaningful chunks of language containing vocabulary and grammar structures within a socio-cultural situation.

Halliday (2005), states that it is paramount to remember that the comprehension of an orally transmitted message is far from being a passive reception process, therefore, it constitutes an essential communicative activity in daily life; therefore, it requires the natural and physical ability to hear as well as the cognitive development of the individual, of communication and of the speaker of a language; it is possible to rethink the work of the different skills in the classroom and I also create the place of the teacher.

It is practically impossible to claim to give a single definition of listening comprehension. To Chighizola (2002), the development of listening skills is crucial in the process of acquiring another language, pointing out that hearing should be one of the main occupations in foreign language instruction. Unfortunately, the reality of the teaching-learning process shows, especially in the middle level, that hearing is, of all language skills, perhaps the least worked on.

1.2.1 Aspects of listening

Listening comprehension, therefore, is an active process in which the listener, with the help of his or her linguistic knowledge and conjectures, captures and decodes the words of the speaker, interprets them and gives them meaning through the prior knowledge he or she possesses. Marcante (2003), affirms that once the oral text has been interpreted, the listener responds, verbally or not, depending on what he or she has understood. In this context, the author proposes two aspects described below.

Linguistic proficiency: Each of these skills includes a set of micro skills; for example, listening comprehension requires the ability to recognize and adequately segment the words that make up the sound chain but are already isolated in the written text.

Oral Speech: This is a communicative ability that includes not only a command of the pronunciation, vocabulary, and grammar of the target language but also a socio-cultural and pragmatic knowledge.

In educational practice, the four basic skills are divided into productive skills: speaking and writing, and receptive skills: reading and listening. Although this classification is still valid, King, Goodson, & Rohani (2013), add that it can be seen from virtually every text on teaching methodology, the conception of what is receptive or productive has changed. In the other hand Levis and Levelle (2011), sustain that listening is made up of the following aspects:

- **Recognize:** Segment the acoustic chain into units
- **Selecting:** distinguishing the keywords of a speech Interpreting: understanding the content and form of the speech
- **Anticipating:** knowing how to anticipate information about a topic, knowing how to anticipate the topic, the language, and the style, knowing how to anticipate what is going to be said on the basis of what is said.
- **Infer:** know how to infer data from the transmitter, from the linguistic and paralinguistic elements Retain: remember words, phrases to interpret

later, activate the different types of memory -visual, auditory, olfactory- to retain information.

1.2.3 Purpose of listening

Listening ability is as relevant or more critical than oral ability since one does not work without the other, since speaking for the sake of speaking does not constitute a major merit if what we say is not received by another person. In this sense, listening becomes a fundamental social component for practically every human being, except perhaps people who do not have the sense of hearing. In fact, it is indispensable to remember that for many years and even today, the oral tradition of the peoples was more significant than the written tradition, which is relatively recent (Rosenberg, 1997). On the other hand, Halliday (2005) says that knowing something about what you are going to hear will help you better understand the material. Different formats have different conventions and structures. Listening comprehension, therefore is defined by Zheng (2018), as an active process in which the listener, with the help of his or her linguistic knowledge and conjectures, captures and decodes the words of the speaker, interprets them and gives them meaning through the prior knowledge he or she possesses. Once the oral text has been interpreted, the listener responds, verbally or not, depending on what he or she has understood.

Listening is described by Rost (2012), as an active and complex process of interpretation where the listener establishes a relationship between what he or she hears and what is already known to him or her.

This description represents three basic facts:

1. In order to be able to listen, sounds produced orally must be interpreted, which in turn implies that it has to distinguish the phonemes of the language, that is, the smallest units of the language. This is what allows the person to know that, when he or she hears an expression, it manifests itself in one language and not in another.

2. Listening is an active and not a passive skill, (as was believed until the 1970s, approximately) so when a person is listening, they must activate a series of mental processes that allow them to understand what is being said.
3. The hearing is not the same as listening; it means that in order to be able to hear the person has to concentrate on what is being said in order to decipher and interpret it.

On the other hand, Sevik (2012), considers that teaching listening comprehension should be the main focus in the classroom because:

- The rules of language are more easily and accurately acquired through inference
- The acquisition of a language is primarily an implicit and unconscious process on the part of the student;
- Oral ability is developed when there is sufficient training aimed at understanding.

2. LITERATURE REVIEW

One of the approaches or teaching methods with more relevance to this research within the educational paradigm in the teaching of languages has been the communicative approach. This is due to the fact that the problem presented hereby focuses on the learning strategies in the development of oral ability (Quist, 2000).

This section provides theoretical support for the development of oral communication skills. It includes topics such as historical background, methodologies, the importance of oral communication, learning strategies and some previous studies.

2.1 Oral Communication Skills

Based on the definition of Manitoba (2016), oral communication is the ability to talk with others to exchange information and ideas, such as ask questions, give directions, coordinate work tasks, explain and persuade.

Language in the communicative approach is not perceived as a set of rules but as an instrument for the construction of meanings. This approach does not intend to deny the importance of linguistic competence but focuses on achieving authentic communicative competence.

Similarly, Harrub (2003), reports that all people have not only the will to speak, also the ability to communicate. Likewise, communicative competence refers to linguistic knowledge. People need a speaker to interact and communicate effectively in a given situation.

In the communicative response method, Canale & Swain (1980), explains that the instructor and the learner each play an active role in the teaching-learning process. Between both interlocutors, a negotiation of the meaning takes place, at the time that a real interaction takes place within the communicative act.

According to Canale & Swain(1980), in order for real interaction to occur between the teacher and the student, it is mandatory that students remain active in the communicative process that develops and that they have a motivation for

learning the foreign language. Teacher-centered instruction has again and again proven its value in studies that show it to be an especially effective instructional method.

In addition, Lunenburg (2010), defines the notion of communication as not only sending and receiving messages but also involving a more complex social context. It also notes that the efficiency of the exchange of information is not the only factor in determining productive communication (Whistler, 2000).

Communicative teaching emerges as a new current methodology in the teaching of foreign languages as a reaction to previous methodologies. These methodologies date back to the early 70's, in Great Britain. With the development of the communicative teaching approach, another step was taken in the teaching of English for the development of communicative competence.

According to Canale and Swain (1980), the use of a language can be expressed only in four different ways, which are listening, writing, reading and speaking. It depends on the role that the person has in the process of communication. Communication is defined by Mohd (2010), as a synergic process that entails an accurate transmission of facts, opinions, thoughts, feelings, and value judgement. In addition, the author claims that communication skills are the different ways in which humans communicate with each other. It can be written, verbal, oral and/or body expressions. The objective of the classroom as a communication and interaction scenario is to prepare the students so that, autonomously and in different contexts and situations they will be able to exchange information through the use of the different linguistic elements. This should take place as Rivers (1999), assures, with the objective that all parties involved are able to interpret and negotiate the meaning conveyed in different communication situations.

Oral communication includes a large number of general and discipline-specific pedagogical functions. Learning to speak is an essential goal in itself, for it equips students with a set of skills they can use for the rest of their lives.

Speaking is conceptualized by Rahman (2010), as the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others.

2.1.1 Oral Communication in the Classroom

Speaking is a skill or ability to communicate that makes no sense without understanding, processing and interpreting what you hear (Segura, 2012). The oral expression implies interaction and bidirectionality, in a shared context, and in a situation where meanings must be negotiated. Communication is a process, an action, based on expressive and interpretative skills, so oral expression must be understood as such, along with listening, reading and writing.

In fact, Muge (2010), mentions that oral communication in a classroom tries to get the student to appropriate a language as an instrument of communication and social interaction. For a real interaction to take place in the classroom, an exchange of information between the teacher and the student is crucial. Every student who learns a language assumes that he/she will acquire certain skills to express the language correctly. Interestingly, McGough (2012), accounts that there are many skills required, for which each student gives priority to those that they consider will serve them better according to their personal context.

The educator must also be aware of the limitations and consequences imposed on oral expression and comprehension by the fact that sound sequences are instantaneous, that they are produced and received in a temporal succession that cannot be reversed and that does not allow for silence if the state has not been completed. Additionally, Abbott & Virginia (2010), express that to these characteristics imposed by time succession, the limitations and demands imposed by memory are added, both in production and in processing.

Due to these factors of time and memory, oral expression differs from written expression in that formal structures are simpler. Let's look at some of these peculiarities in detail and with examples:

- incomplete sentences,
- little subordination,
- the predominance of juxtaposition and coordination,
- few logical connectors,
- structure of topic/commentary, rather than subject/verb/object;
- general vocabulary,
- repetitions,
- false starts,
- reformulations,
- uses of crutches,
- the abundance of deictics.

Communication is seen by Tomlinson (2003), as the key to contact between school teachers and pupils. To the extent that we are able to approach the student (their needs, their starting point) it is easier for them to progress. In this regard, the ability to communicate is of special relevance, both the emission and the sensitivity to receive the messages that the students send us. Carr (2007), wrote that communication in the classroom is one of the main elements that each educator must have and master perfectly, since, in this way, the explanations, comments, questions, doubts, etc. that our students may have will be considerably reduced or, if not, they will be solved in the most advantageous way for their understanding and for our control over the class.

Communication skills are only improved when they are put into practice, but in order to get the most out of them, it will be useful to get to know some of the characteristics and functions of communication in Education (University of Kent, 2014). On the other hand, we must be aware that we communicate more than we think (and sometimes in a contradictory sense with what we want to emit). Communication, as a teacher's tool, has different ways and moments of being given in each class, different functions, and different channels(Poe, 2013).

There are several types of communication models that have critical connections to how we understand teaching. The author also mentions three elements:

Unique. This is that type of communication in which there is a main character called a teacher who is responsible for delivering all the messages to the learners or students.

Biunivocal. There may be a change of direction with regard to communication, i.e., although most of the messages broadcast throughout the class are made by the teacher, some are directed by the students, which generates a change of direction in communication.

Multiple. This type of communication consists of any person becoming the main focus, all the participants are protagonists and act as such, all the people have the knowledge, and the rest of them can learn from each other, that is, we can learn from each other in this way(Poe, 2013).

2.2 Speaking Skill

Solcova (2011), defines speaking as one of the most important skills that students need to develop to communicate effectively in the English language. Speaking is defined as a meaning-constructing process which entails through interactivity the production, reception and processing of information.

In the light of Howarth (2011), the speaking process involves communicating ideas, information or feelings. The author also defines speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. As defined by Bygate (1998), the process of speaking involves making a decision about communication. This is considered a top-down view of speaking. This top-down view considers the spoken texts the product of cooperation between two or more people in real time, and a shared physical context.

In agreement with Brown (2008), there are some aspects that make speaking a second language difficult to understand since the learner is now the producer.

Communication should not be expressed word by word. Brown also suggests that educators motivate students to encourage themselves and to negotiate the meaning of their conversations.

The speaking skill is understood by Nino (1998), as an act of individual character, of will and intelligence, by means of which language is expressed through the expression of needs, thoughts, emotions, desires, and feelings, as the emission of inherent sounds.

Likewise, Nino says that speech is the sound decoding of a message; allows the development of knowledge, emit concepts, judgments, reasoning, impressions, feelings, and purposes, as an act of communication. That is, it starts with the representation of language and the elaboration of meanings.

On the other hand, Cassani (2007), claims that the ability of listening has an allusion to the ability of the subject to understand and recognize the meaning of the communicative intention of a given speaker. Listening involves complex cognitive processes, which means that they require immediate meanings, and for this requires the implementation of cognitive processes of meaning construction and interpretation of an oral discourse.

In this regard, it is argued by Cassani (2007), that the speaking skill and listening do not work separately, they are usually integrated, that is, one relationship with another. In a conversation, the roles of sender and receiver are often exchanged; therefore, we carry out activities of expression and oral comprehension in turn.

2.2.1 Importance of speaking

In line with Kingen (2000), speaking combines the transactional and interpersonal purposes of speaking into an extensive list of twelve categories as the following:

- 1- Personal - expressing personal feelings, opinions, beliefs, and ideas.
- 2- Descriptive - describing someone or something, real or imagined.

- 3- Narrative - creating and telling stories or chronologically sequenced events.
- 4- Instructive - giving instructions or providing directions designed to produce an outcome.
- 5- Questioning - asking questions to obtain information.
- 6- Comparative - comparing two or more objects, people, ideas, or opinions to make judgments about them.
- 7- Imaginative - expressing mental images of people, places, events, and objects.
- 8- Predictive - predicting possible future events.
- 9- Interpretative-- exploring meanings, creating hypothetical deductions, and considering inferences.
- 10- Persuasive - hanging others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.
- 11- Explanatory - explaining, clarifying, and supporting ideas and opinions.
- 12- Informative - sharing information with others.

2.2.2 Speaking as an activity

As stated in Bygate (1987), speaking could be divided in speaking skills to planning skills and production skills, where the planning skills are an interactive speaking situation. Learners need to know "information" and "interaction" routines. On the other hand, Carter (2001), mentions that productions skills are closely related to the time-bound nature of speaking. The related skills are facilitation and compensation to produce speech in real time. Where speakers can facilitate their speech production by simplifying structure using ellipsis and formulaic expressions.

2.2.3 Pronunciation

Harmer (1997), refers that the pronunciation is the emission of sounds with meaningful communicative purposes. It has an emphasis on the sounds adopted by a language (segments), focusing on the combination of sounds as elements

of speech. In addition, Yates (2002), mentions that aspects of pronunciation are briefly outlined below, and references for further study are suggested. Also, the author says the way we speak immediately conveys something about ourselves to the people.

Robertson (2003), classifies the pronunciation in four aspects, as follows; sounds, Intonation, rhythm, linking and assimilation.

2.2.4 Sounds

These include consonants, vowels, and consonant clusters

2.2.4.1 Intonation

This refers to the pattern of pitch changes. Conforming to Nolan (2013), there are two basic patterns: rising and falling. Intonation is also considered the “tunes” or melody” of English. The Intonation is clearly a significant item and a component the user of language recognizes its meaning and how it can change the meaning of the word.

2.2.4.2 Rhythm

Rhythm is created according to the position of stress within a single word or a group of words. Within words, stresses have fixed positions but stress within a group of words can move according to meaning(AMEP Research Centre, 2015). In consonance with Kelly (2011), rhythm is created according to the position of stress within a single word or a group of words. Within words, stresses have fixed positions but stress within a group of words can move according to meaning.

2.2.4.3 Linking and assimilation

When sounds are linked in spoken language, changes occur because of the influence of neighboring sounds.

2.2.5 Fluency and Coherence

2.2.5.1 Fluency

Harrub (2003), states that fluency in a language is the capacity shown by its users to communicate correctly at an acceptable level of skillfulness and

spontaneity within an appropriate context. Also, the author suggests that speaking is prone to be affected by the phenomena of oral statements that occur at the time of speaking, they can affect in a negative way in oral communication such as repetitions, breaks, silences, lengthening, truncated or inconclusive gestures and hesitations that generates noise or interference in their language. As reported by Gonzalez (1997), speaking clearly is expressing oneself with skill. That is, the word obtains its principle in the previous one and will facilitate as a consequence another one that will come out spontaneously. The paragraphs will be split from one another, reinforcing, completing, and expanding the communication. Fluency makes verbal expression beautiful and precise and exposes knowledge and speech.

2.2.5.2 Coherence

The same author also mentions that the ideas expressed orally correspond to having a logical sequence. It is precise to interrelate and link correctly, you cannot address a topic while the prior has not been concluded and clearly shown, and the comments outside the topic distract and make lose coherence.

2.2.6 Speaking difficulties

Conforming to Al Hosni (2014), there are many factors that cause difficulties in speaking English. The difficulties of speaking are lack of motivation, inadequate use of teaching strategies, the low attitude of their learning and the students' not practicing vocabulary and grammar plus inadequate use of oral activities. The author enumerates some of the difficulties as lack of motivation, inadequate use of teaching strategies, communication obstacles and the problem of students not practicing vocabulary and grammar. These difficulties are described below.

