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**FACULTAD DE CIENCIAS DE LA EDUCACION, HUMANAS Y TECNOLOGÍAS**

**LANGUAGE CAREER**

Work presented as requirement for obtaining the Bachelor's degree of "Licenciada en Ciencias de la Educación, Profesor de Idiomas Inglés"

**TITLE OF THE RESEARCH WORK:**

ANALYSIS OF THE SPEAKING STRATEGIES USED IN THE TEACHING LEARNING PROCESS TO IMPROVE THE SPEAKING SKILL, IN UNIDAD EDUCATIVA ISABEL DE GODIN, AT SECOND OF BACHELOR "A" CLOTHING INDUSTRY SPECIALITY, IN RIOBAMBA CITY, CHIMBORAZO – PROVINCE, DURING THE ACADEMIC YEAR 2017-2018.

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**COMMITTEE MEMBERS CERTIFICATE**

**THESIS TITLE: "ANALYSIS OF THE SPEAKING STRATEGIES USED IN THE TEACHING LEARNING PROCESS TO IMPROVE THE SPEAKING SKILL, IN UNIDAD EDUCATIVA ISABEL DE GODIN, AT SECOND OF BACHELOR "A" CLOTHING INDUSTRY SPECIALITY, IN RIOBAMBA CITY, CHIMBORAZO – PROVINCE, DURING THE ACADEMIC YEAR 2017-201"**

Work presented as requirements to obtaining the Bachelor's Degree of "Licenciatura en Ciencias de la Educación, profesora de inglés". 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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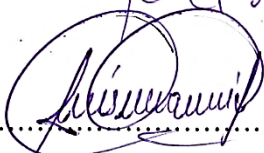
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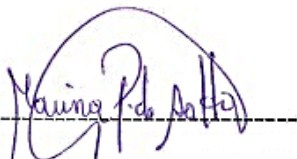

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### CERTIFICO

Que el presente trabajo de graduación titulado **“ANALYSIS OF THE SPEAKING STRATEGIES USED IN THE TEACHING LEARNING PROCESS TO IMPROVE THE SPEAKING SKILL, IN UNIDAD EDUCATIVA ISABEL DE GODIN, AT SECOND OF BACHELOR “A” CLOTHING INDUSTRY SPECIALITY, IN RIOBAMBA CITY, CHIMBORAZO – PROVINCE, DURING THE ACADEMIC YEAR 2017-2018”**, de autoría de la señorita **Maria Paola Asqui Tingo** 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 la graduación, en tal virtud autorizo la presente del mismo.



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## AUTORSHIP

I, Maria Paola Asqui Tingo, student of Language Career, declare I am the only author and responsible of this research work title entitled:

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The ideas, opinions and comments indicated in this document are the responsibility of the author and the intellectual heritage of this thesis belongs to the National University of Chimborazo.

Riobamba, May 8, 2018



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## **DEDICATORY**

First of all this research is dedicated with all my love and affection to my Lord. My family, my sisters, brother, brother-in-law, grandmothers and friends, thank you for your support, and your advice to overcome the obstacles have presented in my life, to my dear parents Victor Asqui and Josefina Tingo who in all my life they are my inspiration to follow, for all this thank with all my heart. In addition I would like to express my thankfulness to Master Lucy Pazmiño, who was my tutor, thanks for her patient, for her support and friendship in this research, and finally I want to express my gratitude all my teachers at language Career because, they motivated me to be a good English Teacher and who taught me many things of the profession as well as of life.

