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Liliana Rea

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I dedicate this research to my dear family, specially to my little baby boy Danny Jeremías; due to their love, patience and effort have allowed me to fulfill one more dream today. Thank you for instilling in me the example of effort and courage because God is always with me. Thank you for your unconditional support, throughout this process; for your advice and words of encouragement that made me a better person.

With love,

Lili

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AUTORA: *Licenciada Liliana Edith Rea López.*

DIRECTORA: *Doctora Wilma Elizabeth Suárez Mosquera, Magíster.*

FECHA: *Veinte y siete de febrero de dos mil veinte y tres.*

RESUMEN EJECUTIVO

This study aimed to analyze the learning strategies that can be used to improve the speaking skill in BGU students at Unidad Educativa Santa Rosa. This was quantitative research with quasi-experimental design. The target population was formed by 191 students from second year of high school with 127 students as its sample who took the survey. 60 students participated in the intervention whose parents signed the informed consent. Data collection techniques were a survey and a pre-test and post-test with their respective questionnaires. The survey was employed to identify the most used learning strategies to enhance the speaking skill whose questions were taken from the Students Inventory Language Learning methodology. It was shared among students through Google forms whose responses were obtained online. In addition, the speaking subskills, were theoretically analyzed. Furthermore, students' speaking skill at the beginning and at the end of the treatment were assessed. It was the speaking part of the A2 Key for Schools Test from Cambridge. To obtain numerical data, the assessment for speaking skill from Cambridge Assessment was employed which had three main criteria such as grammar and vocabulary, pronunciation, and interactive communication. Main findings from the survey were the most common students' learning strategies namely cognitive, metacognitive, affective, and social. The pre-test revealed that the students from both the control and the experimental groups have low level of speaking performance. Based on those results, a series of class plans were

designed with the purpose of enhancing students' speaking skill by strengthening language learning strategies. The class plans were designed for eight weeks of intervention. After this phase, the students took the post-test. It was concluded that the application of learning strategies is valuable to improve speaking skill. Therefore, it is highly recommended to apply them to support students in their language learning process.

KEYWORDS: *AFFECTIVE, COGNITIVE, METACOGNITIVE, SOCIAL, SPEAKING SKILL, STRATEGY.*

CHAPTER I

THE RESEARCH PROBLEM

1.1. Introduction

Learning English in countries where it is not the mother tongue has been a topic of growing debate regarding globalization worldwide (Northrup, 2013). This fact and the human as part of a social group are two of the fundamental pillars for the development of society (Duranti, 1997). Taking into consideration learning English importance as a dynamic element of the world in sectors such as commerce, and the internet network, among others (Crystal, 2003), strategies that are used for learning a foreign language must be analyzed.

In this way, it is necessary to propose research that focuses on the teaching-learning process that has allowed not only the evolution of educational models but also the implementation of learning strategies aimed at developing speaking skills. Thus, teachers must transform their role as expositors of knowledge to become mediators of learning (Alvarez, 1993). In this way, teachers must actively use didactics to enrich students' knowledge in a learner-centered process and have the role of proposing, participating, and having some critical elements in their knowledge-building.

In this context, this research was based on the need to motivate students to raise their interest in learning English. This facilitated the generation of a didactic-type proposal in which students can apply the strategies to be implemented in the development of their speaking skill. The proposal was linked practically and naturally to provide bases and tools to teachers and students to be interpreted, understood, and applied individually and collectively. It was based on dynamic didactics that offer significant learning and skill development.

This research was focused on the use of learning strategies to improve speaking skill. Therefore, the problem was established as a question: In what way do the learning strategies used in class impact speaking skill development? A quantitative research approach was developed with a quasi-experimental design. This research followed a

process that involved the accomplishment of research chapters which are detailed below.

Chapter I: It provides a general view of the problem of the study. The problem is set as the starting point for this research to develop. This shows the idea of the connection between the dependent and independent variables.

Chapter II: It includes the previous studies which were reviewed to have a wide vision about the problem. In this case, the state of the art is developed as well as a theoretical review of the variables of this study.

Chapter III: In this section, the methodology applied to the current research is detailed. It involves the description of the location, equipment and materials; type of research, hypothesis, the target population and sample, data collection and analysis.

Chapter IV: This chapter shows the results taken from the data analysis through statistical processes. Furthermore, it includes the interpretation of results.

Chapter V: This chapter contains conclusions from the results and the recommendations for further research.

1.2. Justification

In a globalized society, as defined by Crystal (2003), a series of demands allow citizens to establish social, cultural, political, and economic relations. It allows the management of a foreign language, especially English, which has become necessary for socializing with others. That is why it is necessary to contribute to research projects with specific features like importance, impact, newfangled, and original.

The English language teaching-learning process in schools becomes necessary beyond an academic issue to be part of the private foundation and development of skills and competencies for life (Beltran, 2017). It means that innovation and learning strategies are fundamental, with proposals created by teachers within the context of the target community. Therefore, this research is essential because it would be a reference for teachers and students to apply learning strategies differently to improve speaking skills.

Besides, this research is beneficial. The most important beneficiaries of this study are the students. They will better perceive what to do to learn English by themselves. On the other hand, teachers would also be benefited because the material produced as a result of this investigation would be widely used. In this case, society benefits because students learn, and teachers can spread knowledge to other groups of students.

Ecuadorian students can quickly become overwhelmed because they are expected to achieve a B1 level at the end of the baccalaureate (Ministerio de Educación del Ecuador, 2016). However, teachers must support them through the socialization of learning strategies to accomplish that goal. Therefore, the impact is high.

In addition, this work is original and newfangled. There is no evidence of previous research on this field at Unidad Educativa Santa Rosa. For this reason, people involved as authorities, teachers, and students are motivated toward learning strategies implementation for the speaking skill improvement.

1.3.Objectives

General objective

To analyze the learning strategies that can be used to improve the speaking skill in
BGU students at Unidad Educativa Santa Rosa.

Specific objectives

- To establish the learning strategies that are the most useful to enhance the speaking skill.
- To analyze the speaking subskill that are developed with the use of the learning strategies.
- To assess the students' speaking skill at the beginning and at the end of the treatment.

Fulfillment of objectives

The general objective was achieved through the specific ones. It was developed through a quantitative research approach with a quasi-experimental design that uses learning strategies to improve students' speaking skill. There was a pre-test and a post-

test taken by the target population who took part in an experimental group and a control group. After gathering data, the statistical analysis was carried out through SPSS (Statistical Package for Social Sciences) statistical software. Then the means obtained by the two groups of the study were compared, and the results revealed improvement in the experimental group after an intervention process focused on the use of social, cognitive, affective, and metacognitive learning strategies to improve learners' oral communication skills.

A literature review and background research were developed to achieve the first specific objective. The authors remarked that they used Rebecca Oxford's SILL (Strategy Inventory Language Learning) methodology (1990) to ask students about their learning strategies. Afterwards, that questionnaire was used to choose the questions about speaking skills. Therefore, 50 questions were asked to students through an online survey. So, data were tabulated and statistically analyzed, and findings came up.

The second specific objective was achieved through theoretical review and analysis of the speaking subskills developed by the students during the experimental phase. Three subskills were investigated: grammar, vocabulary, pronunciation, and interactive communication. Specific plans and tasks were promoted to enhance their ability.

To achieve the third objective, the A2 Key Speaking Test for Schools from Cambridge Assessment was addressed to students as the pre-test and post-test were applied to the control and the experimental groups. The assessment took place twice. The students took the pre-test before the intervention phase. The intervention was applied to the experimental group for eight weeks while the control group continued their textbook-based classes. Finally, the post-test was taken by whole students.

CHAPTER II

RESEARCH BACKGROUND

2.1 State of the art

This section found some previous studies related to the variables' learning strategies and speaking skills. The information searching criteria focused on papers from five years ago retrieved from Google Scholar, ResearchGate, and Academia, among others.

Firstly, Irawan et al. (2018) found that the Inquiry Based Strategy significantly affected the students' speaking skill. The authors performed a quasi-experimental design research with a population formed by 30 students. They took a pre-test from the target population, developed a treatment, and took a post-test. The pre-test was taken in November, and the post-test was done in December. Besides, the treatment consisted of five stages: asking, investigating, creating, discussing, and reflecting. Data collected was analyzed through Chromback's Alpha test to check the reliability, and means were compared through the Wilcoxon test. The scores increased from 40.20 to 51.33, mainly in vocabulary, grammar, fluency, and pronunciation as speaking subskills.

Besides, Zakaria et al. (2018) stated that sub-urban students struggle to learn English because of their low self-confidence and lack of knowledge of language structures. They aimed to find the most frequent language learning strategies to enhance their speaking skills. Besides, they wanted to compare the use of learning strategies by gender. They developed mixed-method research. Sixty students participated in a survey. Six volunteered to answer a semi-structured interview adapted from Oxford's Strategy Inventory for Language Learning questionnaire. The author analyzed results through SPSS 7.0. The authors concluded that female students tended to use learning strategies more than male students, and the metacognitive, compensation, and communication strategies are the most used learning strategies.

However, another study was developed by Darurki et al. (2018). These authors searched for information about the differences in learners' speaking after an intervention focused on Cooperative learning, Synectics, and Contextual teaching and learning models. Besides, they wanted to differentiate those students learning results into students with higher motivation and lower one, as well as to find out students' speaking skill differences depending on their level of motivation. They developed quasi-experimental research with factorial design 3x2. A questionnaire was used for

data collection about students' motivation for speaking, and a test was used to assess their speaking achievement. They concluded that there is a relationship between learning models and motivation for speaking towards learner's speaking skill. Besides, speaking scores for students with higher motivation and who learned with the cooperative learning model were better than those with synectics and contextual teaching-learning.

Additionally, Namaziandost et al. (2018) aimed to determine the impact of the gallery walk technique on students' oral production. They defined a "Walk Gallery" as an action that lets the learners analyze and socialize their jobs around a room like artists do with their art pieces during an exhibition. In other words, Walk Gallery is an opportunity for students to show their works non-stressed to get feedback from others. They worked with 60 students who formed both the control and experimental groups. Those students were pretested with a test created by the authors. The Walk Gallery technique was applied to the experimental group students while the control group continued their regular English program. After the treatment, the control and the experimental group took a modified version of the pretest as the post-test. With those data, the researchers applied independent and paired samples T-tests to make the data analysis. Their most significant finding was that the "Walk Gallery" technique improved learners' speaking skills.

Moreover, Wael et al. (2018) explored the students' most used learning strategies in their speaking performance. To do that, the authors created journal logs with questions about learning strategies. This qualitative research with descriptive design collected information from 12 students. Transcriptions from responses obtained were analyzed to achieve findings. The results showed that the students' most used learning strategies were memorization through images, metacognitive, social, affective, compensation, and cognitive strategies. Another finding was that learning strategies were influenced by factors like psychology, the teacher's role, classroom tasks, the environment, and socialization.

Adnan (2019) investigated the relationship between foreign language anxiety, shyness, language learning strategies, speaking scores, and academic attainment. It was a quantitative correlational research design which involved 110 students as its sample

who were tested through three scales Foreign Language Classroom Anxiety Scale, Strategy Inventory of Language Learning, and Shyness Scale. The author concluded that there was a significant negative relationship between the students' foreign language learning anxiety and academic achievement; likewise, foreign language anxiety and speaking scores of students. On the other hand, a significant positive relationship was found between the student's language learning strategies and their academic achievements. In the same way, there was a moderate positive correlation between shyness and foreign language anxiety. It was suggested that teachers must reduce the effects of shyness and anxiety in foreign language learning.

Zakaria et al. (2019) aimed to do a literature review that emphasized two main language learning strategies to foster practical speaking skills and social strategies. They concluded that the learning environment must affect students' motivation to develop speaking skill. The authors also suggested that some limitations could stop speaking enhancement, like the teacher's teaching strategies, the student's attitudes toward their learning, and the classroom environment. For those reasons, teachers must be equipped with enough language skills, knowledge, and content to vary their teaching strategies. On the other hand, students must be motivated and interested in learning English to improve their speaking confidence.

Furthermore, Syafryadin (2020) investigated strategies primarily used in learning to speak. This research covered direct strategies and indirect ones. The target population was formed by 60 students participating in descriptive quantitative design research. The researcher used a close-ended questionnaire with Strategy Inventory Language Learning (SILL), which had 39 items to collect data. The author found similar strategies used mainly by the students, like organizing and evaluating, referring to metacognitive or indirect strategies. The medium used learning strategies were effective strategies to manage emotions; cognitive strategies, namely practicing, revising, sending messages, analyzing and reasoning, and creating the structure for input and output through repeating, getting the idea quickly, reasoning deductively, and summarizing; and, compensation strategies like guessing and using clues. However, social strategies or learning with others were the least chosen, which contradicts the results proposed by Zakaria et al. (2019).

Mustafa and Meena (2020) determined the effectiveness of cooperative learning strategies in enhancing students' communication skills. The population was formed by 48 learners who participated in a quasi-experimental research design. The students from the control and the experimental groups were under experiment with for 15 weeks. To collect data, the authors employed a pre and post-test based and adapted according to IELTS standardized test. The authors used a rubric containing criteria like content, grammar, fluency, pronunciation, and comprehension to obtain numerical data. The data analysis was developed through T-test in SPSS software. Their main finding was that cooperative learning strategies based on multiple intelligences significantly affected the students' speaking skill.

Lingga et al. (2020) identified students' difficulty in speaking in English and found the strategies they used to overcome them. It was descriptive qualitative research in which 17 ninth graders participated. Three instruments were employed for data collection: a test, a survey, and an interview. They concluded that students' main barriers to improving their linguistic skills were shame, fear and anxiety, and lack of confidence. Consequently, they needed more motivation, better learning habits, and mastery of students' vocabulary needed to be higher. Furthermore, the most used language learning strategies found after gathering data were memorizing vocabulary, believing in themselves, and improving vocabulary pronunciation.

Pratiwi and Ayu (2020) determined the impact of using describing picture strategy to help students improve their speaking skills. They applied a pre-experimental research design that lasted five weeks. Data collection was developed through a pre-test and post-test. There were two steps in the meetings. The first one was the application of a pre-test in which the learners tried to describe the objects in front of them. After the classroom treatment, with the use of describing picture strategy, the post-test was done. The authors concluded that there was a significant improvement in the students who were treated by the describing picture strategy. However, some problems came during the treatment, like the students' difficulties in applying grammar correctly. The students needed help understanding them while describing pictures because they lacked fluency.

Kehing and Yunus (2021) identified the learning strategies used by learners for speaking skill in the context of a technological era. The authors used the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) checklist as the data collection tool for their research. It contained 27 items to do a literature review and had four phases: screening, eligibility, and inclusion. They concluded that strategies most used were metacognitive and cognitive. They also argued that students became more independent when using metacognitive strategies because they could self-monitor, plan, organize, and set goals when learning. Besides, they stated that cognitive strategies referred to repeating sounds to improve pronunciation, practice, and receive and send messages naturally. The authors also highlighted the compensation strategies as supportive of improving fluency in speaking skill. The compensation strategies included gestures, mimes, or synonyms to get a sense of conversations.

Marpaung and Widyanotono (2020) aimed to correlate EFL learners' prominent five personalities, language learning strategies, and speaking skill in a learner-centered environment. It was a correlational study formed by 357 students. A questionnaire (Big Five Inventory) and a speaking (Strategy Inventory for Language Learning) (SILL) questionnaire test were the instruments of data collection. Besides, the authors used a role play to verify the students speaking skill levels of performance. The gathered data were analyzed using statistical software through correlational and regression tests to answer the proposed research questions. At the end of the process, the authors found out that there was no significant correlation between Big Five personalities and speaking skill. According to the authors, the other variables might correlate with speaking skill. Finally, they also suggested that further qualitative research might clarify to obtain other results.

Nurakhir et al. (2020) explored students' perceptions of classroom debates as a learning strategy to improve their critical thinking and speaking skill. It was a descriptive qualitative research design in which twelve students took part. They developed debate experiences and participated in semi-structured interviews. Open-ended questions were used, and probing questions were created to obtain further information. Then, the author transcribed the interviews verbatim and analyzed them through inductive content analysis. Five findings came up: acquiring new knowledge,

awareness, and responsiveness to different points of view and opinions, learning structuring ideas, and appropriate presentations. The authors concluded that classroom debates enhanced students' critical thinking and oral communication skills. Furthermore, this learning strategy provided enough tools to keep conversations, and debates could be included in the curriculum for speaking skill enhancement.

