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Y TECNOLOGÍAS
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TITLE OF RESEARCH

THE ANALYSIS OF METHODOLOGICAL SIGNIFICANT STRATEGIES IN THE DEVELOPMENT OF THE ORAL COMMUNICATION OF THE ENGLISH LANGUAGE IN THE STUDENTS AT OCTAVO AÑO “A” DE EDUCACION GENERAL BASICA AT UNIDAD EDUCATIVA “NIDIA JARAMILLO”, RIOBAMBA CITY, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM OCTOBER 2016-MARCH 2017.

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FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS
LANGUAGE CAREER

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Work presented as requirement to obtaining the Bachelor’s Degree of “Licenciatura en Ciencias de la Educación, profesor de Ingles”. It has been approved by the following Committee Members at the Universidad Nacional de Chimborazo, it has been confirmed by their signatures. In constancy with all exposed sign:

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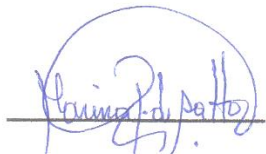
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Que el presente trabajo **“THE ANALYSIS OF METHODOLOGICAL SIGNIFICANT STRATEGIES IN THE DEVELOPMENT OF THE ORAL COMMUNICATION OF THE ENGLISH LANGUAGE IN THE STUDENTS AT OCTAVO AÑO “A” DE EDUCACION GENERAL BASICA AT UNIDAD EDUCATIVA “NIDIA JARAMILLO”, RIOBAMBA CITY, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM OCTOBER 2016- MARCH 2017”** de autoría del señor Alex Javier Remache Tixe, ha sido dirigido y revisado durante todo el proceso de investigación. El citado trabajo cumple el 100% con los requisitos metodológicos y requerimientos esenciales exigidos por las normas generales para graduación, en tal virtud autorizo la presentación del mismo, para su calificación correspondiente.

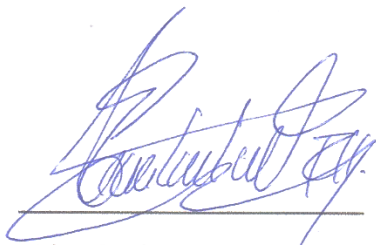


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Riobamba, 30 de October del 2017



Alex Javier Remache Tixe

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DEDICATORY

I want to dedicate this thesis to God who has been my guide during all my life. A special gratitude to my parents Manuel and Olga who have helped me to fulfill a goal more in my professional life and who have been with me in good and bad times. I will always appreciate my brothers Diego and Marlon, and my sisters Fernanda and Ana for all things lived and the advices given and thank for encouraging me with their words and affection experiences and craziness lived.

Thank you for all.

Alex.

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The development of this Project has been possible through help, collaboration and responsibility of my thesis Tutor, MsC. Lucy Pazmiño. Also, this project is dedicated to all my educators at the Universidad Nacional de Chimborazo because, they have transmitted us their knowledge to be applied in our personal and professional live.

Alex.

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RESUMEN

Hablar es una de las destrezas más importantes a desarrollar en una comunicación efectiva, por esto es fundamental integrar métodos comunicativos e innovadores como estrategia de enseñanza, permitiendo a los alumnos sentirse motivados para fundamentar sus ideas, intercambiar información de forma natural y espontánea creando situaciones comunicativas. Esta investigación es un indicador relativamente estable de cómo los maestros utilizan diferente metodología y cómo los estudiantes responden desarrollando habilidades de comunicación oral. En este proyecto se observó el desarrollo de diferentes estrategias metodológicas para determinar si los alumnos de Octavo Año "A" de Educación General Básica en la Unidad Educativa "Nidia Jaramillo", de la Ciudad de Riobamba, Provincia Chimborazo, en el período académico octubre 2016 - febrero 2017, desarrollaban actividades orales guiadas por el profesor. Esta investigación se trabajó con una población de 21 estudiantes y un maestro. Además tuvo un nivel exploratorio, por lo tanto se utilizó el método cualitativo para estudiar la población directamente utilizando la observación como instrumento ayudado por una de sus técnicas como fue la hoja de observación, con el fin de conocer cómo el profesor aplicaba tareas comunicativas tomando en cuenta el comportamiento de los estudiantes para practicar el lenguaje con precisión y competencia. Se realizó el análisis e interpretación de los resultados, en los que se observaron y analizaron las actividades que realizaban los alumnos. Finalmente, se determinó que el profesor no aplica correctamente algunas estrategias metodológicas con los estudiantes; quienes al momento de participar en role plays, preguntas y respuestas, lecciones y descripciones orales, juegos y canciones no desarrollan de forma correcta su autoconfianza oral en el proceso de enseñanza aprendizaje del inglés.