**By: Paola Asqui Tingo.**

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**By: Paola Asqui Tingo.**

## INDEX

COVER	I
COMMITTEE MEMBERS CERTIFICATE	II
TUTOR CERTIFICATE	III
UNIVERSIDAD NACIONAL DE CHIMBORAZO	IV
AUTORSHIP	V
DEDICATORY	VI
ACKNOWLEDGMENT	VII
INDEX	VIII
RESUMEN	X
SUMMARY	XI
INTRODUCTION	1
CHAPTER I	3
1. REFERENTIAL FRAMEWORK	3
1.1 PROBLEM RESEARCH	3
1.2 PROBLEM DEFINITION	3
1.3 FORMULATION OF THE PROBLEM	4
1.4 GUIDE QUESTIONS	4
1.5. OBJECTIVES	4
1.5.1. GENERAL OBJECTIVE	4
1.5.2. SPECÍFIC OBJECTIVES	4
1.6. PROBLEM JUSTIFICATION	4
CHAPTER II	6
2. THEORETICAL FRAMEWORK	6
2.1. BACKGROUND OF PRREVIOUS INVSTIGATIONS RELATED TO THE PROBLEM TO BE INVESTIGATED	6
2.2. THEORETICAL FOUNDATION	7
2.2.1 DEFINITION OF SPEAKING SKILL	7
2.2.2. SPEAKING STRATEGIES.	7
2.2.3 THE SPEAKING STRATEGIES ARE:	7
2.2.3.1 Small-Group Discussion Strategy	7
2.2.3.2. Advantages of Small Group Discussion Strategy	8
2.2.3.3. Disadvantages of Small Group Discussion Strategy	8
2.2.3.4 Conversational Clubs Strategy	9
2.2.3.5 Advantages of Conversational Club strategy	9
2.2.3.6. Debate Strategy	10
2.2.3.7 Advantages of Debate Strategy	11
	VIII



2.2.3.8	Disadvantages of Debate Strategy	11
2.2.3.9	Role Play Strategy	11
2.2.3.10	Advantages of Role play strategy	12
2.2.3.11	Disadvantages of Role play strategy	12
2.2.3.12	Think-Pair-Share strategy	12
2.2.3.13	Advantages of Talk-pair-share strategy:	13
2.2.3.14	Disadvantages of Talk-pair-share strategy:	14
2.3.	STUDENTS REACTION.	14
2.3.1.	Confidence	14
2.3.2.	Anxiety	14
2.3.3.	Motivation	15
2.4.	OBJECTIVES OPERACIONALIZATION	16
CHAPTER III		17
2.	METHODOLOGICAL FRAMEWORK	17
3.1.	RESEARCH TYPE	17
3.2.	RESEARCH LEVEL	17
3.3	QUALITATIVE RESEARCH METHOD	17
3.4.	POPULATION AND SAMPLE	17
3.4.1.	Population	17
3.5.	TECHNIQUES AND INSTRUMENT FOR DATA COLLECTION.	18
3.5.1	TECHNIQUES	18
3.5.2	INSTRUMENTS	18
3.6.	TECHNIQUES FOR DATA PROCESSING AND INTERPRETATION.	18
3.7	PROCEDURE	19
3.8	WORK FIELD	19
CHAPTER IV		20
4.1.	ANALYSIS AND INTERPRETATION OF RESULTS	20
4.2	ANALYSIS OF TEACHER`S CHECKLIST	21
4.3	ANALYSIS OF STUDENTS`CHECKLIST	30
4.4	TEACHER`S CHECKLIST	33
4.5	STUDENTS`CHECKLIST	35
CHAPTER V		36
5.	CONCLUSIONS AND RECOMMENDATIONS	36
5.1.	CONCLUSIONS	36
5.2	RECOMMENDATION	36
6.	BIBLIOGRAPHY	37
7.	ATTACHMENTS	XII

## RESUMEN

Hablar es una de las destrezas más importantes para tener una comunicación significativa, por esto es importante integrar estrategias de enseñanza del habla, para que los estudiantes se sientan motivados para expresar sus ideas, intercambiar información y se sientan seguros de sí mismo. En esta investigación se han analizado las estrategias del habla que la profesora usa en el proceso de enseñanza aprendizaje. Este estudio se realizó en la Unidad Educativa Isabel de Godín, en el Segundo de Bachillerato "A" Especialidad de Industria del Vestido, en la ciudad de Riobamba, Provincia de Chimborazo, durante el año académico 2017-2018. El propósito de esta investigación es, analizar como las estrategias del habla ayudan a mejorar la destreza del habla en los estudiantes de esta institución. El problema principal encontrado en esta investigación fue que, los estudiantes tienen dificultades para hablar de manera significativa, porque sienten miedo, inseguridad y nervios por hablar en inglés. El objetivo de esta investigación fue analizar cómo el maestro usa las estrategias del habla para ayudar a los estudiantes a mejorar la destreza del habla. Este estudio es de tipo exploratorio, el método cualitativo usado fue el etnográfico que permitió tener una información importante y real. El nivel de estudio es exploratorio con una población de 32 estudiantes y un Profesor. La técnica empleada fue la observación y el instrumento de recolección de datos fueron dos hojas de cotejo, la primera sobre las estrategias del habla usadas por la profesora en el proceso de enseñanza aprendizaje, y la segunda dirigida a los estudiantes, relacionada con el desarrollo de las estrategias del habla. Finalmente, se concluye que la profesora no aplica todas las estrategias con los estudiantes en clases.

