UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Proyecto de Titulación previo a la obtención del Título de Licenciada en Ciencias de la Educación

Mención: Inglés

TEMA:

"THE PARAPHRASING STRATEGY AND THE ENGLISH SPEAKING SKILLS"

AUTORA: Manobanda Herrera Viviana Lizbeth

TUTOR: Mg. Edgar Encalada Trujillo

Ambato-Ecuador

2020

TUTOR APPROVAL

CERTIFITY:

I, Mg. Edgar Guadia Encalada Trujillo holder of the I.D No. 0501824171, in my capacity as supervisor of the research dissertation on the topic: **"THE PARAPHRASING STRATEGY AND THE ENGLISH SPEAKING SKILLS"** investigated by miss Manobanda Herrera Viviana Lizbeth, with I.D No 180472553-7, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the qualifying commission appointed by the directors board.

……………………………………

Mg. Edgar Guadia Encalada Trujillo

I.D. 0501824171

SUPERVISOR

DECLARATION PAGE

I declare this undergraduate dissertation entitled: **"THE PARAPHRASING STRATEGY AND THE ENGLISH SPEAKING SKILLS"** is the result of the author's investigation and has reached the conclusion and recommendation described in the present study.

Comments expressed in this report are author's responsibility.

Manobanda Herrera Viviana Lizbeth

ID. 180472553-7

AUTHOR

TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION

The board of Directors which has received the defense of the Research dissertation with the purpose of obtaining the academic with the topic: **"THE PARAPHRASING STRATEGY AND THE ENGLISH SPEAKING SKILLS"** which is held by Manobanda Herrera Viviana Lizbeth, undergraduate student from Languages career, academic period April-August 2020 and once the research has been reviewed, it is approved because it accomplished the basic technical, scientific and regulatory principles.

Therefore, the presentation before the pertinent organism is authorized.

Ambato, October 2020.

REVISION COMMISSION

DORYS MARIBEL
CUMBE CORAIZACA
Firmado digitalmente por DORYS
MARIBEL CUMBE CORAIZACA
Fecha: 2021.02.12 07:40:57 -05'00'
……………………………………..

RUTH ELIZABETH
INFANTE
PAREDES
Firmado digitalmente
por RUTH ELIZABETH
INFANTE PAREDES
Fecha: 2021.03.18
10:12:56 -06'00'
……………………………………

REVISER 1　　　　　　　　　REVISER 2

COPYRIGHT REFUSE

Me, Manobanda Herrera Viviana Lizbeth, I. D. 180472553-7 confer the rights of this undergraduate dissertation: **"THE PARAPHRASING STRATEGY AND THE ENGLISH SPEAKING SKILLS"**, and authorized is total reproduction or part of it, as long as it is accordance with the regulation of the Ambato's Technical University, without any kind of profit from it.

Manobanda Herrera Viviana Lizbeth

ID. 180472553-7

AUTHOR

DEDICATION

To God *for his immense love, for his mercy, for all his blessings, for taking care of me, for guiding and giving me wisdom to achieve everything I desire for.*

To my beloved parents Rosario and Manuel, thank you for your unconditional support, for your hard work in helping me achieve each of my goals. Thank you for trusting me, for making me a better person through your advice and teachings. Because, even in the midst of my successes and mistakes you have never left me alone and have given everything for me, I love you and admire you a lot. You both were and are my motivation and strength at all times. Everything I do, always I do it for you. My career is the best inheritance you could give me. An eternal thankfulness to you.

With Love.

Viviana.

AKNOWLEDGEMENTS

TABLE OF CONTENT

A. PRELIMINARY PAGES

B. CONTENT

TABLE INDEX

GRAPHICS INDEX

ABSTRACT

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE IDIOMAS

Topic: "THE PARAPHRASING STRATEGY AND THE ENGLISH SPEAKING SKILLS"

Author: Viviana Lizbeth Manobanda Herrera

Tutor: Lic. Mg. Edgar Guadia Encalada Trujillo

Date: August 20th, 2020

"The paraphrasing strategy and the English speaking skills"

Viviana Lizbeth Manobanda Herrera
Universidad Técnica de Ambato
vimherrera1@gmail.com

Mg. Edgar Guadia Encalada Trujillo
Universidad Técnica de Ambato
eg.encalada@uta.edu.ec

The current research has the objective of analyzing the paraphrasing strategy and the English speaking skills in the students from sixth semester of Pedagogía de los Idiomas Nacionales y Extranjeros from Technical University of Ambato, since according to several publications, this strategy allows the development of cognitive and metacognitive skills that are essential for speaking skills. The methodologies used were qualitative, quantitative, descriptive and pre-experimental that involved a group of 20 students. The participants took a pre-test (PET) in order to know the initial level of speaking skills, posteriorly, 8 paraphrasing activities were applied and finally, the same instrument to evaluate was applied as post-test. This study allowed to conclude that the paraphrasing strategy has a positive impact on the students' speaking skills because when comparing initial and final evaluative results a significant advance is appreciated. Paraphrasing strategy allows the development of mental processes such as evocation, retention, memory, attention, reasoning and reflection. Therefore, it is recommended to use this strategy frequently to develop cognitive and metacognitive processes that are necessary in the language learning process.

Key words: paraphrasing, speaking, skills, teaching, learning, strategy.

CHAPTER I.

1.1. Investigative Background

In the study entitled "CHINESE STUDENTS' SKILLS IN PARAPHRASING ENGLISH TEXTS: A CASE OF STUDY AT TWO UNIVERSITIES IN BANDA ACEH" developed by (Sarair & Rahima, 2019), had the objective of investigating the abilities of university students to paraphrase texts in English and explore the strategies used. Based on a qualitative and descriptive methodology, the study concluded that paraphrasing is a productive skill where ideas or concepts are expressed from external sources using its own language, without altering the meaning. However, this important technique is not only to change the words or the sentences but a true cognitive process where grammatical structures must be changed, use synonyms, vary vocabulary, always maintaining coherence and communicative function.

Additionally, they exposed that paraphrasing is one of the effective methods to synthesize and integrate ideas, usually used to demonstrate students' abilities to involve and understand ideas or concepts received during learning.

The arguments presented in this study serve as support for the current investigation because they conceptualize the paraphrase technique, demonstrate common problems, highlight its importance in language learning, and clarify that paraphrase is a skill that goes more beyond varying words or phrases because it involves important cognitive processes in order to avoid losing their expressions meaning.

In the publication entitled: "PARAPHRASING STRATEGY IN EFL ECUADORIAN B1 STUDENTS AND IMPLICATIONS ON READING COMPREHENSION" developed by (Escudero, Fuertes, & López, 2018) with the aim of analyzing the effects of paraphrasing and its implications on reading comprehension skills in English as a foreign language. It was developed using an experimental methodology and concluded that paraphrasing is not a simple skill, but rather requires a metacognitive structure for analysis, synthesis and evaluation. Those aspects play an important role in learning processes. Therefore, paraphrasing involves a complete cognitive and metacognitive

process to reformulate a sentence or paragraph where the new text changes the lexicon and syntax, but maintains the semantic aspect.

The paraphrase includes key thinking skills such as comparing and contrasting, distinguishing similarities and differences, drawing conclusions and others, plus a good level of vocabulary knowledge that is a key component of paraphrasing and a very important platform for comprehension and productive skills.

This publication serves as a contribution, because it conceptualizes paraphrasing as a metacognitive technique, describes paraphrasing techniques and confusions that should be avoided. In addition, it presents an experimental study using the paraphrase technique with good results in productive skills in the English language.

In the article "EFFECTS OF TEACHING PARAPHRASING SKILLS TO STUDENTS LEARNING" developed by (Chee & Mun, 2012) had the objective of examining the effects of teaching paraphrase skills to tertiary level students based on a descriptive methodology. The authors mentioned that the paraphrase technique is strongly influenced by culture, since students not only have to understand and make sense of the passage, they must make interrelationships between the text and the real world simultaneously. According to this, the application of the paraphrase needs a guide at the beginning because it requires support to organize information, to replace words, create sentences and make grammatical corrections.

This study, despite finding good learning results with the use of paraphrasing strategies in students, it is necessary to clarify that the experience or the cultural aspect are significant to be effective because they could not help all students alike. Therefore, the contribution of the presented research is the value that is given to culture during the process of learning and skill development.