ABSTRACT

Speaking is one of the most important skills to be developed in an effective communication, for this is fundamental to integrate communicative methods as a teaching strategy allowing to the students feel motivated to support their ideas, interchange information in naturally and spontaneously way creating communicative situations. This approach is a relatively stable indicator of how teachers use different methodology and how the students respond developing oral communication skills. In this project different methodological strategies was observed to determine whether students of Octavo Año “A” de Educación General Básica at the Unidad Educativa “Nidia Jaramillo”, City of Riobamba, Chimborazo Province, in the academic term October 2016 – March 2017, developed oral activities helped by the teacher. This research had worked with a population of 21 students and 1 teacher. It had an exploratory level, therefore qualitative method was used to study the population directly using the observation as an instrument helped of its technique such as: observational guide, in order to know how teacher applied communicative tasks connected with student’s behavior to practice language in an accuracy and proficiency way. Analysis and interpretation of the results was performed, in which we observed and analyzed the activities that students performed. Finally, it was determined that teacher did not apply correctly the methodological strategies with the students; who at the moment to participate in role plays, question and answer, oral and group lessons, oral picture descriptions, games and songs did not develop their self- oral confidence in the English teaching and learning process.



INTRODUCTION

In communicative language teaching, the teacher expects to act as a facilitator of the communicative situation, monitoring students' attempts to communicate in the target language. The correction of errors or the use of the teacher as a model of perfect speech is left behind as the focus is to promote students' participation and motivate them to produce speech in the target language. Nowadays the correct use of different methods focusing in oral communication has an essential role in education because students develop different speaking skills enhancing with personal qualities, linguistics components and active participation in activities creating a communicative situation. (Larsen-Freeman, 2000)

In spite of speaking ability is the most important at Unidad Educativa "Nidia Jaramillo", a high percent of Students at Octavo Año "A" don't have a good level in speaking skill and teachers do not pay attention in the use of effective methodological strategies; for this reason students do not have the opportunity to communicate correctly and development different skills.

The purpose of this research is to observe different methodological significant strategies in the development of oral communication emphasizing the importance of correct use of these strategies to create an appropriately communicative situation because they have an essential role which students learn in a meaningful way exchanging their knowledge with others.

The Ethnographic Qualitative method has been used to develop the project, because this method allows to get real and significant information from the students at Octavo Año "A". It collects data from different observations and using instruments like: observational guide to observe and analyze the methodological process that teachers apply in the class and how students' response. It will allow to get an effective and meaningful performance in the students.

Five chapters had been applied, which are detailed below:

Chapter I: Reference Framework had been checked the research problem, definition of the problem, formulation of the problem, objectives achieved in the application of observational guides and justification of the problem.

Chapter II. Theoretical Framework had been reviewed the research is related to both variables, causes and effects based on the critical analysis. Theoretical foundation and definitions of basic terms.

Chapter III. Methodological Framework had been analyzed Qualitative method, Ethnographic research design, exploratory level research, techniques and instruments of data collection (observation and observational guides).

Chapter IV: It is pointed out the details in the description of the observational guides applied to the students.

Chapter V: It is described the conclusions and recommendations from the description of observation guides.

Finally, it is showed the references and some annexes.

CHAPTER I

FRAME OF REFERENCE

1.1 RESEARCH PROBLEM

Teachers do not pay attention in the correct use of methodological significant strategies to develop an effective oral communication with students at Octavo Año “A” de Educaciòn General Bàsica.

1.2. PROBLEM DEFINITION

Around the world communicative language teaching is the trend in the teaching of English as a foreign language which help students develop their ability to communicate in the target language. This suggests that students should be able to communicate in English using different language functions and notions and teacher must pay attention in different methodological strategies to manage meaning and a range of linguistic components, since communication is seen as a process of negotiating meaning among the participants of the communicative situation emphasizing on students' ability to maintain a conversation rather than master a set of lexical or grammatical components. (Brown 2007; Richards, 2005).

In Ecuador the government with Education Minister establish Ecuadorian in-service English Teacher Standards that is organized into five domains that fit with those stated for the general curriculum and of some which are related to English language teaching and learning. Particularly the first domain, “Language” includes specific aspects for language structure and communication, language acquisition and development and language fluency. Besides Teachers understand and apply theories, methods, strategies and research in language acquisition and development to support their students’ English language and literacy learning and content-area achievement. (English Project Technical Team)

The Unidad Educativa “Nidia Jaramillo is located in Chimborazo province, in the city of Riobamba; was founded on November 10th , 1965 thanks to the initiative of enthusiasm and

high spirit of service of Ms. "Nidia Jaramillo" distinguished woman who was concerned to help the youth of our province. The mission is "form bachelors and professionals of quality with a high humanistic and academic level, that are competitive, practical and scientific, able to carry forward innovating changes that contribute to the socio-economic development of the State, society and the family" developing only some standards focusing in the teacher 'role without thinking if they are using effective methodological strategies for a correct oral communication with the learners. Nowadays the student population has grown as have a number of 2534 students and 55 teachers, distributed from Primero to Tercero de Bachillerato.

Then, after many observations accomplished in the pre-professional practices, it was noticed at the Unidad Educativa "Nidia Jaramillo", where the majority of the Students at Octavo Año "A" don't have a good level in speaking skill, it was evidenced through the observation of how many students had bad participation in the activities and teacher do not pay attention in the effective use of different methodological strategies such as: role plays, questions and answer, picture oral description, games and songs in where the majority of students develop some skills like self- oral confidence, modeling their personality, encouraging curiosity, building creative and critical thinking but in spite of if they have some problems to communicate in a fluent way, they want to share personal experiences but at the moment to speak in public they feel fear committing pronunciation mistakes and causing misunderstanding in the class. In fact, it was detected that one the biggest problem at English subject students do not have the opportunity to participate actively in some activities due to the fear to make mistakes, the shyness and shame at the moment to speak in front of their classmates and the lack of vocabulary and appropriate instructions by the teacher; thus students do not develop their speaking skills in a good way causing the lack of interest in to acquire new English Knowledge exchanging different ideas, thoughts and criterias.