**Las palabras claves son:** estrategias, enseñanza-aprendizaje.

## SUMMARY

Speaking is one of the most important skill for meaningful communication, so it is important to integrate speaking strategies so that students feel motivated to express their ideas, exchange information and feel confident about themselves. In this project, the researcher have analyzed the speaking strategies that the teacher uses in the teaching learning process. This study was done in Unidad Educativa “Isabel de Godin”, at Second of Bachelor “A” Clothing Industry Speciality, in Riobamba City, Chimborazo – Province, during the Academic Year 2017-2018. The purpose of this research is to analyze how the speaking strategies help the students to improve the speaking skill in the students of this institution. The main problem found in this research was that, the students have difficulties in speak meaningfully, because they feel fear, insecure and nervous about speaking in English. The objective of this research was to analyze how the teacher uses the speaking strategies to help the students to improve the speaking skill. The study is exploratory, the qualitative method used was ethnographic which permitted to have an important and real information. The level of this research is exploratory with a population of thirty two Students and one teacher. The technique used was the observation and the instrument of data collection were two checklists, the first was for the strategies of speaking used by teacher in the teaching learning process, and the second for the students. It was related with the development of the speaking strategies. Finally, it is concluded that the teacher does not apply all the strategies with the students in classes.

**Key words:** Speaking Strategies, Teaching-Learning Process.



Ms.C. Mónica Cadena



## INTRODUCTION

The research topic is entitled “Analysis of the Speaking Strategies Used in the Teaching Learning Process to Improve the Speaking Skill, in Unidad Educativa Isabel de Godin, at Second of Bachelor “A” Clothing Industry Speciality, in Riobamba City, Chimborazo – Province, during the Academic Year 2017-2018. Nowadays it is evident the significant deficiency of the use of the speaking strategies in the classrooms. It is important to know the influence of the teaching speaking skill in the learning process, so that the teachers can take advantage from this knowledge to help the students to improve this ability.

The importance of this research has three aspects: academic, methodological and personal. In the academic aspect, it is important because speaking strategies are essential part that teachers need to do in order to help their students to develop a communicative environment, because students can speak effectively, give their own points of view, also they feel more confident participants in a variety of contexts in and out of school and they are able to get their academic goals. The research work was qualitative because it permitted to obtain the information based on the observation, the instrument of research was real, done and analyzed by the researcher, the data obtained help the teacher to use the correct speaking skills strategies in the class and help the students to improve this ability. This research is important to the researcher because, it gives a better perspective in how to motivate our students to speak more time into the class without obstacles, making they feel a positive confidence with their spoken language.

This research was qualitative because it allowed to analyze the gather information provided by the “thirty two Students of Second of Bachelor” “A”. Therefore, in this work the researcher focused how the teacher uses the speaking strategies in the teaching learning process and how these activities help the students to improve speaking skill, which might be helpful for English teachers and enhance their students’ communicative skills.

The present research has been organized in five chapters as follows:

**Chapter I.** - This chapter refers the referential framework that contains the problem research, objectives and problem justification.

**Chapter II.** - This chapter presents the theoretical scientific data of the speaking strategies in order to improve speaking skill and an important factor that supports the analysis.

**Chapter III.** - This chapter describes, how the research was done, it means, the type and level of the research, the population and sample, techniques and collection instruments used in the procedure for the analysis.

**Chapter IV.** - This chapter contains the analysis and interpretation of the results.

**Chapter V.** - This chapter describes conclusions and recommendations of this research. It was obtained from the analysis and interpretation of results.

## **CHAPTER I**

### **1. REFERENTIAL FRAMEWORK**

#### **1.1 PROBLEM RESEARCH**

The main problem is that, the students have difficulties in speaking meaningfully, because they feel fear, insecure and nervousness about speaking in English.