2.2.6.1 Lack of motivation

Motivation has been center of attention among teachers throughout the years because it constitutes the backbone of the learning process. Learning is a complicated and dynamic process and learning in a real sense gets completed through motivation. Williams and Burden (1997), define motivation in general as

a state of cognitive and emotional arousal which leads to conscious decision to act and which gives rise to a period of sustained intellectual and physical effort in order to attain a previously set goal.

Students lack the motivation to speak English often because they do not see a real need to learn or speak English.

2.2.6.2 Inadequate use of teaching strategies

Teaching strategies also contribute to this problem as they are inadequate, and they do not put emphasis on speaking, which results in a meager development of this skill.

2.2.6.3 Communication obstacles in English language classrooms

The anxiety and unwillingness during the English-speaking process are considered two of the biggest obstacles for ESL learners. Anxiety and unwillingness are caused by the fear of being negatively evaluated when making mistakes, particularly in front of their friends.

2.2.6.4 The students do not practice vocabulary and grammar

Students in their oral production of English are often lacking in the linguistic domain, i.e. vocabulary, grammar, pronunciation, and discourse, which constitutes the most serious area of difficulty, and this is because, as explained by teachers, they do not study vocabulary and grammar sufficiently.

2.3 Listening Skill

Listening is an interactive process in which two or more participants are needed to communicate and understand messages. It involves a person who listens and a person who speaks, in order to try to construct a meaning. Underwood(2010), points out that listening needs to be clear because listening as a process is not just about decoding sounds or understanding the meaning of the word, it also requires the listener to be able to recognize what the speaker means when using particular words in specific ways and on specific occasions.

This is why the importance of the listener's use of the information is stressed in order to understand what the speaker is trying to communicate. This is because,

in the process of listening both, the sender and the receiver must know and/or share certain knowledge in order to create an effective communication for each of the participants, also to be able to relate what they hear to their own individual experience. In addition, when someone listens, we all have a purpose that determines the relevance of the issue we are trying to communicate.

Authors such as Hussain(2015), define listening as the invisible mental process, which is why it is difficult to describe. Listeners should be able to differentiate sounds and understand grammatical structures and vocabulary in order to have a clear idea of what they are hearing. Similarly, Rost (2012), defines listening as the process of receiving what the sender wants to express; in order to construct the meaning of what is heard and thus respond in the most appropriate way to any question. Similarly, the author notes that listening is an active and complex process of interpretation in which the listener establishes a relationship between what he or she hears and what is already known to him or her. Taking these quotations into account, I can define listening as a receptive skill that tries to respond to language rather than produce language. Listening skills are paramount to the student since they can achieve a correct understanding when the educator gives instructions or exposes the class.

Based on the above concept, it is essential to highlight the complementary and integrating function of listening in relation to other language skills. Derrick & Ecclestone (2008), report that it is not the same thing to work on a single skill isolated from the others in order to achieve specialization or "improvement" of that skill as it is to work on all four skills together to develop a global understanding of the foreign language as such. This is why listening cannot be conceived of in isolated processes and without any connection to other skills since the integrative nature of the four language skills would be completely ignored as part of a process in the acquisition of a foreign language.

On the other hand, Rost (2012), states that "Listening, the most commonly used communicative skill, is constantly used in conjunction with the skills of speaking,

reading, and writing; this is why it is considered not only an area of linguistic action but also a fundamental part of the acquisition of a foreign language".

2.3.1 Importance of listening

Recent studies in the process of listening show that understanding only occurs when the listener can associate what he hears in a context. Pena (2009), states that the listener must contextualize the information he or she is receiving in different situations to understand what the speaker wants to convey. Pursuant to Rost (2012), "listeners also make use of contextual information, i.e. information available to them in situations where they are listeners. For this reason, listeners with limited language proficiency are particularly prone to relying on contextual clues. Hence, foreign language learners have found benefits in teaching methods based on comprehension (methods in which students are not required to speak or write in the foreign language).

Since students need to learn to use more than structural knowledge of the language (syntax, phonology, morphology, etc.) to be able to listen satisfactorily, they need to learn not only to understand what the speaker means from the words used, but also to establish or elaborate a context in which to relate what is heard in the communication (Bahrani, 2021).

Hence the vital importance of our students learning to listen effectively, Judeh (2012), assures that otherwise learners will not be able to take an active part in oral communication. Simply hearing what a speaker says is insufficient for communication to take place. This is why when you do not pay attention to the speaker or when the listener does not understand the message, it is said that the communication did not take place.

2.3.2 Advantages and Disadvantages

Learning to hear sounds clearly, listening intensely is a way of appreciating the language of messages. It is an aspect of great importance for the acquisition of language. Rost (2015), states that in order to be able to effectively listen and understand the language, students must recognize critical grammar distinctions

"in real time" as they listen. Based on this context, the author expresses that the student will get some benefits with the application of intensive listening activities. Some of them will be the attention of the particular words, phrases, grammatical units. In addition, the student will recognize the differences between similar words and phrases and they will practice paraphrasing.

In keeping with Lotfi and Shabani (2014), listening begins when the language instructor encourages students to choose for themselves what they listen. It helps students to improve their listening skills and pronunciation. In addition, Renandya (2011), affirms that listening is strong because it helps students improve their word recognition skills, vocabulary, comprehension, fluency, and general language proficiency. However, with the development of listening skills, the learners will have the opportunity to select their own materials. For that reason, extensive listening is considered as the most practical way to develop listening skill.

In addition, Vo(2013), explains that people can listen in a relaxing manner and direct their attention to comprehending speech as well as have opportunities to acquire vocabulary and learn about other features of the language such as stress, pronunciation, and intonation through listening. Thus, extensive listening can promote a sense of success, which in turn fosters motivation to continue learning

2.4 Teacher-Centered Instruction

Traditionally, roles and the relationship between teacher and student have been similar to the relationship between doctor and patient. Teachers played an active role as transmitters of information and students had a passive role as recipients of the information(Bastable, 2007).

Weimer M. (2012), asserts that the emphasis on teacher-centered in student learning means that it is a job as tutors not to teach, but to help students learn. Talking about learning rather than teaching may seem a pun, but it is not; it is a priority because the words we use condition our attitudes and condition our

behavior. It is not the same thing to tell ourselves that we are going to class to teach as it is to tell ourselves that we are going to class to help our pupils to learn.

Perhaps then other strategies will be proposed and we will develop other skills that we will have to think about, because on this subject, as on others, we are in danger of changing words and speech without anything really changing. Teaching can be defined as an activity that facilitates learning. In the light of this, Mohananan (2003), observes that this task is accomplished not if we have taught, but only if our students have actually learned. We can no longer claim that we have taught them if they have not learned.

Expert teaching includes mastering a variety of teaching techniques, but if students do not learn, all of these techniques are irrelevant; the thing is whether or not the student is learning (UNESCO, 2004). To the extent that there is no good learning in students, there is, in fact, no good teaching. There is already a certain awareness that one cannot act on the implicit belief that my task is to teach, and I teach. Therefore, if the student does not learn, that is not only his/her problem, it is our problem too. In this context, the definition of effective teaching proposed at a Florida university is illustrative: effective teaching consists of the creation by the teacher of a learning environment in which students: are positively influenced to learn, they are provided with adequate opportunities for their learning to occur and use these opportunities to learn (OECD, 2009). The first subject is the educator, who creates the learning environment, gives opportunities to learn, but then the center subject is already the student who uses those opportunities and learns.

2.5 Learner-Centered Instruction

The level of student-student interaction in English communication in the classroom in the words of Hecht (2013), is not only low but also scarce. Hence, one of the objectives of this study is to discover the difficulties that prevent a better communication among students in the classroom, since primarily the

interaction that is mostly established in the classroom is established between the teachers and students. Thus, the learner-centered approach encompasses interactive strategies, teachers, lessons, syllabus, teaching staff, and educational centers. Weimer (2012), sets forth that several trendy descriptors in superior education, are of wide use, but end up losing strength.

In addition, Barr and Tagg (1995), state that as a move from an Instructional paradigm in which universities delivered instruction to transfer knowledge from faculty to students to a learning paradigm in which universities produce learning through student discovery and construction of knowledge. Also, Huba and Freed (2000), use the phrase learning-centered assessment to emphasize transition in the focus of instruction and assessment from teaching to learning.

Lynch (2010), claims that learner-centered approach, also known as active learning, is a method of teaching in which the learner is in the center of the learning process and the instructor has the least impression in (reading comprehension) language teaching and learning.

Student-centered teaching is an approach that is increasingly used in education. This practice does not employ a single teaching method, it emphasizes a variety of different types of methods that focus on the students who are learning, changes the role of the teacher, becoming a provider of information that facilitates student learning (Great Schools Partnership, 2014).

In this sense, student-centered teaching methods include active learning, in which students must solve problems, answer questions, ask their own questions, discuss, explain, debate, or brainstorm. There is a variety of types of methods that focus on students, to name a few:

Collaborative learning in which students work in teams using ICT tools, project collaboration is established under conditions that ensure positive interdependence and individual responsibility; Inductive learning, in which students are faced with challenges (questions or problems) and learn the content of the course in the context of meeting the challenges (Redes, 2016).

Inductive methods include collaborative problem-based learning. Personal learning environments: It is not yet widely used in the classroom, but it has more and more followers. Redes (2016), shares that student-centered methods have repeatedly proven more successful than approaches that focus on the traditional teacher responsible for the instruction of students.

2.5.1 Characteristics of learner-centered instruction

The term “learner-centered instruction” is used by Paris & Combs, 2006, to describe efforts to “move away from instructional methods that rely on the mass transmission of knowledge” towards a more constructivist, inquiry-based approach. Although various definitions and descriptions of learner-centered instruction are used in the field, the approach generally implies a focus on individual learners (and all that they bring to the learning situation), combined with an emphasis on effective teaching practices. Principles consistent with learner-centered instruction include:

- The student is the starting point for curriculum design;
- Teachers and students are co-participants in the learning process; and
- Teachers promote intense student engagement with the curriculum.

2.6 Teacher-Centered Versus Learner-Centered Teaching Style

Teacher-centered style is described by Khaled (2009), as those enduring personal qualities and behaviors that appear in how educators conduct their classes. Similarly, Dupin-Bryant (2004), defines learner-centered teaching style as “a style of instruction that is responsive, collaborative, problem-centered, and democratic in which both students and the instructor decide how, what, and when learning occurs.”

On one hand, Dupin-Bryant (2004), mentions that teacher-centered teaching style is considered as “a style of instruction that is formal, controlled, and autocratic in which the instructor directs how what, and when students learn”. In contrast, learner-centered focuses on the learners’ experiences, perspectives, backgrounds, talents, interests, capacities, and needs. It creates a learning

environment conducive to learning and promotes increase motivation, learning, and achievement for all learners (McCombs & Whisler, 2007).

Weimer (2002), proposed five areas that needed to change in order to achieve learner-centered teaching. These areas are the choice of content, the instructor's role, responsibility for learning, the process of assessment, and the power relationship between teacher and learners. Brown (2008), claims that student-centered learning approach gives students ownership over their learning and helps them make imperative decisions and value judgments about the relevance of the content and the methods of teaching to their own lives and interests.

Richards (2006), reports that the learner-centered approach is defined as “a belief that attention to the nature of learners should be central to all aspects of language teaching, including planning teaching, and evaluation. Learning is dependent upon the nature and will of the learners”. Student-centered learning or active learning is a method of instruction in which the student is in the center of focus and the teacher has the least impression in (grammar) language instruction. Teacher-centered learning or passive learning, on the other hand, occurs in a setting that the teacher plays the main role. Teacher-centered model as an industrial production in which student is a product and behaviors of “exit skills” or “outcomes”. In addition, the learner-centered approach means self and life-long education when teachers should change their traditional roles from teller to coordinator and from material users to teaching material providers. Baldauf and Moni (2006), state that learner-centered instruction refers to a fundamental change in teachers' behavior from their traditional roles to modern roles. To Brown (2008), the origins of learner-centered approach is rooted in a constructivist theory in which learners learn more by doing and experiencing rather than by observing.

Learner-centered teaching is an approach that is increasingly used in education. This practice does not employ a single teaching method, it emphasizes a variety

of different types of methods that focus on the students who are learning, changes the role of the instructor, becoming a provider of information that facilitates student learning. Traditional teaching as stated by Liu (2006), often trains students as passive learners who do not take responsibility for their own learning. Student-centered learning places all emphasis on the learner.

As it has been noted in the above paragraphs, the notion of the use of a teacher and student-centered instruction is relevant for the appropriate development of education in the language domains. Therefore, more teachers have moved toward a student-centered approach. However, some students maintain that teacher-centered education is the more effective strategy. In most cases, it is best for teachers to use a combination of approaches to ensure that all student needs are met.

In the interest of more definitional precision, five characteristics of teaching that make it learner-centered are proposed.

1. Learner-centered teaching engages students in the hard, messy work of learning.
2. Learner-centered teaching includes explicit skill instruction.
3. Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it.
4. Learner-centered teaching motivates students by giving them some control over learning processes.
5. Learner-centered teaching encourages collaboration.

3. Previous Studies

There are some previous studies that support the current research. According to Qutbi Alma (2013), in his research, he describes the application of the task-based approach to teaching oral communication skills in an academic setting. In an article called ‘Oral Communication Skills,’ he affirms that the apprenticeship focused of specific tasks contributes to the attaining of proficiency in oral skills.

The study tried to explore the possibility and feasibility of the task-based approach to apply for the teaching of oral communication.

Also, the author concluded that the task-based approach to teaching oral communication has much potential, but it has a long way to go before it can claim empirical success in the field of second language instruction.

Another study has been conducted by Gutierrez (2005). The author carried out this study with a group of ninth grade students at the Detrital Educative Institution Britalia, in Bogotá. The starting point of this study was a needs analysis that revealed the lack of practice regarding speaking skills. The author noted that an approach based on task-based learning proved to be effective for the population of his study.

Another study was carried out by Syomwene (2013), in which the author utilized a qualitative research approach. An exploratory research design was used. The research population consisted of primary school teachers teaching English in upper primary classes. It was to find out the kind of learning activities that the L2 language instructors selected for oral communication lessons. The author concluded that learning activities selected by the teachers, though appropriate, were inadequate in enhancing interaction in oral lessons. Teachers would avoid some interactive learning activities like pronouncing sounds or constructing sentences using the new language items by the pupils. Since learning a new language also involves learning a new set of sounds, intonation and pronunciation, Pourhossein (2011), discusses the status of pronunciation teaching from the viewpoint of educators observing that mispronouncing affects oral communication, therefore, learners need to be encouraged to pronounce correctly and avoid making common mistakes.

Through the analysis of teaching speaking and correcting pronunciation mistakes, simultaneously, strategies to improve listening comprehension were discussed. On this regard, Wong (1993), adds the needs in students to know that once their pronunciation has been significantly improved, adjacent aspects

of the language are also enhanced, namely, listening comprehension, spelling, reading, and grammar. Pourhossein concludes that special attention to listening comprehension along with the implementation of key strategies will help facilitate learners to interpret the messages in L2 and achieve the proposed English learning goals of communication. Also, the author recommends that in order to enhance the listening skills of learners, educators require the usage of a proper and proved theoretical foundation. In addition, the author recommends that due to the scarcity of teaching resources and a lack of language-teaching training, both textbooks and teachers books should take the role of leading educators during their educational performance.

In the light of this, it is relevant to go over the contribution of different authors on suitable ways to have learners speak the target language.