Speaking ability is the less developed skill for this reason a high percent of students have a low speaking level due teachers have not pay attention in the correct use of significant strategies and only have used traditional methods.

1.3. PROBLEM FORMULATION

How the methodological and significant strategies are applied in the development of oral communication of the English Language with students at Octavo Año “A” de Educación General Básica at Unidad Educativa “Nidia Jaramillo”, Riobamba City, Chimborazo Province, in the academic term October 2016-March 2017?

1.4 QUESTIONS GUIDELINES

- What are methodological strategies used in the oral-teaching process?
- How do students and teacher interact in the development of oral activities?

1.5 OBJECTIVES

1.5.1 GENERAL OBJECTIVE

- To observe the methodological and significant strategies in the development of oral communication of the English Language with students at Octavo Año “A” de Educación General Básica at Unidad Educativa “Nidia Jaramillo”, Riobamba City, Chimborazo Province, in the academic term October 2016-February 2017.

1.5.2 SPECIFIC OBJECTIVES

- To identify the communicative strategies used by teacher to develop oral communication.
- To describe students and teacher performance into communicative strategies.

1.6. PROBLEM JUSTIFICATION

The project is of great interest, because teachers are immersed in a modern education which need an innovate methods, techniques and strategies to improve the academic performance of the students especially in the development oral communication in English.

The importance of the correct use of different tools and activities, will help a better communicative competence taking into account the students` needs and abilities. This project is developed due many students have a low speaking level and teachers do not put attention in the correct use of significant strategies and only have used traditional methods. Moreover, this research is exploratory because it has been observed how teachers apply different methods and how is the students` behavior to determine the development of them in the teaching and learning process in the students of Octavo Año “A” de Educación General Básica. Therefore, it will use instruments obtained of the internet like observational guides for analyze and conclude the project. Through this research hope to observe the development of different communicative activities as a teaching strategy, their importance, advantages and how are connecting with the students to improve their communicative competence. The project provides direct beneficiaries to the students of Octavo Año “A” de Educación General Básica. The indirect beneficiaries, are teachers and everybody at the Unidad Educativa “Nidia Jaramillo” who have access to the document. General aspects of the project can be applied in teaching process.

According academic education received in this institution, it has allowed to carry out the research project, because different teaching and learning process are known. The research has a high percent of factibility because in the academic aspect the teachers and students are immersed in a new educational system focusing in the use of significant methodological strategies to achieve a good communicative competence. Another point, the human aspect it helps to the students feel motivate to participate in different activities developing their speaking skills. Finally, in the economic aspect both teachers and students have the facilitate to find and develop different speaking activities on technological environment in an easy way integrating another resources. It allows the meaningful development of oral communication.

CHAPTER II

THEORETICAL FRAMEWORK

2.1. BACKGROUND INVESTIGATIONS REGARDING THE PROBLEM

After to review Repository Library Unach there are some researches similar to the present one; like:

METHODOLOGICAL STRATEGIES AND THEIR INFLUENCE ON THE DEVELOPMENT OF PRODUCTIVE ENGLISH SPEAKING develop by Mullo Naula Luis Jairo and Tenezaca Yadaicela Erika Patricia mentioned that Nowadays the use of methodological strategies in the productive English speaking skills play an important role in the teaching-learning process which are presented to the teachers to develop their classes and advantages obtained on their students.

THE DEVELOPMENT OF SPEAKING SKILL THROUGH THE CLUBS OF CONVERSATIONS AS A STRATEGY developed by Guapi Bustos Lourdes Piedad and Díaz Ramos Mayra Alexandra said that the learning of English language is an ongoing process that must be developed in a friendly and creative environment, taking into account current methodologies and strategies with the aim of motivating a meaningful learning. This research proposes clubs of conversation as a methodological strategy for the development of communication (speaking).

2.2. THEORICAL FOUNDATION

2.2.1 DEFINITION OF METHODOLOGICAL STRATEGIES TO DEVELOP ORAL COMMUNICATION

These are systematic methods, techniques and strategies that teachers apply in a correct use for improving students` academic performance. Nowadays they often think that the ability

to speak a language is the product of language learning, but speaking is also a crucial part of teaching and learning process using language and expanding their knowledge.

2.2.2 IMPORTANCE

Speaking is one of the most important skills to be developed and enhanced as means of effective communication. It is one of the four major skills necessary for effective communication in any language, speaking skills should be developed along with the other skills, so that these integrated skills will enhancing with effective methodological use by teachers and the students' ability to communicate. Effective communication by means of speaking usually creates a number of benefits for both speakers and teachers.(Morozova, Y)

It emphasizes the importance of communicative tasks, it is natural that a considerable part of interaction in the language classroom also activities of this type motivate to the students feel more familiar with the language in class improving some problems and avoiding traditional teaching methodologies. (Nijaradze, N. & Doghonadze, K.)