#### **1.2 PROBLEM DEFINITION**

Unidad Educativa “Isabel de Godin” is located in the Chimborazo province, Riobamba city. The educational institution is mixed. This institution has a basic education, International Bachelor and the higher technological institute. Nowadays, this public institution has about 3567 students, 1456 men and 2111 women and 161 teachers. The majority of the students come from the city and the rest of them come from urban sector. This institution has classrooms designed for the correct learning according its specialties and other administrative and social offices.

The main problem in this class, is speaking in English, the students at Second of Bachelor “A” Clothing Industry Speciality” have difficulties in speaking meaningfully, because they feel fear, insecure and nervousness about speaking in English, that is the reason why students were afraid of making mistakes while speaking in English. The students take English classes five hours per week, but they are not motivated to practice this skill, because the activities are not developing according the interest of the students. Through observation performed in the English class during the researcher`s pre-profesional practices, it was possible to observe, when the teacher developed speaking activities, she asked questions, the students did not understand, some of them did not know how to say the answer, the others had nervous to express their ideas, fear to say the incorrect answers because they did not have enough vocabulary and the rest of the students made silence, they did not prefer to speak into the english class. On the other hand, when the students had to present an oral presentation about the topic unit, they had a lot of anxiety to speak, spoke one minute no more, at the same time looked to the teacher and forgot all.

The majority number of students do not like English, for that reason they do not try to practice this skill, do not participate actively in the class activities due to their fear of

speaking in classes. For that, this research announced some speaking strategies skills such as: Small-Group Discussions Strategy, Conversational Clubs strategy, Debate strategy, Role Play Strategy, and Think-Pair-Share Strategy; that help the teacher and students to improve this ability in the teaching-learning process.

### **1.3 FORMULATION OF THE PROBLEM**

How the teacher uses the speaking strategies to help the students to improve the speaking skill, at Second of Bachelor “A” Clothing Industry Speciality in Unidad Educativa Isabel de Godin.

### **1.4 GUIDE QUESTIONS**

- Which are the speaking strategies used for teaching speaking skills?
- How students react when the teacher uses the speaking strategies?

### **1.5. OBJECTIVES**

#### **1.5.1. GENERAL OBJECTIVE**

To analyze how the teacher uses the speaking strategies to help the students to improve the speaking skill.

#### **1.5.2. SPECÍFIC OBJECTIVES**

- To identify the speaking strategies, used by the teacher to develop speaking skill.
- To observe how students react, when the teacher uses speaking strategies.

### **1.6. PROBLEM JUSTIFICATION**

This research is oriented on Analysis of the Speaking Strategies used in the teaching learning process to improve the speaking skill, in Unidad Educativa Isabel de Godin, at Second of Bachelor “A” Clothing Industry Speciality, in Riobamba City, Chimborazo – Province, during the Academic Year 2017-2018. The difficulty of students to speak in English is a common problem into the classes, they have difficulties in speaking meaningfully, because they feel insecure to speak, and they have anxiety at the time to communicate the ideas into the classroom.

This research has the necessary resources like economic resources and the permission of the institution, where the problem happens has been benefited since through the analysis and the comprehension of the research in order to solve the problem of the students, this research discovered some speaking strategies that help the students to improve speaking skill.

This research is important because from the academic point of view, it helps to improve and identify the speaking strategies to have an effective communication and the students feel motivate to learn and practice more this skill. And finally, from the personal point of view, the research is also very important because as future teachers we are interested to learn and apply speaking strategies in the teaching learning process.

The beneficiaries of this researcher are the teacher and the students, because both are involved in the teaching-learning process. To teachers because they will know what strategy to apply in each class, with the purpose to help students to improve speaking skill, and students because they can have an effective communication out and into of the classroom. The direct beneficiaries of this researcher are the English Teacher and the thirty two students at Second of Bachelor "A" Clothing Industry Speciality at Unidad Educativa "Isabel de Godin" and the indirect beneficiaries are the teachers of the English Area of this institution because these strategies will help to know the best strategy to motivate the students to interact, exchange information, share their ideas, opinions and feelings among them, in order to improve speaking skill.



## CHAPTER II

### 2. THEORETICAL FRAMEWORK

#### 2.1. BACKGROUND OF PREVIOUS INVESTIGATIONS RELATED TO THE PROBLEM TO BE INVESTIGATED

At Universidad Nacional de Chimborazo, and especially at Ciencias de la Educación, Humanas y Tecnologías Faculty; there are not previous investigations about the ANALYSIS OF THE USE OF SPEAKING STRATEGIES USED FOR TEACHING SPEAKING SKILL, but there are some researches related with the speaking skill.