Hamideh et al. (2020) examined the relationship between EFL learners' use of language learning strategies and the scope to which they learn English language skills. Besides, they identified differences between high and low students' scores; and the frequency and kind of their language learning strategies. The SILL from Oxford was taken by 120 students who formed the target population of this mixed-method research. In addition, a semi-structured interview was applied to the target population to gather information about student's perceptions of the relationship between the use of language learning strategies and their language achievement. The authors argued that the qualitative data corroborated the quantitative data. In this case, most students stated that using language learning strategies was positive for their improvement. They concluded that high-level students mostly used compensation, affective, and cognitive strategies; low-level performance students used social, metacognitive, and memory strategies.

Likewise, Lestari and Yudi (2020) explored the language learning strategies used by the students. They worked with a population formed by 76 students. They fulfilled the SILL questionnaire. The gathered data was analyzed with Chronbach's Alpha which revealed acceptable reliability. The main finding was that students mostly used metacognitive learning strategies, which were followed by social and compensation strategies. However, they concluded that they did not use affective strategies. The authors suggested that other researchers could develop further research based on their findings.

Guevara (2021) determined the effectiveness of cooperative learning strategies in speaking skill improvement. The author applied mixed research with exploratory design. In this research, 23 students and three English teachers participated. To collect data, a survey was addressed to the students and the interview with the teachers. Some findings came up after the data analysis. First, the students faced difficulties like

communication problems, anxiety, low motivation, and low self-esteem. Secondly, teachers have not applied pair or group work in the classroom. As a contribution to this research, the author proposed a didactic guide with cooperative learning strategies to support students in improving their speaking skill.

Al-khresheh et al. (2020) stated that the ultimate goal of the teaching and learning process was communication, and speaking is one of the basic language skills. In this context, the authors aimed to investigate the effectiveness of using picture media to improve speaking skill. They developed a cross-sectional research design in which 20 students participated. They also conducted two experimental lessons. The first lesson was addressed with the traditional method of teaching.

On the other hand, in the second lesson, the researchers applied pictures to attract the subjects' attention. They used observation and a survey to collect data. After analyzing the information, they concluded that picture media helps improve students' speaking skill because the students' results were better after using pictures.

Laurence (2021) claimed that speaking produces sounds, articulations, or words that help express, state, and convey thoughts, ideas, or feelings. However, Indonesian students need help with this skill because it requires social interaction. Therefore, she aimed to discover students' problems while speaking and the strategies to solve those problems. It was quantitative research that centered on a survey with a Likert scale to gather data. Interestingly, the students' mostly used language learning strategy was practicing. They argued that problems were solved with practice only.

Gafur and Kuliahana (2021) aimed to enhance EFL students' speaking skills by using games as a learning strategy. They performed classroom action research which consisted of two cycles and six meetings. The cycles included steps like planning, implementation, observation, and reflection. The authors used an observation checklist, field notes, a questionnaire, and a pre-test and a post-test to collect data. The main goal was that students achieve a score of 70 or at least 75% of it; besides, the speaking test must meet the "success" category. As the research was divided into two cycles, the students showed 62.5% of the expected result. However, the students obtained 87.2% of the expected average in the second cycle. In conclusion, the authors stated that games as learning strategies benefit students.

Literature review

Independent variable

For the current research, the independent variable was the learning strategies. This theoretical framework has been done deductively.

Learning

Learning involves different tendencies between two extremes: behaviorism (Watson, 1913) and cognitivism (Piaget & Inhelder, 1997). According to Ahmad et al. (2020), the former emphasizes the external conditions that favor learning where the essential point is the response and the reinforcement of those that are aimed at achieving the expected result; its principal exponent was Pavlov Ivan Petrovich (1849-1936). On the other hand, in cognitivism, the fundamental is the student's cognitive structure and expectations; its leading exponents are Alan Baddeley, Frederic Bartlett, Donald Broadbent, Jerome Bruner, Vittorio Guidano, Hermann Ebbinghaus, among others.

In behaviorism, learning is a gradual process of response reinforcement; the objective is to consolidate this action to incorporate it into existing behavior patterns. Here the role of the medium is hyperbolized since it represents a set of stimuli, and the active role of the subject and the psychological factors that intervene in this process are ignored (Watson, 1913, as cited in Ertmer & Timothy, 1993). However, in cognitivism, learning goes beyond the information obtained; it starts from the knowledge influenced and shaped by man. The subject, therefore, is oversized, and it is considered that the subject learns everything without any external influence or stimulus (Ausubel, 1980). Additionally, the subject's active role stands out, who elaborates, creates, or develops constructs, structures, goals, or concepts of the world surrounding him or her.

According to Copson (2015), Humanism is another current that attributes to the learner all the responsibility of the process, while the teacher must promote an environment of trust to guarantee change. Therefore, the humanistic approach promotes learning without coercion, prescription, or imposition. The entire teaching-learning process is governed by the motivations of conditions so that the teacher is left with the task of developing awareness of each student's personality.

On the other hand, according to the historical-cultural approach of Lev Simkhovich Vygotsky, learning is the process in which the individual assimilates a specific historical-cultural experience while appropriating it. Learning in the school context always implies acquiring knowledge and constructing meaning. The student is the leading actor in the process, although not the only one. Learning takes place in an interpersonal system; therefore, through interactions with the teacher and classmates, the student learns the cognitive and communicative tools of culture. The objective is to discover and stimulate each student's potential or proximal development zone. In addition, this theory highlights that the subject is not limited to responding to stimuli passively or mechanically but instead acts on them (Vygotsky, 1978).

Language learning

One factor that has made foreign language teachers base their teaching on the socio-cultural approach is the emphasis it places on mediation in the learning process (Richards, 2013). According to Vygotsky (1978), it is through social mediation that knowledge becomes viable and gains coherence.

Mediation constitutes a mechanism through which external socio-cultural activities are transformed into internal mental functioning. When learning a foreign language, this mediation can be a book, visual material, classroom discourse, instruction, or any other form of help from the teacher. Social mediation in the form of interaction can occur between an expert person and a less experienced person; in the foreign language classroom, this mediation can occur between the teacher as an expert and the student or between the students themselves (Aragón & Caicedo, 2009).

From Vygotsky's conception of mediation, human thought arises in the context of specific social and cultural activities. Applying this idea to the classroom, mediation includes teaching-learning media; it can occur in written or spoken form since both forms of language are essential for constructing knowledge and cognitive development. The mediational role of the teacher does not imply additional work or effort, but rather her or his role takes on a qualitatively superior and different form.

The role of the teacher in language learning goes beyond simply providing the student with a new language. A good teacher is identified because of his or her interest in

students' progress (Harmer, 2007). Language is used as a cognitive tool that allows the teacher to develop thoughts and ideas. The learning process is a marker of development in students who can complete tasks independently with their teacher, who plays the role of the prompter, controller, assessor, and resource for language information (Harmer, 2007).

Teaching a foreign language from a socio-cultural perspective does not imply paying attention to the linguistic material only but also to the subject who learns. In this case, teachers must provide students with an environment of guidance, support, and knowledge. Meaning is constructed through joint activity, not through the transmission of knowledge from the teacher to the students, but rather the student is helped to transform the knowledge he or she receives through the construction of meaning and with resources such as the interlocutors' knowledge, textbooks, and other media in the context of the classroom (Herrera & Murry, 2011).

Learning styles

According to Gardner (1999), learning styles reflect individual qualitative and quantitative differences in mental form due to the integration of cognitive and affective-motivational aspects of individual functioning. Therefore, they determine how the learner perceives, attends, remembers, and thinks and how things are generally done. In other words, learning styles are all those cognitive and physiological traits by which students perceive and interact with learning processes.

According to Cook et al. (2009); Pashler et al. (2009), there are four basic stimuli for learning to occur: environmental elements (sound, light, temperature, and furniture), emotional elements (motivation, persistence, responsibility, structure), sociological and physical elements (perception potential, intake, time, mobility). These determine the ability, process, and retention of information, values, facts, and concepts.

Dunn and Buke (2006) define *learning styles* as how a learner begins to concentrate on new and challenging information, deals with it, and retains it. Learning is a knowledge of each situation, of each person, and of each environment. It means each person learns in different ways. Some people use hearing as the most critical learning pathway, others visually, others both, and a mixture of multiple factors.

According to Dunn and Dunn (1979) learning styles are based in three central systems: auditory, visual, and kinesthetic.

- The visual representation system or preference for visual contact. Learners could be better with texts, but they learn better by seeing images, symbols, and videos.

- The auditory representation system or contact preference stands out for having a learning preference based on listening. For example, face-to-face discussions where learners are forced to listen are very beneficial. They tend to have a more developed auditory memory.

- The kinesthetic representation system or preference for interacting with content. For example, laboratory classes are ideal for these people. Another example would be learning to type on a keyboard. People with this learning learn better if they interact with the content. They need to feel the learning.

Learning strategies

The literature refers that learning strategies are the processes that facilitate attention, motivation, acquisition, encoding, and retrieval (cognitive strategies), as well as the control of metacognitive and socio-affective processes. The classification of these strategies is diverse; for example, there would be a consensus on three components: cognitive, metacognitive, and socio-emotional strategies (Cool et al., 2009; Darmuki et al., 2018; Dunn & Burke, 2006; Pashler et al., 2009). However, another widely used focus on English language Learning Strategies is Strategy Inventory for Language Learning (SILL). It includes memory and compensation strategies more than those already mentioned (Oxford, 1990).

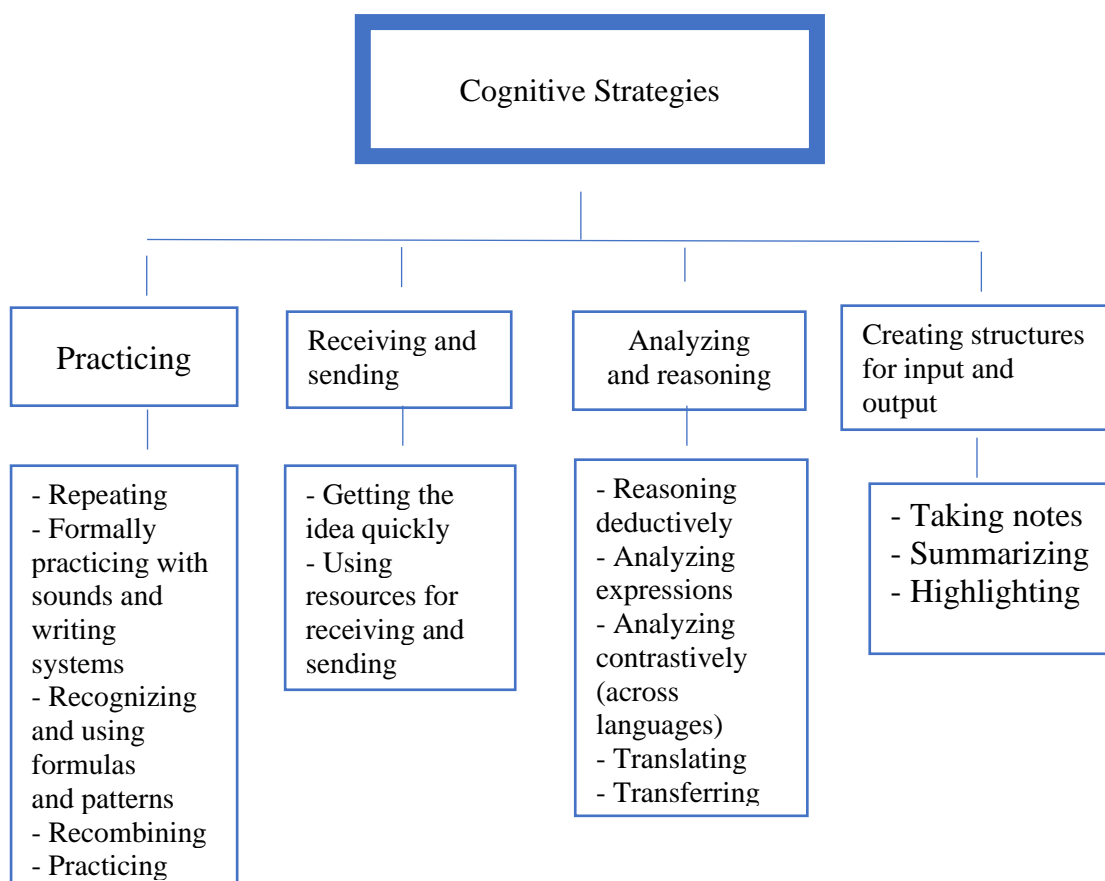
Cognitive learning strategies

Cognitive strategies are made up of information acquisition, coding (or storage), and retrieval (or recall) strategies, conceived as a reproductive action, which serves as the basis for the development of basic thought processes. These strategies, in turn, are classified as acquisition, encoding, and retrieval (Pashler et al., 2009). Moreover, they are processes that translate an input of sensory information from one conceptual representation into another and can even translate a conceptual representation into an output of motor information. Furthermore, in the language learning field, these cognitive learning strategies involve practicing, receiving, and sending messages,

analyzing and reasoning, and creating structures for input and output (O'Malley & Chamot, 1990).

Figure 1.

Cognitive learning strategies



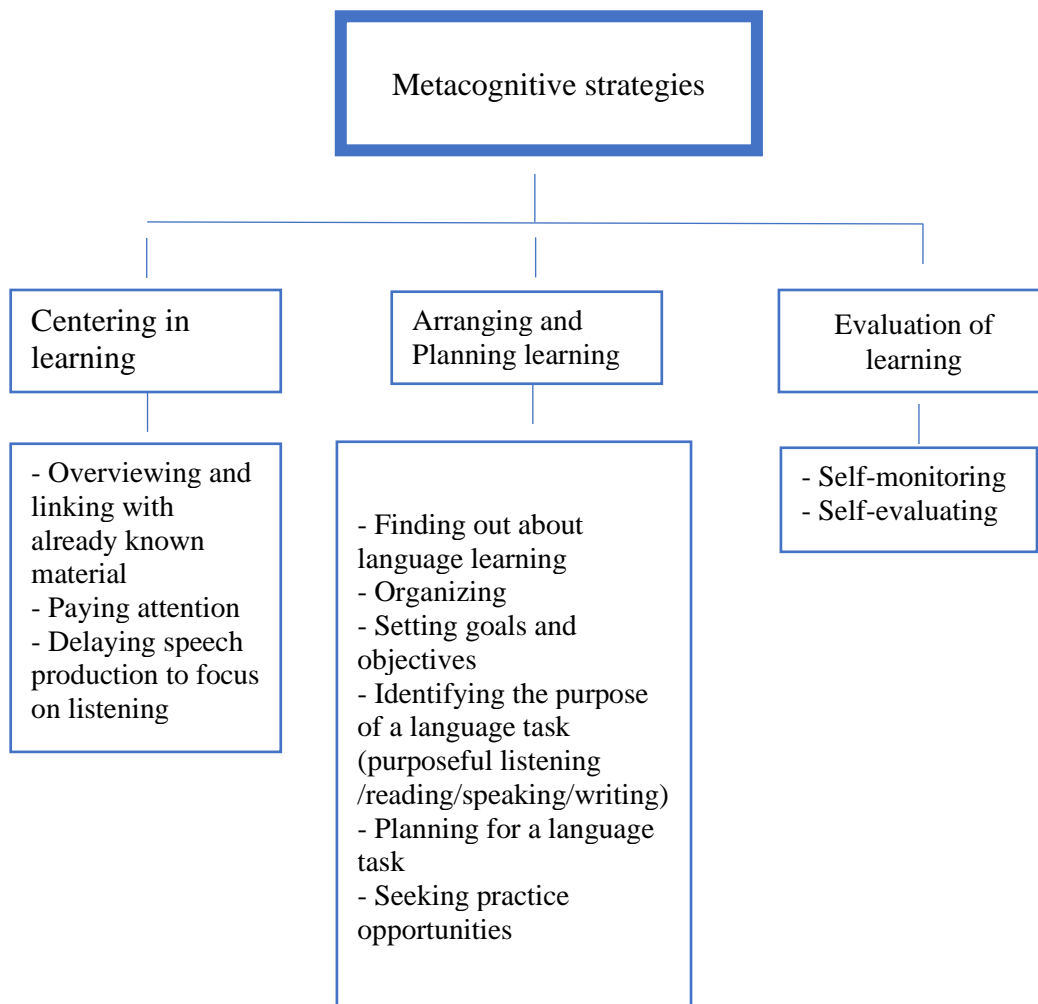
Note: Cognitive strategies according to O'Malley and Chamot (1990)

Metacognitive learning strategies

Metacognitive strategies are actions carried out by the subject before, during, and after the learning processes take place to optimize their learning. It has three dimensions: self-planning, self-monitoring (self-control), and self-assessment (O'Malley & Chamot, 1990). Three types of metacognitive strategies are frequently used in the literature: self-planning, self-monitoring, and self-assessment (Schraw & Moshman, 1995).