2.7 Approaches to teaching speaking

Currently, researchers usually agree that speaking is considered by learners as the most demanding language skill, for this reason, it is crucial for them to be motivated to interact with peers using L2 and establish a coherent oral communicative exchange. Even though speaking might seem to be an irrelevant task to external observers, it is in fact a highly demanding process which involves 'the myriad complex processes working interactively, that is to say, a countless number of words or phrases in combination to produce logical utterances. Such vast potential of expression is object of interest of linguists and scholars that aim to understand the physiological and mental factors that lead to the oral reproduction of ideas.

In order to explain the cognitive processes that occur during the acquisition and practice of speaking a second language, most scholars resource to the use of a systematic and organized approach for teaching and learning another language. Said group of researchers is known as *the methodologists*, who refer to both linguistic and extra linguistic characteristics involved in speaking a foreign language. One of the main strengths in their procedure is the implementation of

the model of speech production developed by Levelt (1995). The aforementioned model has three stages: conceptualization, formulation, and articulation, which in turn have in common a constant process of self-monitoring. Goh & Burns (2012), observed that these stages interact with one another, and they might possibly overlap and recur during the act of speaking. During these three stages, only fractions of a second are needed to elaborate verbal activity. Thornbury (2005), names the initial activity as conceptual preparation, where the speaker plans what is going to be said in terms of the topic or piece of linguistic information to be used. Then, with the script in mind, the speaker goes on to the formulation of the thought. This step is seen as the most difficult because an internal response is expected conveying into a signal by means of retrieving phonological and syntactical codes. Then, articulation occurs, a highly complex process that involves the coordination of the organs of speech modulating the air flow and the vibration of vocal cords emitting a set of intelligible sound to the listener. This it by itself an evolution prowess of humans that can barely be mimicked by a few animal species.

3. METHODOLOGY

This chapter describes the research methodology that has been used to study the problem at Mariano Benitez Public School. The approach taken was action research as it aims to find or propose a solution for a problem.

This approach is applicable to this study because a process of inquiry will be followed to obtain the results. Although there are six steps to be followed, the last two of them will not be developed due to time constraints. The process goes as follows:

1. Identify a problem to be studied
2. Collect data on the problem
3. Organize, analyze, and interpret the data
4. Develop a plan to address the problem
5. Implement the list of activities

6. Evaluate the results of the actions taken

3.1. Participants

The participants selected for the study were 37 third-year high school students from the Mariano Benitez Public School in Pelileo City. In the same way, five educators of the subject of English were selected

The students were between the ages of 17 and 18 with a total of 24 male and 13 female students. The data collection process was done during class hours in the respective subject area of English. It should be emphasized that for the collection of data, an authorization from the headmaster or the academic board was not needed since the author of the research hereby is currently working as a teacher. Besides, each activity was carried out with the corresponding students assigned to the author. The collaboration of the colleagues of the author was essential for the development of this document.

3.2. Data Collection Techniques and Instruments

The instruments and techniques were chosen in relation to objectives created after the analysis of the problem statement. Such instruments and techniques are the following:

Table 1 *Data collection*

Number	Variable	Detail
1	For what?	To achieve the objective of the research
2	To whom?	Students in the third year of baccalaureate of Mariano Benitez High School
3	On what aspects?	Oral communication
4	Who?	Researcher
5	When?	2018
6	Which techniques will be used by the researcher?	Survey

Elaborated by: Chicaiza Rosa, 2018

The technique used was a survey, which has a questionnaire aimed at students. In the survey, the learners were asked to qualify and give their perception of their current situation in their oral communication skills (See Appendix 1).

An online second questionnaire was also conducted for teachers, in which they answered questions about their methodology when teaching English classes, with the focus on oral communication skills (See Appendix 2).

Subsequently, a checklist with evaluation criteria was presented. In this form, an educator with greater authority and knowledge in the field of oral communication qualified the class methodology of four of the language trainers belonging to the school (See Appendix 3). This was done in order to triangulate the information and give an exhaustive analysis and interpretation.

It is worth mentioning that each of the data collection instruments has been validated by their respective authors since all the elements considered have been adapted from several of the authors who have carried out preliminary and similar studies.

4. DATA ANALYSIS

Survey of Students of Mariano Benitez Public School

4.1 The Course is Difficult

Table 2

Course

Alternatives	Frequency	Percentage
Strongly Agree	1	2,70%
Agree	6	16,22%
Undecided	24	64,86%
Disagree	4	10,81%
Strongly Disagree	2	5,41%
TOTAL	37	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

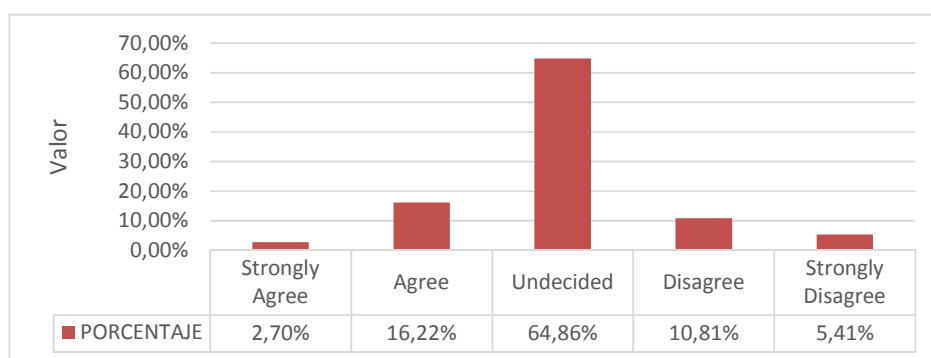


Figure 1 Course

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

According to the questionnaire results, almost two thirds of the students were undecided about the course regarding the difficulties. Since it is the highest amount to consider, followed by one tenth of respondents who do not agree with the idea that the course is complex. However, these results show that it is urgent

to strengthen the students' skills so that the development of oral communication be strengthened. This can be done by means of the preparation of listening strategies to be developed in class, in contribution to the understanding of the students in both listening and speaking activities.

4.2 I Cannot Understand the Teacher

Table 3

Understand the teacher

Alternatives	Frequency	Percentage
Strongly Agree	0	0,00%
Agree	4	10,81%
Undecided	19	51,35%
Disagree	6	16,22%
Strongly Disagree	8	21,62%
TOTAL	37	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

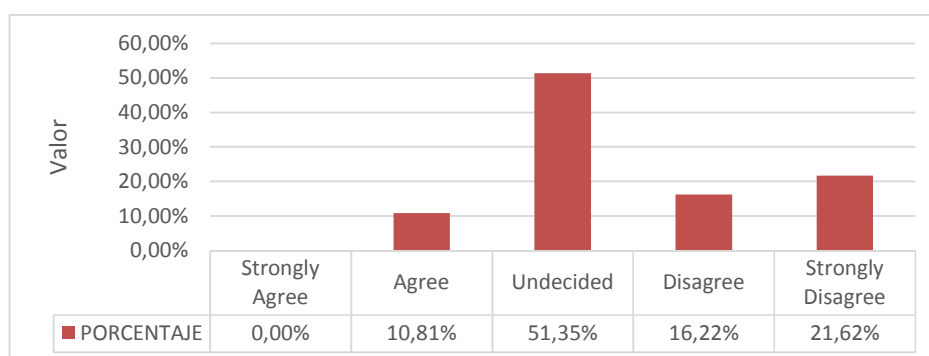


Figure 2 Understand the teacher

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

Same as with the previous results, over half of the students were confused by the teacher's directions. Additionally, these students expressed dissatisfaction with the study of English because they find it difficult to speak in a language

other than their native language. However, less than a quarter of the learners disagreed, showing that the professional gets the message across to some of his or her students.

4.3 I Cannot Understand the Listening Task

Table 4

Understand the listening task

Alternatives	Frequency	Percentage
Strongly Agree	2	5,41%
Agree	12	32,43%
Undecided	18	48,65%
Disagree	4	10,81%
Strongly Disagree	1	2,70%
TOTAL	37	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

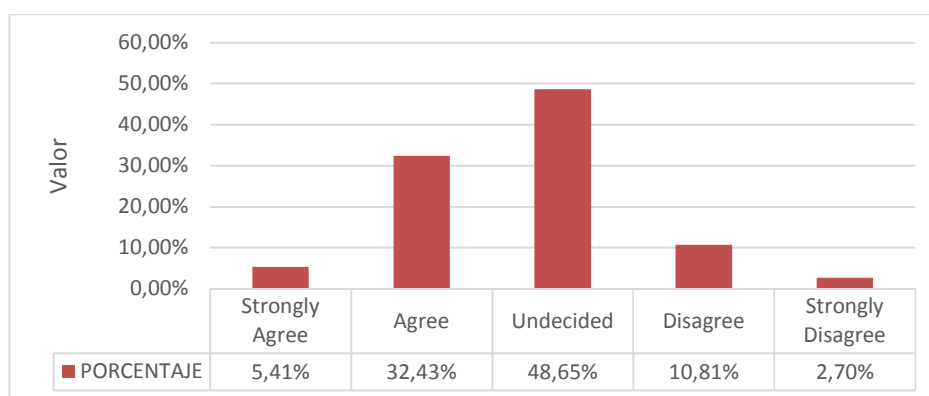


Figure 3 Understand the listening task

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

In terms of the results present in the figure above, less than half the students, perceived difficulties to understand the directions for the listening activities. Similarly, a minor percentage of students felt confident that they understood the task.

4.4 I prefer speaking to listening

Table 5

Speaking than listening

Alternatives	Frequency	Percentage
Strongly Agree	2	5,41%
Agree	8	21,62%
Undecided	11	29,73%
Disagree	9	24,32%
Strongly Disagree	7	18,92%
TOTAL	37	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

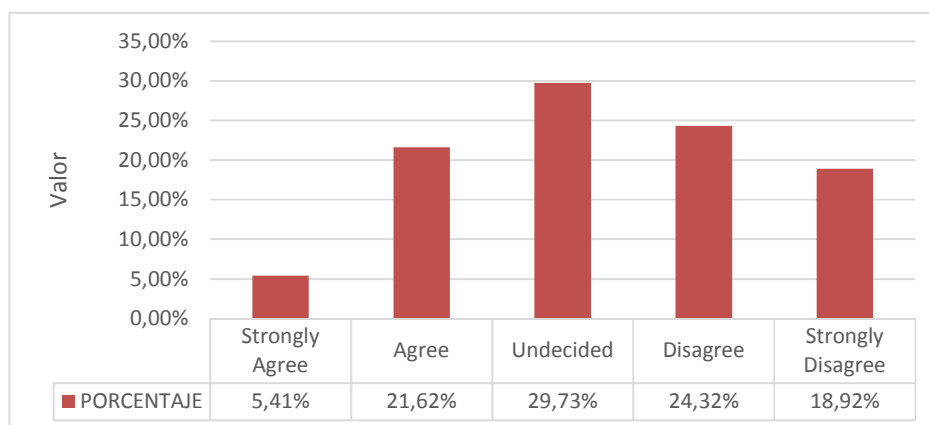


Figure 4 Speaking than listening

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

Students varied in their responses to the comparison of the difficulty between speaking and listening. Thus, nearly a third did not consider speaking more difficult than listening. However, about one fifth of the survey answers agreed that speaking is harder than listening. These responses indicate that students would prefer to talk rather than listen, or at least feel somewhat interested in the topic.

4.5 I Would Like to Speak English Like Native

Table 6

English like native

Alternatives	Frequency	Percentage
Strongly Agree	2	5,41%
Agree	6	16,22%
Undecided	9	24,32%
Disagree	9	24,32%
Strongly Disagree	11	29,73%
TOTAL	37	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

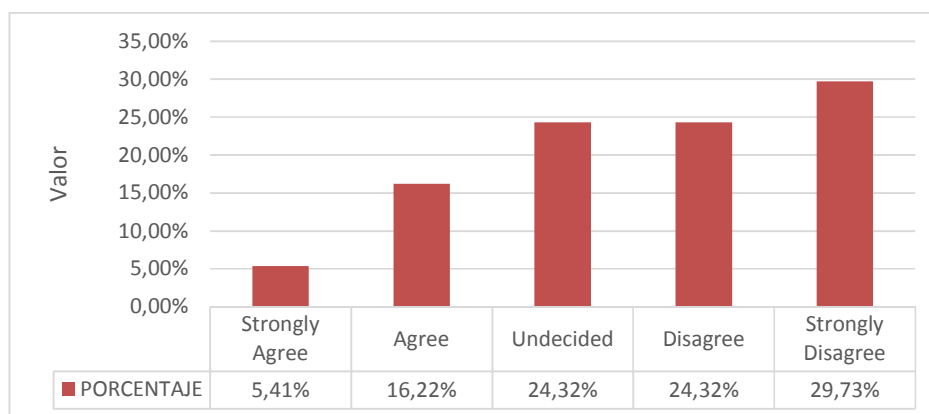


Figure 5 English as a native

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

The results show that students are puzzled when it comes to speaking like a native speaker; almost one third were in total disagreement, followed by one quarter who expressed to be in disagreement. Similarly, another quarter chose the undecided option, one sixth of them agreed and finally, only one twentieth totally agreed. The results show that educators need to strengthen and empower students to motivate them to want to speak English like natives.

4.6 I Feel Afraid of Making Mistakes While Speaking

Table 7

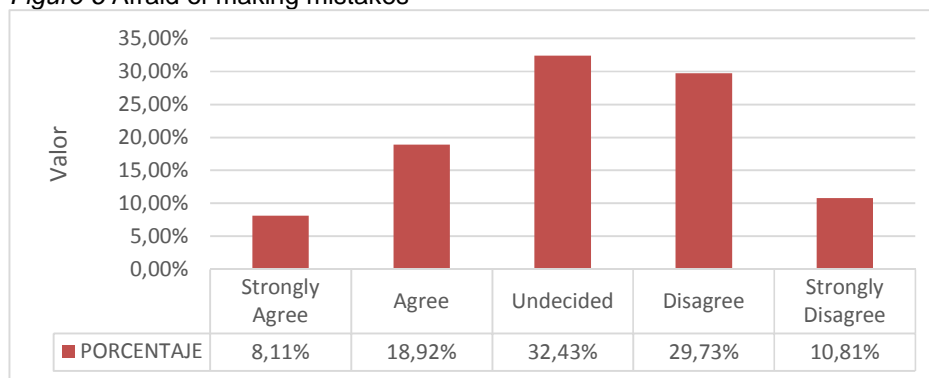
Afraid of making mistakes

Alternatives	Frequency	Percentage
Strongly Agree	3	8,11%
Agree	7	18,92%
Undecided	12	32,43%
Disagree	11	29,73%
Strongly Disagree	4	10,81%
TOTAL	37	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

Figure 6 Afraid of making mistakes



Elaborated by: Chicaiza Rosa, 2018

Source: Survey

Despite the results previously obtained, several students indicated by their response that they were not afraid to make a mistake when speaking. One third of the students claimed to be undecided to this question. Followed by almost one third who disagreed to be afraid when they were wrong. It was only a small percentage (of less than a tenth who fully agreed with this statement).