**“The Use of Motivational Strategies to encourage the Speaking Skill of English language in the learners of 1st, 2nd and 3rd of General Bachelor Unified in the “Unidad Educativa Intercultural Bilingüe “Los Tipines”, in Palmira, Guamote Canton and Chimborazo Province, during the School Year 2014-2015”** writing by Elsa María Caín Yuquilema.

According this research, the application of different kind of motivational strategies, are very important, because those strategies encourage to the students to improve speaking skill. The objective is to determine the influence of the use of motivational strategies in the development of speaking skill of English Language in the learners. In addition, the researcher concluded these techniques used by the teachers when teaching English to students is low for what it constitutes weakness in learning.

**Methodological Strategies and their Influence on the Development of Productive English Speaking Skills in the learners of 8th year at “Tomas Oleas” High School located in Parroquia Cajabamba, Canton Colta, Chimborazo Province during the School Year 2014-2015”** writing by Luis Jairo Mullo Naula and Erika Patricia Tenezaca Yadaicela; "

The authors establish the influence of methodological strategies in the development of the productive English skills speaking. The objective of this work is to determine the influence of methodological strategies in the development of the productive English Skills speaking.

So the researchers concluded that the motivation is a central role inside the process of teaching English language.

## **2.2. THEORETICAL FOUNDATION**

### **2.2.1 DEFINITION OF SPEAKING SKILL**

Speaking is an interactive process of constructing meaning which consists of producing and receiving, and processing information (Bazzone & Vallee, 1976). The form and meaning of spoken language depend on the context in which it occurs and the context itself includes the participants, their collective experiences, the physical environment, and the purposes for speaking.

### **2.2.2. SPEAKING STRATEGIES.**

(Teng, 2012) says, that the importance of knowing and using speaking strategies is to help students improve their language development in order to encourage effective spoken communication.

Based on the of literature review (Makar, McMartin, Palese, & Tephly, 1975) and according to Kenneth (2007), without communication, the teaching and learning process will not take place. Therefore teachers with good communication skills will create a more successful teaching and learning ambience for the students. Someone with great communication skills has the potential to influence others and effective communication strategies will lead to success (Freyschmidt-Paul et al., 2001)

### **2.2.3 THE SPEAKING STRATEGIES ARE:**

#### **2.2.3.1 Small-Group Discussion Strategy**

(Boice, 1996), says that Small-Group Discussions Strategy provides opportunities for students to be more interactive than in settings such as large group lectures. It is important, when the teachers apply this strategy to monitor participation patterns and to be aware of and anticipate cross-cultural barriers to learning.

(Perry, 1999) states that: “A small-group discussion dividing the large classroom into small groups of students to achieve specific objectives permits students to assume more responsibility for their own learning, develop social and leadership skills and become involved in an alternative instructional approach”

As the authors say, Small-Group discussion permits to interact, analyze and reflect information on a particular topic, the students discuss the information and give their opinion.

#### **2.2.3.2. Advantages of Small Group Discussion Strategy**

According to (Bossart, Loeffler, & Bienz, 1975), the advantages of this Strategy are:

- To increase students’ interest and involvement with a topic.
- To show students that their opinions and experiences are valued
- Group is excellent way to deliberate and work together.

According to Hoover (1964: 250) as quoted by (Vázquez, Diamond, & Sabelli, 1975) the advantages are the following:

- It tends to develop group cohesion and responsibility.
- It encourages the timid person to participate.
- It provides opportunity for students to plan and develop special project on which groups can work together.
- It increases student’s interaction and socialization.

#### **2.2.3.3. Disadvantages of Small Group Discussion Strategy**

- Group work often involved smart students only.
- This strategy need differ arrangement sit and differ teaching.
- Successful strategy of this group work suspended to ability students to lead the group or work alone.

As the authors says, when the teacher apply this strategy in her classes. It has some advantages that help to the students to work in cooperative learning, working together, interact one with another but always respect the ideas of each students. On the other hand,

this strategy has disadvantages for both because, do not students speak all the time, and the teacher does not check all the class and it will produce the discipline in their students.