Cotter (2007) explains that many learners of a foreign language usually do not like or are afraid of speaking in the target language, and most of the time they exhibit a passive attitude in class, since they do not have the opportunity to express themselves naturally and spontaneously. As, training in oral skills which let them communicate and interact in a meaningful and fruitful form, (e.g. exchanging information, negotiating meaning, supporting ideas, facing oral defenses) is a way to motivate students to perceive the foreign language as a tool for social interaction.

2.2.3 INTERACTIVE TEACHING METHODS OF ORAL SKILLS

Teachers are involved in the study used different interactive methods of teaching as the best manner of teaching oral skills also like to reach out to all the learners of many and different abilities besides Learners participated in different oral communication skills as example we have: oral presentation, question and answer, games, role plays, songs, dramatizations are

so useful in the use of interactive methods to improve oral competence of the learners. In addition, teachers explain that these kind of methods are time consuming into the terms of presentation of the students.

It is important to know that an important element in teaching methodology used by the teachers was, dialogue and oral presentations, discussion had high frequencies while other teaching methods were not common at all.

Another kind of methods could be drama and music also public speaking , are useful ways for motivated to the students participation taking into account as important point when students develop oral communication skills and improve their confidence in speaking. (Rus, D. 2012)

2.2.4 STRATEGIES OF ORAL COMMUNICATION

Teachers use different possible means to ensure the communication between learners. They use some different strategies for example:

Role plays: it is a manner of bringing situations from the real life into the class, In few words, role plays needs a good student's imagination. They can express what they think in their own words. Students can adopt a different characters motivating to the classmates to act in front of class and practice in the target language. Limbu, P (2012)

1. Preparation

- Define the topic or problem
- Create the role(s)
- Establish the situations

2. Playing

- Acting in front of the class
- Stopping if we can
- Involving classmates

Question and Answer: According Parke, “the question is so important because it is the key to all educative activity. It strategy is based on to achieve objectives and bringing knowledge to the conscious level of the students.

Steps of Question-Answer Strategy

- To prepare questions in a logical sequence to the students.
- To present the questions among the learners.
- To ask new questions to the students with their response.

Games and songs: games provide a good atmosphere in children’s class. It is documented that English language games and songs improve students’ learning, also with children, they are one of the best classroom tools. The first reason why games and songs are so useful is that children are willing participants into the class. Students pay more attention because when they enjoy themselves, they comprehend better, feel comfortable about themselves, and do even better because it is a learning cycle working in favor to the students.

Next reason is playing a game. In order to play, students have to say different things. Therefore, they also have a good reason to communicate at the same time this makes them want to know and learn more by themselves. finally, games and songs stimulate and motivate children to a new level. They sure know that if they do not pay attention to the class, they will not be able to play the game in a good way also they will let their team down for this reason they make more effort to learn as much as possible. (Ara, S. 2009)

2.2.5 TEACHING/ LEARNING ACTIVITIES PROVIDED BY THE TEACHER DURING THE ORAL SKILLS LESSON

During planning for the lesson it is necessary that teachers must design or select the activities and use them accordingly. The following during the oral lessons can be: role play, question and answering, discussion, reading aloud, singing and dramatization.

First, role play this activity involves bringing situations from real life into the classroom, also it requires a good student's imagination, at the same time it lets students to express what they think in their own words. Motivating to the practice the target language in the real situations.

Second, Question and Answering ,Oral and Written Question: It can be oral or written in where this activity is useful at all stages of the lesson, for that reason question and answering gave the students an opportunity to express by themselves in both ways oral and written, at the same time the lesson became participatory and active too. Third, oral picture description: also this activity teaching intonation and stress also to help learners to correct pronunciation stress and intonation correctly, At the same time, it is possible that learners correct each other's pronunciation through the use of groups.

Finally, roll plays and songs, these kind of activities bring out a concept close to students involving them in role playing making the lesson interesting and active too. In addition, teachers use a variety of instructional resources: text books, charts, audio tapes and others taking into account time and use instructional resources. (M'mbone, J. & Kemboi, G; 2011)

2.2.6 BENEFITS OF SIGNIFICANT METHODOLOGICAL STRATEGIES ON LEARNERS

The interactive methods have a positive effect on the students: building self confidence in themselves, allowing them to exploit their potential, also learners who are talented. besides, language activities can be used to encourage the development of oral communication skills students modeling their personality of an individual learners of English language, learn the confidence and self-oral edification as they participate into the class encouraging them in oral communication skills also improving oral skills performance.

Another point to recognize effective communication skills, learners can learn to: communicate using digital media besides environments to support personal and group learning in both ways, share information effectively and efficiently using appropriate digital media and environments.

Other, learners can develop positive attitudes because communicative methods provide to the learners have a higher level of listening comprehension providing different texts and developing reading ability with the students, besides it serves as a kind of guide in their conversations, they can comprehend texts rapidly also, students can develop collaboration environment using effective discussions providing vocabulary and context to the students.

Other one, it can model fluent reading for learners , teacher emphasize different words, pauses at commas and periods too, and pronounces different and difficult words, learners can increase their own reading fluency, These are characteristics that students develop: they built confidence integrating different listening skills, also how words are put together to have critical thinking, it is necessary students love the reading improving knowledge and building good vocabulary, inculcated qualities, public speaking encouraging to the learners.