For his part, (Rungaroon, 2015) developed the research titled: "AN ANALYSIS OF PARAPHRASING STRATEGIES EMPLOYED BY THAI EFL STUDENTS: CASE STUDY OF BURAPHA UNIVERSITY", with the objective of investigating the use of paraphrasing strategies among university students and analyzing the taxonomy of

the paraphrasing types, using a quantitative methodology based on a test mentions that there are several types of paraphrasing. Among the most widely used are: close reproduction, minimal revision, moderate revision and substantial revision. Close reproduction cannot be considered appropriate because the paraphrase is insignificant, whereas substantial revision is ideal because it demonstrates decoding ability and represents sufficient skill and good competence in the target language.

In this publication, there are three paraphrasing recommendations: the first involves the use of lexical words (changes are nouns, verbs, adjectives, adverbs), the second refers to the use of word strings used in original extracts, and the third is the creating unique word strings. An effective paraphrase is not only the way to change words or structures, but also the way to express an authentic meaning using enough synonyms, taking key points from the original extract, making a good syntactic change, reviewing the grammatical structure and a clear expression.

This research contributes significantly to the current one, because it provides important recommendations about the use of paraphrasing, issues criteria for an appropriate paraphrase and clarifies what should be avoided during the development of this technique.

In the publication "ENHANCING EFL LEARNERS' SPEAKING SKILL THROUGH EFFECTIVE COMMUNICATIVE ACTIVITIES AND STRATEGIES" by Kaddour (2016) developed with the objective of exploring the effectiveness of using communicative activities to improve the speaking skills, where a case analysis methodology was used, it is mentioned that the paraphrase technique is very important for the development of skills in students. Therefore, it recommends two types of strategies:

The first, called lexical substitution, where the speaker can explain a concept or a word by making some kind of phrases to express its meaning. For example, the word's synonyms or replace it by another word that includes the meaning of the missing word, but this replacement word must have a broader meaning.

A second type of paraphrasing is circumlocution whereby students can compensate for limited or imperfect linguistic knowledge and still obtain a good argument by compiling some sentences from the excerpt.

This research is relevant because exposes how to use two types of paraphrases when there is complete command of the language and when it is limited or complex for students. In addition, it shows an experimental process with various techniques to improve speaking skills.

In the publication by (Alden, 2020) titled: "ADVANCING LEARNING: EMPOWERING STUDENTS WITH PARAPHRASING STRATEGIES", that was developed under the objective of describing paraphrasing strategies through a descriptive methodology, the author mentioned that paraphrasing is an essential skill that helps students develop their communicative capacity beyond their existing knowledge. Therefore, it is recognized as an empowerment ability that allows students to continue learning new words or phrases similar to those they already know.

In this publication, there are several paraphrasing strategies to use: the first refers to the use of synonyms because it is a simple technique that is appropriate for all levels of education. The second corresponds to the use of strategies called icebreakers such as: Social Butterfly for speaking, full Picture for reading and speaking, back to the board for listening and speaking or message Trail for writing. A third strategy is paraphrase for exam success because it helps students to reinforce their knowledge.

This publication serves as a reference because it details various paraphrasing strategies to use with students. It presents activities to encourage students to rephrase, and demonstrates how paraphrasing is often a skill that is assessed on tests in all secondary skills.

Finally, the article by (Weger, Castle, & Emmett, 2010), entitled "ACTIVE LISTENING IN PEER INTERVIEWS: THE INFLUENCE OF MESSAGE PARAPHRASING ON PERCEPTIONS OF LISTENING SKILL" developed with the objective of testing the influence of a specific element for active listening through the

message paraphrase and, using an analytical methodology, the writers mentioned that paraphrasing involves active listening to understand both, the contents and the feelings that the speaker wants to convey.

The authors mentioned that it is possible that the non-verbal elements from active listening as attention, will allow to improve the paraphrase because through it the speaker will be able to ask questions, give advice, and induce reflection, building better arguments. Furthermore, a speaker's message through paraphrasing shows that the listener has understood what the speaker is trying to communicate, confirming his experience as valid and meaningful.

To conclude, the article presents interesting arguments about the communication process, the active listening and the use of paraphrase in these contexts, as well as, paraphrasing and requesting an elaboration should, in theory, result in a greater receiver's perception to communicate the ideas successfully, and ultimately, be more satisfying.

1.2 Theoretical framework

1.2.1 Paraphrasing strategies

A paraphrase translates the ideas from a source into its own words, keeping all the details of the original source. In the opinion of (Escudero, Fuertes, & López, 2018) paraphrasing is to put the text in the speaker own words, a task that implies a high level of complexity because new texts must be produced preserving the meaning. It is important to mention that paraphrasing involves developing the student's ability to process the given text and create an output that is more meaningful to them.

Paraphrasing is an important skill in the teaching-learning process of a second language, for two reasons. Firstly, paraphrasing prevents students from plagiarizing other authors, avoiding making the arguments of other authors as their own, thus losing the sense of originality, criticality and autonomous productivity. Secondly, paraphrasing can also show students' Source text comprehension, because, only through comprehension, the creation of unique arguments is achieved, therefore, it is a beneficial indicator for L2 teachers to obtain information about the ability to receive

and produce information (Chi Do, Chi Mai, & Xuan, 2017). Hence, paraphrasing is not only a useful linguistic tool for L2 students to manipulate the language of existing literature and integrate it into their knowledge, but also for the creation of meaning, which contributes to the transformation of knowledge (Hagaman, Casey, & Reid, 2015).

(Escudero, Fuertes, & López, 2018) additionally assumed that paraphrasing implies a metacognitive structure for analysis, synthesis and evaluation that play a very important role in learning processes. In other words, paraphrasing involves a complete cognitive and metacognitive process to reformulate a sentence or paragraph reaching that the new text changes the lexicon and the syntactic, but maintains the semantic aspect.

For (Mare, 2014), the elaboration of appropriate or effective paraphrases capable of supporting thinking and problem solving, comprises three communicative intentions: recognizing-clarifying, summarizing-organizing, and changing the focus of thought. To achieve this goal, three types of paraphrases are used:

- Brief statements in the listener's own words that recognize and clarify emotions and content. If the paraphrase is considered inaccurate, the talkers can work together to provide corrections.
- Expressions that summarize information and introduce topics and containers in order to allow the organization of multiple statements or apparently disconnected problems. This type of paraphrase is extremely valuable when using multiple authors covering the same topic or when saying multiple things in a long language sequence. This type of paraphrase intends to capture the key elements in the speaker's message to offer some organization for the facts or ideas.
- Statements that change the conversation to a higher or lower level of abstraction. Listeners often identify, highly global thought patterns and choose to present them as concepts, goals, categories, values, assumptions, or intentions. Change is a way to help speakers who think in highly sequential and

concrete patterns, accepting exploration of a larger territory or consider projecting their thoughts in a larger context.

(Hans, 2016) also described guidelines for paraphrasing, consisting of vocabulary change, word class variation, and word order conversion. To clarify, through the use of paraphrasing, students have the opportunity to create their own words established on base information, without changing their meaning, allowing students to reformulate important ideas into their own words. Therefore, there is a greater opportunity to increase productive skills and, consequently, paraphrasing strategy has important roles in the academic environment.

(Hans, 2016) describes the four steps of paraphrasing:

1. Receive the text (listening or reading) carefully, several times until fully understand it.

2. Look up the meaning of any unknown word by searching for synonyms.

3. Write a short outline that includes the main idea (theme and control ideas), main supporting points, and primary and secondary supporting details.

4. Produce paraphrases using different vocabulary and sentence structure; however, omitting any essential ideas and changing the meaning of the original sources is prohibited. Additionally, there are some techniques for writing a paraphrase.

Based on the above, the author details the process of applying paraphrasing:

- Change vocabulary
- Change the word class
- Change the word order

Finally, it is mentioned that before practicing the steps of paraphrasing, it is better for teachers to explain the meaning of the paraphrase to students and discuss examples. In addition, teacher must model and demonstrate the paraphrase strategy, so students can observe all the processes involved. Moreover, in the last instruction, there should be a feedback from teachers about the result of the students' work because effective

feedback has positive results for students. Therefore, students can apply those guidelines to make paraphrasing easier (Rogerson & McCarthy, 2017).

1.2.1 Speaking skills

Speaking skills are the skills that provide the ability to communicate effectively. These skills allow the speaker, to convey his message in a passionate, thoughtful, and convincing manner. Speaking skills also help assure that one won't be misunderstood by those who are listening (Boonkit, 2010).

Speaking skills are defined as the skills that allow communication effectively and provide the ability to convey information verbally and in a way that the listener can understand. (Twinkl Teaching , 2018).

Speaking skills are one of the most important skills to be learned because they allow people to communicate with others and express thoughts and feelings. Speaking skills can be divided into formal and informal speaking skills, both types are important because they are applied in a variety of contexts throughout life.