#### **2.2.3.4 Conversational Clubs Strategy**

According (Kahn, Bosch, Levitt, & Goldstein, 1975)says that conversation club strategy helps establish the group, introduce people to each other and enable people to make link links and connection. In the other case the purpose of the Club is negotiated with the group leader and include providing a new model or way of group working for leader and support will be provided to help ensure groups remaining open and accessible to new members. The students will feel more comfortable using English around the classroom.

Conversation Clubs will be developed in a way that each student contribution is valued; knowledge, existing skills, and experiences enable students to shape the activity. It will be meaningful for the needs to manage clubs carefully ensuring that they will be open and accessible (Kahn et al., 1975).

The conversational club is a strategy that the author can develop in different places allowing to the students' level, age, preferences with the main objective to improve the language level.

On the other hand, the conversational club provides tools in a new environment that teachers can use to motivate students to speak English and increase their abilities.

#### **2.2.3.5 Advantages of Conversational Club strategy**

Conversational Club has some advantages those are the fallowing:

- **New friends**

One of the best advantages of conversational club is that the person can find new friends.

- **Increase knowledge**

If the teacher does new activity, conversational club gives the opportunity to learn a lot about the English subject. So the students are interested to speak about new topics into the class.

- **Events**

Role plays, Games, Dialogues, Discussions (Thornton & Harrison, 1975).

### **2.2.3.6. Debate Strategy**

Debate is "a discussion as a cooperative attempt by a group of individuals, with stimulation and guidance by a leader, to find the best solution to a problem" (Tauber, 1976a).

Based on (Bellon, 2000) as cited in Othman (2013:158) through debate students learn how to use the library to reason, to analyze, to clarify ideas, and to present arguments.

Debate also develops several other skills that will help students to communicate effectively in English student use. In order to conduct debate in the classroom, the teacher should prepare as follows:

- Prepare carefully
- Brainstorm
- Divided students into two groups (pro and cons)
- Give the students short article (to help students get the information to support their opinion)
- Observe the students while debate

(Park, Sheridan, & Zakheim, 1979) says that debate forces students to think about the multiple sides of an issue and it also forces them to interact not just with the details of a given topic, but also with one another.

(Widiati & Cahyono, 2006) classifies debate as interactional group activity. In the classroom, debate might be done in a form as follows:

- The students are divided into two groups.
- One group is pro, and another is contra to the topic.
- Each group discusses their own part.
- Then, the teacher asks each group in turns to deliver their ideas.

- The teacher may write all the ideas on the board.
- When they have finished debating, both make a conclusión

### **2.2.3.7 Advantages of Debate Strategy**

(Tauber, 1976) states the advantages of debate:

- It trains how to think quickly as well as critically.
- It trains how to express ideas clearly so they understood and evaluated by others.
- It develops tolerance for different points of view.
- It also trains how to speak effectively before a group.

### **2.2.3.8 Disadvantages of Debate Strategy**

- Students do not like debate as assessment method.
- Debates are time-consuming.
- Students who do not speak frequently, would be less motivated in participating (Poole-Wilson & Langer, 1975).

### **2.2.3.9 Role Play Strategy**

Role play is categorized as a good strategy to stimulate students to speak. Students are urged to make improvisation in the conversation. In this context, students are provided opportunity to be more creative in using language. That goes with the theory of learning that a good learning is not only make students memorize the materials but make them enthusiastic and creative to find more by themselves. (Field & Romanus, 1975).

In role play, students need to imagine a role, a context, or both and improvise a conversation. The context is usually determined, but students develop the dialogue as they procee (Doff, 1988).

As the authors say, Role play is an appropriate strategy because the students exchange the inforation with other person, feel comfortable around the class, learn new vocabulary, and use their own creativity to develop the activity.

### **2.2.3.10 Advantages of Role play strategy**

(Lori Jarvis, Kathryn Odell, and Mike Troiano, 2002) Jarvis, Odell and Troiano (2002) state the educational advantages of using Role play in teaching and learning which include the following:

- Individuals are required to use appropriate concepts and arguments to define their role.
- It can encourage students to recognize the position and feelings of others and act upon.
- Role play provides rapid feedback on students' learning and develops students' ability to interact.

### **2.2.3.11 Disadvantages of Role play strategy**

According to (Van Ments, 1999), the use of role play with the students may provoke some weaknesses.