Figure 2.

Metacognitive strategies



Note: Kinds of Metacognitive learning strategies according to O'Malley and Chamot (1990)

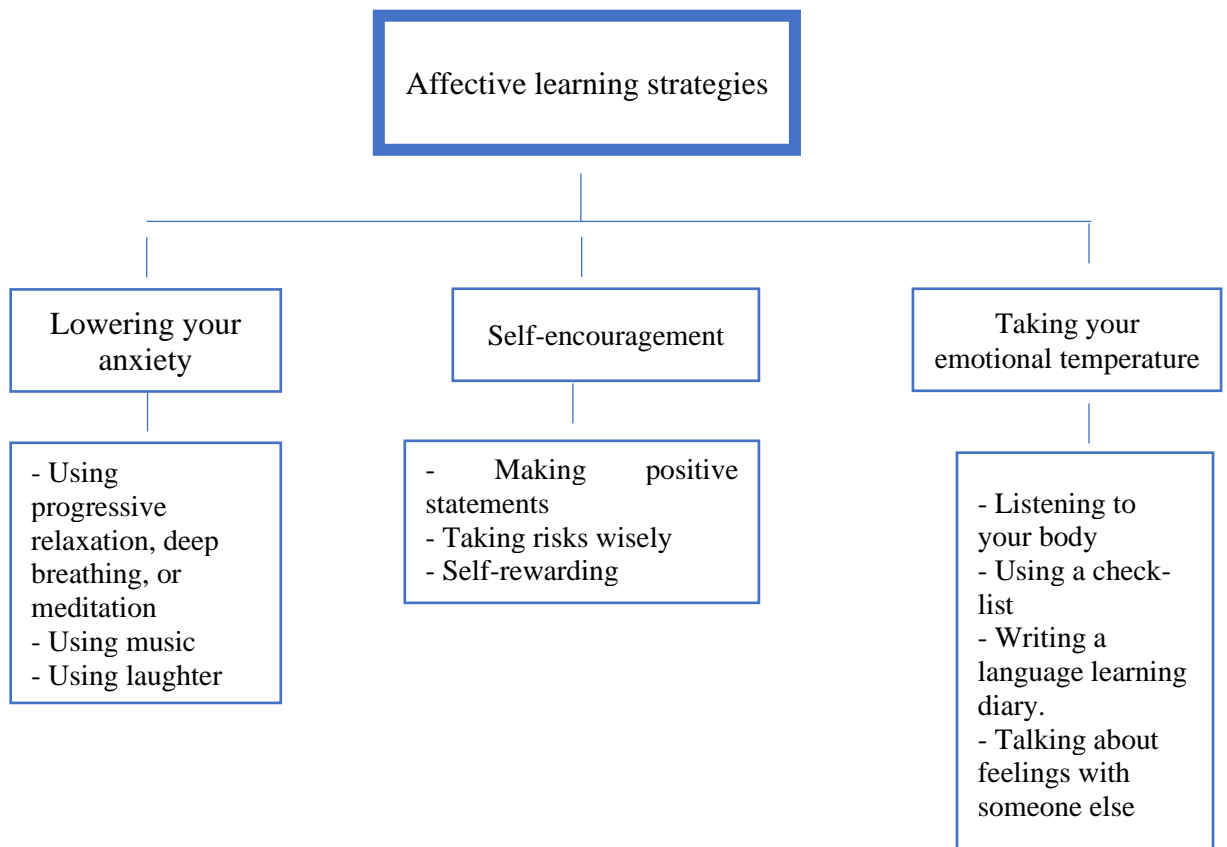
Affective learning strategies

Socio-emotional strategies are the procedures that learners adopt to direct their interactions with contextual factors (teachers, peers, noise) and to have control over emotional factors (O'Malley & Chamot, 1990). These strategies allow learners to focus their attention, maintain concentration, manage anxiety, establish and sustain motivation, and manage time efficiently (Weinstein & Mayer, 1986). It is an influencing factor relative to learners and generally applies to various academic tasks

(O'Malley & Chamot, 1990). According to O'Malley and Chamot (1990), these strategies are divided into affective and social.

Figure 3.

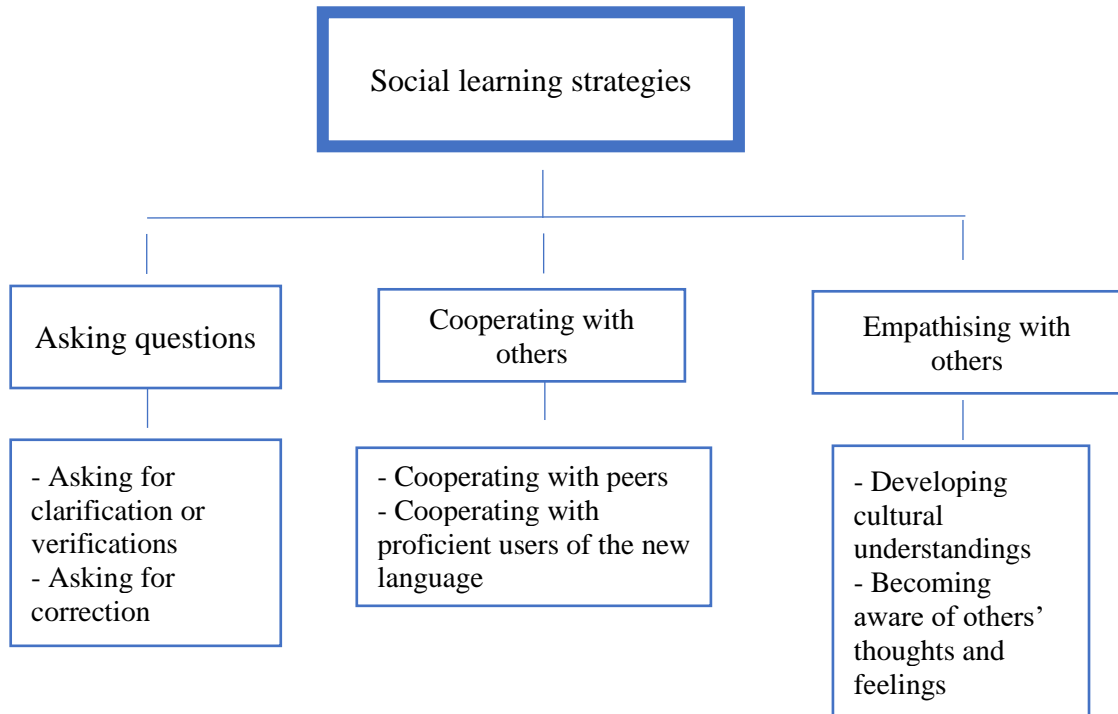
Affective learning strategies



Note: Affective learning strategies according to O'malley and Chamot (1990).

Figure 4.

Social learning strategies



Note: Kinds of Social learning strategies according to O'malley and Chamot (1990)

Memory strategies

According to Oxford (1990), memory learning strategies focus on creating mental linkages to remember information. Moreover, learners who employ these strategies apply images and sounds. They also review well and employ new vocabulary words repeatedly to intern them.

Compensation strategies

Learning a language includes knowledge of its rules, and students must take care of their own learning process. Compensation strategies focus on the learner's abilities to make guessing intelligently, give opinions, replace words with synonyms, and trying to apply grammar rules. In other words, they are actions that students carry out to keep, comprehend, learn, and improve their language learning processes. Besides, compensation strategies involve using the mother tongue, making mimics, or using

more simple ideas to be understood to overcome limitations in speaking and writing (Oxford, 1990).

Dependent variable

Communicative competence

The set of knowledge, skills, and individual characteristics are called competencies. According to Canale and Swain (1980), the English language is expected to develop communicative competence that includes the following aspects:

- Linguistic competence: refers to lexical, phonological, syntactic, and orthographic knowledge and skills, among others. It relates to applying concepts in various situations (Canale & Swain, 1980).
- Pragmatic competence refers to the practical use of linguistic resources and the ability to organize sentences in sequences and know the linguistic and functional forms of sentences to apply them in real communicative situations later (Yule, 2010).
- Sociolinguistic competence: refers to the knowledge of the social and cultural conditions that are implicit in the use of the language (Duranti, 1997).

Language skills allow learners to understand and interpret the real possibilities of the language in certain situations or contexts. In this way, developing these skills and knowledge lets students expand their knowledge and explore social skills. In this context, there are two main groups of language skills such as receptive or passive skills like reading and listening; and productive skills or active ones, namely speaking and writing.

Productive skills of the language

Productive skills of the language are processes involved in the linguistic creation and expression of meaning in a language. Numerous psycholinguistic and cognitive psychology theories try to explain the different relevant processes in language production. Among these processes are construction, whereby the speaker or writer selects targets in communication and creates propositions that express the desired meanings; transformation or articulation, whereby meanings are encoded as linguistic forms according to the grammar of the target language; and execution, that is, the

message is expressed audibly or visibly through speech or written expression (Canale & Swain, 1980). In these theories of linguistic production, the processes involved must be analogous to those present in comprehension (CEFR; 2001).

Speaking skill

Speaking skills are fundamental in a language; therefore, developing and working on them in class is essential. Speaking skills include terms like oral comprehension, oral production, and, more recently, oral interaction. Until the 1980s, as Richards and Rodgers (2013) point out, this skill was taught mechanically; the exercises consisted of repeating (exercises known as drills), where phrases and sentences out of context were automated. It was in the 1980s when a significant change took place in the programming and teaching of foreign languages, and communicative language teaching emerged (Canale & Swain, 1980), where structuralist methods began to transform and become famous and much more communicative.

Regarding production, it must be distinguished between speaking and interaction. Although traditionally, both were included under the name of the first, they are already discussed separately (CEFR, 2001). Regarding the interaction, it is defined as the following: The language user switches between speaking and listening with one or more interlocutors to collaboratively create conversational discourse through the negotiation of meaning per the cooperative principle (Beltran, 2017).

Speaking is a skill that poses a challenge for students due to the following characteristics of speech:

Contractions, vowel reduction, and elisions. One of the characteristics of the English language is the existence of contractions. Many times, it cannot be evident to the student. Thus, for example, the contractions must be treated with the verb to be or the verb to have, both in the third person. In addition, it has a weak vowel schwa that makes it difficult for the native speaker to hear (Darcy, 2018).

The use of slang and idioms. If learners are working with a not-very-high register, colloquial words or expressions can hinder oral comprehension (Figueiredo, 2010).

Accent, rhythm, and intonation. Spanish is considered a syllable-timed language, while English is a stress-timed language, causing problems for those with Spanish as their first language (O'Connor, 1998).

Speaking subskills

According to Lackman (2010), there are some speaking subskills, such as vocabulary, grammar, fluency, and pronunciation.

Pronunciation

The sub-skill of oral expression requires language students to change their thinking about the sounds that make up a word, which helps them pronounce it correctly (Remache, 2018). The goal of teaching pronunciation should be to learn the essential elements of spoken English so that students can be easily understood by other speakers. However, teaching pronunciation can be challenging, as teachers may need more time. When they have time, they focus on introducing and practicing several seemingly unrelated topics and may need more motivation for students. In addition, repeating sounds over and over again can lead to unfavorable results. Therefore, teachers avoid teaching pronunciation in class (Harmer, 2007).

Vocabulary

Vocabulary is the set of words that are part of a specific language. Therefore, learning many words is crucial for understanding and communication. The main objective of most English teaching programs is to help students learn a considerable number of helpful vocabulary and its meaning and correct use. It is enough to show learners the names of things and how the words are combined (Lackman, 2010).

In addition, learning a word implies knowing its meaning, use, word information (spelling and pronunciation), and word grammar (part of speech: verb and noun). In this sense, the teacher must ensure that students learn the vocabulary they need according to their level (Ausubel, 1980). According to Ahmed (1989), a few ways to introduce new vocabulary exist. First, the meaning is shown in some way. In addition, vocabulary that the student already knows can be used to clarify the meaning of the new item. A third way refers to the use of sounds.

Grammar

For Prator and Celce (1979), grammar is the set of rules that underlie a language. It includes rules governing the structure of words (suffixes and prefixes) and their structure to form clauses and sentences acceptable to educated native speakers.

Teachers used the grammatical method at the beginning of language teaching; however, over time, this has changed, and its teaching today is in context. Language is a complex subject often used inventively by its speakers. In other words, the actual use of the language is often messy and needs to be reduced to grammatical rules (Richards, 2013). Therefore, students must know the language and its use according to different intentions. Hence the importance of reading in English, listening to oral texts, and discovering activities.

That is to say, teaching grammar should never constitute an objective but rather a means to master the use of the language better. Therefore, any grammatical reflection the teacher makes in class must ensure that language practice becomes not a simple mechanical production of sentences but an actual act of linguistic communication (Canale & Swain, 1980).

Fluency

Fluency is the ability to produce language quickly and naturally. It generally increases as students become more comfortable with the language. The lack of fluency can be due, to a great extent, to poor vocabulary. It can be improved by including in the teaching-learning process a wide variety of experiences such as dialogues, role plays, songs, presentations, debates, and other activities related to real life. Communicative expressions in speech, such as hesitation, exclamations, and inappropriate or inarticulate sounds, are authentic and typical of regular communication. Therefore, they should not be emphasized (Harmer, 2007).

According to Hall (1997), developing fluency improves all the components of the classroom processes. Teaching-learning activities should develop language skills that enable students to interact with each other. On the other hand, the lack of fluency can trigger inhibition, nothing to say, little participation, and the use of the mother tongue. Furthermore, language teachers who focus on fluency help their students express themselves in English. They pay more attention to meaning and context and are less concerned with grammatical errors.

Assessment of the speaking skills

Several assessment instruments assess the learner's competence in speaking skills. One of them is the rubric.

A *rubric* is an instrument defined as a precise guide for assessing the learning and products made by the students (Andrade, 2000). It breaks down the performance levels of the apprentices in a particular aspect, with specific performance criteria. In addition, it can indicate the achievement of the curricular objectives and the teacher's expectations. It also allows students to identify the relevance of the contents and objectives of established academic work (Aliasin & Amanlu, 2017). Gidiotis (2021) points out that rubrics facilitate assessment in areas considered subjective, complex, or imprecise through criteria that progressively qualify the achievement of learning, knowledge, and valued competencies from a beginner level to an expert one.

Furthermore, the assessment of the speaking skills is problematic because it is a complex process that involves situations that can be considered subjective or imprecise, such as the students' nervousness and the teacher's fatigue, among others. On the other hand, a rubric describes the essential characteristics that achievement or performance must-have, considered as an integrated set of learning. The teacher, then, must achieve a clear description of what is expected of the students concerning each of the criteria included so that any possibility of inconsistency and lack of clarity is minimized as much as possible (Aisyah, 2021).

The rubric was taken from the Cambridge assessment website for the current study. It is focused on the A2 level of performance (Common European Framework of Reference for Languages, 2001) speaking skill. It has three criteria: grammar and vocabulary, pronunciation, and interactive communication. It also has four bands which go from 0 as the lowest score to 5 as the highest. Grammar and vocabulary criterion evaluates if the student shows control of simple grammatical forms and uses appropriate vocabulary while speaking or not. Furthermore, the pronunciation criterion assesses if students' utterances are intelligible with control of phonological features. The third criterion, interactive communication, assesses students' capacity to maintain a simple conversation without prompting or support.

Another instrument for the assessment of speaking skill is the checklist. It lies in a list of skills, criteria, or aspects that integrate achievement indicators, allowing one to determine their presence or lack in student learning (Aisyah, 2021).