Other one, learners develop different skills, giving them the opportunity to practice language with classmates in situations which encourage them to communicate their needs, opinions and ideas showing their ability to communicate, and helping students develop competencies in different contexts, besides they demonstrate one of the most successful way to get their classmates attention into the class, encourage curiosity besides create challenges. At the same time teacher create a great class interaction and participation.

These kind of activities created a connection between language use and language study , using the four language skills in a naturally way, organize and construct information, enhancing team work in class, helping students become active learners. Students are involved in their own learning process as active participants in the activities, they were engaged in real situation experience, and they built critical and creative thinking and problem solving skills as important characteristics. Other can be the development of different manners to increase parent teacher communication using some techniques because learners can expose all activities that they do into the class and their homes. It helps to connect with their behavior and academic work.

Next, learners are involved to empathy unfamiliar people, situations and places considering new ideas, increased learner's willingness to communicate their knowledge and feelings increasing active participation using verbal proficiency. They can use of creativity and imagination, developed cooperation between them.

In particular, learners develop additional performance skills as: vary the volume, body and gestures let their body speak, pitch and tempo of their voice using their face, have a clear focus and maintain concentration, engaging eye contact with the learners, being dynamic create a charismatic presence using their space and using the silence and pauses to add dramatic effect in the class.

Also, Oral and group lessons are awesome for learners because they practice and develop many different performance skills like diction, projection, and using emotion. It gave students the opportunity to creatively work, selecting appropriate music into the class.

In additional, these activities allowed to the students the need to exchange their ideas and make decisions using the target language, that aim at developing conversational competence among students.

Communication is both expressive and receptive for this reason is essential that teachers provide clear instructions to the students transmitting a safe environment to participate in communicative activities acting as proficient communicators, synthesize and understand it and express themselves at a high level. They are able to transmit knowledge, skills and values they communicate their caring for the students motivating to learn. (Castrillòn, B. 2010)

CHAPTER III

METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

Qualitative method is used.

Because this method studies the problem in its natural environment, where the development and data collection were made by researcher in order to explain and interpret the results. In the present research the qualitative approach let to get real and significant information of the Students of Octavo Año “A” de Educaciòn General Bàsica at the Unidad Educativa “Nidia Jaramillo”. Even the inductive method played an important role because it starts with the observations and theories are proposed towards the end of the research process as a result of observations, formulating research questions and objectives. Besides, this method began of the specific parts of the study like was the observation of different methods that teacher used for later to describe them take into account the students and teacher development. Data about the variables (methodological significant strategies and the development of the oral commucation) were collected using instruments like observational guide to analyze methodological process of teachers.

3.2 TYPE OF RESEARCH

In this research project was used Ethnographic research.

Ethnographic method was used because it analyzed in a directly and systematic form: observable material items, methodological strategies, individual behaviors and performances arrangements and ideas that exist only in people's mind which are included in social contexts and obviously in the education field too. The research was done at the Unidad Educativa “Nidia Jaramillo” because in this institution exist a problem at the moment that teachers used different methodology and how students developed

communicative activities and the present research was developed into the academic term October 2016 – March 2017. In this time the investigator developed their observation, collected useful information about how teachers used the methodological strategies and how students improved their communicative skills into communicative situations in different contexts.

3.3 LEVEL OF STUDY: Exploratory.

This research was based on an exploratory level. It consisted in describing and analyzing the information and data about the methodological significant strategies to develop oral communication, importance, benefits and how these were developed by teachers into the classroom enhancing with students response. For that students acquired a good communication skills is necessary that teachers improved the teaching-learning process of speaking ability through the use of an adequate methodology. For that, it was essential to know, the reality, weaknesses, strengths, capacities, abilities, creativity with students of Octavo Año “A” de Educación General Básica at the Unidad Educativa “Nidia Jaramillo”.

3.4. POPULATION AND SAMPLE

The population was relatively small; for this reason, was not necessary to take a sample therefore this study is to make up of one teacher, 21 students, indicating that 9 were women and 12 were men given as result 22 beneficiaries in Unidad Educativa “Nidia Jaramillo” during school year 2016-2017. This group was chosen because it evidenced during the pre-professional practices the existence of a low level of English Learning because there were not good methodological significant strategies to develop of an excellent communicative competence in the students. Besides some activities were developed but they did not feel motivated to participate because they did not understand them. The principal necessities of the students are focused in demonstrate their speaking skills to improve their communicative competence.

3.5. PROCEDURE

To develop this research, the researcher had to follow some necessary steps to get the data and results.

First step: Field access, Field recognition, Report Writing, Draft, Gathering tools recognition, Participation recognition, Participation definition and Observation with teachers and students. Second step: Productivity data gathering, Class Observations to identify different methodology that teacher used and students` behavior and Tutor revision. Third was: Data reduction, Data transformation, Objectives review, Objectives vs Data Confrontation, Tutor revision, Final report draft revision, Tutor revision, Final report presentation. This research belongs to the methodological field.

The topic was chosen in order to show the importance to use significant strategies following instructions to develop the communicative competence on students. In class observation, the teacher developed some communicative activities following a specific process and the same time helping to the students to improve their speaking skills. This information was compiled through online materials as thesis, online books, scientific articles among others. The research was investigated in the Octavo Año “A” de Educaciòn General Bàsica at the Unidad Educativa “Nidia Jaramillo”.