- The teacher loses control over what is learnt and the order in which it is learnt and time consuming.
- It may be seen as too amusing or playful as it may depend on what students already know.

### **2.2.3.12 Think-Pair-Share strategy**

(Raba, 2017) says that think -pair-share strategy is a strategy designed to provide students to think a given topic to formulate individual ideas and share these ideas with another student. This strategy is a learning strategy developed by Lyman to encourage student classroom participation the think-pair-share strategy is a cooperative discussion strategy to help students work in group.

According to (Silen, Machen, & Forte, 1975), there are four steps of Think-pair-share procedure, they are:

- Step One –Teacher poses a question. The process of think-pair-share begins when the teacher poses the question for the class. The teacher wants to pose to the class for

solution. Questions must pose problems or dilemmas that students will be able to think about.

- Step Two –students think individually. At a signal from the teacher, students are given a limited amount of time to think of their own answer to the problematic question. The time should be decided by the teacher on the basis of knowledge of the students. Students should understand that while there may be no one right answer, it is important that everyone come up with some reasonable answer to the question.
- Step Three –Each students discusses his or her answer in each group work. The students work with one other students to give the answer to the question. Each student now has the opportunity to show the answer. Together, each pair of students can reformulate a common answer based o their collective responses to possible solutions to problem.
- Step four –Students share their answer with the whole class.

#### **2.2.3.13 Advantages of Talk-pair-share strategy:**

According to (Silen, Machen, & Forte, 1975), there are five advantages of Think-pair-share strategy, they are:

- Students' confidence improves and all students are given a way to participate in class rather than the few who usually volunteer.
- Students are actively engaged in the thinking.
- More of the critical thinking is retained after a lesson if students have an opportunity to discuss and reflect on the topic.
- Many students find it safer or easier to enter a discussion with another classmate.
- Students and teacher alike gain much clearer understandings of the expectation and participation in classroom discussion.



#### **2.2.3.14 Disadvantages of Talk-pair-share strategy:**

As the same author says, there are three disadvantages of Think-pair-share strategy, they are:

- The class can be noisy because it's a group discussion.
- Time consuming. If the class is big; the teacher cannot create an humorous classroom environment.
- There is no equal participation and also, it is possible that one student may try to dominate.

### **2.3. STUDENTS REACTION.**

#### **2.3.1. Confidence**

Confidence is where the students feel so relaxed, therefore, the teacher will able to development a good environment.

Confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as optimism, enthusiasm, also Confidence is learned, improve, and practiced it is not inherited (Silen et al., 1975).

(Koplow & Paley, 2007) proposed that effective student-teacher relationships encourage a greater sense of security and confidence. Students need the confidence and motivation to learn, which can be stimulated by the relationship they hold with their teachers.

#### **2.3.2. Anxiety**

Language anxiety is a state of apprehension occurring in the process of a Second/ foreign language use owing to the user's incompetence in communication with the language. It's a distinct complex of self-perceptions, beliefs, feelings and behaviors. arising from the uniqueness of the language learning process (Rafek, Ramli, Iksan, Harith, & Abas, 2014). (Rafek et al., 2014) stated that students with high anxiety were afraid of speaking in the foreign language. They had a deep sense of self-consciousness and viewed foreign language production in classroom as a test situation rather than as an opportunity for communication.

The anxiety becomes so intense that it interferes with the ability to perform at all. In the case of students, this may lead to avoiding certain courses or even majors where oral presentations are required, never speaking in class (Louise Katz, Ph.D., 2000) .

Many students who experience public speaking anxiety have low self-esteem (Louise Katz, Ph.D., 2000).

The researcher agree with this author because, some people feel a lot anxiety when they do any activity. People feel nervous. For instance, when I did my pre professional practices I felt nervous to teach English to my students, the first day, I showed anxiety, because I did not know what to say or how to act in the classroom. Therefore, according to this author to mentioned some general anxiety disorder such as; panic disorder, panic attacks and social anxiety.

### **2.3.3. Motivation**

Motivation is one of the elementary concepts in learning. It reveals the reasons for the processes of goal directed behavior and clarifies why persons behave as they do. Motivation guides students in activities that facilitate learning (Nowak & Wennmalm, 1979). If the motivating aspects of learning are ignored by the teacher it is possible that there are no learning results.