CHAPTER III

METHODOLOGY

3.1. Location

This research was developed at Unidad Educativa “Santa Rosa”. This educational institution is in Santa Rosa, Ambato, Ecuador. It is a public high school. The institution has around 2000 students from elementary school, General Basic Education, and Baccalaureate. There are 90 teachers, but 9 are English teachers (Unidad Educativa Santa Rosa, 2020). There are two sections in the working day, such as in the morning and the afternoon. There are two main ethnic groups in the school: mestizos and indigenous ones.

3.2. Tools and techniques

Some tools were used. Regarding the equipment, a computer with an internet connection was beneficial. It helped to surf the net and do theoretical research.

There were two techniques. First, a survey was used to look for information about the students' most used learning strategies. This survey was taken from previous research that included Rebecca Oxford's SILL (Students Inventory Language Learning) methodology (1990). This survey was shared among students through Google Forms. The learning strategies reviewed in the theoretical section had six parts: memory, cognitive, metacognitive, affective, social, and compensation strategies.

Table 1.

Description of the survey questionnaire

N.	Category	Description of the survey	
		N. of items	Items
1	Memory strategies	9	1,2,3,4,5,6,7,8,9
2	Cognitive strategies	14	10,11,12,13,14,15,16,17,18,19,20,21,22,23
3	Compensation strategies	6	24, 25, 26, 27,28,29
4	Metacognitive strategies	9	30,31, 32,33, 34,35, 36, 37, 38
5	Affective strategies	6	39, 40, 41, 42, 43, 44
6	Social strategies	6	45, 46, 47, 48, 49, 50

Note: Categories taken from SILL methodology from Rebeca Oxford (1990)

Additionally, A2 Key for Schools Test (Speaking part) was employed as the pre-test and the post-test, which came from the Cambridge Assessment web page. Moreover, a rubric was utilized. It contained three main criteria: grammar and vocabulary, interactive communication, and pronunciation. It also involved five bands, 0 being the lowest score and five the highest.

3.3. Research approach

The quantitative research approach was the main emphasis of this study with a quasi-experimental design. Creswell (2015) asserts that the quantitative method enables the selection of participants, alternatives for data collection, location of the instruments, and statistical analysis of the outcomes.

A pre-test and a post-test test to collect data were employed, which were taken by the control and the experimental group. In the control group, the researcher taught, considering the traditional methodology. The teacher emphasized the students' most used learning strategies in the experimental one. Data came from the survey previously applied to the target population. Pre-tests and post-tests were administered to both groups before and after the experimental group's use of learning strategies.

3.4. Hypothesis verification

Two hypotheses were posed to accomplish the proposed goal for the current purpose. They are assumptions made to determine the effectiveness of learning strategies on

students' oral skills.

Alternative hypothesis: learning strategies improve students' speaking skill.

Null hypothesis: learning strategies do not improve students' speaking skill

3.5. Population and sample

The target population belonged to the Unidad Educativa Santa Rosa and attended the second year of the general baccalaureate. According to the information gathered from the Secretariat's office, there were 191 students from the second year of baccalaureate. This information is displayed in the table below.

Table 2.

Population

WOKING SECTION	CLASS	Population				TOTAL
		Male	%	Female	%	
Afternoon section	2 A	9	5%	15	8%	24
	2 B	11	6%	11	6%	22
	2 C	9	5%	16	8%	25
	2 D	6	3%	15	8%	21
Morning section	2 A Accounting	8	4%	27	14%	35
	2 B Accounting	10	5%	8	4%	18
	2 A Mechanics	17	9%	0	0%	17
	2 B Mechanics	28	15%	1	1%	29
TOTAL		71	37%	120	63%	191

Note: Population information obtained from Secretaria's office at Unidad Educativa Santa Rosa to get sample.

Sample

Hernández et al. (2014) assert that the sample size must be representative and adequate. An adequateness means that the sample size is set through an analysis that allows results such as reducing the margin of error. To be representative, all members of a group of people must have the same opportunities to participate in the research. For that reason, the sample was obtained according to the following formula:

$$n = \frac{N * Z^2 * p * q}{e^2 (N - 1) + Z^2 * p * q}$$

n = sample size

N = population size

Z = Level of confidence

e = maximum level of accepted error

p = probability of success

q = probability that the event will not occur

N	191
Z	1.960
P	50 %
Q	50 %
e	5%

n = 127

Therefore, the sample for the survey was 127 students of second year of baccalaureate at the Unidad Educativa Santa Rosa who were chosen randomly from the lists of students.

On the other hand, the population who took part of the intervention proposal was formed with students who fulfilled the inclusion criteria.

For the inclusion criteria, there were some requirements such as:

- To be legally registered in the second year of baccalaureate at the Unidad Educativa Santa Rosa.
- To attend classes regularly.
- To provide the informed consent to participate in the current research.
- To study in the morning section and have time to attend extra classes in the afternoon.

Students were chosen randomly to form the experimental group and the control one. Therefore, the population for the intervention proposal was formed in this way:

Table 3.

Population for the intervention phase

Group	Male		Female		TOTAL	
Control group	16	27%	14	23%	30	50%
Experimental group	15	25%	15	25%	30	50%
Total	31	52%	29	48%	60	100%

Note: Data obtained after gathering parents' informed consent to have the number of students for the control and the experimental group.

3.6. Data collection

There were two main data collection techniques and instruments. First, the survey was used with their corresponding questionnaire related to the students' learning strategies which was addressed to the population sample. The questionnaire was a translation into Spanish from the Strategy Inventory for Language Learning (SILL) whose author was Rebecca Oxford (1990). Secondly, the pre-test and the post-test with their corresponding questionnaire. The tests were focused on the speaking part of the A2 Key for schools, English exam from Cambridge Assessment.

After the pre-test, the researcher planned an intervention proposal. Lesson plans emphasized various learning strategies, including cognitive, metacognitive, affective, and social learning strategies. They supported pupils in using the chosen language for communication. Speaking practice would be a valuable learning opportunity for students in this manner. The initial, development and closing stages were the three major phases of the lesson plans. Both the teacher and the students have designated tasks. In addition, the subjects picked for this plan were drawn from the Modules offered by Ecuador's Ministry of Education for the second year of baccalaureate.

Therefore, it was designed a booklet for teachers to use in helping students improve their speaking skill. Lesson plans included social learning techniques like pair and group interaction, seeking explanations, and correction. Affective learning techniques can also help reduce anxiety using music and optimistic affirmations. They also involved collaborative activities that promote cultural understanding. Additionally, taking notes and reviewing are included in cognitive learning techniques.

In this sense, this straightforward collection of lesson plans contained specific activities for teachers and students in three main stages. The initial tasks were meant to refresh and acquaint students with the subject. The development stage promoted activities to put speaking into practice. The final phase included follow-up exercises to solidify information. There were eight lesson plans that are detailed below.

Lesson 1. Baking a classic birthday cake

This lesson applied pair and group work and focused on Social Learning Strategy because students asked questions and cooperated with peers. A rubric was prepared to assess students' speaking performance because they had to talk and interact to explain the process of baking a birthday cake.

Lesson 2. Poems as song lyrics

In this lesson, students worked on their Affective Learning Strategies to lowering their anxiety through music. They were assigned to be in pairs and small groups to ask for and give opinions about lyrics of the song "Set fire to the rain" by Adele. Cooperatively, they helped the teacher to assess students' interactive communication, pronunciation, and vocabulary.

Lesson 3. If you were a sailboat

This lesson enhanced students' motivation through pair and small group interaction. Students talked about hypothetical situations by using a poem. Students mainly worked to improve their pronunciation and vocabulary. Assessment corresponds to students' oral production through a rubric.

Lesson 4. Frida Kahlo

This lesson helped students enhance their speaking skills by pair and group connection to summarize a text to create structures for input and output. In this case, students developed Cognitive Learning Strategy to talk about Frida Kahlo to strength cultural awareness.

Lesson 5. How coffee is produced

This lesson strengthened students' Metacognitive Learning Strategy by arranging and planning learning; in this case, planning for a speaking task. Students worked in pairs to read and made an oral presentation about how coffee is produced.

Lesson 6. A traditional festival in Ecuador: day of the dead

Students were in groups of four and enhanced Social Learning Strategy by empathizing with others to develop cultural understandings. They talked about traditions in Ecuador on the day of the dead and shared a video talking about the process of making "colada morada".

Lesson 7. A telephone conversation

Students cooperatively developed their Cognitive Learning Strategy by receiving and sending oral messages. Students used electronic devices and were encouraged to role play a telephone conversation in pairs.

Lesson 8. My plans for the future

This lesson promoted students to reinforce on Cognitive Learning Strategy by practicing with sounds and writing systems. Students worked and interacted in pairs to talk about their plans for the future. The teacher assessed the students' oral productions through the same rubric used for the rest of the plans.

3.7. Data processing and statistical analysis

This research used quantitative method. Consequently, once data was gathered, it was condensed, processed, and statistically analyzed. The analysis of data obtained from the survey and the pre-test and post-test was developed by using SPSS statistical software. Afterwards, data was interpreted.

3.8. Response variables

Learning strategies

Learning strategies are flexible and conscious guides that learners employ to achieve objectives. They are also a sequence of cognitive and procedural operations to process information and learn it meaningfully. To get to know about students' most used learning strategies, the researcher employed a survey that they took at the beginning

of the study. The survey had its own questionnaire (See Annex 1).

Speaking skill

Speaking is a productive linguistic skill that allows the speaker to express and/or establish interaction with interlocutors, facilitating the communication process in a given context. This variable of study was measured through the pre-test and post-test (See Annex 2). It was A2 Key for Schools Test (Speaking part). Population took the pre-test at the beginning of the study and the post-test at the end, after the intervention phase.

CHAPTER IV

RESULTS AND DISCUSSION

This section shows data found in the survey for this study: Strategy Inventory for Language Learning (See Annex 1). They were obtained at the beginning of the study to verify the most used learning strategies by students in the second year of baccalaureate. After that, the students took the pre-test, and the proposal was designed to make a classroom intervention. Afterward, the students took the post-test. These data were condensed and tabulated in a Microsoft Excel file; then, they were statistically analyzed through SPSS statistical software.

4.1. Survey results

The survey had 50 questions that inquired students about six types of learning strategies: memory, cognitive, compensation, metacognitive, affective, and social. They are based on the SILL methodology proposed by Rebecca Oxford (1990).

Reliability analysis

Table 4.

Reliability analysis

Reliability Statistics	
Cronbach's Alpha	N of Items
.887	50

Note: Data obtained from the survey results

According to the information displayed in table 4, with 95% confidence and 5% error, the survey has .887 reliability. It means that there is high reliability in the results of this instrument.

Groups of strategies developed the analysis of data that came from the survey.

Table 5.*Memory strategies*

Memory strategies		
Items	St. Deviation	Mean
I think of relationships between what I already know and new things I learn in English	0.706	2.13
I say or write new English words several times	0.568	2.7
I connect the sound of a new English word and an image of the word to help me remember the word	0.511	1.98
I remember a new word by making a mental picture of a situation in which the word might be used	0.665	1.48
I use rhymes to remember new English words	0.366	2.91
I use flashcards to remember new English words	0.663	2.45
I physically act out new English words	0.681	2.23
I review English lessons often	0.709	2.36
I remember new words or phrases by remembering their location on the page, on the board, etc.	0.545	2.69

Note: Results from survey about the students' most used Memory Strategies

This part of the survey refers to Memory strategies with nine items. Table 5 shows that students mostly used one memory strategy, which focuses on remembering new words by taking a mental picture of a situation where the word might be used. 61.4% of the population always uses this strategy. Furthermore, 18.9% of the people always use the strategy where students make connections between what they already know and other things they learn in English. On the other hand, 14.2 % of the students chose both the strategy of acting out new English words and the connection of a new word sound in English and an image of the term to help them remember the word.

Moreover, 13.4% of the students review English lessons frequently. Only 5.5% of them say or write new English words several times, followed by 3.9% of the students who remember new words or phrases by reminding their location on the page, on the board, etc. The least used memory strategy is rhyming to remember new English words because 2.4% of the students use them.

In sum, the most used memory strategy is remembering a new word by taking a mental picture of a situation in which the word might be used.

Table 6.

Cognitive strategies

Cognitive strategies		
Items	St. Deviation	Mean
I use new English words in a sentence so I can remember	0.687	1.76
I try to talk like native English speakers.	0.284	3.24
I practice the sounds of English.	0.733	2.5
I use the English words I know in different ways.	0.605	2.67
I start conversations in English.	0	3
I watch English language TV shows or go to movies spoken in English	0.716	2.6
I read for pleasure in English	0.357	2.91
I write notes, messages, letters, or reports in English	0.573	2.72
I first skim an English passage (read it quickly) then go back and read carefully.	0.478	1.18
I look for words in my own language that are similar to new words in English.	0	1
I try to find patterns in English.	0.695	2.02
I find the meaning of an English word by dividing it into parts that I understand.	0.416	2.78
I try not to translate word-for-word.	0.403	2.89
I make summaries of information that I hear or read in English.	0.347	2.92

Note: Data obtained from the survey about students' most applied cognitive strategies.

Table 6 shows information about students' Cognitive learning strategies. 100% of the population has chosen to look for words in their language like new words in English. Besides, 85.8% first skim an English passage (scan it) and then go back and read carefully. 38.6% of the students assert they use new English words in a sentence so they can remember, while 22.8% try to find patterns in English. In addition, 14.2% of

them practice the sounds of English; likewise, 13.4% watch English-language TV shows or go to movies spoken in English. On the other hand, 7.1% of the students use the English words they know differently, and 6.3% write notes, messages, letters, or reports in English. 3.1% try not to translate word-by-word. Only 2.4% reads for pleasure and summarize the information they hear or read in English.

Therefore, the most employed cognitive strategies were skimming a text, reading carefully; and looking for a cognate to understand new words.

Table 7.

Compensation strategies

Compensation strategies		
Items	St. Deviation	Mean
To understand unfamiliar English words, I make guesses.	0.765	1.53
When I can't think of a word during a conversation in English, I use gestures.	0.398	2.87
I make up new words if I do not know the right ones in English.	0.175	2.97
I read English without looking up every new word.	0.302	2.94
I try to guess what the other person will say next in English.	0.378	2.91
If I can't think of an English word, I use a word or phrase that means the same thing.	0.29	2.94

Note: Data obtained from the survey about students' most used compensation learning strategies.

Table 7 shows the results of the compensation strategies. 63.8% of the population makes guesses to understand unfamiliar English words. It turns this strategy into the most common compensation strategy the target population uses. On the other hand, 3.1% of the students try to guess what the other person will say next in English. Similarly, 2.4% of the students use gestures when they cannot think of a word during a conversation in English. Only 1,6% of them use a word or phrase that means the same thing if they cannot think of an English word and read English without looking up every new word.

Consequently, learners' most common compensation strategy is understanding unfamiliar English words through guesses.

Table 8.

Metacognitive strategies

Metacognitive strategies		
Items	St. Deviation	Mean
I try to find as many ways as I can to use my English.	0.773	2.36
I notice my English mistakes and use that information to help me do better.	0.395	2.9
I pay attention when someone is speaking English.	0.545	1.19
I try to find out how to be a better learner of English.	0.432	1.17
I plan my schedule so I will have enough time to study English.	0.455	1.91
I look for people I can talk to in English	0.771	2.42
I look for opportunities to read as much as possible in English.	0.643	2.67
I have clear goals for improving my English skills.	7.97	2.13
I think about my progress in learning English.	4.75	1.23

Note: Data obtained from the survey about students' most used metacognitive strategies

There is a visual representation of the results about metacognitive strategies in table 8. 88.2% of the population state that the most applied strategy is paying attention when someone is speaking in English, followed by 85.8% who try to find out how to be a better learner of English; and, 79.5% argue that they think about their progress in learning English.

However, 26% of the population have clear goals for improving my English skills; 18.1% of the students try to find as many ways as they can to use their English; 17.3% of the students look for people they can talk to in English; 15% plan their schedule, so they have enough time to study English; 9.4% of them look for opportunities to read

as much as possible in English; and, 3.1% of the respondents notice their English mistakes and use that information to help them do better.

Consequently, learners' most used metacognitive strategies are paying attention when someone is producing the target language, trying to find out how to be a better learner; and thinking about progress in learning English.

Table 9.