3.6. FIELD WORK

For this research was necessary an authorization to the authorities at the Unidad Educativa “Nidia Jaramillo”, after that the investigation tittle was approved by H- Consejo, requiring in the career direction the document directed to the main authority of the institution, who gave me the authorization in order to develop this research. There was not any inconvenience in this research the institution gave me the opportunity to carry out the investigation.

The authorities gave me the necessary time to apply the instruments to the students, during this time could observe what kind of methodological significant strategies developed the teachers and if the students acted in a positive way in the teaching and learning process. The researcher role was passive because only observed how develop each class. The main aspects could observed were; which are the oral characteristics that students have, the way of how students develop oral activities, and if the teacher use significant methods, techniques and strategies to improve students 'oral competence.

In this research was necessary to know if the teacher and students developed oral methodologies and activities in a correct way to improve the teaching and learning process. Also if the students that show an active participation in the activities have a high or low performance into communicative situations into and out class. This research was verified that the students and teacher did not take into account the use of significant methodologies and activities giving as result a low level of English knowledge. All the information was obtained from operationalization of objectives, students, teacher, books, internet using the observation technique and instrument the observational guide.

3.7. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

For this document researched was necessary to use the Observation technique and its instruments that help in this process. The Observation is a process that allowed us to collect reliable and valid information systematically. One of them was Observational guide where allowed gather as much information as possible about what methodology strategies the teacher use and how were students' responses.

The instrument was Observational Guide that served as a guide to recall information because it allowed to observe the particularly the use of different methods, techniques, strategies and activities that students developed to improve their communicative competence using of certain group of methodologies. The attitude in class, students who participated developing their speaking skills. The solidarity showed by a student with a

problem of another partner. The most important about these instruments were that served to find the key problem or reasons why teachers and students did not act in a certain way.

3.8. TECHNIQUES FOR PROCESSING AND INTERPRETATION OF DATA

The research will be done through observations and observational guide, the techniques for process and analysis of data are: Review of information about both variables (significant methodological strategies and oral communication), was collected during the development of the research. Other, analyze and select of data where instruments were designed according information of both variables using as a technique the observation and its instruments as: observational guide was applied during classes of Octavo Año “A”.

Finally, determine conclusions and recommendations of the research that results obtained from the application of the instruments, helped to demonstrate the objective.

CHAPTER IV

4.1 ANALYSIS AND DESCRIPTION OF OBSERVATIONAL GUIDE

The research work was developed at Octavo Año “A” de Educaciòn General Bàsica at Unidad Educativa “Nidia Jaramillo” in the Academic Term October 2016 - March 2017”, in order to observe how teachers develop methodological strategies to improve communicative skills on students.

The information was collected and read based on the two variables (Methodological significant strategies and the development of the Oral Communication). This information was collected through online materials, online thesis and books, scientific articles among others. It was applied from October 12th to November 3rd for 6 hours a week at Octavo Año “A” de Educaciòn General Bàsica at Unidad Educativa “Nidia Jaramillo” in the Academic Term October 2016 - March 2017”. The observation helped to analyze how teachers use different methodology with the students to develop oral communication.

4.1.1. OBSERVATIONAL GUIDE 1: COMMUNICATIVE STRATEGIES TO DEVELOP ORAL COMMUNICATION ON STUDENTS

The importance of use communicative activities such as: role plays, question and answer strategy, oral picture descriptions, games and songs are so important in the teaching and learning process helping to the students create a communicative environment taking decisions, providing information face to face, persuading and supporting their ideas, thoughts and criterias increasing speaking skills on students. (Rus, D. 2012)

To describe how students develop different oral activities, as part of methodology that teachers use, observational guide was applied based on strategies in where the information and learning were associated with communicative skills that students develop with the teacher`s instructions. Students observed their classwork and identified how their oral skills were developed connecting with different activities did in class. It was applied during 2 weeks, 2 hours per day. It was evidence how students develop different oral strategies to achieve a better learning.

This instrument was made in order to obtain the final results of how teacher applied different methods to improve students` communicative competence, as part of their teaching process in students of Octavo Año “A” de Educaciòn General Bàsica at Unidad Educativa “Nidia Jaramillo”.

4.1.2. COMMUNICATIVE SKILLS OF TEACHER

Communication is both receptive and expressive for this is essential that teachers provide clear instructions transmitting to the students a safe environment to participate in different communicative activities acting as proficient communicators to receive information, understand and synthesize it and express themselves at a high level. They are able to transmit knowledge, skills and values at the same time they communicate their caring for the students motivating to the students to learn. (Castrillòn, B. 2010)

Teacher develops communicative activities that include motivate strategies, topics, and themes which involve the students in authentic communication. In communicative activities, teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. These roles imply a set of features for the teacher like an organizer of resources and instructions, second as a guide within the classroom procedures outlined and activities. Another, to contribute in terms of appropriate knowledge and abilities putting the language to use as the circumstances require, students can learn and acquire the language subconsciously, most importantly, students can learn to use their ideas, pass on their ideas and receive ideas, in this way to enlarge their vocabulary, broaden their knowledge helped by teacher.