Informal speaking skills are important for conversations with friends and family, making emotional connections. Formal speech, on the other hand, is necessary for workplaces, in presentations or for conversations with unknown people. Formal language is important as it helps make a good impression on people and communicate politely.

1.2.3 The Importance of Speaking Skills

In the present global world, communication plays a vital role in getting success in all fields. Language is used as a tool for communication. Moreover, people cannot achieve their aims, objectives, and goals without using proper language to communicate. Therefore, there is a need for a language to communicate with others who live all around the world. Because of English is considered the international language and it is spoken all over the world, it serves communicating with the people who live in different regions, states, countries, and continents. Among the four

key language skills, speaking skills are considered to be the most important in learning a foreign or a second language (Dueñas, Cardozo, & Peña, 2015).

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 people cannot communicate with others. The importance of speaking skills is enormous for the learners of any language. Without speaking skills, a language is reduced to a mere script. Speaking is an activity which takes place within the confines of community. People use language in a variety of situations as at their work places, for instance, researchers working either in a medical laboratory or in a language laboratory, they are supposed to speak correctly and effectively in-order to communicate well with the others. Any gap in commutation results in misunderstandings and problems (Ishat, 2014).

The four speaking skills are:

Graphic 1 Speaking skills
Source: English Binus University

FLUENCY. Fluency is about how comfortable and confident the speaker is when speaking English. An indicator of strong fluency is when a person can speak for an extend period of time. Additionally, it is about showing a clear connection between each point while speaking. This skill means that the listener can follow what the speaker is saying and avoid getting lost (English Binus University , 2018).

VOCABULARY. It is clear that if the speaker does not know the words to say what he wants to say, then, he cannot say it. Being a good speaker means constantly growing the vocabulary. The more interesting words the speaker knows, the stronger his speaking skills. The best way to grow vocabulary is to read in English and make a note of any new words encounter in a vocabulary notebook (English Binus University , 2018).

GRAMMAR. The dreaded G word! Grammar does matter and the fewer mistakes make, the better speaking skills will be. However, do not worry about making mistakes either! A good speaker does not have to use perfect grammar. Certainly, though, it is a good idea to master the major tenses (English Binus University , 2018).

PRONUNCIATION. Pronunciation is a complex area, with a lot of sub skills that can be practiced. The basic rule of thumb is that an average speaker can speak and be understood. A skilled speaker can use the sub skills of pronunciation to emphasize and make the communicative effect of his speech more impactful. The sub skills of pronunciation include: word and sentence stress, intonation, rhythm and the use of the individual sounds of a language. A good way to practice pronunciation is to copy. Simply listen to how someone with good pronunciation speaks, and try to imitate them as closely as possible (English Binus University , 2018).

For (Mahmoud, 2014) the speaking skills processes imply: planning, selection, and production or subordinate ones, those which support and facilitate the main skills work, these are; message planning, management, negotiation of meaning, facilitation of negotiating the meaning and accuracy. This is summarized in the following graph:

```
Planning
  Knowledge of routines:          Message planning:
     informational          ←        information plans
     interactional                   interaction plans

  Knowledge of the state of  →    Management skills:
  the discourse                      agenda management
                                     turn-taking

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
Selection
  Lexis                      ←    Negotiation of meaning:
  Phrases                            explicitness skills
  Grammar resources          →       procedural skills

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -
Production
  Production devices              Production skills:
                                     facilitation
                             ←       compensation

  Grammatical rules          →    Accuracy skills
  Pronunciation rules

                                       ⬇ EXPRESSION
```

Graphic 2 Speaking skills processes

Source: (Mahmoud, 2014)

1.3 Objectives

1.3.1   General Objective:

- To analyze the paraphrasing strategy and the English speaking skills in the students from sixth semester of Pedagogía de los Idiomas Nacionales y Extranjeros from Technical University of Ambato.

1.3.2   Specific objectives:

- To identify the students' level of speaking skills development.
- To apply the paraphrasing strategy to the students from sixth semester of Pedagogía de los Idiomas Nacionales y Extranjeros from Technical University of Ambato to promote speaking skills.

11

- To determine the impact of the paraphrasing strategy on speaking skills in the students from sixth semester of Pedagogía de los Idiomas Nacionales y Extranjeros from Technical University of Ambato.

CHAPTER II

METHODOLOGY

2.1 Methods

2.1.1 Research approach

2.1.1.1 Quantitative & qualitative research

The current research project used a mixed approach, quantitative and qualitative. Quantitative, mainly because it presented and used quantitative techniques to get as precise results as it can be possible. It is also quantitative because the phenomenon is measured through the application of a pre and post- test and the hypothesis is verified. In addition, mixed research involves combining quantitative and qualitative methods in the same study to achieve a broader and deeper perspective of the phenomenon, help formulate the problem statement more clearly, produce more "rich" and varied data, enhance theoretical creativity, more solidly support scientific inferences and allow a better "exploration and exploitation" of numerical data. (Hernández, Fernández, & Baptista, 2011, pág. 56).

The research had a qualitative approach because used interpretive techniques that allowed to describe and interpret the main problems around speaking skill in students from sixth semester of Pedagogía de Idiomas Nacionales y Extranjeros from Technical University of Ambato. The research also had a quantitative approach because numerical and statistical tools were used to manage the data from the field study.

2.1.2 Research modality

2.1.2.1 Bibliographic-documentary

Bibliographic-documentary research is a process based on the search, recovery, analysis, criticism and interpretation of secondary data, that is, those obtained and registered by other researchers in documentary sources: printed, audiovisual or electronic, with the purpose of providing new knowledge. (Arias, 2012).

The current research had a bibliographic-documentary modality because the researcher compiled, selected and analyzed information from books, magazines, articles, reports, publications, and other sources to support the study variables such as the paraphrasing strategy and speaking skills, in order to develop the theoretical framework, research antecedents and the discussion of results.

2.1.2.2 Field

Field research consists in the collection of data directly from the investigated subjects, or the reality where the events occur (Cabezas, Andrade, & Torres, 2018).

This research was in the field because had a direct contact with the reality of the study: the students in sixth semester of Pedagogía de Idiomas Nacionales y Extranjeros from Technical University of Ambato, in order to collect data about the research variables. To clarify, the field research was developed by using digital platforms, making possible to evaluate speaking skills and apply paraphrasing strategies.

2.1.3 Research level

2.1.3.1 Pre-experimental

The research was pre-experimental since it used paraphrase strategies applied to a group of students in sixth semester of Pedagogía de Idiomas Nacionales y Extranjeros from Technical University of Ambato, for 8 weeks in order to check their effectiveness in the development of the speaking skills.

The experimentation process involved the development of 8 activities, one for each week with a duration of 30 minutes each. Before and after the application of the paraphrasing strategies, the speaking skills were evaluated using the Cambridge PET, comparing the initial and final results to verify the students' progress. As evidence, 8 lesson plans were elaborated, where the process of applying the activities that was carried out with the students are explained.

2.1.3.2 Population and sample

The research included the participation of 37 students in sixth semester of Pedagogia de Idiomas Nacionales y Extranjeros from Technical University of Ambato. This group was selected for convenience due to accessibility and predisposition to

participate in the research. The present research project lasted for 3 weeks where all the participants received eight sessions via Zoom platform (30 minutes per session) with the researcher.

For the selection of the population, the inclusion and exclusion criteria were applied:

2.1.3.3 Inclusion criteria:

- Be legally enrolled in sixth semester.
- Participate in pre and posttest evaluations.
- Participate in at least 90% of the proposed activities.

2.1.3.4 Exclusion criteria:

- Students who did not want to participate in the research.
- Students who did not fully comply with the proposed activities.

It is important to consider that although there are 37 students officially enrolled in the sixth semester, only 20 of them met the inclusion criteria, therefore, the sample to work with, was 20 students.

2.1.4. Information gathering techniques

The researcher used the following information gathering techniques:

PET is the Cambridge English B1 level Speaking skills exam that consists of 4 parts. The first one consists of a series of personal questions, lasting from 2 to 3 minutes. The second one involves the description of an image in approximately one minute. The third consists of a conversation between the candidates to reach a conclusion. Finally, the fourth consisting of a series of questions related to the theme of part 3. The PET was rated from 0 to 5 points, as established by Cambridge, based on grammar and vocabulary, speech, pronunciation and interactive communication.

2.1.5 Intervention

The intervention by stages:

2.1.5.1 First stage:

- Request for authorization to the Technical University of Ambato (language secretary) for the development of the research.
- Selection of the study group.
- Explanation to the students about the implications of the project through the Zoom platform.
- Coordination of schedules and activities.

2.1.5.2 Second stage:

- The PET test (pretest) is applied to identify the students' initial level of speaking skills.