Affective strategies

Affective strategies		
Items	St. Deviation	Mean
I try to relax whenever I feel afraid of using English.	0.631	1.67
I encourage myself to speak English even when I am afraid of making a mistake.	0.677	1.9
I give myself a reward or treat when I do well in English.	0.456	1.17
I notice if I am tense or nervous when I am studying or using English	0.444	1.18
I write down my feelings in a language learning diary.	0.327	2.94
I talk to someone else about how I feel when I am learning English	0.264	2.96

Note: Data obtained from the survey about students' most used affective learning strategies

Table 9 displays information on the most used affective learning strategies. Therefore, 85.8% of the population reward themselves or treat them when they do well in English; similarly, 84.3% notice if they are tense or nervous when studying or using English. In contrast, 41.7% of the students try to relax whenever they feel afraid of using English, and 28.3% encourage themselves to speak English even when they fear making a mistake, while only 2.4% write down their feelings in a language learning diary; as well as, 1.6% talk to someone else about how they feel when they are learning English.

Consequently, the most common affective learning strategies are self-rewarding when doing well in English and noticing nervousness while studying or using English.

Table 10.

Social strategies

Social strategies		
Items	St. Deviation	Mean
If I do not understand something in English, I ask the other person to slow down or to say it again.	0.438	1.15
I ask English speakers to correct me when I talk.	0.926	1.98
I practice English with other students.	0	1
I ask for help from English speakers.	0.584	1.24
I ask questions in English.	0.347	2.92
I try to learn about the culture of English speakers.	0.556	1.27

Note: Data obtained from the survey about students' most used social learning strategies

Table 10 shows results that come from social learning strategies. Therefore, 100% of the respondents practice English with other students; 88.2% ask person to slow down or to say it again when they do not understand something in English; besides, 84.3 ask for help from English speakers; and, 78.7% try to learn about the English culture. Meanwhile, 43.3 ask English speakers to correct them while speaking. On the contrary, 2.4% ask questions in English.

It is shown that students chose 4 out of 6 social learning strategies as the most used by them; such as, asking English speakers to slow down or to say it again when understanding is hard; asking for help from English speakers; and, learning about the English culture.

To sum up, table 11 shows the most common learning strategies among students from second year of baccalaureate at Unidad Educativa Santa Rosa.

Table 11.

Most common learning strategies at Unidad Educativa Santa Rosa

Learning strategies at Unidad Educativa Santa Rosa	
Memory strategies	- Remembering a new word by making a mental picture of a situation in which the word might be used.
Cognitive strategies	- first skimming a text then go back and read carefully - looking for a cognate to understand new words
Compensation strategies	- understanding unfamiliar English words through guesses.
Metacognitive strategies	- paying attention when someone is producing the target language - trying to find out how to be a better learner - thinking about progress in learning English.
Affective strategies	- self-rewarding when doing well in English - noticing nervousness while studying or using English.
Social strategies	- asking English speakers to slow down or to say it again when understanding is hard - asking for help from English speakers - learning about the English culture

Note: Most common learning strategies used by students. Data obtained from the statistical analysis in SPSS

It is shown that the most used learning strategies among students are cognitive strategies, metacognitive strategies, social strategies, and affective strategies. Memory and compensation strategies are the least used.

Regarding these findings, proposing a classroom intervention focused on those strategies is necessary to help students enhance their speaking skills.

4.2. Pre-test

Both the control and the experimental groups took the pre-test before the intervention phase. The results come from an assessment rubric which has three criteria such as

grammar and vocabulary, pronunciation, and interactive communication. They have their corresponding bands from 0 which is the lowest score to 5 as the highest one.

The t-test was executed with the following process:

Normality test

Table 12.

Normality test

	Kolmogorov-Smirnov ^b		
	Statistic	df	Sig.
Control group Pre-test	0.137	30	0.158
Control group Post-test	0.177	30	0.017
Experimental group Pre-test	0.203	30	0.003
Experimental group Post-test	0.175	30	0.019

Note: Data come from Normality test Kolmogorov-Smirnov in SPSS

Kolmogorov-Smirnov test was employed because there were more than 50 valid data. For the Pre-test in the control group, the significance is .158; this result is > .05. Therefore, data come from a normal distribution. However, data from the control group in the post-test and experimental group are < .05. This means that data comes from atypical distribution.

Equality of variances

Table 13.

Levene's test: equality of variances

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Pre-test	Equal variances assumed	0.016	0.901	-0.316	58	0.753	-0.3	0.949	-2.2	1.6
	Equal variances not assumed			-0.316	57.953	0.753	-0.3	0.949	-2.2	1.6

Note: Data come from the Equality of variances test in SPSS

Table 13 shows that students from the control and experimental groups obtained a significance of .901. This result was $> .05$; in consequence, equal variances were assumed.

The next step was to verify if there were statistical differences between the control and the experimental groups in the pre-test. Table 13 was reviewed again, and it is evidenced that students from both the control and experimental groups obtained a two-tailed significance of 0.753. It meant that students did not have differences, or had the same speaking performance level. This fact is shown in table below:

Table 14.

Pre-test statistics

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre-test	Control group	30	6.03	3.728	0.681
	Experimental group	30	6.33	3.623	0.661

Note: data come from group statistics from the Pre-test in SPSS to compare means

The mean of the control group in the pre-test was 6.03, while the experimental group obtained 6.33. Therefore, there was no significant difference between the means from the control and experimental groups.

4.3. Post-test

The T-student test was applied to compare means between the results from both control and experimental group in the post-test.

Table 15.*Comparison of means: Post-test*

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post- test	Equal variances assumed	.003	.959	-2.613	58	.011	-2.300	.880	-4.062	-.538
	Equal variances not assumed			-2.613	57.6 48	.011	-2.300	.880	-4.062	-.538

Note: Data come from the comparison of means of the post-test in SPSS

Table 15 displays data from the statistical analysis. The two-tailed significance corresponded to .011, which is $< .05$. This means there are significant differences between the means from the control and experimental groups.

It is also shown in table 16.

Table 16.

Post-test general statistics

		Group Statistics			
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post-test	Control group	30	6.5	3.54	0.646
	Experimental group	30	8.8	3.274	0.598

Note: data come from group statistics from the Post-test in SPSS

Therefore, the alternative hypothesis was accepted because learning strategies improved students' speaking skill.

4.4. Discussion

After gathering information and obtained results, some findings came up. Firstly, information from the survey evidenced that students of second year of baccalaureate at Unidad Educativa Santa Rosa mainly use learning strategies such as memory, cognitive, metacognitive, compensation, affective, and social strategies proposed by Rebecca Oxford (1990). However, some learning strategies are more used than others by the students. Students chose social strategies such as asking English speakers to slow down or to say utterances again when understanding is hard, asking for help from English speakers, and learning about the English culture. These results are similar to those obtained by Adnan (2019) who asserted that students' anxiety can be reduced through positive social relationships during learning to obtain better academic achievements.

The second most used learning strategies were metacognitive ones. They refer to students' abilities to pay attention when someone is producing language, try to find out how to be a better learner, and think about own progress in learning English. About it Zakaria et al. (2018) found similar results. Those authors remarked that students

struggle in learning English because of their low self-confidence and lack of knowledge of language structures; however, promoting meta-cognitive language learning strategies these difficulties are overcome.

The third most used learning strategies were the affective. They refer to the students' abilities to self-rewarding when doing well in English, and noticing nervousness while studying or using English. This information is similar to that found by Syafryadin (2020) who states that students use affective strategies to manage their emotions and self-reward while improving. Similarly, cognitive strategies like skimming a text and looking for cognates are used by the surveyed. Regarding this fact, Kehing and Yunus (2021) had similar results in their research which suggested that learners use cognitive strategies to make sure about what they learn and prove other options to make sense on what they say. On the other hand, the least used learning strategies were memory and compensation. This information contrasts with that found by Lingga et al. (2020) who concluded that students positively use memory strategies to learn vocabulary and improve pronunciation.

Moreover, the results from the pre-test evidenced students' low level of speaking performance. They struggled with pronunciation, vocabulary, and interactive communication. They also lacked grammatical understanding and vocabulary and incorrectly pronounce words; furthermore, they felt nervous about making mistakes. These results were similar to those obtained by Lingga et al. (2020), who argued that learners show shame, fear, anxiety, and a lack of confidence.

On the other hand, after the post-test, the researcher found that there was a significant difference between the means of the control group and the experimental group. This information provided data about a positive result after the intervention process. As a result of the intervention process, there was an important result because the students' improvement was achieved through the use of affective, social, cognitive, and metacognitive learning strategies similarly to Pratiwi and Ayu, (2020), Irawan et al. (2018); Mustafa and Meena (2020); Lingga et al. (2020); and Kehing and Melor (2021).

In consequence, students demonstrated a better speaking performance specially in the vocabulary subskill, which they could understand and connect ideas using key words,

gestures, and may be more aware about their lacks and needs to continue growing in their English learning. Moreover, students from the experimental group showed more confidence, relax, interest and motivation during the intervention process.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

After doing the whole research process, some conclusions came up.

- The most useful learning strategies to enhance the speaking skill were established. Regarding this, after using a survey with fifty questions, the students chose the cognitive, metacognitive, affective, and social as the most useful strategies. These results obeyed their ways of English learning preferences. Therefore, students chose cognitive strategies like skimming a text and looking for cognates to understand texts. They also decided for metacognitive strategies like paying attention to someone when he or she is speaking, and look for information about how to be a better English learner and working on self-progress. Moreover, students picked out social strategies because they ask for help any time, try to interact with more advance language learners, and learn about the English culture. They also selected affective strategies because they usually self-reward and try to cope with their nervousness while producing oral language.
- The speaking subskills were theoretical reviewed and analyzed such as grammar and vocabulary, pronunciation, and interactive communication. These subskills were improved through the application of the intervention phase within the learning strategies and proposed classroom activities. Students showed motivation and confidence; therefore, it was observed that vocabulary and pronunciation were improved the most. Additionally, fluency was also slightly improved. Students cooperatively worked during the intervention where a more relaxed classroom environment was promoted.
- The students' speaking skill was assessed before and after the classroom intervention. At the beginning, students took the pre-test with no differences between the control and the experimental group. Students struggled with vocabulary and grammar, pronunciation and interactive communication.

Students hardly pronounced isolated words, they did not ask questions properly and answer them only with yes or no words. However, after the intervention, a better performance was identified in the students from the experimental group who worked with the classroom intervention proposal; while the students from the control group kept the same standards of speaking performance similar to those obtained at the beginning. Students who participated in the intervention showed a more confidence mood during the speaking exam; even though their speaking needs more improvement, they produced more understandable words in short phrases, used key words to understand and answer questions. Additionally, they asked and answered to each other and their interaction is better. The statistical analysis accepted the alternative hypothesis which indicated that leaning strategies improve students' speaking skill.

5.2. Recommendations

- It is suggested to make deep research in high schools about students' learning strategies that can be useful to improve speaking skills in order to be sure about their needs. Possibly, students have their own ways of leaning according to their own background; therefore, this information could be valuable not only for them but also for teachers who are responsible of students' improvement.
- It is advised that the speaking subskills would be theoretically reviewed and analyzed such as grammar and vocabulary, pronunciation, and fluency in order to improve not only the speaking skill but also the rest of language abilities for a better performance. It would help to obtain better results and the outcomes would be achieved.
- It is highly advocated that students' speaking skill would be assessed before and after a classroom intervention. It would be a valuable action if teachers planned these kinds of researches not only in baccalaureate but also in general education. Teachers should also use this research as basis of their classroom work.

CHAPTER VI

PROPOSAL

6.1. Informative data

Topic: Learning strategies and the speaking skill

Name of the Institution: Unidad Educativa “Santa Rosa”

Beneficiaries: 60 Students from Second year of baccalaureate

Location: Santa Rosa – Ambato - Ecuador

Estimated time for the execution: 8 weeks

Person in charge: Lic. Liliana Rea

Researcher: Lic. Liliana Rea

Cost: 50 dollars

6.2. Background of the proposal

This proposal is focused on the learning strategies to improve the students’ speaking skill. There are some previous researches that constitutes its background. Speaking skill is really important, since interaction among students is carried out more efficiently. In addition, it helps to have a harmonious work environment; therefore, in turn, it manages to obtain a better performance in the school activities; therefore, it allows classroom objectives to be achieved. In this context, a number of proposals have been developed which precede the current one.

Proposals focus on the speaking skill and subskills improvement through learning strategies. The subskills are pronunciation, vocabulary, grammar, fluency (Pratiwi & Ayu, 2020) and pronunciation (Irawan et al., 2018; Lingga et al., 2020; Kehing & Melor, 2021). Focusing on these subskills, there is a tendency of enhancement and socialization among students. In this way, they strengthen their communicative skills (Wael et al., 2018; Mustafa and Meena, 2020). Therefore, motivation is also improved and the classroom environment is better.

Some proposals focused on the concept of learning strategies. They state that language learning strategies are thoughts and actions that individual use to achieve a learning objective (Zakaria et al., 2018; Namaziandost et al., 2018; Syafryadin, 2020). It is also

remarkable that a stressful educational environment is linked to school failure: it weakens academic performance and self-esteem. A stressed student will hold her breath and change the way she focuses to accommodate the stress. It affects learning in the short and long term (Adnan, 2019). Therefore, it is important that teachers identify students' strengths and ways of learning to support them in their knowledge acquisition, in this case, the speaking skill.

Moreover, some of the proposals like those developed by Syafradin (2020); Wael et al. (2018); Zakaria et al. (2018); and, Mustafa and Meena (2020) have identified the cognitive, compensation and the affective learning strategies like the most used by the students. Cognitive strategies can be defined as planned behaviors that select and organize cognitive, affective, and motor mechanisms in order to deal with global or specific problem-situations of learning. According to Oxford (1990) compensation strategies focus the learner's abilities to look for ways of being understood like using grammar patterns, using synonyms, and using gestures. On the other hand, affective strategies refer to emotions, attitudes, motivations and values. These factors directly influence the learning process and the best way to deal with them is through the proper use of strategies that target those specific points, such as: lowering anxiety and self-encouragement in communication.

These proposals served as the foundation for creating the current one, which aims to create engaging and motivating content for both teachers and students.

6.4. Objectives

6.4.1. General

To design a handbook with lesson plans based on learning strategies to improve students' speaking skill.

6.4.2. Specific

- To design classroom tasks to enhance cognitive, affective, metacognitive and social learning strategies and the speaking skill.
- To provide teachers and students' valuable material to innovate in English classes to improve students' speaking skill.

6.5. Feasibility analysis

This proposal is widely feasible because the permission from authorities was obtained; therefore, there is technical, technological, an economic feasibility.

There is technical feasibility because there is availability of tools, knowledge, skills, experience, and other resources required to carry out the actions or processes required by the proposal. For the population involved in the research, there is a computing laboratory large enough. Additionally, English teachers are willing to provide their knowledge and expertise to the researcher's and the students' needs.

On the other side, technological feasibility exists because it is possible to handle the processes, functions, and methods needed for the creation and application of the proposal with the knowledge and abilities that are now available. Additionally, there is internet access, which would facilitate students' needs.

Financial viability is the last consideration because the lead researcher would cover all costs associated with this project.

6.6. Theoretical foundation

This proposal is focused on learning strategies in order to improve students' speaking skill. Speaking skill is fundamental for students' communication and interaction.

Learning strategies

In the educational field, it is necessary to be constantly prepared; therefore, both teachers and students must have strategies that allow them to improve their study and training. One of the best tools that can be supported is learning strategies.

According to Oxford (1990), learning strategies are a sequence of cognitive and procedural operations to process information and learn meaningfully. Learning strategies are deliberated and planned by the learner. In addition, they are actions that start from the subject who learns; may include several specific techniques, operations, or activities; and, they pursue a certain purpose: learning and solving academic problems and/or those other aspects related to them.

Strategies for learning the English language

On the other hand, learning a foreign language is a complex process, since everyone's ability to communicate is affected when they try to express themselves in another language. It requires full commitment, as it is not simply a sequence of steps that can be programmed. Therefore, a teacher should not only consider teaching the linguistic aspects of the language, but it is also necessary to work on the development of learning strategies, in order to help the student become a successful autonomous learner.