4.2.ANALYSIS AND INTERPRETATION OF RESULTS

OBJECTIVES	ITEMS	ANALYSIS	CONTRAST WITH THE THEORETICAL FRAMEWORK
<ul style="list-style-type: none"> To identify the communicative strategies used by teacher to develop oral communication. 	<ul style="list-style-type: none"> Role plays 	<p>The analysis shows that role plays were developed as a complement to learn and practice different topics for example: daily routines, expressing likes and dislikes, giving warming's, presenting present simple, present continuous and exploring new vocabulary.</p> <p>Teacher organized a role play about buying things in a store talking "what people are doing at the moment". First, students were divided in groups; each one chose a lider. Second, students gave ideas in how to make this activity. After some minutes each group participated in from of the whole class. In addition, teacher had forgotten to give some instructions for example the participation time, different resources that learners could use. Another, teacher evaluated the student`s participation interrupting them at the moment that they spoke; don't respecting turn taking. Also students never followed the procedure outlined by the teacher to develop this activity.</p>	<p>Limbu, P (2012) stablishes that a role play places the student into a learning situation closely resembling the real life environment in which the desired behavior will be exhibited. Situating the learner in, as realistic a situation as possible, increases on-the-job recall, knowledge transfers and reinforcement of appropriate behaviors. Role play often forces learners to engage in analysis, in which they must interpret elements in the</p>

	<ul style="list-style-type: none"> • Question and answer strategy 	<p>Teacher did not a feedback about some mistakes that student committed but only taking into account to each group not exposing these for the whole class. Besides teacher must remember that her role was facilitator, spectator and participant providing information and assessing their performance to improve their speaking ability.</p> <p>Through analysis it was observed that students learned about Wh questions. Teacher applied in where students were invited to interchange some information between them; they worked together in groups of four. After, they chose five questions about their personal information for example:</p> <ul style="list-style-type: none"> - How many brothers do you have? - Where do you live? - When is your birthday? <p>The majority of students interchanged these kind of questions using their personal information and Wh questions.</p> <p>During this activity teacher did not put attention in some steps that she must follow such as: did not monitor all groups, this</p>	<p>game according to the role they are playing; synthesis, in which they must apply concepts to a new setting (the role they are playing) and evaluation, in which they must constantly evaluate.</p> <p>According (Stoyle, P.) Questions have long been used as a teaching tool by teachers and preceptors to assess students' knowledge, promote comprehension, and stimulate critical thinking. Well questions lead to new insights, generate discussion, and promote the comprehensive exploration of subject</p>
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		<p>situation caused difficulties because some students worked independently they did not develop a cooperative work. Also, some students did not have a good comprehension about the activity and only one or two students participated answering the questions. Teacher forgot to monitor all students 'participation and did a feedback about the topic that students were using.</p>	<p>matter. Poorly constructed questions can stifle learning by creating confusion, intimidating students, and limiting creative thinking. Teachers most often ask lower-order, convergent questions that rely on students' factual recall of prior knowledge rather than asking higher-order, divergent questions that promote deep thinking, requiring students to analyze and evaluate concepts.</p>
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OBJECTIVES	ITEMS	ANALYSIS	CONTRAST WITH THE THEORICAL FRAMEWORK
<ul style="list-style-type: none"> To describe students and teacher performance into communicative strategies. 	<ul style="list-style-type: none"> Oral picture descriptions 	<p>The analysis shows that teacher used Picture oral descriptions technique to improve communicative competence on students. First, teacher organized the class in groups of 7, each one chose a lider and the topic. After teacher said some instructions for this activity. Each member said different ideas to organize a collage taking into account the topic was “Ecuador`s Food”, resource materials including, clothes, music, religion and traditions. Next class the groups presented their work, they described their collages of different cultures speaking of the aspects mentioned below. Students interchanged information, made questions. For this activity teacher committed a mistake, she did not monitor to the groups all time this resulted some groups participated in a good way but others made a poor participation noting their fear to speak in public.</p> <p>Other, students practiced oral descriptions in where teacher gave some instructions to the students for example: what resources they should use, the time limited, and the title. After,</p>	<p>Ulas (2008) summarizes that Captioning and describing a picture, though incredibly simple as a resource idea, has proved to be an extremely valuable teaching resource for both oral and written communication. Simply put: teachers provide a picture preferably with lots going on and then ask students to describe what they see. As students describe what they see, they write it down on the blank space surrounding the picture. Alternatively,</p>