2.1.5.3 Third stage:

Application of 8 paraphrasing activities where students individually, in pairs and in groups developed paraphrase tasks. To give examples, the use of synonyms, play on words or also called lexical substitution (changes of nouns, verbs, adjectives, and adverbs), word strings or circumlocution where the learner use extracts of a text to create new arguments and finally, the creation of unique word strings.

The activities developed were also rated under the same Cambridge speaking skills parameters, allowing to identify the students' progress.

2.1.5.4 Fourth stage:

- The PET test is applied again (same used as a pretest) to identify the final level of speaking skills that the students achieved.
- The initial and final results are compared.
- Results are issued.

2.2.6 Information processing plan

The next procedure was followed after the development of the study:

- Processing assessment grades in Microsoft Excel and SPSS statistical program.
- Presenting results in tables and graphs.
- Performing the analysis and the interpretation of results.
- Testing of the hypothesis and verification of the hypothesis through the **T-Student** statistical method.
- Issuing conclusions and recommendations.

RESULTS AND DISCUSSION

3.1 Results

3.1.1 Results of the initial speaking skills

Table 1 Initial speaking skills

Skills	Average
Grammar and vocabulary	2,4
Discourse management	2,5
Pronunciation	2,1
Interactive communication	2,4

Source: PET application (speaking section)

Developed by: Manobanda (2020)
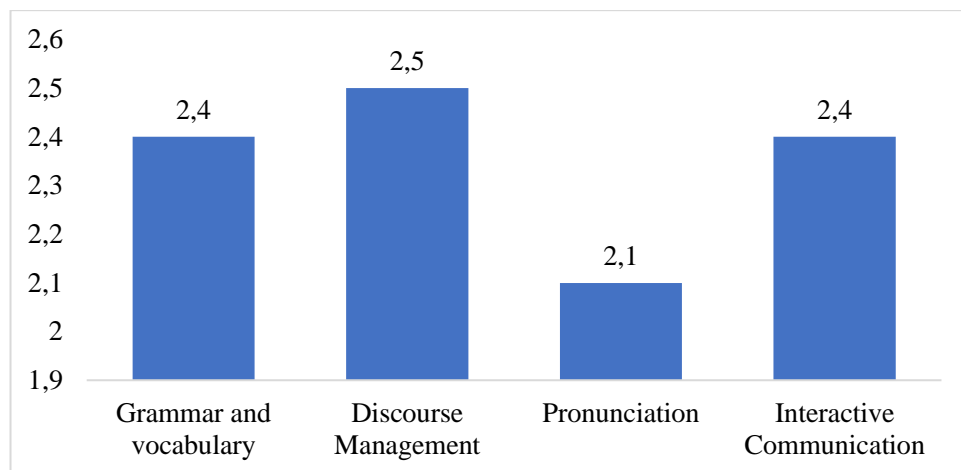
Graphic 3: Initial speaking skills
Source: PET application (speaking section)
Developed by: Manobanda (2020)

Analysis and interpretation:

The results shown in graph 2 correspond to the global averages reached by the 20 students, in each of the 4 skills that the PET test contains regarding the speaking skills. In grammar and vocabulary the average was 2.4, in speech management was 2.5, in

pronunciation the lowest average was appreciated with 2.1 and finally, in interactive communication, it was 2.4.

Based on this, the speaking skills are not fully developed in the students since there were limited use of grammatical forms and vocabulary even in familiar topics. Regarding the discourse management, a better performance could be appreciated because the answers emitted by the students extended beyond short sentences despite hesitations or errors.

Regarding the pronunciation, a lower performance could be observed in comparison to the rest of the skills since, although it is intelligible, there is limited control of the phonological characteristics. Finally, in interactive communication, an acceptable performance could be appreciated because the students were able to maintain interactivity with instructions and support.

Based on these students' mistakes, several activities were developed centered on paraphrasing strategy to allow the students to improve their speaking skills.

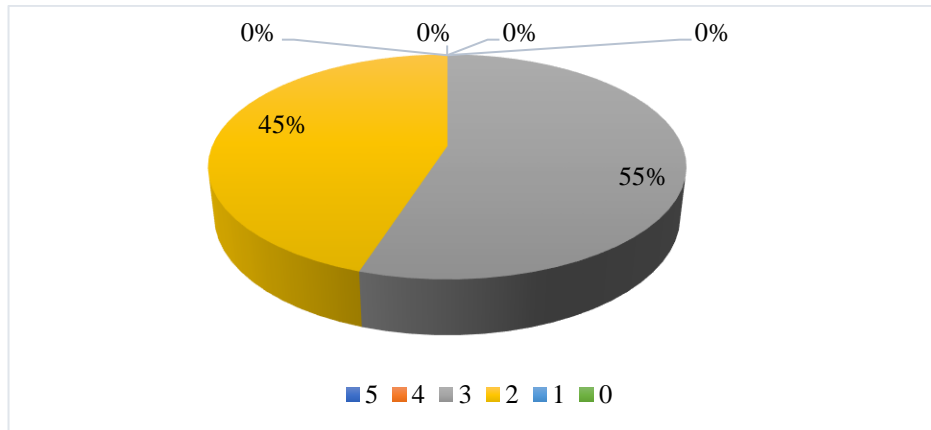### 3.1.2 Results of the initial speaking skills evaluation (global)

Table 2 Initial speaking skills evaluation (global)

Scale	Frequency	Percentage
5	0	0%
4	0	0%
3	11	55%
2	9	45%
1	0	0%
0	0	0%
TOTAL	**20**	**100%**

Source: PET application (speaking section)

Developed by: Manobanda (2020)

Analysis and interpretation:

After the application of the pre-test, the 55% of the sixth semester students were located at level 3 in the 0-5 point grading scale proposed by Cambridge, while the last 45% were located at level 2, which is indicative of the lack of development of speaking skills.

These data allowed to assume that the majority of students were at a satisfactory level, in terms of speaking skills. They exposed a good control level of simple grammatical forms and a good use of vocabulary regarding family topics. It was possible to appreciate an intelligible pronunciation despite certain errors and in general an acceptable handling of speech. However, for speaking skills, much effort could be appreciated with excessive hesitation, pauses, false starts, and correctness: phonetic, grammatical and lexical, and precision.

3.1.3 Results of the final speaking skills

Table 3 Final speaking skills

skills	Average
Grammar and vocabulary	3,6
Discourse management	3,3
Pronunciation	2, 5
Interactive communication	3,5

Source: PET application (speaking section)

Developed by: Manobanda (2020)
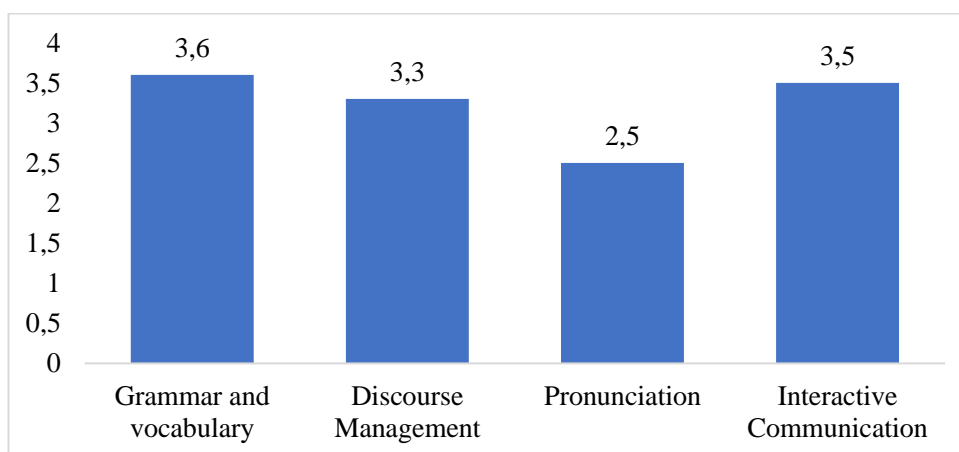
Graphic 5: Final speaking skills
Source: PET application (speaking section)
Developed by: Manobanda (2020)

Analysis and interpretation:

After averaging the students' grades obtained in the post-test by skills, important advances are appreciated. At the level of grammar and vocabulary, a general average of 3.6 was reached, in speech management of 3.3, in pronunciation of 2.5 and finally in interactive communication of 3.5.

Referring to grammar and vocabulary, a higher average could be seen compared to the rest of speaking skills. The paraphrasing strategy is based mainly on the use of

synonyms and new forms of expression, for this case: speaking skills, therefore, the students considerably expanded their vocabulary repertoire.