In terms of Brown (2000), strategies are ways that people use to solve problems. For her part, Rebecca Oxford (1990) states twelve characteristics that learning strategies used while teaching a foreign language must have:

- They must contribute to achieve communicative competence.
- They allow learners to become more independent.
- They should extend the role of teachers.
- They must be problem-solving oriented.
- They involve many aspects of the learner, not only the cognitive, but also affective and social aspects.
- They support learning directly and indirectly.
- They are not always observable.
- They are often aware. However, training allows its use automatically and unconsciously.
- They can be taught. People can improve their learning through strategy training.
- They are flexible. Learners can choose how to use them, combine them and sequence them.
- They are influenced by a variety of factors. For example, the type of task, age, gender, nationality, general learning style, personality or motivation to learn the language.

Oxford (1990) developed a categorization system that divides strategies into two main classes: direct and indirect. Directly oriented strategies (memory, cognitive and compensation) are those directly involved in the language learning process. Indirect strategies (metacognitive, affective and social) are those that are not directly involved, but are essential for learning a foreign language. Therefore, teachers should promote

the use of these strategies in their students since they constitute tools for the learner to become actively involved and can self-direct their learning.

Another model for teaching the learning strategies is the proposed by O'Malley and Chamot (1990). It consists of five steps. In the first step, the teacher helps students to identify those strategies that are already using. In the second step, the teacher introduces and explains new strategies to them. The students then practice using the strategies presented. Students move from using the new strategies with their teacher's support to using them independently. In the fourth step, the learners evaluate the success of the use of the new strategies to finally transfer their use to new tasks.

In sum, through the development of specific learning strategies for learning foreign languages, it is possible to help students not only to be successful in learning a language, but also to be autonomous.

In the available literature, language learning strategies can be grouped into cognitive strategies, metacognitive strategies, affective strategies, and social strategies (O'Malley & Chamot, 1990).

Cognitive strategies are those operations that allow acting directly in the subject to be learned. They refer to the steps or operations used in solving problems that require direct analysis, transformation, or synthesis of learning materials (Rubin, 1987). They are mental processes that are directly related to the processing of information in order to learn, collect, store, retrieve and use information. Repetition of language patterns and writing of information presented orally are examples of cognitive strategies.

Meta-cognitive strategies are general learning strategies that allow students to reflect on their own thinking. Once they have started to think about learning, it is possible to notice how it is being learned and how this can be enhanced to do it more efficiently. The more general metacognitive strategies allow organizing/planning the way of learning in order to learn better. They also allow students to establish their own learning pace, since they help determine how to learn best and allow to look for opportunities to practice and concentrate on the task, avoiding distraction. Another function of metacognitive strategies is to check progress, this aims to reflect on the way in which a task is being worked on. Students could ask themselves about "am I

understanding what I read?” or “does what I'm doing make sense?”. Therefore, meta-cognitive strategies help to reflect on these aspects. Finally, the possibility of assess the process allows to appreciate how well the task has been developed, how effectively the learning strategies have been applied and how effective they were (O'Malley & Chamot, 1990).

Affective strategies are those actions used to manage the effects related to students' social interaction. They allow the student to regulate attitudes, motivation, and emotional reactions towards learning the target language in certain situations. They are operations carried out that serve to manage motivation and regulate anxiety in the classroom environment. Besides, student must know how to study and be interested in doing it; as well as control emotional interference that could alter cognitive processes. Although these strategies may not be directly responsible for knowledge or activities, they help create a context in which learning is effective. Finally, social strategies are related to cooperation with other students and seeking opportunities to interact with native speakers. These strategies contribute indirectly since they do not lead to obtaining, storing, recovering and using the language, but are related to those activities in which the student has the opportunity to expose himself to certain situations where he or she verifies what was learned through interaction (Oxford, 1990).

6.7. Methodology for the proposal

The adopted methodology for this proposal is learner-centered based on the communicative approach. Class plans are focused on the types of learning strategies such as cognitive, meta-cognitive, affective and social learning strategies. They help students to use the target language for interaction purposes. In this way, speaking practice would be a meaningful experience for students. The class plans followed three main stages: initial, development, and closing stage. There are also defined activities for the teacher and the students.

Moreover, the topics chosen for this proposal were taken from the Modules provided by the Ministry of Education of Ecuador for second year of baccalaureate.

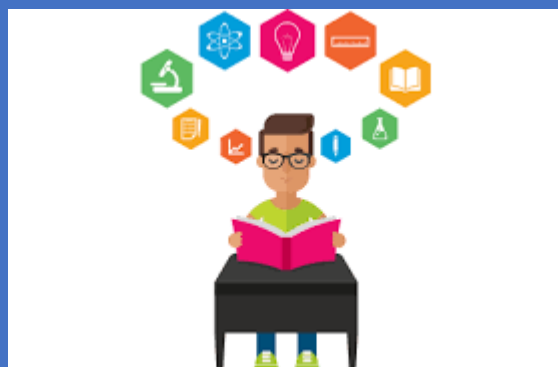
6.8. Operational Model

Table 17. *Operational model*

Stages	Objectives	Activities	Resources	People in charge	Time
Identification	<ul style="list-style-type: none"> To identify the topics and cognitive, metacognitive, and affective learning strategies according to the students' needs and level. 	Review and analysis of the Modules provided by the Ministry of Education. Identification of learning strategies to improve students' speaking skill	English modules Computer Internet connection	Researcher	2 weeks
Design	<ul style="list-style-type: none"> To design lesson plans using learning strategies and tasks according to students' needs to enhance their speaking skill. To provide teachers and students innovative 	- Designing class plans and worksheets.	Computer Internet connection	Researcher	2 weeks

material based on second
year of baccalaureate.

LEARNING STRATEGIES AND THE SPEAKING SKILL: TEACHER'S HANDBOOK



Lic. Liliana Rea
2023

LEARNING STRATEGIES AND THE SPEAKING SKILL: TEACHER'S HANDBOOK

Presentation

English has become a global language because it is the language of international communication, trade and finance. English is a lingua franca worldwide and the official language of many International Organizations such as the European Union, United Nations or UNESCO (Northrup, 2013). For this reason, students require to be able to speak and clearly comprehend essential themes to communicate effectively. It is crucial to note that a learner who effectively practices speaking skill can develop their capacity for independent thought.

However, for English teachers working to develop students' speaking skill is not an easy task, since oral production activities in the classroom are facing many difficulties such as a low level of self-motivation and weak learning strategies. It is important to reinforce what students already know and like in order to enhance their speaking performance. Therefore, it is a pleasure to introduce a useful handbook that was elaborated to promote the use of learning strategies to improve students' speaking skill.

This handbook contains a set of selected cognitive, meta-cognitive, social and affective learning strategies that are adaptable in second year of baccalaureate. Furthermore, teachers can use these strategies step by step in a logical sequence to increase students' English-speaking skill. The goal of this handbook is to provide teachers' resources to support students' learning strategies in order to promote the development of speaking skill in a practical and interactive way for language improvement.

The Author

Class plans

This material was elaborated as a guide for teachers to support students with learning strategies for their speaking improvement. Class plans include social learning strategies such as pair and group interaction, asking for clarification and correction. Likewise, affective learning strategies like using music and making positive statements to lower anxiety. They also include cooperative work to build cultural awareness. Moreover, cognitive learning strategies include taking notes and summarizing.

Furthermore, this easy-handed set of class plans were elaborated in three main stages with specific activities for both teachers and students. Initial activities aim to review students' previous knowledge and familiarize them with the topic. Development stage pretends to put the speaking skill into practice. Finally, closing stage contains follow up activities to reinforce knowledge.

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FOR TEACHER'S USE

SESSION 1
BAKING A CLASSIC BIRTHDAY CAKE

Objective: Students will be able to (SWABT) talk and interact to explain the process of baking a birthday cake.		Assessment: Rubric	Grouping: Pairs and groups of four
Time 3 hours		Materials worksheet, cellphone	Social Learning Strategy Asking questions/cooperating with peers
STAGE	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
Initial stage	<p>- Present a picture about a party and make questions to recall students' prior knowledge.</p> <p>What is your favorite family tradition?</p> <p>What is the woman doing?</p> <p>What will she do with the candle?</p> <p>What is she holding in her hands?</p> <p>Do you like birthday cakes?</p> <p>Do you know how to make a birthday cake?</p>	- Answer the teacher's questions	

<p>Development stage</p>	<ul style="list-style-type: none"> - Present a reading material and ask students to scan it. - Have students skim and take turns to answer questions. - Assign students letters A and B and form pairs. - Give students the questions to work in pairs: <p>Student A</p> <p>When do you eat a birthday cake? Do you use salt to make a birthday cake? Is a homemade cake a good birthday gift? How much fruit do you need to make a birthday cake? How long does a birthday cake take in the oven?</p> <p>Student B</p> <p>How much sugar do you need to make a birthday cake? Do you need a lot of milk to make a birthday cake? Do you use some water to make a birthday cake? What do you do with eggs and milk?</p> <ul style="list-style-type: none"> - Have students write down a variation of the recipe. - Review and provide feedback for the students' writing. 	<ul style="list-style-type: none"> - Scan the reading material and answer the question: what will the reading be about? What type of reading text it is? - Read silently to skim the text to get the main idea. - Take turns to ask and answer questions (Student A – Student B) according to the reading text - Talk to each other to write a variation of the recipe including materials - Give to the teacher for feedback
<p>Closing stage</p>	<ul style="list-style-type: none"> - Ask students to make the new recipe at home and video tape the process - Students have to talk and explain about the materials and the process to bake a birthday cake. 	<ul style="list-style-type: none"> - Make a birthday cake and talk about the materials and the process. - Make a video of the whole process. - Share your video to the rest of the class.

Session1 - Assessment rubric: Students' speaking performance in the video

Session	Grammar and vocabulary	Pronunciation	Interactive communication
1			
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary while speaking.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary while talking.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1		

Students' worksheet

SESSION 1

BAKING A CLASSIC BIRTHDAY CAKE

1. Look at this picture and answer your teacher's questions.



Source: Ministerio de Educación del Ecuador (2016)

What is your favorite family tradition?

What is the woman doing?

What will she do with the candle?

What is she holding in her hands?

Do you like birthday cakes?

Do you know how to make a birthday cake?

2. Read this text briefly and decide what kind of text it is

What type of text is it?

What will the reading be about?

Making a Classic Birthday Cake

A birthday cake can make a birthday special. Whether you're celebrating kids or yourself, everyone should have a cake on their birthday. Homemade birthday cake is one of the best gifts to give. The secret to making a homemade birthday cake at any time is a one-bowl cake. Here's how to make a classic, kid-friendly birthday cake for any birthday celebration.



Ingredients

Makes 1 (2-layer) 9-inch cake, 8 to 12 servings

- 1/2 cup unsalted butter, at room temperature
- 1-1/2 cups granulated sugar
- 3 large eggs
- 2-1/4 cups all-purpose flour
- 1 teaspoon salt
- 3-1/2 teaspoons baking powder
- 1-1/4 cups whole milk
- 1 teaspoon vanilla extract

Use room-temperature butter, butter that is not cold or warm. It should be soft.

1. Mix in the eggs and milk.
2. Slowly add the flour. If you have an electric mixer, use it. Mix for three minutes.
3. Put some butter on the bottom and sides of the cake pans so that the cake does not stick. Put the cake mix in the bottom of the cake pan.
4. Bake in the oven at 180 degrees Celsius for 30 minutes or until the cake is golden.
5. Cool the cake completely. Cover it with frosting if you like and enjoy!

Source: https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/ING_2_BACH_M1.pdf

3. Read the text carefully and be ready to answer your partner's questions. Take turns to answer the questions below.

STUDENT A	STUDENT B
When do you eat a birthday cake? Do you use salt to make a birthday cake? Is a homemade cake a good birthday gift? How much fruit do you need to make a birthday cake? How long does a birthday cake take in the oven?	How much sugar do you need to make a birthday cake? Do you need a lot of milk to make a birthday cake? Do you use some water to make a birthday cake? What do you do with eggs and milk?

4. In pairs, think about a variation of the recipe above or surf the net to find another one.

5. Make notes about the materials for the new birthday cake recipe.

Quantities	Materials

6. Talk with your partner and write down the steps for doing your birthday cake. (Add more sequence words if needed).

- First,
- Then,
- Next,
- After that,
- Finally,

7. Make your birthday cake while asking and answering questions and videotaping. Be ready to present your video to the rest of the class.

8. Ask your classmates questions after presenting your video.

SESSION 2
POEMS AS SONG LYRICS

Objective: SWABT talk to share opinions about lyrics of the song “Set fire to the rain” by Adele	Assessment: Rubric	Grouping: Pairs and groups
Time 3 hours	Materials Worksheet, cellphone	Affective Learning Strategy Lowering anxiety: using music Working cooperatively
CLASS ACTIVITIES		
STAGE	TEACHER ACTIVITIES	STUDENT ACTIVITIES
Initial stage	- Present the sound of a song in karaoke version https://www.youtube.com/watch?v=vNEVVnagn4s “Set fire to the rain” by Adele	- Listen and try to guess the name of the song.
Development stage	- Give the students the lyrics in parts to form the song. - Play the original version of the song https://www.youtube.com/watch?v=Ri7-vnrJD3k “Set fire to the rain” by Adele - Have students to read those parts while listening to the song. - Have students to work in pairs to put the parts of the song in order. - Check understanding. - Present some unscrambled words.	- Listen to the song - Read the lyrics in parts to form the song in pairs. - Listen again and negotiate meaning to put the parts of the song in order. - Check the answers. - Listen again and unscramble words in the lyrics.
Closing stage	- Have students talk in pairs and give opinions and take notes - Assign groups of four. - Have students sing the song.	- Take turns to give opinions about the song lyrics and take notes. - Sing the song

Session Assessment rubric: giving opinions

Session	Grammar and vocabulary	Pronunciation	Interactive communication
2			
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when giving opinions.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to give opinions.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1		

SESSION 2

POEMS AS SONG LYRICS

1. Listen to the song and guess its title.



- a. Burning fires
- b. Set fire to the rain
- c. Come away with me
- d. Rolling in the deep

Source: shorturl.at/hoyE6

2. In pairs, listen to the song and read these lyrics. Write numbers to put then in order.

My hands, they were strong
But my knees were far too weak
To stand in your arms
Without falling to your feet

I let it fall, my heart
And as it fell, you rose to claim it
It was dark, and I was over
Until you kissed my lips and you saved me

But there's a side to you
That I never knew, never knew
All the things you'd say
They were never true, never true
And the games you'd play
You would always win, always win

3. Listen again while writing down the lyrics correctly in the table below.

Paragraph 1	Paragraph 2	Paragraph 3

4. Listen the second part of the song and unscramble the words in *italics*.

“Set fire to the rain” by Adele

But I set fire to the *airn*
 Watched it pour as I touched your *cafe*
 Well, it burned while I cried
 ‘Cause I heard it screaming out your *anme*,
 your *mane!*

When I lay with you
 I could stay there
Seclo my eyes
 Feel you here *verefor*
 You and me together
 Nothing *si* better

‘Cause there’s a side to *oyu*
 That I never knew, *verne* knew
 All the things you’d *yas*
 They were never true, never *rute*
 And the games you’d *yapl*
 You would always win, always *niw*

5. Listen again and read these song lyrics out loud with your class. As you read, underline any words you don't understand. Can you guess what they mean from the context? If not, ask your teacher.

“Set Fire to the Rain” by Adele

I let it fall, my heart
 And as it fell, you rose to
 claim it
 It was dark, and I was
 over
 Until you kissed my lips
 and you saved me

Chorus
 But there’s a side to you
 That I never knew, never
 knew
 All the things you’d say
 They were never true,
 never true

But I set fire to the rain
 Watched it pour as I
 touched your face
 Well, it burned while I
 cried
 ‘Cause I heard it
 screaming out your name,
 your name!

My hands, they were
strong
But my knees were far
too weak
To stand in your arms
Without falling to your
feet

And the games you'd
play
You would always win,
always win

When I lay with you
I could stay there
Close my eyes
Feel you here forever
You and me together
Nothing is better
'Cause there's a side to
you
That I never knew, never
knew
All the things you'd say
They were never true,
never true
And the games you'd play
You would always win,
always win

6. In pairs, read the song lyrics and analyze them. Then, answer the questions below. Take turns to say your own ideas.

- a. Who is "you" in this song?
- b. What does the song make you feel?
- c. Can you find any words in the song that rhyme?
- d. Do all songs need to have rhyming words?