4.7 I Feel Anxious/Shy When I Speak

Table 8

Feel anxious/shy

Alternatives	Frequency	Percentage
Strongly Agree	11	29,73%
Agree	6	16,22%
Undecided	10	27,03%
Disagree	7	18,92%
Strongly Disagree	3	8,11%
TOTAL	37	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

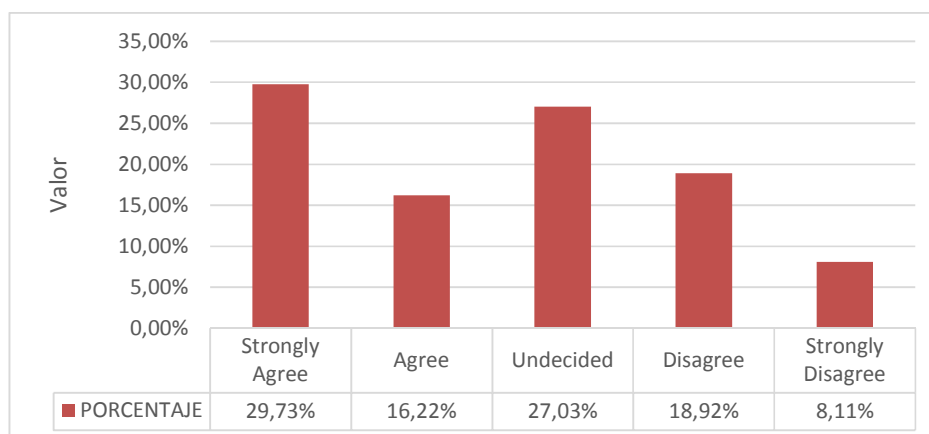


Figure 7 Feel anxious/shy

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

Based on the results a large part of the students, representing almost one third were in total agreement with feeling anxious when speaking, even though they did not feel afraid as demonstrated by the response to the previous question. The results of the survey showed that students experience feelings of insecurity, anxiety and shyness when they are speaking. As expected, the results indicated that activities should be carried out to relieve their anxiety

4.8 The Instructor helps me when I make mistakes

Table 9

Instructors' help

Alternatives	Frequency	Percentage
Strongly Agree	7	18,92%
Agree	6	16,22%
Undecided	10	27,03%
Disagree	12	32,43%
Strongly Disagree	2	5,41%
TOTAL	37	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

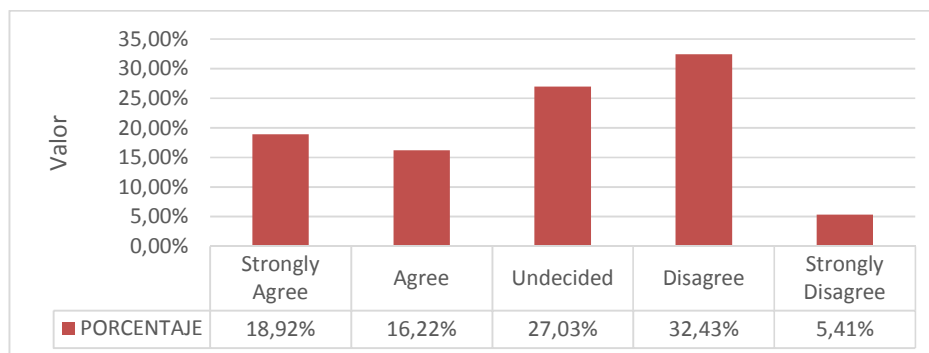


Figure 8 Instructors' help

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

Of the total number of students surveyed, one third indicated that they disagreed. Several of them mentioned that their instructor did not give enough help when they found themselves with problems or difficulties in the subject matter, i.e. one quarter of the students. However, almost one fifth of the sample were in total agreement, as were the remaining one sixth, who supported their instructor and mentioned that they had received feedback when they had academic problems.

4.9 The Instructor criticizes me when I make mistakes

Table 10

Criticize

Alternatives	Frequency	Percentage
Strongly Agree	2	5,41%
Agree	2	5,41%
Undecided	11	29,73%
Disagree	14	37,84%
Strongly Disagree	8	21,62%
TOTAL	37	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

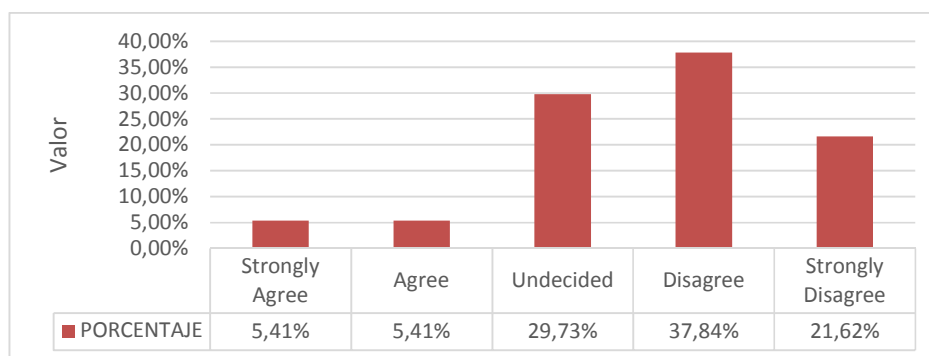


Figure 9 Criticize

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

The results to this question clearly showed that the teacher does not criticize or question the level of English that students possess. More than half of the students stated that their instructor has not criticized them for making mistakes. This is a positive aspect of the educational scenario since the teacher is an essential part of the academic development of the students and certainly needs to show his/her support for students of all achievements levels.

4.10 The Instructor does not often use listening resources

Table 11

Listening resources

Alternatives	Frequency	Percentage
Strongly Agree	7	18,92%
Agree	9	24,32%
Undecided	10	27,03%
Disagree	7	18,92%
Strongly Disagree	4	10,81%
TOTAL	37	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

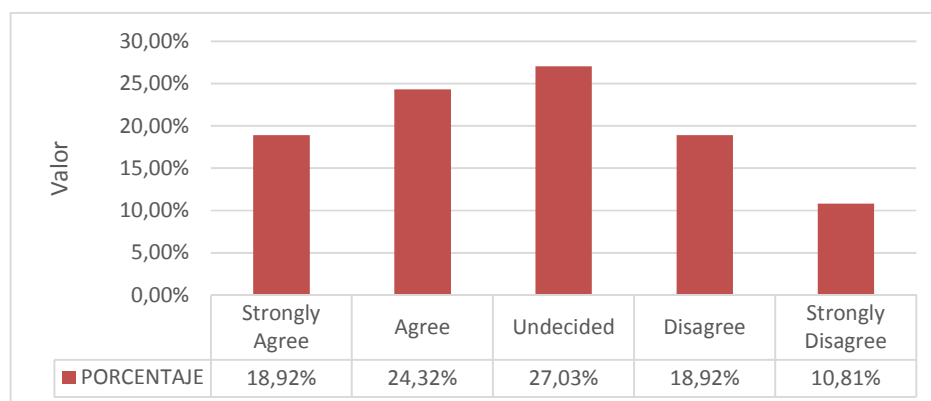


Figure 10 Listen to tools

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

Students responded in diverse ways to this question: the instructor does not often use listening tools. In this area of concern, students mentioned not being sure of the tools the educator uses to intensify listening activities. Several of them mentioned that when a teacher used them, the class time was not long enough for the lesson, so it is determined that the student is not paying attention in the classroom.

METHODOLOGY SURVEY FOR MARIANO BENITEZ SCHOOL TEACHERS

The aim of this questionnaire is to obtain information concerning about teachers' oral communication methodology in the classroom. The results obtained from the survey helped to analyze if the oral communication activities contribute to the development of speaking skills in students.

4.11 What are the learning goals of the speaking class you teach?

Table 12

Objectives

Alternatives	Frequency	Percentage
To teach students the principles of English language	0	0%
Help students understand the various relations among ideas	1	20%
Help them understand some of the cultural, sociological, political and economic effects in language and literature.	0	0%
Help them explain and interpret what they read or hear and the like.	4	80%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

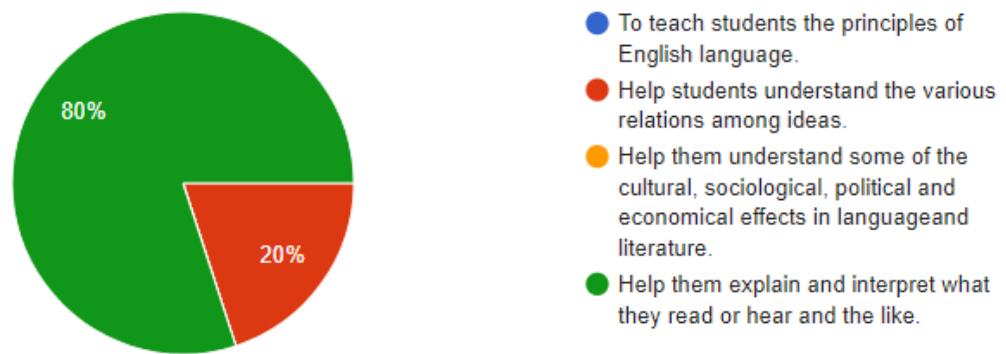


Figure 11 Objectives
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

Exercising the mind by listening helps concentration. Although, after learning the basics of the language, listening seems to be an innate process in our minds. Listening is a very distinct activity in the development of the English language. According to the answers given by the teachers in accordance with the objectives they set, it is evident that 80% of the teachers, is to say four teachers, state the following "I help my pupils to interpret what they read or hear and they appreciate this type of assistance" as a central objective of their work. However, one teacher which corresponds to 20% expressed that "I help students understand the various relations among ideas".

A key aspect that can be mentioned based on the results is that language instructor does not consider the teaching of the principles of the English language to be a primary objective of teaching students, in the same way with cultural, sociological, political and other effects (0%). Rather, they prefer to teach aspects that they develop in helping students to make progress in their understanding and fluency.

4.12 What are the criteria you consider in the assessment of the students speaking skill?

Table 13

Criteria

Alternatives	Frequency	Percentage
Pronunciation	1	20%
Vocabulary	0	0%
Fluency	0	0%
Comprehension	1	20%
Grammar	0	0%
All the above	3	60%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

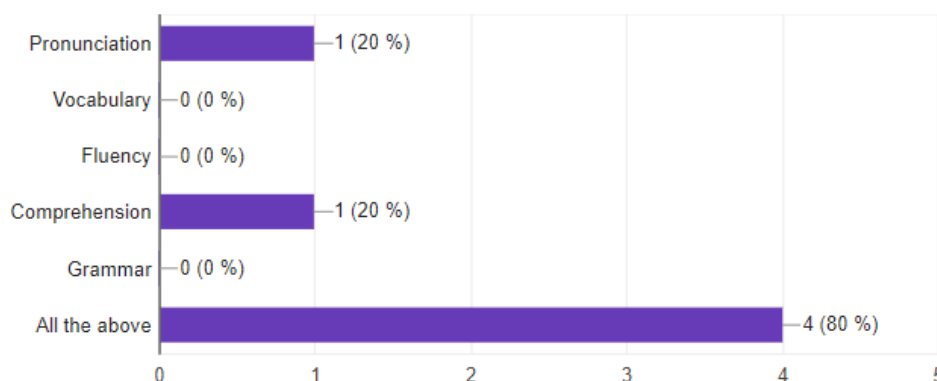


Figure 12 Criteria

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

The development of oral communication in the English language is a fundamental part in the academic growth of students, for which four fifths of teachers consider it more relevant to reinforce various points such as pronunciation, vocabulary, fluency, comprehension, and grammar. However, one fifth left of the teachers consider only pronunciation and comprehension to be pertinent when giving oral communication classes.

Vocabulary, Fluency, and Grammar were not chosen by two language trainers, the others chose all the options, in this sense vocabulary and grammar is less relevant in speaking, as it would be considered basic for the pronunciation to be correct. According to Hilstijn (2017), people speak their mother tongue and/or studied language without having to have much idea of grammar, even though they are fluent in English. You do not need to know what an adjunct adverbial or an if subordinate clause is to speak good English. In fact, the vast majority of English-speaking natives have no idea what these words mean and speak English fluently.

4.13 Do you Make Use of Any Text Books to Develop Oral Skills?

Table 14

Use of textbooks

Alternatives	Frequency	Percentage
Yes	4	80%
No	1	20%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

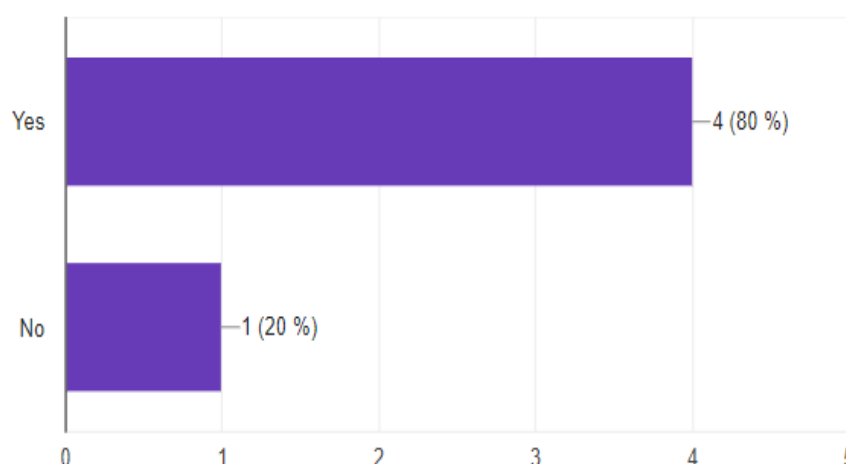


Figure 13 Use of textbooks

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

The textbook is undoubtedly the most visible resource in the ELF class, as it articulates concepts and orients content. The rise of the communicative paradigm in teaching with its emphasis on authenticity and real materials have been compelling factors in representing language in all its variety and, therefore, is constructed from codes and discursive types. Textbooks do not consistently imitate or borrow genres but "absorb, digest" elements in different forms and degrees.

For this reason, four fifths of the teachers consider it indispensable to use them. It should be noted that the syllable is of strict order in educational institutions, which is why the use of textbooks is implemented. However, one fifth of the educators consider that the use of textbooks is not necessary at all in the development of oral communication. However, the development of oral communication through textbooks that indicate strategies, structures, activities and other elements that help to improve students' skills is decisive.

4.14 How do you select the speaking activities?

Table 15

Topics of activities

Alternatives	Frequency	Percentage
I choose them myself.	0	0%
I ask the students what they like to talk about.	0	0%
I follow the course syllabus.	4	80%
I choose those which match the course objectives.	1	20%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018
Source: Survey

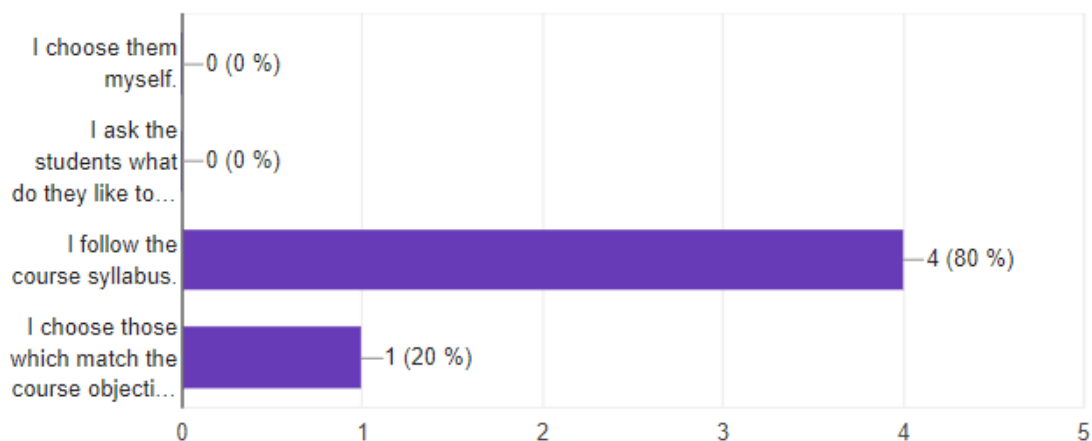


Figure 14 Topic of activities
Elaborated by: Chicaiza Rosa, 2018
Source: Survey

How to select the topics to be taught in class is a pivotal part of the English language teaching process. For this reason, four teachers preferred to follow the instructions in the syllabus. However, 1 teacher considers it crucial to choose a class topic according to the students' knowledge in order to reinforce it. With a changing education and obligations decreed by education authorities, teachers are forced to follow the syllables of the course. Since this document is a detailed study program, it establishes an element of contact and connection between the student and the teacher, setting out the aims and objectives of the course. It defines the responsibilities of the teacher and the students.