Regarding the discourse management, progress, relevant contributions, cohesion and greater fluency were detected despite certain errors and repetitions / corrections. Concerning the pronunciation, an advance was observed and, although it was not significant, a more intelligible speech could be appreciated, with a better phonological control.

Finally, about interactive communication, the advance was also important because the students showed a better ability to initiate and respond appropriately to a conversation and maintain the interaction with very little support.

3.1.4 Results of the final speaking skills evaluation (global)

Table 4 Final speaking skills evaluation (global)

Scale	Frequency	Percentage
5	0	0%
4	6	30%
3	14	70%
2	0	0%
1	0	0%
0	0	0%
TOTAL	**20**	**100%**

Source: PET application (speaking section)

Developed by: Manobanda (2020)
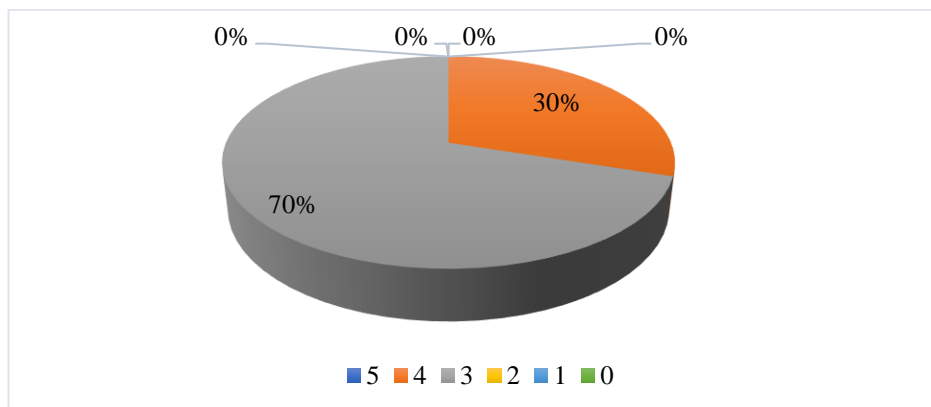
Graphic 6: Final speaking skills evaluation (global)
Source: PET application (speaking section)
Developed by: Manobanda (2020)

Analysis and interpretation:

After the post-test application, a level of progress could be seen in the students, since the 70% located at level 3 t was considered satisfactory, however, a significant percentage of 30% was also appreciated in level 4.

According to these results, there was a progress since there were no students at regular and bad levels (0 to 2) and the vast majority were at a satisfactory level (level 3), nonetheless, it is really encouraging the fact of observing students at level 4 with more fluent speaking skills, a better speech management, a greater interactivity and a significant development at the level of vocabulary and grammar can already be seen.

23

3.1.5 Initial and final comparative analysis

Table 5 Initial and final speaking *skills*

skills	Initial	Final
Grammar and vocabulary	2,4	3,6
Discourse management	2,5	3,3
Pronunciation	2,1	2, 5
Interactive communication	2,4	3,5

Source: PET application (speaking section)

Developed by: Manobanda (2020)
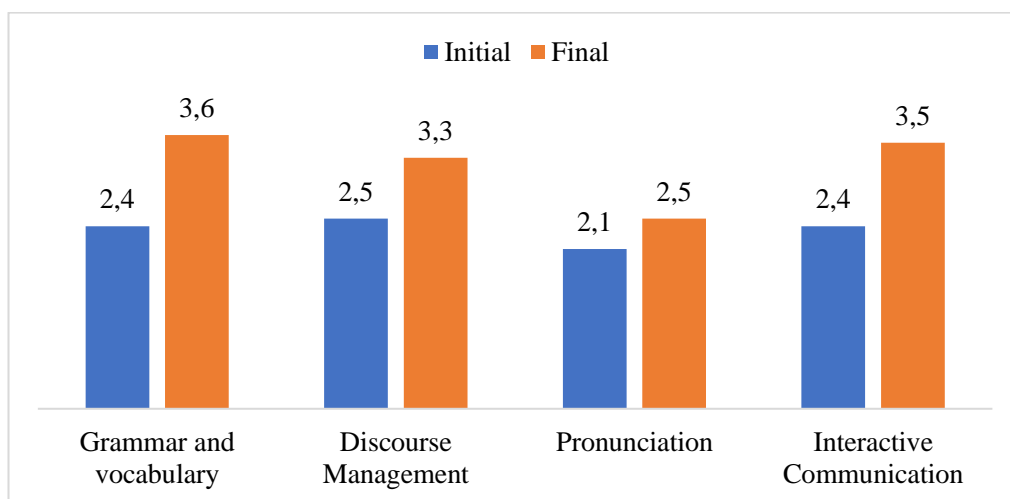
Graphic 7: Initial and final speaking skills
Source: PET application (speaking section)
Developed by: Manobanda (2020)

Analysis and interpretation:

As shown in figure 6, in all areas of speaking skills there was an advance after the experimentation developed. However, this was much more notable in grammar and vocabulary that went from 2.2 to 3.6 that means an advance of 1.4. Another of the skills where good progress was also obtained was at the level of interactivity since it went from 2.4 to 3.5 (advance of 1.1). In terms of discourse management, it went from 2.5 to 3.3 with an advance of 0.8 and, finally, in the field where the least advance was obtained was in pronunciation that went from 2.1 to 2.5, there was only 0.4 of advance.

Conferring to the above, the paraphrasing strategy is effective in developing the students' speaking skills since they allow them to evoke knowledge acquired in advance, develop a greater interest in knowing new things, in addition to working in skills such as attention, retention, memory, reasoning, reflection and others.

3.1.6   Initial and final comparative analysis by levels

Table 6 Initial and final speaking *skills* (global)

Scale	Pretest	Post-test
5	0%	0%
4	0%	30%
3	55%	70%
2	45%	0%
1	0%	0%
0	0%	0%
TOTAL	**20**	**100%**

Source: PET application (speaking section)

Developed by: Manobanda (2020)
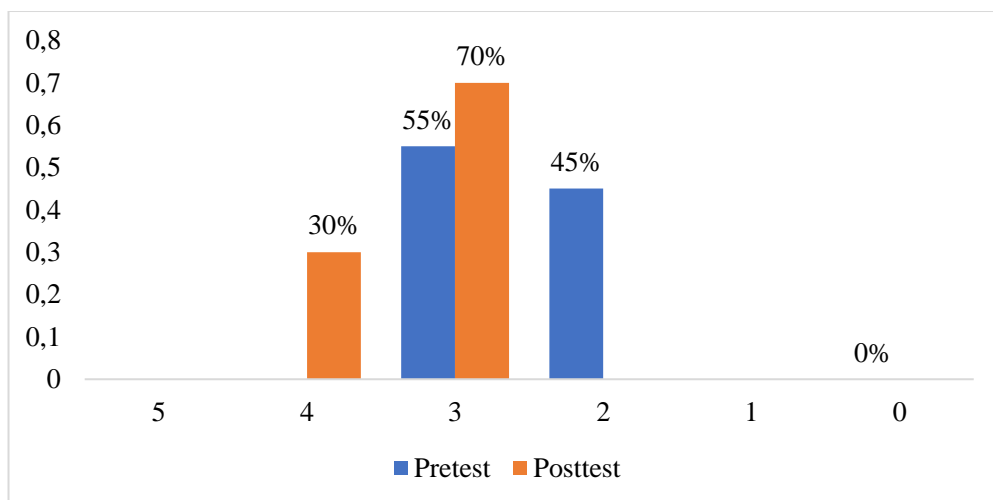
Graphic 8: Initial and final speaking skills (global)
Source: PET application (speaking section)
Developed by: Manobanda (2020)

Analysis and interpretation:

At the beginning of the experimentation, 55% of students were located at level 3, considered as a satisfactory level, but a considerable group of students (45%) was also placed at level 2, which is regular. However, at the end of the experiment, the 70% of students were at a satisfactory level (Level 3) and 30% were at level 4 considered very good. Therefore, with the application of paraphrasing activities, the students went from a regular to satisfactory level and from sarisfactory to a very good level. In addition, speaking skills go from being acceptable in terms of vocabulary, grammar, pronunciation, and speech management to being fluent, varied at the lexical level, organized, convincing and contextualized.

3.2 Verification of hypothesis

Alternative hypothesis: The paraphrasing strategy has an impact on the English speaking skills.

Null Hypothesis: The paraphrasing strategy has no impact on English speaking skills.

Once the analysis and interpretation of the results were developed, the researcher verified the hypothesis raised in the investigation, using the **T-Student** statistical method in order to determine if there were significant differences between two sample variances.