	<ul style="list-style-type: none"> • Games and songs 	<p>teacher divided the class into groups and the next class began the presentations such as one group told about modals “do” and “does”. Students gave a good explanation about these and provided examples. They created real examples as a kind of role play between their classmates to understand the topic in a better way. Teacher monitor that all students participate in the activity inviting them to go in front of all class and presenting their role play using the topic. Next teacher made a feedback but was necessary did additional activities because some students did not understand this topic. Teacher did not give a clear explanation and some students were left with some doubts about the use of do and does. Another, teacher said to the students to take some notes about different things that they didn’t understand, this situation caused distraction when attending what the other classmates were exposing and the final of lessons they had some problems to understand the topic.</p> <p>Through analysis it was observed that another activities were games and songs motivating to the students to take interest in practicing English but is so important that teacher used active</p>	<p>teachers can have the students write the descriptions down on a separate piece of paper though I find this is probably unnecessary.</p> <p>(Ara, S. 2009) says that Songs are useful for practicing new grammatical</p>
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		<p>and like games and songs sometimes depending of the age of students. At the moment that teacher developed a song; students completed the blanks but some students felt missing because teacher didn't give a little introduction about the vocabulary that they were going to use and how must complete this activity. It is so important that teacher took into account the all students` interests not only thinking in one or two.</p> <p>During Song activity teacher never examined carefully what it was she wanted the class to learn in the lesson. It was so important to focus on vocabulary, grammar, pronunciation, or a particular topic. Teacher used "dust in the wind" by Kansas to introduce a text whit new vocabulary. In another lesson, the teacher used 'In the air tonight' as it uses the present continuous tense.</p> <p>Whatever she focused, remembered that this didn't necessarily place a limit on what they could do with the song. For instance, they might wish to use the song in question to exemplify a particular verb tense, and structure the lesson accordingly giving the opportunity to look at those interesting expressions in the lyrics.</p>	<p>patterns or vocabulary once they have been presented. Songs can be sung by the whole class or groups. They are particularly useful for practicing pronunciation. Also Communication games are the most useful to develop fluency. There are many games which focus on speaking only, but there are others that develop the other three linguistic skills: listening, reading and writing. Games can be played at any stage of the lesson. It depends on the way we have prepared the lesson. They can also play games they already know in their mother tongue. In this</p>
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		<p>Another point was teacher sometimes thought about the language level of the class where it determined not only which songs she could use, but also what other activities such as games or written exercises to develop the lesson. Students` lower levels became extremely frustrated with fast-delivered lyrics, for instance, while simple repetitive lyrics might not be interesting for more advanced-level learners.</p> <p>The teacher had a great range of strategies that could use to improve communicative competence on learners but regrettably some activities were not taken into account because she thought that some activities were complex to the students doubting of their skills. As a result of the observation students developed some oral activities allowing them to improve some aspects as: pronunciation, the form to express their ideas, spelling, cooperative and group work. In other hand, teacher forgot important aspects at the moment to develop the activities denying the opportunity to participate of some students and only taking into account it to obtain a physical mark.</p>	<p>case, the advantage is that they already know how to play them.</p>
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CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- It was concluded through the development of the strategies to catch the attention of students promoting their participation and motivating them to produce speech in target language.
- After observation, it was determined that teacher usually developed strategies as role plays, question and answer, oral and groups lesson, oral picture descriptions, games, and songs to connect with personal qualities of students. In the other hand, teacher forgets to say some specific instructions skipping steps and causing misunderstanding in some oral activities.
- After the observation could describe different oral skills that students developed in activities showing different attitudes and challenges that they should face to facilitate the communication in the teaching and learning process.

5.2. RECOMMENDATIONS

- It is recommended teacher create a positive and friendly environment with the students avoiding their fear to express naturally and spontaneously way because they need to have adequate confidence to interchange their ideas, thoughts and knowledge in an appropriate form giving more opportunities to participate.
- It is recommended that teacher focuses in the use of new methods and techniques taking into account the students preferences, necessities, qualities leaving out the traditional teaching; don't forgetting to follow effective steps.
- It is recommended to combine meaningful methods, techniques and strategies taking into account that teacher must provide clearly instructions in each activity because it improves in how they learn process, internalize and remember information creating a communicative competence between them.

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7. ATTACHMENTS



UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS
CARRERA DE IDIOMAS
Observational Guide N° 1

COMMUNICATIVE STRATEGIES TO DEVELOP ORAL COMMUNICATION							
Role plays	U	S	N	Oral Picture descriptions	U	S	N
<ul style="list-style-type: none"> Teacher prepares the class for role play presenting a previous situation or event 			x	<ul style="list-style-type: none"> Teacher gives clear instructions to the students explaining the appropriate way to present the lesson (time-limit, presentation, resource material) 		x	
<ul style="list-style-type: none"> Teacher gives clear instructions to the students determining clearly roles for them or dividing into groups. 		x		<ul style="list-style-type: none"> Students choose pictures and exposs using following questions communicating needs, wants, ideas, information and feelings. 		x	
<ul style="list-style-type: none"> Students follow the procedure outlined by the teacher to act out role-plays. 			x	<ul style="list-style-type: none"> Teacher makes a feedback identifying students' grammatical and pronunciation mistakes. 			x
<ul style="list-style-type: none"> Teacher develops a feedback with the students where they communicate feelings experienced during the role-play identifying students' strengths and weaknesses 			x	Games and songs			
Question and answer strategy		x		<ul style="list-style-type: none"> Teacher Carefully examines what it is she want the class to learn in the lesson 			x
<ul style="list-style-type: none"> Teacher prepares questions and organizes them in a logical sequence 				<ul style="list-style-type: none"> Teacher chooses a game or song thinking in students' level and interests. 		x	
<ul style="list-style-type: none"> Teacher present the questions in a such way that curiosity arises among the learners. 		x		<ul style="list-style-type: none"> Teacher creates a connection between these activities and the topic emphasizing in a particular grammar aspect, vocabulary, expressions and idioms. 		x	
<ul style="list-style-type: none"> Teacher to ask new questions by linking with the learners response. 		x		<ul style="list-style-type: none"> These activities round things off with some creativity 		x	

Source: observational guide directed to the students of octavo año "A" de educación general básica at unidad educativa "nidia Jaramillo"

Done by: Alex Remache

U=Usually S= Some times N= Never