4.15 What is the approach of your class?

Table 16

Class

Alternatives	Frequency	Percentage
Student-centered	1	20%
Teacher-centered	0	0%
Teacher- student - centered	4	80%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018
Source: Survey

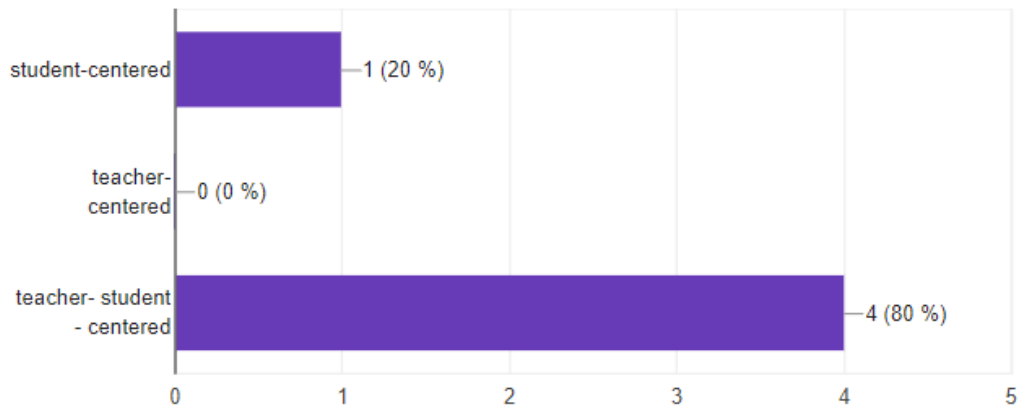


Figure 15 Class
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

Over the years education has undergone several changes, in the past, the teaching methodology has been focused only on teachers or students. However, it is imperative to recognize that the best methodology is teacher-student centered. Several strategies can be proposed to develop the knowledge of the English language. In this sense, a majority of four fifths of the teachers know about this methodology and they consider their classes are teacher-student centered.

4.16 What do you do concerning the students' mistakes in oral communication?

Table 17

Students' mistakes

Alternatives	Frequency	Percentage
I correct them	5	100%
I overcorrect them	0	0%
I do not correct them	0	0%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

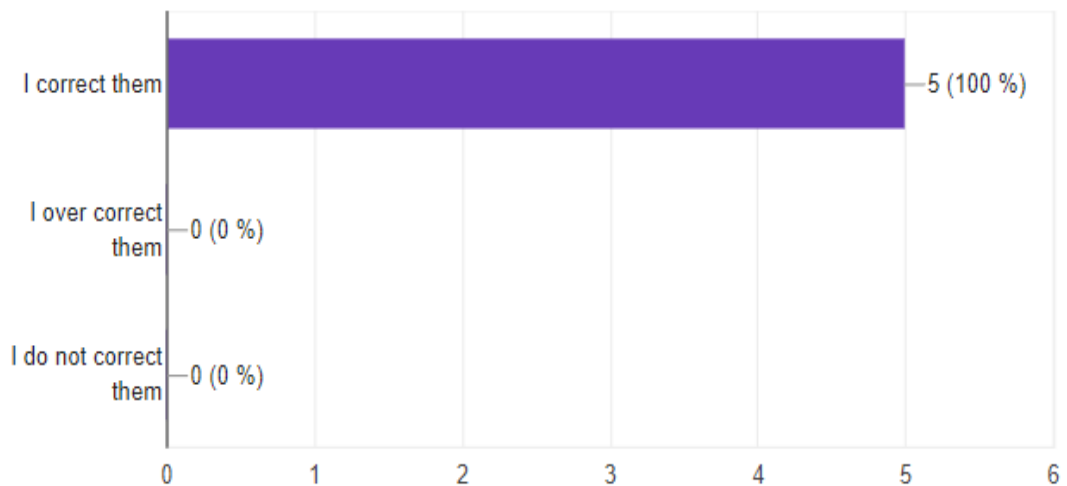


Figure 16 Students' mistakes
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

The role of teachers is to be the link between knowledge and development. For this reason, teachers consider it mandatory to correct every student's mistake, no matter how minor. As shown in the figure, all of the teachers correct their students. Teachers know the importance of correcting their students, as mistakes in speech are much more frequent than expected, even among native speakers. Tension, insecurity or fatigue produce mistakes that do not affect the clarity of the message and are corrected immediately.

4.17 Are you Interested in teaching conversation?

Table 18

Teaching conversation

Alternatives	Frequency	Percentage
Yes	5	100%
No	0	0%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

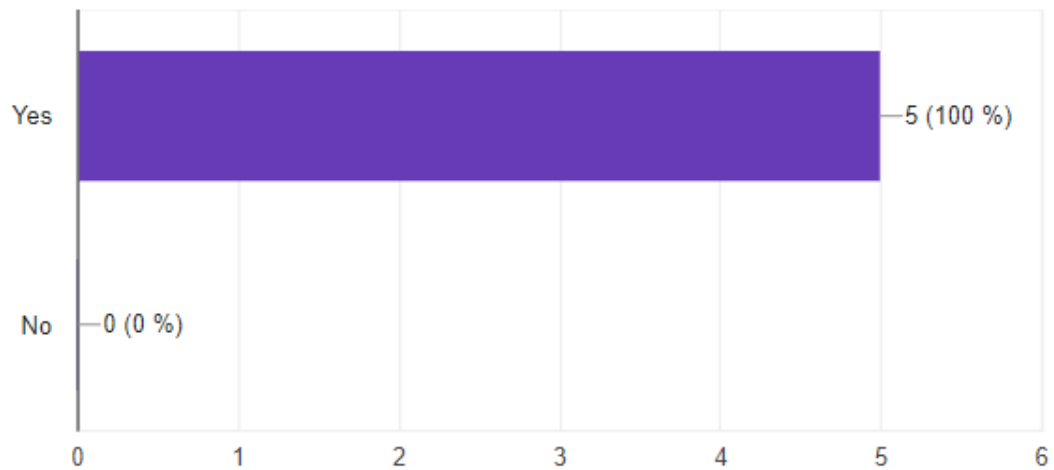


Figure 17 Teaching conversations
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

As a pathway for developing the English language and specifically for oral communication, the results indicate that all teachers consider it decisive to develop conversational classes, which improve oral skills. To learn languages, the most efficient methodology is a conversation, not grammar or vocabulary. According to Dobie (2004), he maintains that lack of contact with the language and poor pronunciation due to a lack of hearing, and much of this is due to the fact that conversations are not used for the development of oral communication.

4.18 Do you feel your students are interested in the conversation lessons?

Table 19

Students are interested

Alternatives	Frequency	Percentage
Yes	3	60%
No	0	0%
Not much	2	40%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

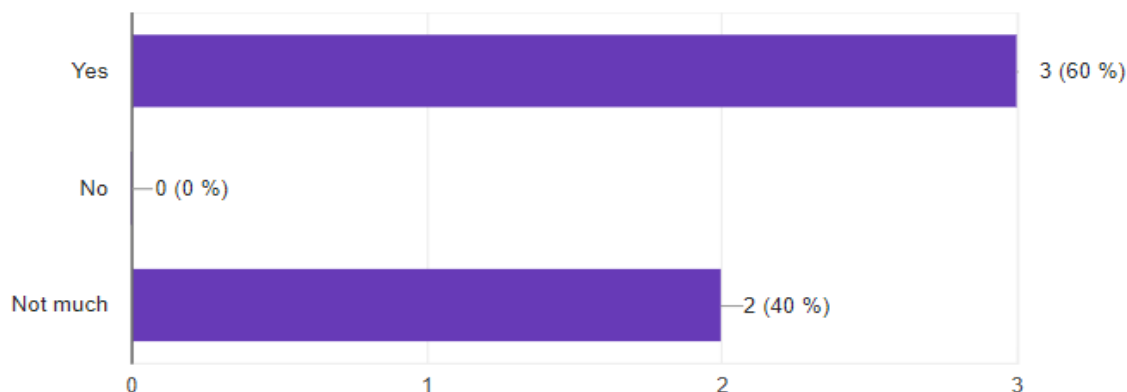


Figure 18 Students are interested
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

In the results shown in the figure, teachers' perceptions of the interest of students are obtained, three fifths of them consider that their students pay attention and put interest in their subject, while the remaining two fifths consider the opposite. At present, the lack of interest in learning English in schools is increasing every day. School is becoming less and less attractive for many teenagers. The children do not seem to be interested in the content or value the knowledge that teachers can pass on to them. The lack of interest of students is one of the biggest concerns in schools. Reversing the trend is not easy, but new strategies can be tried so that the study ceases to be a useless obligation.

4.19 Is there any necessity to have a particular topic and aim for any speaking lesson?

Table 20

Particular topic

Alternatives	Frequency	Percentage
Yes	4	80%
No	1	20%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

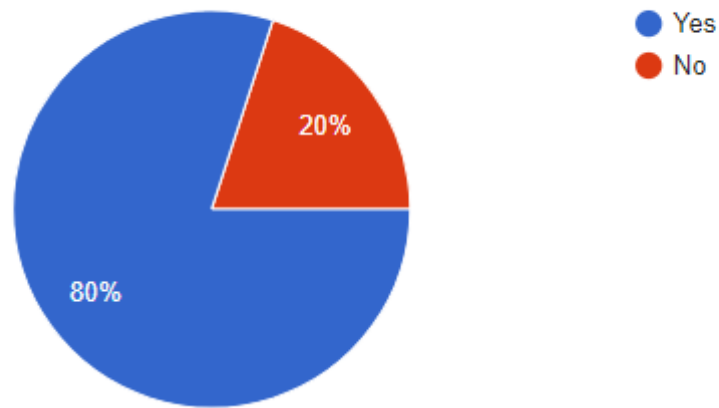


Figure 19 Particular topic
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

According to the results of the survey, it was determined that four fifths of the teachers considered a topic of interest or an objective to be essential as a starting point for the class. Unlike one teacher, who constitutes one fifth, considers that a starting target is not necessary. Part of this problem comes from a general lack of knowledge about what it really means to "talk" and the skills and abilities we need to put into play when talking. Although this is not a bad learning system, it cannot be ignored that there are other approaches that, without forgetting practice, incorporate the student's own reflection on the conversation itself.

4.20 Do you show visuals and photos when you teach speaking?

Table 21
 Show visuals and photos

Alternatives	Frequency	Percentage
Yes	5	100%
No	0	0%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018
 Source: Survey



Figure 20 Show visuals and photos
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

The methodology of teaching through visual tools contributes to the development of the English language and in the same way to oral communication. It is for this reason that all teachers consider that visual tools contribute significantly to oral communication and to teacher-student centered methodology. According to Ferreira (2011) the image facilitates the comprehension of any subject covered in the English class. Consequently, various strategies such as the promotion of visual thinking through visual tools must be taught and implemented. For this reason, all teachers are aware of the importance of photographs and visual tools for teaching speaking, and 0% selected "No" for this reason.

4.21 Do you always use English during giving lectures or instructions?

Table 22
 Lectures

Alternatives	Frequency	Percentage
Yes	5	100%
No	0	0%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018
 Source: survey

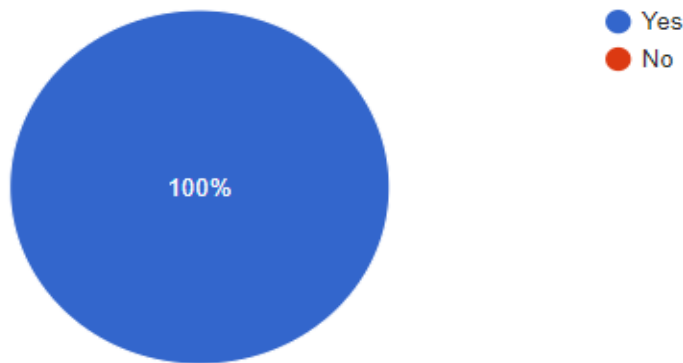


Figure 21 Lectures
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

As the graph indicates, the total number of teachers prefer to give instructions for the activities in English, a result that was expected since the practice develops all kinds of activities, through which students can improve their comprehension, fluency, vocabulary, grammar, among others. It is crucial that the English language generates constant practice, for that reason when a teacher, occupies a large part of the time of classes and in activities that motivate to speak in English, more practices are generated that can be considered as spontaneous conversations, motivating the development of oral communication between students and teachers.

4.22 How often do you encourage speaking in classrooms?

Table 23
 Encourage speaking

Alternatives	Frequency	Percentage
Always	2	40%
Usually	0	0%
About halftime	2	40%
Seldom	1	20%
Never	0	0%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

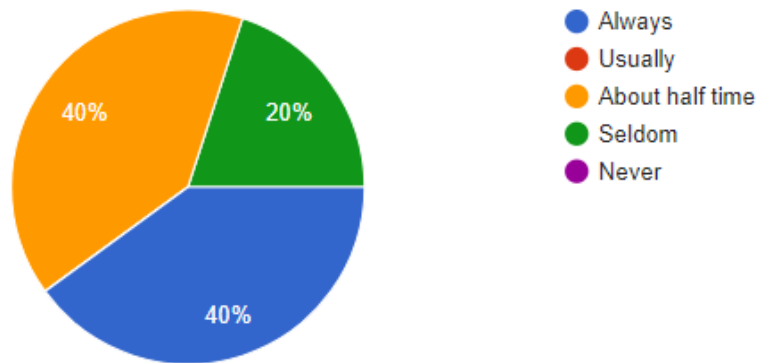


Figure 22 Encourage speaking
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

The results show that two fifths of the educators always encourage their students to speak English most of the time. However, two fifths mentioned that their classes are half in English and half in their native language. A result that is obtained because students do not understand all the sentences explained by the teacher. For this reason, he is forced to explain in a language that the students understand. The remaining one fifth rarely encouraged their students to speak English.

4.23 Is Group work or pair work done on any new topic? How often?

Table 24 Group work

Alternatives	Frequency	Percentage
Always	1	20%
Usually	2	40%
About halftime	0	0%
Seldom	2	40%
Never	0	0%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

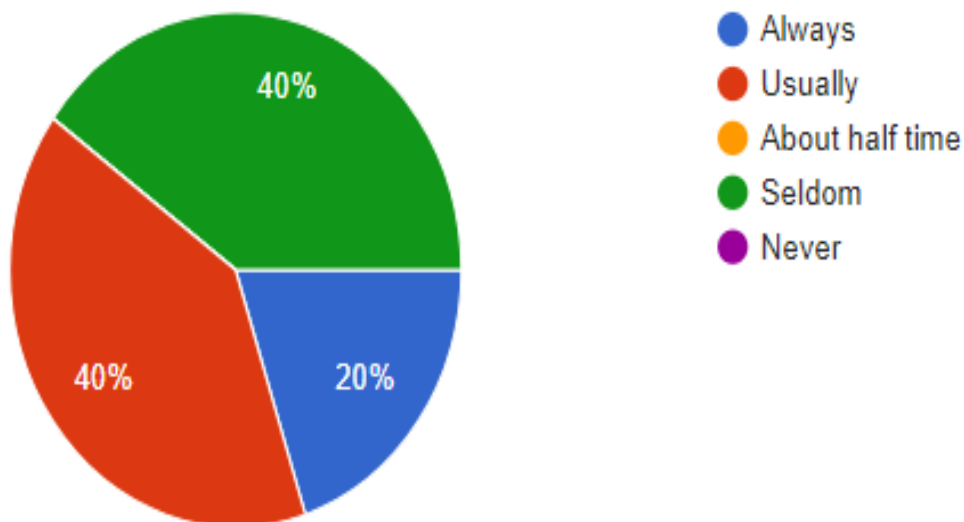


Figure 23 Group work
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

- According to the results obtained, two fifths of the teachers usually resource to grouping configuration in order to work and other two fifths rarely use activities oriented to group work or in pairs respectively. However, one fifth of them stated to always uses activities in pairs and groups. According to Berčíková(2007)pair work gives learners more speaking time, changes the pace of the lesson, takes the spotlight off you and puts it onto the learners, allows them to mix with everyone in the group, gives them a sense of achievement when reaching a team goal, teaches them how to lead and be led by someone other than the teacher, allows you to monitor, move around the class and really listen to the language they are producing.