7. In groups of four, sing the song in front of the class.

SESSION 3

"IF YOU WERE A SAILBOAT"

Objective: SWABT talk about hypothetical situations by using a poem.	Assessment: Rubric	Grouping: Pairs and groups
Time 3 hours	Materials Worksheet, internet connection	Affective Learning Strategy Lowering anxiety: using music Working cooperatively
CLASS ACTIVITIES		
STAGES	TEACHER ACTIVITIES	STUDENT ACTIVITIES
Initial stage	<ul style="list-style-type: none"> - Present an explanation about how to express hypothetical and unreal situations. - Present a song in https://www.youtube.com/watch?v=5CuKcUU2xx4 "If you were a sailboat" by Katie Melua 	<ul style="list-style-type: none"> - Express dreams - Listen to the song
Development stage	<ul style="list-style-type: none"> - Asks students to read the lyrics, taking into consideration that this song uses a lot of metaphors, words that are symbolic; - Have students choose two lines and illustrate them in pairs. - Ask student think about another metaphor similar to the ones in the song that may be used to refer to people in love. 	<ul style="list-style-type: none"> - Read the lyrics - Choose two lines and illustrate them in pairs. - Think about other metaphor like the ones in the song that they can use to refer to two people in love. - Declaim the song in form of a poem.
Closing stage	<ul style="list-style-type: none"> - Let the students use the song lyrics as an example to talk about dreams. - Encourage students to declaim the song. 	<ul style="list-style-type: none"> - use the song lyrics as an example to talk about dreams. - Declaim the lyrics to the rest of the class.

Session Assessment rubric

Session	Grammar and vocabulary	Pronunciation	Interactive communication
3			
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary while talking about their dreams.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary while talking about their dreams.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1		

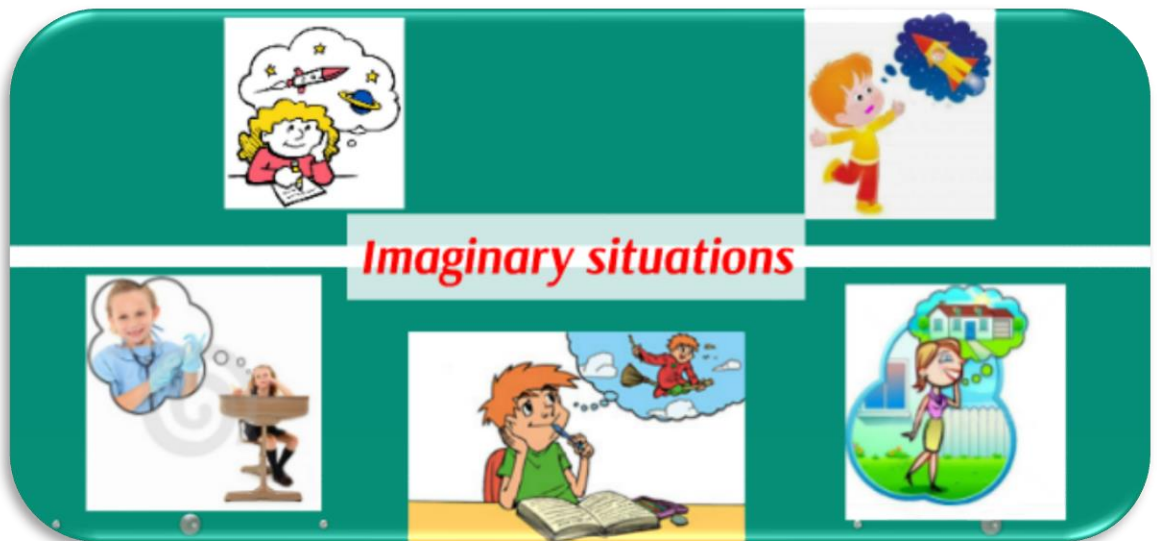
SESSION 3

1. Look at the picture and brainstorm ideas about it. Write your ideas next to the picture.



Retrieved from: <https://imp.center/i/if-i-were-a-millionaire-essay-65882/>

2. Listen to your teacher's explanation and complete the sentences with your own ideas.



Retrieved from: <https://www.youtube.com/watch?v=TyHKjBCahqg>

- If I were an astronaut,
- If I were a boy/girl,
- If I could fly,
- If I had one million dollars,

3. In pairs, share your ideas about your imaginary situations.

4. Listen to this song and try to write down one or two phrases, in pairs.



5. Read the lyrics while listening to the song.

Katie Melua – “If you were a Sailboat”

If you were a cowboy, I would trail you,
If you were a piece of wood, I would nail you to the floor.
If you were a sailboat, I would sail you to the shore.
If you were a river, I would swim you,
If you were a house, I would live in you all my days.
If you were a preacher, I would begin to change my ways.
Sometimes I believe in fate,
But the chances we create,
Always seem to ring more true.
You took a chance on loving me,
I took a chance on loving you.
If I was in jail, I know you would spring me
If I was a telephone, you would ring me all day long.
If I was in pain, I know you would sing me soothing songs.
Sometimes I believe in fate, But the chances we create,
Always seem to ring more true.
You took a chance on loving me, I took a chance on loving you.
If I was hungry, you would feed me
If I was in darkness, you would lead me to the light.
If I was a book, I know you would read me every night.
If you were a cowboy, I would trail you,
If you were a piece of wood, I'd nail you to the floor.
If you were a sailboat, I would sail you to the shore.
If you were a sailboat, I would sail you to the shore.

- 5. Read the lyrics again, taking into consideration that this song uses a lot of metaphors, words that are symbolic; choose two and illustrate them in pairs.**

- 6. Think about another metaphor like the ones in the song that they can use to refer to two people in love.**

- 7. Declaim the song in form of a poem.**

- 8. Make a poster to talk about your dreams.**

SESSION 4

Frida Kahlo

Objective: SWABT talk about Frida Kahlo to strength cultural awareness.		Assessment: Rubric	Grouping: Pairs
Time 3 hours		Materials Worksheet	Cognitive Learning Strategy Summarizing: Creating structures for input and output
STAGES	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
Initial stage	<ul style="list-style-type: none"> - Present a photo and ask questions Do you know who she is? Why do you think there are not as many famous women painters as men? Where is she from? How old is she? Is she alive? - Present a reading text and make students to predict what it will be about. 	<ul style="list-style-type: none"> - Orally interact with their teacher. - Take turns to speak - Scan the reading text and predict what it will be about. 	
Development	<ul style="list-style-type: none"> - Ask students to read the text. - Monitor students' reading. - Ask questions about the text. - Ask students to summarize through a mind map. 	<ul style="list-style-type: none"> - Read silently. - Read and answer questions orally. - Read and summarize the text through a mind map. 	
Closing stage	<ul style="list-style-type: none"> - Encourage students to retell the information in the reading text to the rest of the class. 	<ul style="list-style-type: none"> - Prepare a presentation to retell the information in the text. 	

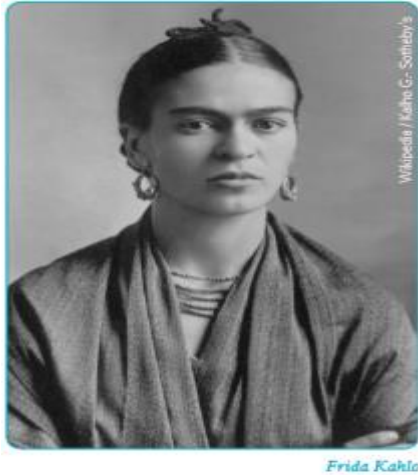
Session Assessment rubric

Session	Grammar and vocabulary	Pronunciation	Interactive communication
4			
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about Frida Kahlo.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about Frida Kahlo.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1		

SESSION 4

Frida Kahlo

1. Look at this photo and answer your teacher's questions.



Do you know who she is?

Why do you think there are not as many famous women painters as men?

Where is she from?

How old is she?

Is she alive?

What does she do?

Source: Ministerio de Educación del Ecuador (2021)

2. Read the title of the reading text and look at the pictures below and predict what the text will be about?



Source: Ministerio de Educación del Ecuador (2021)

Your prediction:

Frida Kahlo

Frida Kahlo was a Mexican painter. She was born in Mexico City in 1907. She painted many self-portraits and paintings of Mexican folklore. Frida went to the prestigious Escuela Preparatoria in Mexico City in 1922. At that time, there were not many girls at this school. In 1925, at the age of eighteen, Frida had a terrible traffic accident. She couldn't walk for a long time, so she started to paint.

In 1929, she married the painter, Diego Rivera. The next year, they moved to New York, but Frida was not happy there. They returned to Mexico in 1935. Frida won a national art prize in 1946, and she became famous in Mexico. She died in 1954, when she was only 47 years old.

Eight days before her death in July 1954, Frida Kahlo completed what is popularly thought to have been her final painting: Viva la Vida. "Long Live Life" is a bright and vibrant celebration of life as being both simple and complex.

Source: https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/ING_2_BGU_M4.pdf

3. In pairs, read again and answer these questions.

1. When was Frida Kahlo born?
2. Where did she go to school?
3. What happened to Frida in 1925?
4. Did Frida enjoy her time in New York?
5. When did Frida win a national prize?
6. Why do you think there were not very many girls in her school?

4. Use your answers in the previous activity and make a mind map to summarize the reading text.

5. Retell the Frida Kahlo's biography in front of the class.

SESSION 5

HOW COFFEE IS PRODUCED

Objective: SWABT talk about how coffee is produced.	Assessment: Rubric	Grouping: Pairs
Time 3 hours	Materials Worksheet	Metacognitive Learning Strategy Arranging and planning learning: planning for a speaking task.
CLASS ACTIVITIES		
STAGES	STUDENT ACTIVITY	TEACHER ACTIVITY
Initial stage	<ul style="list-style-type: none"> - Present a picture and ask questions <ul style="list-style-type: none"> Do you like coffee? What do you know about coffee? Do you like coffee? How many cups of coffee do you drink daily? Do you know where coffee comes from? Have you ever seen a coffee tree? - T presents a reading text and has students to predict what it will be about. 	<ul style="list-style-type: none"> - Orally interact with their teacher to answer questions. - Take turns to speak. - Scan the reading text and say predictions.
Development stage	<ul style="list-style-type: none"> - Encourage students to read silently. - Have students underline and check the meaning of the unknown words in context. - Direct students to label pictures. 	<ul style="list-style-type: none"> - Read silently. - Underline and check the meaning of the unknown words in context. - Read again and write key words under each picture. - Use pictures provided by the teacher to retell the process of making coffee.

Closing stage	<ul style="list-style-type: none">- Ask students to work in pairs.- Tell students to prepare a poster about the process of making coffee.	<ul style="list-style-type: none">- Use their poster and retell the process of making coffee in front of the class.
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Session Assessment rubric

Session	Grammar and vocabulary	Pronunciation	Interactive communication
4			
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about Frida Kahlo.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about Frida Kahlo.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1		

SESSION 5

HOW COFFEE IS PRODUCED

1. Look at the picture and answer your teacher's questions.

What is the picture about?

Do you like coffee?

What do you know about coffee?

Do you like coffee?

How many cups of coffee do you drink daily?

Do you know where coffee comes from?

Have you ever seen a coffee tree?



Source: Ministerio de Educación del Ecuador (2016)

2. Read the title of the reading text and predict what it will be about.

How Coffee is Produced

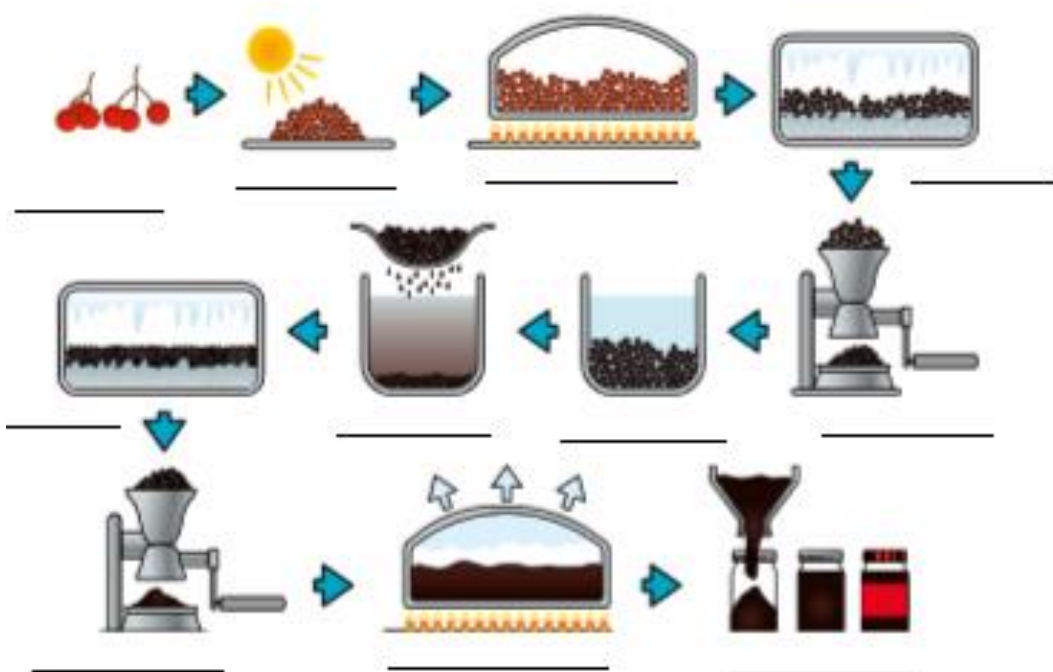
The following diagram illustrates the process of coffee manufacturing and preparation for sale on the market. The whole procedure can be divided into 11 stages. It involves producing coffee and commercializing it as a consumer good. The first stage is the gathering and drying of the coffee beans in the sun. Then, the beans go in an oven to dry. This is followed by a cooling process. The next step is to grind them in order to make powder. In the following stage, this powder is placed into a cistern, and hot water is added to the container. Once the mixture is strained, it is put in a freezer. In the next stage, the coffee is ground again. Water is removed; a vacuum assists in this process. The last step is to put the powder in a package to sell it in supermarkets around the world.

Source: Ministerio de Educación del Ecuador (2016)

3. Read the text and underline the words to the left in the columns below and match with their meanings according to the context in the reading text.

Word	Meaning
a) Stages to make fine powder from something
b) gathering steps, phases
c) To grind collecting

4. Read again and write verbs below each picture of the process of coffee.



Source: Ministerio de Educación del Ecuador (2016)

5. In pairs, prepare a poster to retell the process of how to make coffee in front of the class. You can use the pictures above as a guide.

SESSION 6

A TRADITIONAL FESTIVAL IN ECUADOR: DAY OF THE DEAD

Objective: SWABT talk about traditions in Ecuador on the day of the dead.	Assessment: Rubric	Grouping: Groups of four
Time 3 hours	Materials Worksheet	Social Learning Strategy Empathizing with others: Developing cultural understandings
CLASS ACTIVITIES		
STAGES	TEACHER ACTIVITIES	STUDENT ACTIVITIES
Initial stage	<ul style="list-style-type: none"> - Ask about Ecuadorian traditions. What is your favorite Ecuadorian festival? Why? What do you like the most about it? Is there an Ecuadorian celebration you don't like? Why? - Teacher presents a picture. 	<ul style="list-style-type: none"> - Take turns to ask teacher's questions. - Brainstorm ideas about the picture. Predict.
Development stage	<ul style="list-style-type: none"> - Encourage students to read the text twice and answer questions. - Assign pairs of students to talk to each other. - Assign groups of four students. - Encourage students to talk about the ingredients to make colada morada. - Check understanding and provide feedback. 	<ul style="list-style-type: none"> - Read the text twice and answer some questions. - In pairs, compare answers and negotiate meaning. - Talk in groups to agree about the ingredients to make colada morada.
Closing stage	<ul style="list-style-type: none"> - Encourage students to make colada morada and videotape the process. 	<ul style="list-style-type: none"> - Make colada morada and videotape the process to share with the classroom.

Session Assessment rubric

Session	Grammar and vocabulary	Pronunciation	Interactive communication
4			
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about Frida Kahlo.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about Frida Kahlo.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1		

SESSION 6

A Traditional Festival in Ecuador: Day of the Dead

1. Ask these questions

What is your favorite Ecuadorian festival? Why?

What do you like the most about it?

Is there an Ecuadorian celebration you don't like? Why?