Table 7. Paired Samples Test

| | Paired Differences | | | | | | | Sig. (2-tailed) |
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | t | df | |
				Lower	Upper			
Pre-test group - pos-test group	-,75000	,44426	,09934	-,95792	-,54208	-7,550	19	,000

According to the result obtained in the IBM SPSS statistical program, the significance value α = 0.05 is greater than the p.value = 0.00, which represents that there is a significant difference between the samples, therefore, the null hypothesis is rejected

and the alternative hypothesis is accepted: The paraphrasing strategy has an impact on the English speaking skills.

3.3 Discussion of results

In the research, it was possible to verify that the paraphrasing strategy was effective in developing the speaking skills by comparing the results of the initial and final evaluations. In this way, the paraphrasing strategy is adequate for language learning and the development of productive skills because it allows starting mental processes such as evocation, retention, memory, attention, reasoning and reflection.

These results are supported by the research of (Sarair & Rahima, 2019) and (Haris, Halidin, & Amzah, 2020) who mentioned that paraphrasing is a very important productive skill because it is not only about changing the words or sentences. However, it implies a true cognitive process that implement essential skills in learning such as attention and memory, as well as reflection because without these skills it would not be possible to change grammatical structures, use synonyms, vary vocabulary and maintain coherence and communicative function.

Another research that supports the effectiveness of the paraphrasing strategy is the one of (Escudero, Fuertes, & López, 2018), where the authors mentioned that paraphrasing is not a simple skill, but rather requires a metacognitive structure for analysis, synthesis and evaluation that play an important role in the learning processes. For this reason, they affirm that paraphrasing implies a complete cognitive and metacognitive process to be able to reformulate a sentence or paragraph where the new text changes the lexicon and syntax, but maintains the semantic aspect.

CAPÍTULO IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- The initial level of speaking skills development in the sixth semester students of Pedagogía de Idiomas Nacionales y Extranjeros from Technical University of Ambato was medium-low, since in discourse management an average of 2.5 was obtained, in use of grammar and vocabulary and interactive communication was 2.4 and pronunciation was 2.1. However, after the intervention process, an increase in the development of speaking skills was perceived, reaching a satisfactory level, especially in grammar and vocabulary, where students obtained an average of 3.6, in interactivity of 3.5 and in speech management of 3.3.

- For the development of the research, individual and group paraphrasing strategies were applied such as: the use of synonyms, word play called lexical substitution (changes of nouns, verbs, adjectives and adverbs), strings of words with extracts and creation of unique word strings. It was possible to identify a better performance in the use of synonyms, wordplay and string of words with extracts and a lower performance when creating unique word strings.

- Paraphrasing strategies have a positive impact on the development of speaking skills because, due to their interactive nature, they allow quick responses in communication, relate old and new knowledge, and expand ideas and knowledge, thereby, developing more fluid communication. Dialogue and, in general, adequate speaking skills are encouraged.

4.2 Recommendations

- It is essential that English language teachers work on speaking skills therefore, students can express ideas, feelings and thoughts in an appropriate way making possible to relate, integrate and communicate effectively.

- In order to properly apply the paraphrasing strategy, it is necessary to instruct students on the different techniques or modalities. These kinds of methods should be handled preferentially in a hierarchical way, therefore, students go from the simple to the complex and, in this way, and the process is not frustrated.

- It is important that language teachers, especially English, use the paraphrasing strategy with their students frequently, in order to develop cognitive and metacognitive processes that are necessary in the learning process.

REFERENCES

Alden, J. (2020). Advancing Learning: Empowering students with paraphrasing strategies. *Macmillan English Education* .

Arias, F. (2012). *El proyecto de Investigación* . Caracas: Episteme.

Betul, A. (2015). Considerations on Speaking Skills: Essence of Learning and Teaching Speaking. *Sino-US English Teaching*, 827-834.

Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English . *Procedia Social and Behavioral Sciences* .

Cabezas, E., Andrade, D., & Torres, J. (2018). *Introducción a la Metodología de la investigación científica.* Quito: ESPE.

Cagri, M. (2012). *Developing Speaking Skills through Reading.* Canadá: International Journal of English Linguistics.

Chee, S., & Mun, Y. (2012). Effects of Teaching Paraphrasing Skills to Students Learning" . *Journal of Teaching and learning* , 78-88.

Chi Do, N., Chi Mai, N., & Xuan, N. (2017).)Paraphrasing in Academic Writing: a Case Study of Vietnamese Learners of English. *Manchester Metropolitan*.

Dueñas, F., Cardozo, D., & Peña, C. (2015). Developing Speaking Skills Through Speaking - Oriented Workshops. *Enletawa Journal* , 35-45.

Escudero, I., Fuertes, N., & López, L. (2018). *Paraphrasing Strategy in EFL Ecuadorian B1 Students and Implications on Reading Comprehension.* English Language Teaching.

Graur, E., & Mare, S. (2014). *PARAPHRASING AS A COMMUNICATIVE STRATEGY AND TECHNIQUE OF ACADEMIC WRITING.* Communication, public relations, Journalism LDMD.

Hagaman, J., Casey, K., & Reid, R. (2015). Paraphrasing Strategy Instruction for Struggling Readers. *Remedial and special education*, 43-52.

Hans, D. (2016). *THE EFFECTIVENESS OF PARAPHRASING STRATEGY IN INCREASING UNIVERSITY STUDENTS' READING COMPREHENSION*

AND WRITING ACHIEVEMENT. Palembang: Master Program of English Education of Sriwijaya.

Haris, A., Halidin, A., & Amzah. (2020). Paraphrasing technique to develop skill for english writing among Indonesian college students of english. *Sys Rev Pharm*, 291-297.

Hernández, R., Fernández, C., & Baptista, P. (2011). *Metodología de la Investigación* . Canadá : MC Graw Hill.

Ishat, A. (2014). *The importance of speaking skills for EFL learners.* Pakistan: Department of English, Alama Iqbal Open University.

Kaddour, I. (2016). *Enhancing EFL Learners' Speaking Skill Through Effective, Communicative Activities and Strategies.* Algeria: University of Tlemcen.

Mare, G. &. (2014, Marzo 20). Retrieved from https://scholar.google.com/citations?user=EgPN8Q8AAAAJ&hl=en

Parupalli, S. (2019). The importance of speakings skills in english classrooms. *Alford Council of International English & Literature Journal*.

Rao, P. (2019). The importance of speaking skills in english classrooms. *Alford Council of International English & Literature Journal*, 8-9.

Rogerson, A., & McCarthy, G. (2017). Using Internet based paraphrasing tools: Original work, patchwriting or facilitated plagiarism? *International Journal for Educational Integrity*.

Rungaroon, I. (2015). *An analysis of paraphrasing strategies employed by thai efl students: case study of Burapha University.* Burapha University.

Sarair, I., & Rahima, N. (2019). Acehnese students' skills in paraphrasing english texts: a case study at two universities in Banda ACEH. *Annual International Conference AIC*, 18-19.

Shiamaa, A. (2006). The Effectiveness of a Task- Based Instruction program in Developing the English Language Speaking Skills of Secondary Stage Students. *Ain Shams University*, 46.

We, T. (2012). *The Review of LiteratureA. Speaking Skills 1) Definition of Speaking Skills.* Academia .

Weger, H., Castle, G., & Emmett, M. (2010). Active Listening in Peer Interviews: The Influence of Message Paraphrasing on Perceptions of Listening Skill. *The Intl. Journal of Listening*, 34-45.

ANNEXES

Annex 1: Approval

Anexo 3

CARTA DE COMPROMISO

Ambato, 27 de abril de 2020

Dr. Marcelo Nuñez
Presidente
Unidad de titulación
Carrera de Idiomas
Facultad de Ciencias Humanas de la Educación

Lic. Mg. Sarah Iza Pazmiño en mi calidad de Coordinadora de la Carrera de Idiomas, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: **"THE PARAPHRASING STRATEGY AND THE ENGLISH SPEAKING SKILL"** propuesto por la estudiante Viviana Lizbeth Manobanda Herrera, portador/a de la Cédula de Ciudadanía, 1804725537, estudiante de la Carrera de Idiomas Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Lic. Mg. Sarah Iza P.
0501741060
2818175
0984060528
sj.iza@uta.edu.ec

Annex 2: Pre and Post-test

PET SPEAKING PART 1

Part 1 (2-3 minutes)

Phase 1
Interlocutor

A/B Good morning / afternoon / evening.
Can I have your mark sheets, please?

(Hand over the mark sheets to the Assessor.)

A/B I'm .... and this is ....
He / she is just going to listen to us.

A Now, what's your name?
Thank you.

B And what's your name?
Thank you.