4.24 Is it mandatory for the students to always use English inside the classroom?

Table 25
English in classroom

Alternatives	Frequency	Percentage
Always	1	20%
Usually	4	80%
About halftime	0	0%
Seldom	0	0%
Never	0	0%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018
Source: Survey

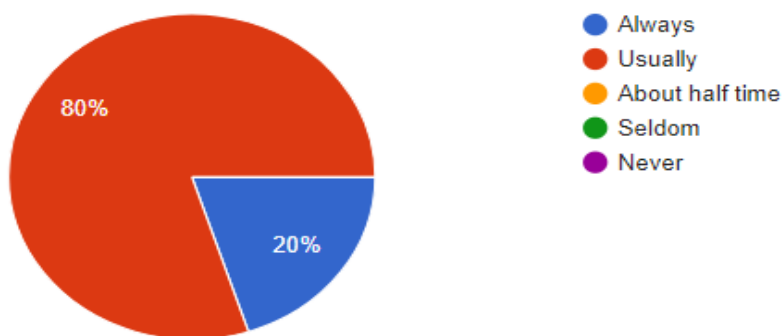


Figure 24 English in classroom
Elaborated by: Chicaiza Rosa, 2018
Source: Survey

Most teachers, namely four fifths, usually require their students to speak only English during class hours. However, for one fifth of them it is a strict obligation to use English during and outside class hours. It is considered beneficial for students to speak only English during class. According to Babbel (2016)

students who do not speak only English are also not thinking in English. Speaking only in English helps students begin speaking English internally, and the only way to become fluent in a language is by being immersed in the language. Also, if students try to translate words, it is much more difficult and less time is used when other languages are allowed.

4.25 Are role plays, simulations, interactive games and discussions practiced in the classroom?

Table 26
Interactive games

Alternatives	Frequency	Percentage
Always	1	20%
Usually	2	40%
About halftime	1	20%
Seldom	1	20%
Never	0	0%
TOTAL	5	100,00%

Elaborated by: Chicaiza Rosa, 2018
Source: Survey

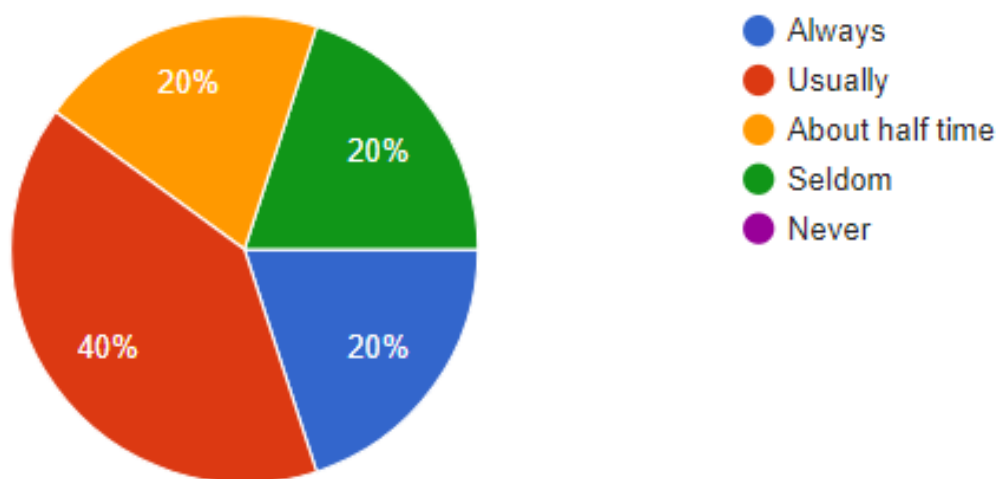


Figure 25 Interactive games
Elaborated by: Chicaiza Rosa, 2018
Source: Survey

According to the results of the teachers, two fifths of them usually use role-playing games, simulations, interactive games and classroom discussions. One fifth always use it, another fifth rarely uses it and one more fifth uses it approximately part time. According to Ashok(2013) young learners love to play, and they participate in a game with more enthusiasm and willingness than in any other classroom task. Also, when learning is channeled into an enjoyable game, they are very often willing to invest considerable time and effort in playing it. Moreover, in view of diverse learning styles and preferences, Przez (2012) concludes that the students display, benefits from games seem to cater for everyone as children find playing activities (Przez, 2012)

TEACHING METHODOLOGY CHECKLIST

The teacher

4.26 Use of native language in class

Table 27

Native language

Alternatives	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Not sure	0	0%
Agree	5	100%
Strongly agree	0	0%
Total	5	100%

Elaborated by: Chicaiza Rosa, 2018
Source: Survey

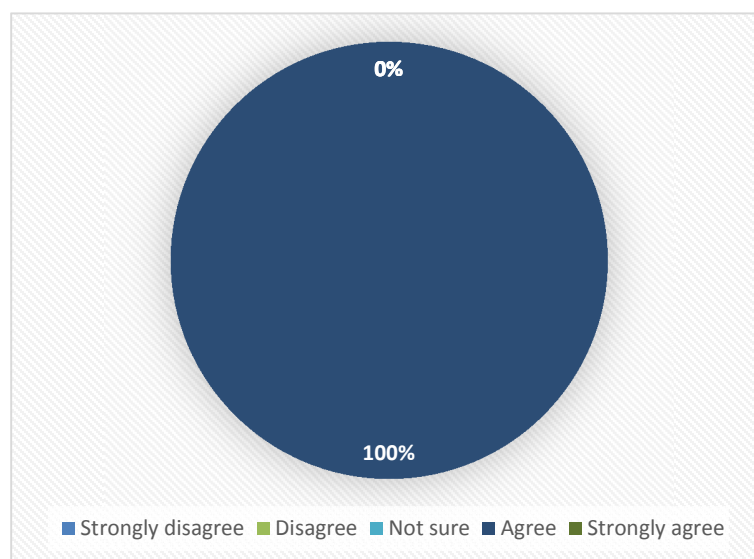


Figure 26 Native language
Elaborated by: Chicaiza Rosa, 2018
Source: Survey

According to the results of the qualification of the teachers, all of them use native language in class. Teachers believe it is pivotal to achieve effective communication between the students and the teacher with the use of L2, which contributes significantly to the development of the students' speaking skills.

4.27 Use literary records to teach listening and speaking

Table 28

Use of records

Alternatives	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Not sure	0	0%
Agree	5	100%
Strongly agree	0	0%
Total	5	100%

Elaborated by: Chicaiza Rosa, 2018
Source: Survey

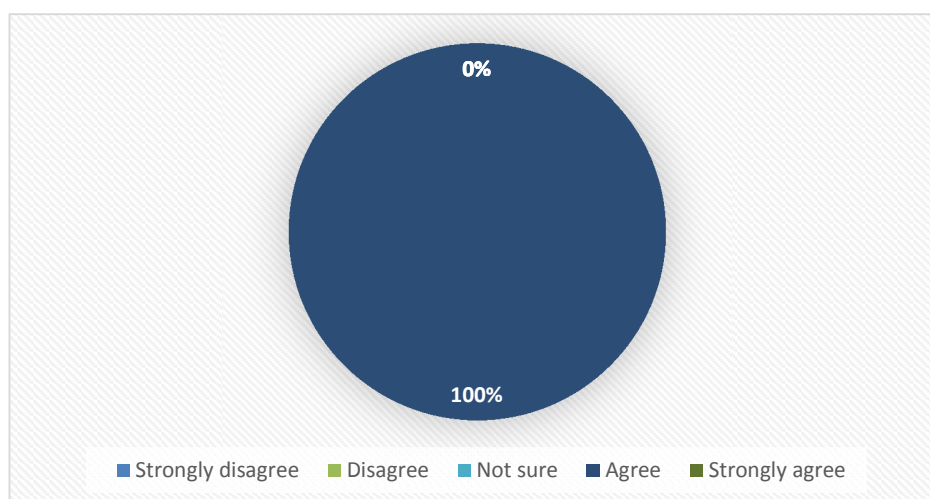


Figure 27 Use of records
Elaborated by: Chicaiza Rosa, 2018
Source: Survey

Audio conversations are much slower than the normal speed of a native English speaker, and they have real-life vocabulary and phrases. Using the audio files teachers can increase vocabulary and listening skills of their students. For this reason, the total number of teachers evaluated responded that they use recordings to teach listening and speaking. In words of Dutcher (2016), to understand the language other than the mother tongue, it is vital to practice, encouraging the ear to become accustomed to distinguishing and understanding the vocabulary of the language. Learning must be based on the exercise of pronunciation, to enrich the process and make it integral. The use of recordings or just allows you to understand the pronunciation of the language, also know the tones, the accents, expand your vocabulary and improve your understanding of the language.

4.28 Teach vocabulary through bilingual lists.

Table 29

Teach vocabulary

Alternatives	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Not sure	0	0%
Agree	5	100%
Strongly agree	0	0%
Total	5	100%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

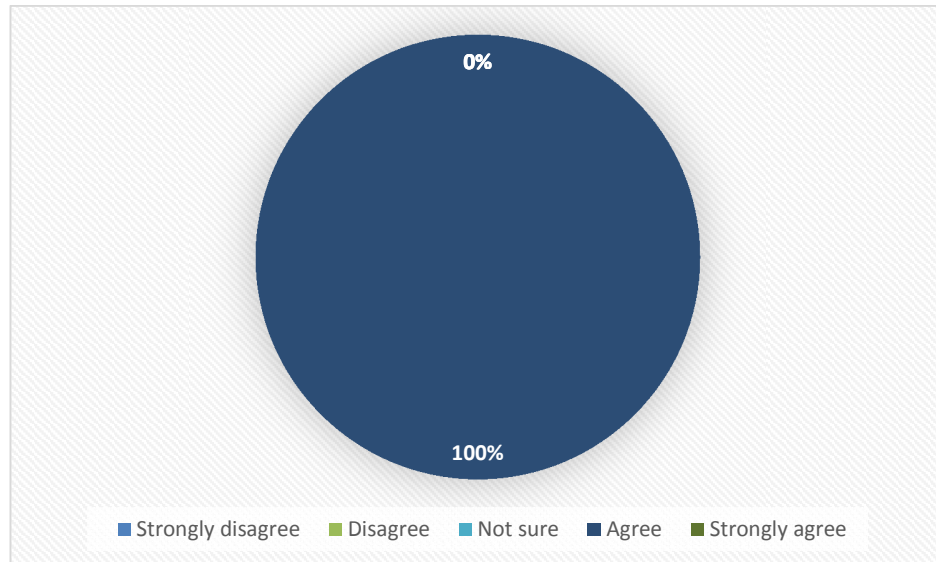


Figure 28 Teach vocabulary
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

Knowing vocabulary words is fundamental for communicating. The more words a student knows, the better he or she will understand the text. Teachers can teach vocabulary directly or indirectly. Using a variety of effective methods will increase the student's ability to learn new words. The checklist determined that the totality of the teachers agreed that teaching vocabulary through bilingual lists is fundamental. In the observation made, all the teachers presented a varied teaching by means of bilingual lists, for this reason, it is maintained in agreement, unlike the other options which there was no need to indicate for the teachers. The more words a student knows, the better he or she will understand the text. Teachers can teach vocabulary directly or indirectly. Using a variety of effective methods will increase the student's ability to learn new words.

4.29 Teach grammar by not providing explicit grammar rules but through examples and drills

Table 30

Teach grammar

Alternatives	Frequency	Percentage
Strongly disagree	0	0%
Disagree	2	20%
Not sure	0	0%
Agree	3	80%
Strongly agree	0	0%
Total	5	100%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

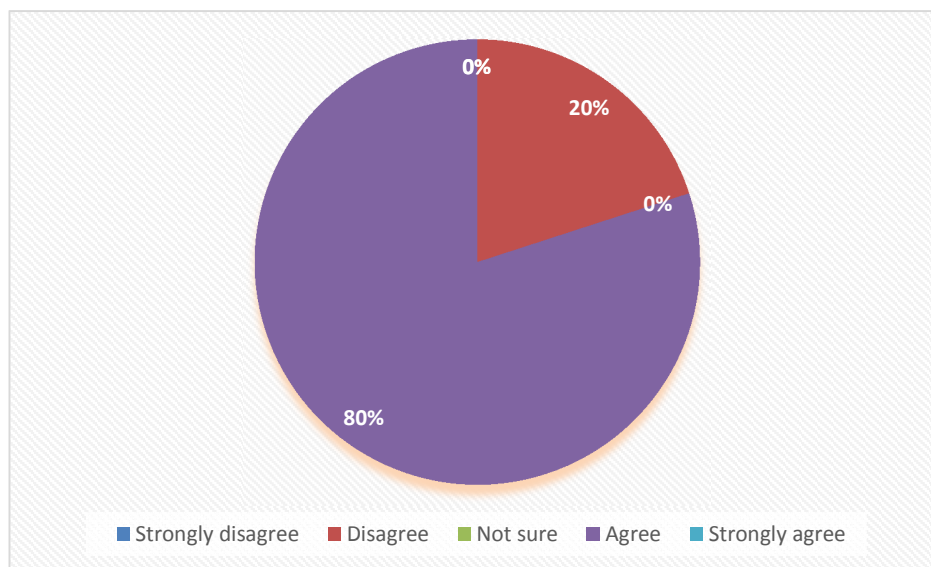


Figure 29 Teach grammar

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

The observation to the class of the teachers gave as a result that great part uses examples and drills (80%) at the moment of teaching a new topic, apart from the respective grammatical rules. It should be noted that the remaining 20% do not

occupy examples, this being a subject of interest, as students may have flaws. Fortunately, the teachers were doing their job, so none of the other options were available. It should be noted that Grammar is the structural basis of any language, and mastery of grammatical structures plays a far-reaching role in the acquisition of communicative competence in the English foreign language, bearing in mind, of course, that all the elements that make up its teaching must be acquired in perfect harmony.

4.30 Use pictures for students to make connections between words and the associated objects

Table 31
Use pictures

Alternatives	Frequency	Percentage
Strongly disagree	0	0%
Disagree	4	80%
Not sure	0	0%
Agree	1	20%
Strongly agree	0	0%
Total	5	100%

Elaborated by: Chicaiza Rosa, 2018
Source: Survey

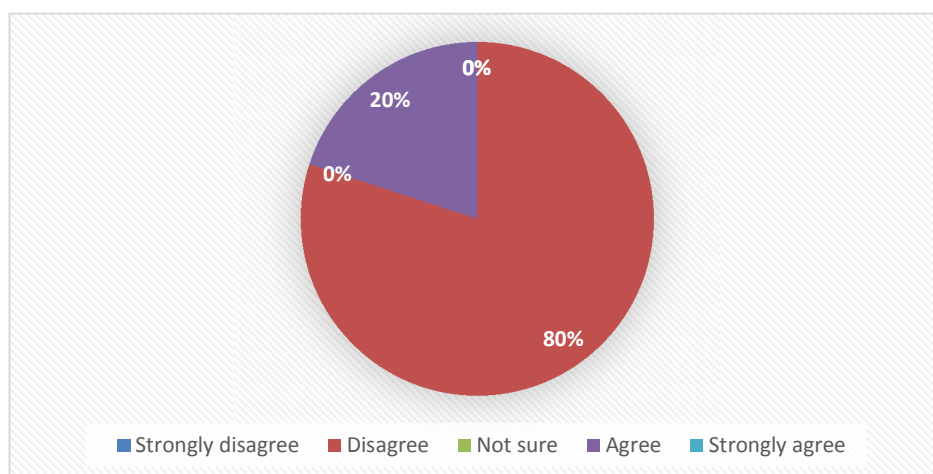


Figure 30 Use pictures
Elaborated by: Chicaiza Rosa, 2018
Source: Survey

From the results obtained, four fifths of the teachers do not use pictures for students to make connections between words and the associated objects. However, the remaining one fifth uses such resources. Through images, any general learning objective is achieved: knowledge, understanding, and development of skills. In this context the National Institute for Literacy (2012) expresses that the majority of students in the upper elementary and middle grades are beyond decoding instruction and need more assistance with comprehension to help them become successful, independent readers. Strategic reading allows students to monitor their own thinking and make connections between texts and their own experiences. Those students who make connections while reading are sensitively better enabled to understand the text they are reading.