2. Look at the picture and predict what the reading text will be about. Write some words to describe the picture.



Source: Ministerio de Educación del Ecuador (2016)

3. Read the text twice and choose the best option to answer the questions below.

A Traditional Festival in Ecuador: Day of the Dead

Ecuador is famous for its colorful festivals and every town in the country has their own traditional celebrations and events throughout the year. One of them is on November 2. It is the celebration of the Day of the Dead, a memorial for loved ones who have gone to “the beyond”. Families in urban and rural areas still prepare the traditional colada morada, which is made from black corn flour and fruits, and guaguas, which is bread shaped and decorated in the form of a small child. These delicious treats are shared in the cemeteries as a tribute to the life and death of those who are on Earth and

those who have departed. In rural areas, this ritual is still celebrated as part of religious traditions of mestizo and indigenous people. In urban areas, thousands of people gather in cemeteries to clean and decorate the graves of their loved ones. It is a national holiday. Businesses and schools are closed and vendors line the streets that lead to the cemeteries, selling flowers, candles, candy, and food.

4. Choose the best option to answer these questions

1. When does the Day of the Dead take place?

- a. It takes place on November
- b. It takes place on November
- c. It takes place on November

2. How is colada morada made?

- a. It is made from black flour and citric fruits.
- b. It is made from black oatmeal and fruits.
- c. It is made from black corn flour and fruits.

3. What is the Day of Dead?

- a. It is a memorial to loved ones who have gone to another country.
- b. It is a memorial to loved ones who have gone to heaven.
- c. It is a celebration for loved ones who have gone to “the beyond”.

4. What is a guagua?

- a. It is bread shaped and decorated in the form of a small dog.
- b. It is bread shaped and decorated in the form of a small child.
- c. It is a cupcake shaped and decorated in the form of a small bear.

5. What do Ecuadorians do in cemeteries on the Day of Dead?

- a. Colada morada and guaguas are shared at home. People go to clean and decorate the graves of their loved ones.
- b. Colada morada is shared in cemeteries. People go to clean and decorate the graves of their loved ones.
- c. Colada morada and guaguas are shared in parks and streets. People go to clean and decorate the graves of their loved ones.

6. In pairs, check your answers and correct them if necessary.

7. In groups of four, talk about the ingredients to make colada morada, surf the internet and look for information about it.

8. In a separate sheet of paper, write down the process to make colada morada.

9. At home, cooperate to make colada morada and video tape it to share in the classroom.

SESSION 7
A TELEPHONE CONVERSATION

Objective: SWABT develop a telephone conversation orally.	Assessment: Rubric	Grouping: Groups of four
Time 3 hours	Materials Worksheet	Cognitive Learning Strategy Receiving and sending messages: Using resources for receiving and sending messages
CLASS ACTIVITIES		
STAGES	TEACHER ACTIVITIES	STUDENT ACTIVITIES
Initial stage	<ul style="list-style-type: none"> - Present pictures - Encourage students to talk about them. - Use questions to promote oral production. What are the people in the pictures doing? What kind of conversations are they having? What is the woman on the right doing? What electronic device are they using?	<ul style="list-style-type: none"> - Look at the pictures and brainstorm ideas. - Answer questions.
Development stage	<ul style="list-style-type: none"> - Encourage students to talk about electronic devices. - Ask students to label pictures of electronic devices. - Check understanding. - Ask students to read two parts of a telephone conversation. - Have students write a short telephone conversation. 	<ul style="list-style-type: none"> - Talk about electronic devices and their uses. - Label pictures. - Read two parts of a telephone conversation. - Work in pairs and talk about vocabulary of a telephone conversation. - Talk to partners and write a telephone conversation.

Closing stage	- Encourage to role play a telephone conversation.	- Prepare, practice, and role play a telephone conversation.
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Session Assessment rubric

Session	Grammar and vocabulary	Pronunciation	Interactive communication
7			
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when making a telephone call.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to make a telephone call.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1		

SESSION 7

A telephone conversation

1. Look at the pictures and answer your teacher's questions?



Source: Ministerio de Educación del Ecuador (2016)

- What are the people in the pictures doing?
- What kind of conversations are they having?
- What is the woman on the right doing?
- What electronic device are they using?

2. Label the electronic devices under each picture. In pairs, compare your answers and talk about the uses of each one.

1. digital camera		
2. headphones		
3. laptop		
4. lights		
5. microphone		
6. mobile phone		
7. projector		
8. screen		
9. speakers		
10. video camera		

Source: <https://es.liveworksheets.com/cd1796749kz>

3. Read the chart and try to understand their meaning.

Intention	Telephone Language Expression
a. Ask to speak to someone	_____ Can you give me her phone number?
b. Ask the caller to call again at another time	_____ Hang on a minute.
c. Say who you are when you make a phone call	_____ This is Juan.
d. Tell someone the reason you are calling	_____ Can you call back tomorrow?
e. Ask a caller to wait (formal)	_____ May I speak to Mr. Pérez?
f. Ask a friend to wait (informal)	_____ I am calling to ask you for help.
g. Ask for another person's phone number	_____ One moment please.
h. Ask a caller what he/she wants	_____ How can I help you?

Source: Ministerio de Educación del Ecuador (2016)

4. Read the chart again and match the intention with the telephone language expressions.

5. Read the information about two main participants in a telephone conversation and write a short dialog between the caller and the receiver.

Telephone Language

When talking on the phone, there is a **caller** and a **receiver** of the call.
Caller: the person who calls.
Receiver: the person who answers the phone.

6. In pairs, write a script for a telephone conversation, pretend you (Student A) forgot your homework at home and you call your house to see if someone can bring it to school. Use at least 5 telephone language expressions.

7. Role play a telephone conversation.

SESSION 8

MY PLANS FOR THE FUTURE

Objective: SWABT talk about their plans for the future.		Assessment: Rubric	Grouping: Pairs
Time 3 hours		Materials Worksheet	Cognitive Learning Strategy Practicing: practice with sounds and writing systems
STAGES	TEACHER ACTIVITIES	STUDENT ACTIVITIES	
Initial stage	<ul style="list-style-type: none"> - Present two photos for students to brainstorm their ideas about them. What are the girls in the photos doing? What are their feelings? - Ask questions about future plans. What are you going to do next holidays? What are your plans for next year? What are your plans after you graduate from high school? 	<ul style="list-style-type: none"> - Brainstorm ideas about teacher's questions. - Brainstorm ideas about future plans. - Take turns to talk. 	
Development stage	<ul style="list-style-type: none"> - Explain about vowel sounds in English. - Provide examples of words with sound /aI/, encourage students to practice. - Let students to produce ideas about their future plans. - Have students read a text and answer questions in pairs. - encourage students to say future plans and look for partners with similar ideas. 	<ul style="list-style-type: none"> - Speak aloud and practice the words presented by the teacher. - Practice retelling the words provided by the teacher. - Talk in pairs and produce ideas about future plans. - Read and answer questions in pairs. - stand up and look for students whose future plans are similar. 	

Closing stage	- Have students to make a poster and use it to talk about future plans.	- Make a poster and explain to the rest of the class about future plans.

Session Assessment rubric

Session	Grammar and vocabulary	Pronunciation	Interactive communication
8			
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about future plans.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	Performance shares features of Bands 3 and 5		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about future plans.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	Performance shares features of Bands 1 and 3		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	Performance below Band 1		

SESSION 8

My future plans

1. Look at the photos and talk with your teacher about them.



Source: Ministerio de Educación del Ecuador (2016)

What are the girls in the photos doing?

What are their feelings?

2. Answer these questions about your future plans.

What are you going to do next holidays?

.....

...

What are your plans for next year?

.....

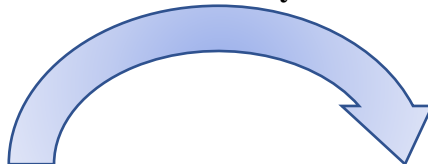
...

What are your plans after you graduate from high school?

.....

....

3. Read this information and listen to your teacher.

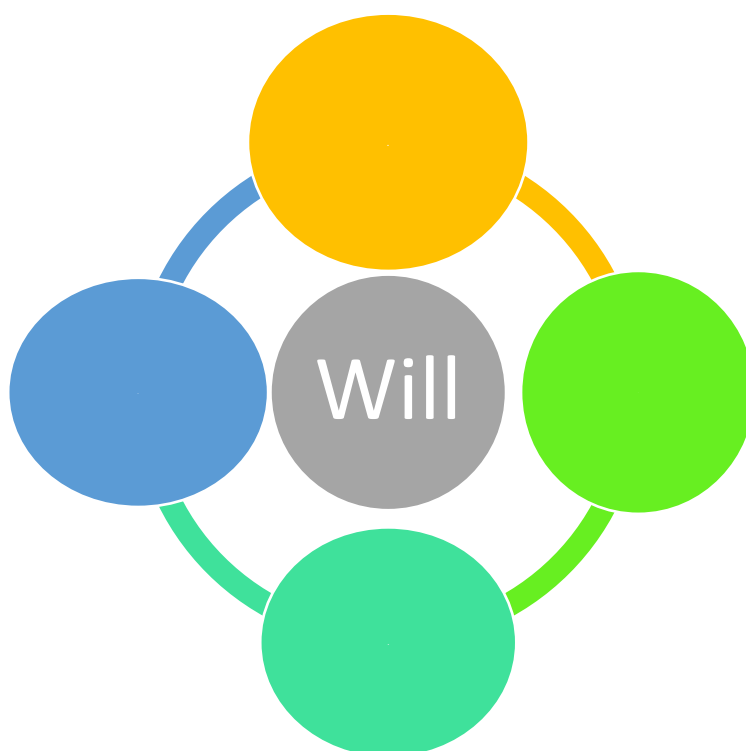


<p>One of the most difficult things about learning English is the spelling. This is because spelling is often not phonetic, especially the vowels and diphthongs. You will find the /ai/ sound spelled many different ways. But it is often spelled with the letters “i” or “y”, as in the words:</p> <ul style="list-style-type: none"> • life • my • find • by 	<p>Here are some words that start with the /ai/ sound. • idea • item</p> <p>Here are some words with the /ai/ sound in the middle. • child • while • might • five</p> <p>Here are some words with the /ai/sound at the end. • try • high • why • guy</p>
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Source: https://recursos2.educacion.gob.ec/wp-content/uploads/2020/11/ING_2_BGU_M4.pdf

4. In pairs, read aloud the words in the previous exercise and write a sentence combining 2 or more of them about your future plans.

5. Write about your future plans



6. Look for 3 other classmates who have similar future plans like you. Share your thoughts with them.

7. Make a poster to explain your future plans to the class. Try to use the words practiced in the pronunciation part.

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Annexes

Annex 1

SURVEY FOR STUDENTS WHO BELONG TO SECOND YEAR OF BACCALAUREATE

Strategy Inventory for Language Learning (SILL)

Objective: To identify the most used learning strategies to enhance the speaking skill.

Your class:

Date:

Directions

You will find statements about learning English. Please read each statement and tick the response (1, 2, o 3) according to your own reality.

1. Always
2. Sometimes
3. Never

Answer in terms of how well the statement describes you.

There are no right or wrong answers to these statements.

PART 1: MEMORY STRATEGIES	1	2	3
1. I think of relationships between what I already know and new things I learn in English			
2. I say or write new English words several times			
3. I connect the sound of a new English word and an image of the word to help me remember the word			
4. I remember a new word by making a mental picture of a situation in which the word might be used			
5. I use rhymes to remember new English words			
6. I use flashcards to remember new English words			
7. I physically act out new English words			
8. I review English lessons often			
9. I remember new words or phrases by remembering their location on the page, on the board, etc.			
PART 2. COGNITIVE STRATEGIES			
10. I use new English words in a sentence so I can remember			
11. I try to talk like native English speakers.			
12. I practice the sounds of English.			
13. I use the English words I know in different ways.			
14. I start conversations in English.			
15. I watch English language TV shows or go to movies spoken in English			

16. I read for pleasure in English			
17. I write notes, messages, letters, or reports in English			
18. I first skim an English passage (read it quickly) then go back and read carefully.			
19. I look for words in my own language that are similar to new words in English.			
20. I try to find patterns in English.			
21. I find the meaning of an English word by dividing it into parts that I understand.			
22. I try not to translate word-for-word.			
23. I make summaries of information that I hear or read in English.			
PART 3. COMPENSATION STRATEGIES			
24. To understand unfamiliar English words, I make guesses.			
25. When I can't think of a word during a conversation in English, I use gestures.			
26. I make up new words if I do not know the right ones in English.			
27. I read English without looking up every new word.			
28. I try to guess what the other person will say next in English.			
29. If I can't think of an English word, I use a word or phrase that means the same thing.			
PART 4. METACOGNITIVE STRATEGIES			
30. I try to find as many ways as I can to use my English.			
31. I notice my English mistakes and use that information to help me do better.			
32. I pay attention when someone is speaking English.			
33. I try to find out how to be a better learner of English.			
34. I plan my schedule so I will have enough time to study English.			
35. I look for people I can talk to in English			
36. I look for opportunities to read as much as possible in English.			
37. I have clear goals for improving my English skills.			
38. I think about my progress in learning English.			
PART 5: AFFECTIVE STRATEGIES			
39. I try to relax whenever I feel afraid of using English.			
40. I encourage myself to speak English even when I am afraid of making a mistake.			
41. I give myself a reward or treat when I do well in English.			
42. I notice if I am tense or nervous when I am studying or using English			
43. I write down my feelings in a language learning diary.			

44. I talk to someone else about how I feel when I am learning English			
PART 6. SOCIAL STRATEGIES			
45. If I do not understand something in English, I ask the other person to slow down or to say it again.			
46. I ask English speakers to correct me when I talk.			
47. I practice English with other students.			
48. I ask for help from English speakers.			
49. I ask questions in English.			
50. I try to learn about the culture of English speakers.			

Source: Oxford (1990)

Annex 2. Pre- test and post-test

Key for Schools Speaking Sample Tests

Test 1: Hobbies

Part 1 (3-4 minutes)

Interlocutor

To both candidates Good morning / afternoon / evening. Can I have your mark

sheets, please? I'm, and this is

To Candidate A What's your name?

To Candidate B And what's your name?

A How old are you?

Where are you from?

Where do you live?

B How old are you?

Where are you from?

Where do you live?

PART B

Now, let's talk about **school**.

A What subject do you like best? or

Do you like maths?

What clothes do you wear to school? or

Do you wear a uniform?

B What time do you finish school? or

Do you finish school at 4 o'clock?

What do you eat after school? or

Do you eat snacks after school?

Interlocutor

Now, let's talk about **home**.

- A**
- Who do you live with? or
 - Do you live with your family?
 - How many bedrooms are there in your house? or
 - Are there three bedrooms in your house?
- B**
- Where do you watch TV at home? or
 - Do you watch TV in the kitchen?
 - What's your favorite room in your house? or
 - Do you like your bedroom?

Part 2 (5-6 minutes)

Interlocutor □ 3-4 minutes

Now, in this part of the test you are going to talk together.

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

Here are some pictures that show different hobbies.

Do you like these different hobbies? Say why or why not. I'll say that again. Do you like these different hobbies? Say why or why not. All right? Now, talk together.

Do you like these different hobbies?



Phase 2

Interlocutor □ **Allow up to 2 minutes**

Now, do you prefer to spend your free time alone or with other people, **B**? (Why?)

And what about you, **A**? (Do you prefer to spend your free time alone or with other people?) (Why?)

Which is more fun, playing sports or watching sports, **A**? (Why?) And you, **B**? (Which is more fun, playing sports or watching sports?) (Why?)

Thank you. That is the end of the test.

ANNEX 3

Assessment rubric for speaking skill

A2 Key for Schools Speaking Examiners use a more detailed version of the following assessment scales, extracted from the overall Speaking scales on the following page.

A2	Grammar and Vocabulary	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Maintains simple exchanges. Requires very little prompting and support.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	Shows sufficient control of simple grammatical forms. Uses appropriate vocabulary to talk about everyday situations.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	Shows only limited control of a few grammatical forms. Uses a vocabulary of isolated words and phrases.	Has very limited control of phonological features and is often unintelligible.	Has considerable difficulty maintaining simple exchanges. Requires additional prompting and support.
0	<i>Performance below Band 1.</i>		

Source: Cambridge Assessment (2022)