Back-up prompts

B Candidate B, what's your surname? | How do you write your family
How do you spell it? | / second name?

Thank you.

A And, Candidate A, what's your surname? | How do you write your family
How do you spell it? | / second name?

Thank you.

(Ask the following questions. Use candidates' names throughout. Ask Candidate A first.)

Where do you live / come from? | Do you live in ...?

Adult students
Do you work or are you a student in ...? | Have you got a job?
What do you do / study? | What job do you do? / What subject(s) do you study?

School-age students
Do you study English at school? | Do you have English
Do you like it? | lessons?

Thank you.

(Repeat for Candidate B.)

Phase 2
Interlocutor

(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)

Back-up prompts

Do you enjoy studying English? Why (not)? | Do you like studying English?

Do you think that English will be useful for you in the future? | Will you use English in the future?

What did you do yesterday evening / last weekend? | Did you do anything yesterday evening / last weekend? What?

What do you enjoy doing in your free time? | What do you like to do in your free time?

Thank you.

(Introduction to Part 2)
In the next part, you are going to talk to each other.

Part 2 (2-3 minutes)

Interlocutor
Say to both candidates:

> I'm going to describe a situation to you.
>
> A young man on holiday in **North America** wants to buy a **present** to take home to his **parents**. Talk together about the different presents he could **buy**, and say which would be **best**.
>
> Here is a picture with some ideas to help you.

*Place **Part 2 booklet**, open at **Task 1**, in front of candidates.*

Pause

> I'll say that again.
>
> A young man on holiday in **North America** wants to buy a **present** to take home to his **parents**. Talk together about the different presents he could **buy**, and say which would be **best**.
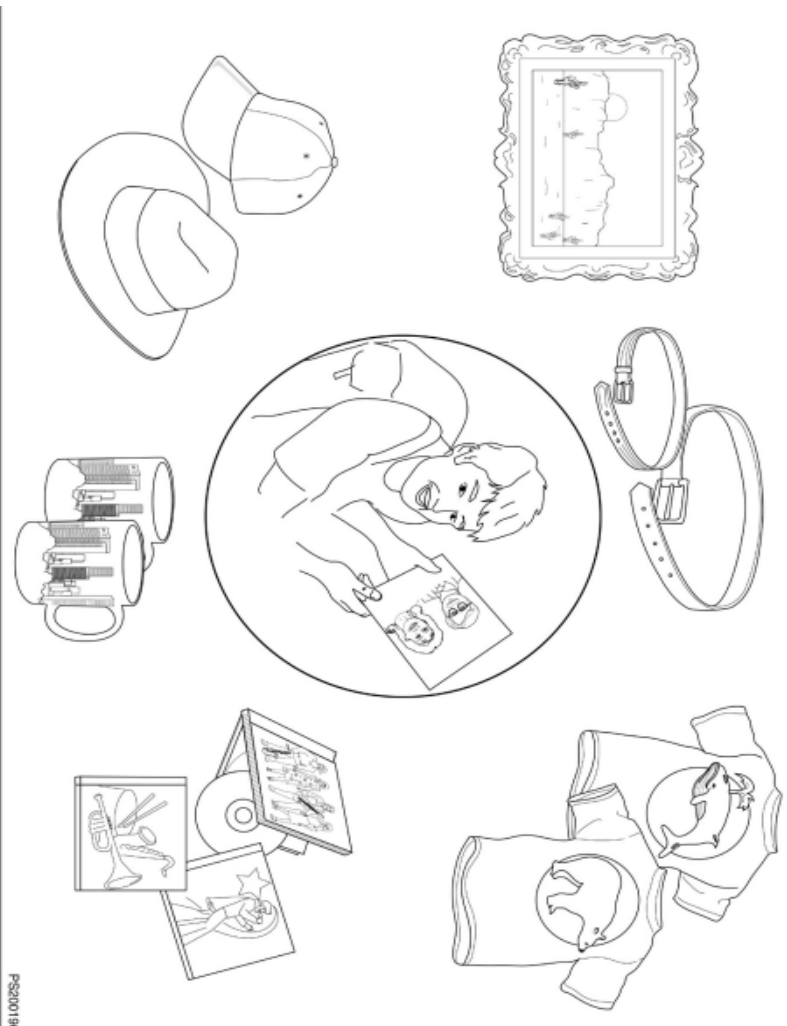
> All right? Talk together.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

> Thank you. (Can I have the booklet please?)

Retrieve Part 2 booklet.

④   About **2-3 minutes** (including time to assimilate the information)

PS20019

Speaking Test 1 (People reading and writing)

Annex 3: Cambridge evaluation rubric for speaking skills.

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	Performance shares features of Bands 3 and 5.			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	Performance shares features of Bands 1 and 3.			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	Performance below Band 1.			

Annex 4: Experiment design

<p align="center">Universidad Técnica de Ambato</p>

<p align="center">Facultad de Ciencias Humanas y de la Educación</p>

<p align="center">Carrera de Idiomas</p>

<p align="center">Lesson plans templates</p>

<p align="center">"The paraphrasing strategy and the English speaking skills"</p>

The following experiment was designed implementing the use of paraphrasing strategy in the classroom to develop Speaking Skills. There are three most effective strategies that you can use to make paraphrase: Using synonyms (words bearing the same meaning), changing the form of words, changing grammatical structure. For that reason, the lesson plans that are displayed below are divided in classes with 8 activities during 4 weeks with a duration of 30 minutes each, using those strategies to make an effective paraphrasing. The 20 students of the study belong to sixth semester of Pedagogía de Idiomas Nacionales y Extranjeros from Technical University of Ambato.

Scope

Experiment chart description

Lesson plan	Date	Time	Topics	Activity's Name	Paraphrasing strategy
#1	June 15th, 2020	30 minutes	What is a Synonym?	*Individual activity* "Use of synonyms"	Using synonyms
#2	June 22th, 2020	30 minutes	A funny story	*Group activity* "Topic dice"	Using synonyms
#3	June 29th, 2020	30 minutes	Historical characters	*Group activity* "Guess who"	Using synonyms
#4	July 6th, 2020	30 minutes	How to give original arguments?	*Group activity* Round of "Lexical substitution"	Changing the form of words
#5	July 8th, 2020	30 minutes	"Think Pair and Share".	*Pair work* "Play on words"	Using synonyms
#6	July 13th, 2020	30 minutes	Ordering a pizza.	*Pair work* "Role play"	Using synonyms
#7	July 15th, 2020	30 minutes	Do you agree or disagree?	*Group activity* "The mail"	Changing grammatical structure.
#8	July 17th, 2020	30 minutes	Creating novel stories	*Individual activity* "Creating stories"	Using synonyms

In this experiment, 8 activities using paraphrasing strategies were applied to develop Speaking Skills. The 8 lesson plans were applied to 20 students from the sixth semester of Pedagogía de Idiomas Nacionales y Extranjeros from Technical University of Ambato since June 15th, 2020, to July 17th, 2020. Each activity lasted 30 minutes per class. Four weeks were dedicated in order to develop these plans. Activities used were chosen according to the topic of the lesson as can be observed in the table above.

Planning

Lesson Plans

Lesson plan #1
ACTIVITY 1: *Individual activity*
NAME: "Use of synonyms"
CLASS: Sixth semester
OBJECTIVE: To exercise and train students on the mechanical paraphrasing strategy in order to get familiarizing with the strategy.
LENGTH 30 minutes
SOURCES: • Base reading • Pencil • Sheets • Highlighter pen • Tablets, computers, to access to the lesson
INSTRUCTIONS • Teacher asks student to watch a video about What is a Synonym? - Definition & Examples. https://www.youtube.com/watch?v=ADzNj7ETcoQ • Then, teacher writes on the screen and share throughout zoom the following words: o FRIEND o SIBLING o MOTHER o FATHER o INTELLIGENT o FAST o SLOW o INEXPENSIVE

o   HOUSE

o   FOOD

•   Now teacher asks students to write three synonyms for each word on their notebook paper.

•   When the students have finished writing the synonyms, teacher asks them to share the different terms they came up with for 'FRIEND.' Teachers writes each synonym on the screen, avoiding duplicates, until all of the synonyms for 'FRIEND' have been listed.

•   Go through this same process for each of the ten words, writing new synonyms on the board as they are shared.

EXTENSIONS

•   Have students find synonyms for the words of their favorite song.

•   Ask students to compose a simple paragraph on what they ate for breakfast. Now have them use a thesaurus to replace common words with more unique synonyms and ask them to record and send to Whatsaap.

Class achievements

The students will read a text and underline the main ideas to do a unique argument (invitation) based on the use of synonyms. After that, they will express it orally to explain to their classmates.