4.31 Ask a question in the target language and insist that students reply in Complete Sentences

Table 32

Ask question

Alternatives	Frequency	Percentage
Strongly disagree	0	0%
Disagree	3	60%
Not sure	0	0%
Agree	2	40%
Strongly agree	0	0%
Total	5	100%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

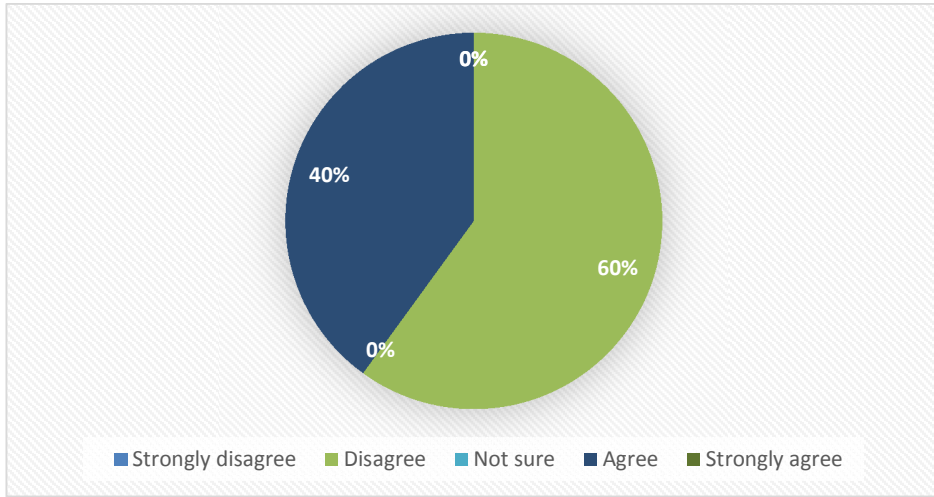


Figure 31 Ask a question
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

Of the total population, three fifths do not ask questions in the target language and Insist that students reply in complete sentences. However, the remaining two fifths use this type of methodology. Encouraging students to complete sentences frequently helps them to answer their own questions, in this sense Montessori (2012) mentions that allowing a student to face the challenge of their knowledge at their own pace and in the sequence, they decide will go beyond what the subject matter or what is on the test.

4.32 Employ “role play” to Encourage Student-Student Communication

Table 33
 Employ role play

Alternatives	Frequency	Percentage
Strongly disagree	3	60%
Disagree	0	0%
Not sure	2	40%
Agree	0	0%
Strongly agree	0	0%
Total	5	100%

Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

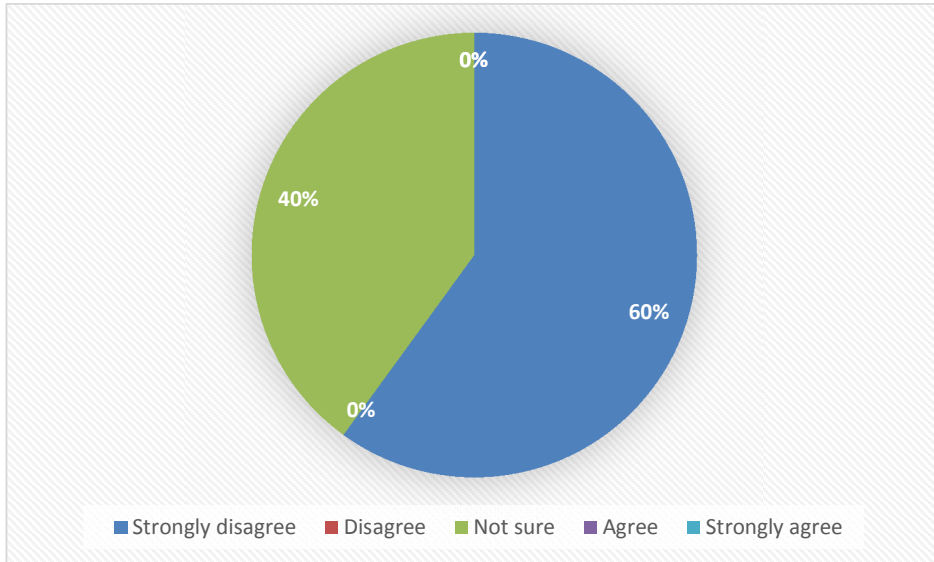


Figure 32 Employ role play
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

According to the results, three fifths of the teachers do not do this activity, and only two fifths do it a few times. Role-play is a group dynamics technique. It is also known as simulation. The actors transmit to the group the sensation of living the event as if it were a reality. According to McGough (2012), role-plays can generate changes in the tone of voice, achieving a more adequate fluency when speaking English. Similarly, students can draw on their past experiences and put them into practice to develop this activity and learn from their peers.

4.33 Assign Oral-Communication pair work or group activities.

Table 34
 Assign oral-communication

Alternatives	Frequency	Percentage
Strongly disagree	0	0%
Disagree	0	0%
Not sure	2	40%
Agree	3	60%
Strongly agree	0	0%
Total	5	100%

Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

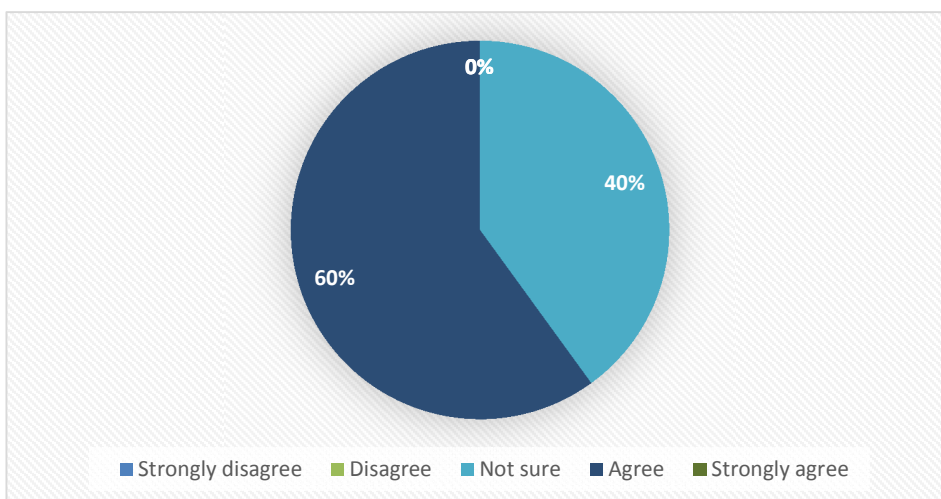


Figure 33 Assign oral communication
 Elaborated by: Chicaiza Rosa, 2018
 Source: Survey

According to the response of the teachers, it was evident that two fifths of them assign oral-communication activities that require group and pair work. However, the remaining two fifths did not carry out these activities. It has to be mentioned that these activities are mainly intended to stimulate the imagination and with it, the desire to express oneself orally and to listen. The main objective of pair or group work tasks is to increase the interaction that occurs between peers during collaborative work, thus accelerating learning, improving social skills and solving individual problems quickly and efficiently. In this aspect, one of the main motivations to encourage pair work in the English language classroom is to increase the opportunities for learners to use English in the class.

4.34 Use authentic communication activities which accommodate real-life language use

Table 35

Use authentic communication activities

Alternatives	Frequency	Percentage
Strongly disagree	0	0%
Disagree	2	40%
Not sure	1	20%
Agree	2	40%
Strongly agree	0	0%
Total	5	100%

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

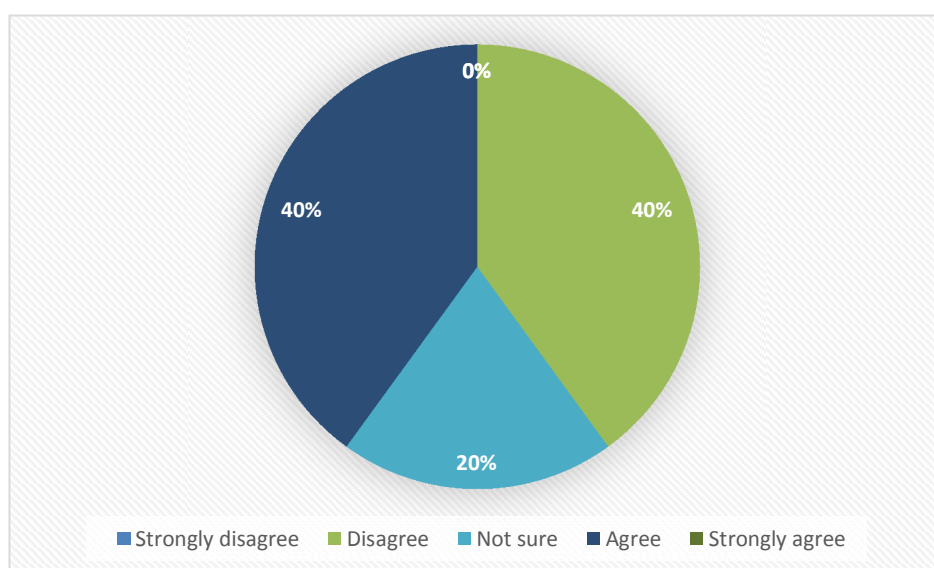


Figure 34 Use authentic communication activities

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

Of the total number of teachers observed, one fifth does not use authentic communication activities which accommodate real-life language use. More than two fifths carry out such actions and other two fifths carry out this type of activity entirely. To support these results, Marcante (2003), mentions that Communicative activities include any activities that encourage and require a

learner to speak with and listen to other learners, as well as with people in the program and community. Communicative activities have real purposes: to find information, break down barriers, talk about self, and learn about the culture. Because communicating authentically means being honest, open and thoughtful in what someone says and in how someone listens and responds to what it hears.

4.35 Make error correction in different ways like peer correction, self-correction etc.

Table 36
Do error correction

Alternatives	Frequency	Percentage
Strongly disagree	2	40%
Disagree	0	0%
Not sure	1	20%
Agree	2	40%
Strongly agree	0	0%
Total	5	100%

Elaborated by: Chicaiza Rosa, 2018
Source: Survey

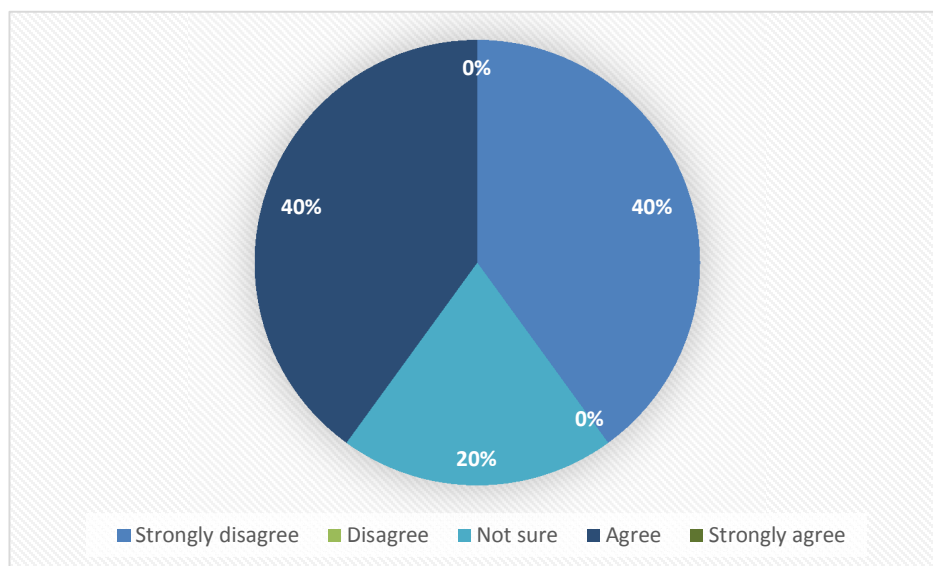


Figure 35 Use authentic communication activities
Elaborated by: Chicaiza Rosa, 2018
Source: Survey

Of the total number of teachers observed, one fifth does not tend to do error correction in different ways like peer correction, self-correction, etc. Similarly, 40% definitely do not carry out such actions and other two fifths carry out this type of activity in an inefficient manner. In addition to this result, self-correction is when learners correct themselves instead of a teacher doing it (Muskala, 2016). Teachers can involve learners in self-correction to different degrees, by giving learners more or less guidance as to the location and nature of their errors, and examples of good use of language to compare their own too. On the other hand, peer correction is considered as a classroom technique where learners correct each other, rather than the teacher doing this. However, some learners are highly resistant to being corrected by someone other than the teacher (Sultana, 2009).

4.36 Encourage students to speak faster and louder as much as possible to promote speaking

Table 37

Encourage students to speak

Alternatives	Frequency	Percentage
Strongly disagree	0	0%
Disagree	2	40%
Not sure	3	60%
Agree	0	0%
Strongly agree	0	0%
Total	5	100%

Elaborated by: Chicaiza Rosa, 2018
Source: Survey

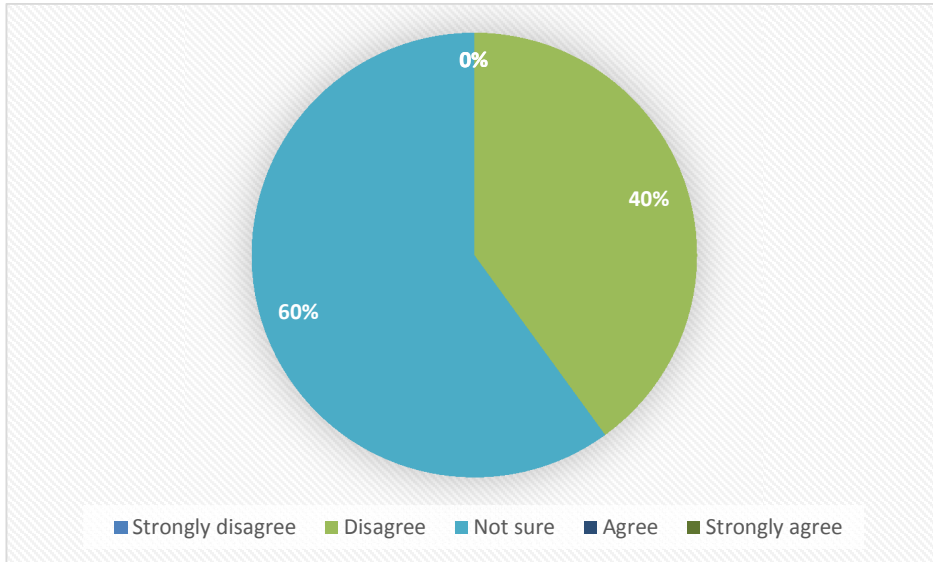


Figure 36 Encourage students to speak

Elaborated by: Chicaiza Rosa, 2018

Source: Survey

Of the total number of teachers observed, three fifths do not encourage students to speak faster and louder as much as possible to promote speaking. Despite this result, two fifths motivate students using this technique. To ensure that students find the classes sufficiently interesting, it is vital to enhance their intrinsic motivation. That is to say, the interest that comes from within the student himself or herself. It is also crucial to help the student to find a value in learning that can help him in his daily lives. According to Babbel (2016), speaking quickly and fluently in English simplifies the way of expressing oneself through grammatical structures, as well as improving the articulation of sounds, turning them into sentences and phrases that are easy to understand. All these aspects are involved in the production of communication.

DISCUSSION

Communication is what individual students with those around them ensure their development as such. It is an essential way for the development of the personality, so that its education must respond to the demands of personal development in conjunction with social interests and needs, for which the teaching process must provide the best conditions for the teaching of the language in an interactive and meaningful context for both the teacher and the student.

Different data collection methods were used to compare the development of the students' English level and the teachers' methodology. The most significant results indicate that students feel difficulty in understanding certain activities that are indicated by the teacher, and that speaking is a difficult skill to learn, so students might need to focus on the practice of speaking primarily.

One of the problems that were identified was that the students did not understand the native English language in a good way, in this sense it is considered paramount for teachers to motivate their students to improve their speaking skills.

In the same way, one of the problems that were identified based on the results was the fear or nerves of the students when speaking. As students, it is normal for events of this magnitude to occur, however, it is the task of the teacher to relax the student and for him/her to develop in a simple way. If this is achieved, the student will be able to have fluency and coordination when speaking, improving oral communication within the classroom.

However, the importance of carrying out varied strategies in the English classes is to maintain the motivation of the student, encouraging their curiosity and permanence until the completion of the training levels. For this reason, it was determined that secondary teachers use a teaching methodology based on teacher-student instruction. Additionally, it is recommended to expand the

speaking practice by means of problem solving exercises, answering open questions, formulating questions of their own, discussing, explaining and debating during class under a cooperative learning framework, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability; and inductive teaching and learning,

This aspect could be verified by means of the last checklist, where most of the teachers applied techniques such as working in pairs or in groups, as well as the use of role-plays, skits, talk shows, videos, simulations, drama activities, field trips, games among others.

Despite these activities, teachers need to look for, find and adapt new ways to encourage the development of oral communication within the classroom. In this sense, it is intended to provide a solution to this problem by designing a list of activities to be carried out in the classroom.

5. PROPOSAL

After the data analysis, it was concluded that there is a need to implement a more appealing strategy to encourage students not only to speak but also to have a fluent oral communication with the implementation of activities that foster the development of oral communication.

To achieve the proposed objectives, opportunities for practice in the teaching/learning process should be provided through a series of communicative activities within the classroom. These activities will help students to develop the oral communication skills, it will also allow them to solve their communication problems in the second language by themselves. Another thing they will get is to Improve their communicative effectiveness during the interaction. To act independently and with greater autonomy in the target language. To develop oral expression skills to a greater extent. This section proposes a series of communicative activities aimed at creating situations and spaces for oral interaction in which the student can make use of oral comprehension and expression skills, with emphasis on oral expression skills. In this case, this list of activities is a fundamental tool for the planning of the teacher's English class. The activities aimed at developing oral English language skills to be included in the proposed guide include but are not limited to the following: Class Survey Activity, Conversation Grid Activity, Line Dialogue Activity, Information Gap Activity, Language Experience Approach Activity, Trivia Games.

When organizing communicative activities, it is, therefore, significant to help learners to interact with each other and to encourage them to enjoy speaking, creating in the learner a desire to communicate and to receive information in the second language, so that all of the students in the classroom become active participants in the communicative interaction.

The advantages of carrying out communicative activities are the following:

The use of communicative strategies within the classroom is beneficial. Improves linguistic achievement, especially in listening and speaking skills. Encourages individualization and autonomy within the learning process. The student has a more active and responsible role in the communicative process. Here are some proposed activities detailed:

Activity 1: Find someone who	
Objective:	To facilitate the knowledge of oneself and other colleagues through oral communication.
Time:	15 minutes
Classroom organization:	Group, students will be standing throughout the classroom.
Description:	The teacher gives each student a card with a series of written questions related to (hobbies, tastes, actions, etc.) so that the students can find someone who corresponds to one of the characteristics they have previously elaborated. Then each student will interview everyone with questions until they find those who respond to the established profile.
Find someone who	Name
Make bed	
Likes flying	
Can swim	
Likes insects.	
Eat chocolate.	
Would like to go to the rainforest?	
Like play cards?	
Go to the beach?	
Live in a house?	
Play music instruments	

Activity 2:Reader's Theater	
Objective:	Reform at a text according to Readers Theatre guidelines and read with fluency and expression.
Time:	30 minutes
Classroom organization:	Group, students will be standing throughout the classroom.
Preparation:	<p>Select a reader's theater script</p> <p>You may wish to use an available script or adopt a narrative for a script</p> <p>Photocopy one script for each student</p> <p>Organize student groups</p> <p>Assign a speaking part to each student within the group</p> <p>Use flexible and mixed ability groupings</p>
Implementation:	<p>Read aloud the script</p> <p>Have students follow along by reading their copy of the script silently</p> <p>Share the student groups and speaking parts</p> <p>Have small groups read through the script</p> <p>Encourage students to sit in circles</p> <p>Have groups reread the script</p> <p>Encourage students to add expression, actions, and gestures</p>

Activity 3:Think-Pair-Share	
Objective:	Promote an opportunity for participation that helps them to clarify and deepen their knowledge through the verbal exchange in the classroom. However, one way to ensure that the whole group is involved in an active learning process is to ask all students to carry out the task simultaneously with the formula: sharing, listening and creation.
Time:	60 minutes
Classroom organization:	It allows students to reflect on the content, discussing and sharing their ideas.
Description:	<p>The teacher explains the course material for a short time (between 15 and 30 minutes).</p> <p>Ask questions or request a task that each student has to do for only one minute (one). This step is essential because it allows the student to formulate an answer developed by searching for information in their long-term memory.</p> <p>Students are then asked to join in pairs for a short period (2 or 3 minutes) to answer the question or to complete the task (two). This task can be as simple as answering the question: "What are the three stages of the activity I have just outlined?"</p> <p>The teacher asks the teams at random to share their ideas and answers with the whole group (everyone).</p>

Activity 4: JIGSAW	
Objective:	To put the students in a situation of extreme interdependence, creating suitable conditions so that the work of each member of the team is absolutely essential for the rest of the members to complete the task.
Time:	30 minutes
Classroom organization:	In order to be able to develop the work, students are divided into heterogeneous teams in terms of culture, gender, ability and personality factors, and each member of the group is assigned a part of the task to be mastered.
Description:	<ol style="list-style-type: none"> 1. Initial presentation by the teacher of the objectives to be achieved and the technique to be applied. 2. Formation of groups of 4 - 5 students with adequate levels of heterogeneity and with the aim of preparing an individual examination in a team. 3. Division of the material into as many parts as there are members of the group so that each student on the team has only part of the information needed to prepare the task. 4. Reading and study by each student of the material assigned to him/her. 5. Formation of teams of experts in which students from the different groups that have prepared the same material are brought together. Sharing of the different contributions. 6. Each of the experts returns to their group and shares the different contributions analyzed by the team of

	<p>experts.</p> <p>7. An in-group reworking of the different inputs and preparation of the individual review.</p> <p>8. Individual examination.</p> <p>9. The test scores are individual and have no impact on the group scores.</p>
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Activity 5:ROLEPLAYS	
Objective:	Allow participants to experience a situation or action, not only intellectually, but also physically and emotionally.
Time:	15 minutes
Classroom organization:	Precise and detailed description of the situation to be developed (action, scenario, time, circumstances, nuances, etc.). Roles or roles that are part of it.
Description:	<p>1. In the beginning, the technique to be used is explained and roles, including observers, are assigned. The facilitator presents the situation and explains to all the people the instructions, which are sufficiently precise and at the same time vague to allow for the creativity of the participants. Realism is crucial, you have to avoid that those who participate take it as a joke, but you also have to be careful with the excess of realism, which can turn it into a psychodrama.</p> <p>2. The people with assigned roles leave the room, prepare for a few minutes to get into the character and think about how they will deal with the situation during</p>

the performance. At the same time, it explains to those who will observe the issues to which they should pay attention and take note (depending on the situation raised and the purpose of the role-play).

3. The room is set and the characters are brought in to begin the performance.

4. The cheerleader can freeze the game by stopping! and a clap when he sees fit. At this moment everyone is immobile, they see their own image and feel their emotions. If necessary, the roleplay will be repeated, but this time the roles will be exchanged.

5. If it is the end of the game, the evaluation is carried out. First, role-players express how they have felt within their roles (only their feelings, not what happened in the game is analyzed). Once the feelings have been taken away, the energizing person makes them see that from that moment on they will speak about the characters in the third person, marking the distance between the person who has represented them and the role that the latter has "played".

CONCLUSIONS AND RECOMMENDATIONS

Through research, we were able to determine the difficulties and challenges that Mariano Benitez Public School's third-year high school student's face, in which students consider it more difficult to listen than to speak since there are no activities that contribute to the development of the speaking ability.

In the section of literature review, the benefits and limitations of student-centered and teacher-centered were contrasted. Similarly, through research and observation of the teachers, it was determined that the methodology applied in the classroom is oriented and focused on the students in which teachers' role is to use classroom instruction to help students learn and apply strategies of a good oral communication.

Activities were designed to reinforce oral communication within the classroom, which have been designed for the teacher to apply in their work hours. It should be stressed that these activities are oriented towards the development of a methodology centered on the teacher and the student.

In these activities, it is recommended that the teacher avoids to exert pressure on those students who already have an extrinsic motivation or to congratulate learners every time they answer correctly. Or the punishment of every mistake since restrictive measures on students may inspire a fear of making mistakes or being at a learning disadvantage.

After the conclusion of the research, and based on a reflection on the results obtained and the overall process of the project, the following research questions are presented that invite us to go deeper into the subject: How to develop more linguistic skills starting from the introduction of role-playing and song activities in the English lessons?

How can collaborative work be implemented as a resource for developing literacy skills in English language classes, what is required to implement role-playing and songwriting with learners over the age of sixteen, and how can an assessment process be conducted that considers the development of both receptive and age-appropriate language skills with the requirements of the curriculum?

In conclusion, it is emphasized that the teaching and learning of a second language is a complex process, which depends to a large extent on considering the characteristics of the learners, such as age, learning styles, cognitive aspects, tastes, family and social context. Therefore, when looking to develop language skills, it is essential to take into account that when teaching a language, it needs to be linked to what society demands and what the student needs in order for it to flow better. Recalling that oral ability is a fundamental part of communication, which is why it was the driving force behind this research.

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APPENDIXES

APPENDIX 1



UNIVERSIDAD CATÓLICA
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SURVEY OF ORAL COMMUNICATION ATTITUDES

ENCUESTA PARA ESTUDIANTES DEL 3° DE BACHILLERATO DE LA
UNIDAD EDUCATIVA MARIANO BENITO

Dear student,

The aim of this questionnaire is to obtain information concerning your perception about oral communication activities proposed by EFL teacher in the classroom. The results obtained from the survey will help to investigate the oral techniques develop your speaking skills.

Please answer the following questions as honestly as possible based on the criteria below.

1. Gender:

2. Age:

Place (x) in the box that best reflects your personal opinion

Questions	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
1. The course is difficult					
2. I can't understand the instructor					
3. I can understand listening tasks					
4. Speaking is more difficult than listening					
5. I like to speak English like a native					
6. I feel afraid of making mistakes while speaking					
7. I feel anxious/shy when I speak					
8. The instructor helps me when I make mistakes					
9. The instructor criticizes me when I make mistakes					
10. The instructor does not often use listening tools					
11. I can't take notes while listening because they speak too fast					
12. I listen to English music and songs					
13. I watch English speaking movies/ programs					
14. I can't understand movies/ programs without translation					
15. If there's no translation available, I do not watch					
16. I do not care if I do not understand					

Adapted from (Harb, Bakar, & Krish, 2013) <http://journal-archieves27.webs.com/1027-1041.pdf>

APPENDIX 2

The following survey was conducted with the teachers of the English subject about their class methodology. The results will be collected through the Google forms, which are a technological platform that presents a report of the main results obtained and the researcher should only send a web page. The teacher survey can be found at the following link.

Link: <https://goo.gl/forms/O35ZDuaD1M45OFIr2>

Adapted from: (Jaafar, 2014)

APPENDIX 3



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Teachers' checklist

You are going to evaluate teachers' methodology in class. Please respond the following items by putting the appropriate number for your opinion about each statement in the appropriate boxes. Each of the items has 5 points scale

1= strongly disagree

2=Disagree

3=Not sure

4=Agree

5=strongly agree.

Thank you for checking and filling out this checklist.

Evaluation Criteria

The teacher

N°	Statement	1	2	3	4	5
1	Use native language in class					
2	Use literary records to teach listening and speaking					
3	Teach vocabulary through bilingual lists.					
4	Teach grammar by not providing explicit grammar rules but through examples and drills					
5	Use pictures for students to make connections between words and the associated objects.					
6	Ask a question in the target language and Insist that students reply in complete sentences					
7	Employ “role play” to encourage student-student communication.					
8	Assign oral-communication activities that require group and pair work.					
9	Use authentic communication activities which accommodate real-life language use.					
10	Do error correction in different ways like peer correction, self-correction etc.					
11	Encourage students to speak faster and louder as much as possible to promote speaking					

Adapted from: (Afrin, 2013)

<http://dspace.bracu.ac.bd/xmlui/bitstream/handle/10361/3311/08163003.pdf>



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DECLARACIÓN Y AUTORIZACIÓN

Yo, **Chicaiza Chicaiza Rosa María**, con C.C: **180331798** autora del trabajo de titulación: **Analysis of the Teachers Approaches in the Development of Oral Communication Skills with Third Year Baccalaureate Students at “Mariano Benitez” Public School** previo a la obtención del título de **Magister en Enseñanza del Idioma Inglés como Lengua Extranjera** en la Universidad Católica de Santiago de Guayaquil.

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TÍTULO Y SUBTÍTULO:	Analysis of the Teachers Approaches in the Development of Oral Communication Skills with Third Year Baccalaureate Students at "Mariano Benitez" Public School		
AUTOR(ES)	Chicaiza Chicaiza Rosa María		
REVISOR(ES)/TUTOR(ES)	Arias Segura Max Antonio		
INSTITUCIÓN:	Universidad Católica de Santiago de Guayaquil		
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PALABRAS CLAVES/ KEYWORDS:	Teaching performance, writing, skills, textbook, enhancing, strategies		
RESUMEN/ABSTRACT:	<p>This study examined teachers approaches for the development of oral communication skills of third-year baccalaureate students at Mariano Benitez public school. It also analyzes the impact of learner-centered teaching on the learning process.</p> <p>Surveys validated by several authors were conducted with five teachers to find out the type of methodology they use. The opinions of third-year baccalaureate students were taken into consideration, who rated the teachers according to their methodology and the experiences they have had. Finally, direct observation was made by means of a checklist. The results show that the development of oral communication within the classroom could be improved in several aspects. Several activities are presented as a proposal that significantly contributes to the development of oral communication within the classroom occupying a methodology centered on the student and the teacher.</p> <p>Keywords: Teachers' approaches, Oral communication, Student-centered, Teacher-centered, Methodology</p>		
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CONTACTO CON AUTOR/ES:	Teléfono: 0998431560	E-mail: rosa_chicaiza123@yahoo.com	
CONTACTO CON LA INSTITUCIÓN (COORDINADOR DEL PROCESO UTE)::	Nombre: Stanley John González Ubilla		
	Teléfono: +593-4- 0999054700-3804600		
	E-mail: stanley.gonzalez@cu.ucsg.edu.ec		
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