Lesson plan #2
Lesson plan #2
ACTIVITY 2: *Group activity*
NAME: "Topic dice"
CLASS: Sixth semester
OBJECTIVE: To promote the use of mechanical paraphrase by paraphrasing sentences at random (dice).
Length: 30 minutes
SOURCES: Computer Digital dice
INSTRUCTIONS • Teacher explains the activity. Then, asks students to get in pairs. (Player 1 & player 2). • Player one plays the "good narrator" who wants to turn the story into a comedy (a story with a happy ending, not necessarily a funny one). • Player two plays the "bad narrator" who wants to turn the story into a tragedy (one that ends in the demise of the protagonist). • Teacher asks students to open this page https://freeonlinedice.com/ in order to use a digital dice. • Players take turns writing a paragraph of 2–5 sentences, rolling a die to determine what happens next and passing to the next writer. Then, each student exchanges their sentences with their partner and has to paraphrase each sentence orally.
Class achievements Students spontaneously paraphrase the sentences that appear on the dice, using synonymic substitution, syntactic rearrangement, perspective change, amplification, etc.

Lesson plan #3
ACTIVITY 3: *Group activity*
NAME: *"Guess who"*
CLASS: Sixth semester
OBJECTIVE: To achieve that students could paraphrase characteristics of characters and be able to be clear understood by the rest of the students.
Length: 30 minutes
SOURCES: Computer Photographs of important people
INSTRUCTIONS • Teacher creates a list of several characters from novels, or a list of historical personalities. • Teacher chooses a volunteer to turn off the camera. Then, teacher writes a name from the list on a sheet of paper and shows to the class. • The student may ask as many as 20 yes-or-no questions of the class to determine the identity written behind him. If the identity is challenging, teacher might allow the students to offer a few clues to the guesser to lead him to the answer. When the personality has been revealed, the round is over and another volunteer turn off the camera.
Class achievements Students are able to describe physical, intellectual and attitudinal characteristics, works, etc., of important characters in order to be understandable and make the rest of the students guess, starting from a basic description provided by the researcher. However, the explanation should be paraphrased because they cannot use the same terms.

Lesson plan #4
ACTIVITY 4: *Group activity*
NAME: *Round of "Lexical substitution"*
CLASS: Sixth semester
OBJECTIVE: To recognize and substitute lexical forms to develop original arguments.
Length: 30 minutes
SOURCES: Computer
INSTRUCTIONS • Teacher presents the following texts to the students: ✓ The problem is, Alex seems to have no memory of their love other than a *dry* recitation as if he is reading a script of who he is supposed to be. ✓ She proved that in two years in Illinois they had voted ninety-six towns *dry*, and that at that rate we would soon get over Montana and have it dry. ✓ If the mixture is too *dry*, add some water; if it is too soft, add some flour. • Then, teacher gives instructions to play a substitution **game**. • Teacher asks students to determine the meaning of the word *dry* from the sentences given. • Teacher asks students to find a set of shared translations for the word *"dry"* • Teacher asks students to find a suitable substitution for the word *dry* in each sentence. Teacher organizes a discussion to make all the students participate in class. Each student has to give their opinion and express their ideas to the previous activity. • Finally, teacher suggests that either *dull or teetotal or parched* can be suitable replacements for the word **dry** depending on the context.
Class achievements Students observe, recognize and substitute parts of an argument, and express it orally and spontaneously the researcher request (nouns, verbs, adjectives, etc.).

Lesson plan #5
ACTIVITY 5: *Pair work*
NAME: *"Play on words"*
CLASS: Sixth semester
OBJECTIVE: To develop in students the capacity for attention, comprehension and spontaneous paraphrasing.
Length: 30 minutes
SOURCES: Computer Video clip Graphic organizer Flash cards
INSTRUCTIONS • The student will play the game argument wars on Brainpop. https://www.brainpop.com/games/argumentwars • Teacher presents a YouTube video named "Kid President Is over it" https://www.youtube.com/watch?v=ghk-nDJB3Tk. • Students watch the video. • Teacher asks students to get in pairs. • Students will discuss their opinion about the video and complete a graphic organizer with their peer titled "Think Pair and Share". The students will write what they thought Kid presidents' message was. They need to identify differences and similarities. • After that, they will choose what they would like to share with the group. • Finally, teacher presents some flashcards to the students about a familiar situation. • Teacher gives direct instruction by giving examples of arguments and modeling note taking and the practice of taking notes on evidence by using the pros, cons, and other information presented to form an argument.

Class achievements

In pairs, students will look at a flash card and create an argument based on what they observed, using paraphrase until their ideas are over without losing the essence of the initial sentence.

Lesson plan #6
ACTIVITY 6: *Pair work*
NAME: *"Role play"*
CLASS: Sixth semester
OBJECTIVE: To generate knowledge and appropriation of constructive paraphrasing.
Length: 30 minutes
SOURCES: Computer Power point presentation
INSTRUCTIONS   - Teacher shows a picture of pizza box and ask students if their family has ever ordered pizza over the phone. Ask students to brainstorm what happened on the phone.   - Teacher helps students identify vocabulary specific to the situation, such as pizza, toppings, delivery person, total, etc.   - Teacher presents these words and phrases in a PPP.   - Teacher selects two students to model a phone conversation to order a pizza.   - One person should pretend to be the pizza shop employee taking the phone order, while the other student is the customer placing the order.   - Involve the class in helping the two students mimic the back and forth dialogue between the customer and the pizza shop employee. Ask the class to suggest what each person might say based on the vocabulary you identified as a class.   - When the role play is finished, teacher involves the class in helping her write a simple narrative about what happened. This narrative should include a summary of what happened using vocabulary specific to the conversation.   - For example, teacher might write: 'Joe was hungry and wanted to order pizza, so he called Anthony's Pizza. The employee at the pizza

shop answered and asked Joe what he would like to eat. Joe said he would like a large pizza with peppers and onions…'

- Finally, teacher asks students to get in pairs to create their own conversation about an experience they got into trouble.
- Then, they present it orally to all the class.

Class achievements

Based on the presentation (conversation), the students will create their own conversation, paraphrasing the initial topic but keeping the central ideas; and, for greater understanding, they will use gestures.

Lesson plan #7
ACTIVITY 7: *Group activity*
NAME: *"The mail"*
CLASS: Sixth semester
OBJECTIVE: To promote the use of constructivist paraphrase.
Length: 30 minutes
SOURCES: Computer News
INSTRUCTIONS • Teacher asks students to think about the following statement and be prepared to state whether they agree or disagree, and list one reason: *Dogs are better pets than cats.* • Teacher calls on students to respond to the statement and to list their reasons. When they give a reason (for example, "Dogs are more fun"), teacher will press them to provide evidence (such as, "Dogs can be trained" or "Dogs can fetch"). • Teacher will do this several times, making up new statements that she think will inspire your students. ("Beyoncé is the best performer," or "Football is the best sport"). • Teacher will ask for a few students to share about their arguments with the class. • Finally, teacher gives students some news. • Teacher asks students to formulate their argument for or against the topic. Before they begin their discussion, teacher will tell students that, if working in pairs, they should take notes on their partner's arguments and use of target language, and, if in threes, the third member of the group should listen and take notes on both speakers' arguments and their use of target language. When they have finished presenting their arguments, students debrief each other, giving feedback on their arguments and language use. They have to record and send to teacher's whatsaap.

• Students can then prepare and discuss the next topic, alternating their 'for' / 'against' roles as they wish.
Class achievements The researcher will provide News and students should exchange voice notes, paraphrasing the initial argument in a sequential way about different topics, making it understandable and convincing for the rest of the classmates.

Lesson plan #8
ACTIVITY 8: *Individual activity*
NAME: *"Creating stories"*
CLASS: Sixth semester
OBJECTIVE: To create novel stories from popular tales using constructive paraphrasing.
Length: 30 minutes
SOURCES: Computer Picture Book Plot Diagram Storyboard
INSTRUCTIONS • Teacher chooses a familiar short fictional picture book from a digital library. • Then, teacher presents the pictures and asks students to describe, based on the pictures, what's happening in the story. • Teacher uses active questioning to engage students including the following vocabulary words: beginning, character, setting, middle, problem, end, solution. Briefly, teacher defines elements of fictional text using student-friendly definitions. • Students will log on to www.storyboardthat.com • Students will create a Plot Diagram Storyboard based on the paper template that was completed earlier. • Students present their own fictional story in small groups.
Class achievements Students are able to generate stories from a base story, paraphrasing characters, beginning, middle or end. Then, they will expose it in front of their classmates, trying to convince them that their story is better than the original.