Traditionally the teacher has decided what is important in language learning and which the best ways to learn language are (Rafek et al., 2014) refers that, the teacher should find out what makes the students motivated, emphasis on the questions and expectations of the students and that way let them benefit from the learning situation.

As the authors mentioned, the student have problems with the motivation, since, most of the time they felt tired, frustrated and boring. Thus, when the English class starts, they are focused in another thing, For instance, they are playing, chatting with cell phone or doing any activity. So, the teachers should make interactive class to develop high interest in participate in communicative activities.

## 2.4. OBJECTIVES OPERACIONALIZATION

SPECIFIC OBJECTIVES	HOW WILL THE RESEARCH BE CARRIED OUT?	ENVIRONMENT WHERE THE INFORMATION WILL BE GATHERING?	PEOPLE WHO WILL PROVIDE THE INFORMATION	TECHNIQUES AND INSTRUMENT	MAXIMUM TIME FOR GATHERING THE INFORMATION
To identify the speaking strategies, use by the teacher to develop speaking skill.	Speaking Strategies <ul style="list-style-type: none"> <li>➤ Small-Group Discussions</li> <li>➤ Conversationa l Clubs</li> <li>➤ Debate</li> <li>➤ Role Play</li> <li>➤ Think-Pair-Share</li> </ul>	Class of Second of Bachelor "A"	<ul style="list-style-type: none"> <li>➤ Teacher</li> <li>➤ Students</li> <li>➤ Researcher</li> </ul>	Observation and checklist	Two weeks
To observe how students, react when the teacher uses speaking strategies	Students Reaction <ul style="list-style-type: none"> <li>➤ Confidence</li> <li>➤ Anxiety</li> <li>➤ Motivation</li> </ul>	Class of Second of Bachelor "A"	<ul style="list-style-type: none"> <li>➤ Teacher</li> <li>➤ Students</li> </ul>	Observation and checklist	Two weeks

*Objective Operationalization Made by Paola Asqui*

## CHAPTER III

### 2. METHODOLOGICAL FRAMEWORK

#### RESEARCH DESIGN

##### 3.1. RESEARCH TYPE

In this project, the researcher used a **qualitative research** because it permitted to obtain real and important information about the elements that influence in speaking activities of the students in class; and also know how the speaking strategies help to the students to improve the speaking skill at Second of Bachelor “A” Clothing Industry Speciality in Unidad Educativa Isabel de Godin.

##### 3.2. RESEARCH LEVEL

This research work was exploratory level because the researcher observed the application of speaking strategies that the teacher use for teaching speaking skills and how it helps to the students to improve the speaking skill. This research was also explanatory because after the researcher obtains this data it was allowed to make an analysis of the research.

##### 3.3 QUALITATIVE RESEARCH METHOD

This research was **ethnographic** because it was suited for the educational field; ethnographic is a qualitative design, where the researcher analyzes the developing of the speaking strategies used by the teacher. So this method allowed to get real and significant information in student at Second of Bachelor “A” Clothing Industry Speciality in Unidad Educativa Isabel de Godin, during the academic year 2017-2018.

##### 3.4. POPULATION AND SAMPLE

###### 3.4.1. Population

The population was integrated by thirty two students at Second of Bachelor “A” in Unidad Educativa “Isabel de Godin”. The researcher worked with this population because the researcher know them when the investigator developed the pre-professional practices. In this English classes the students have difficulties in speak meaningfully, they feel fear, insecure

and nervous about speaking in English. So, the population is small and adequate to make this researcher.

### **3.5. TECHNIQUES AND INSTRUMENT FOR DATA COLLECTION.**

#### **3.5.1 TECHNIQUES**

In this researcher was used the following techniques:

##### **Observation**

This technique was applied to collect the data about the speaking strategies for helping to the students to improve the speaking skill into the classroom such as: Small-Group Discussions Strategy, Conversational Clubs strategy, Debate strategy, Role Play Strategy, and Think-Pair-Share Strategy; how they are used and how they work in order to students have an interactive role into the classes.

#### **3.5.2 INSTRUMENTS**

##### **Checklist**

The checklist as an instrument was applied in this research during four weeks of the academic period 2017-2018 to ensure the qualitative information. This instrument was made by the researcher and will was used as a tool for gathering the information.

### **3.6. TECHNIQUES FOR DATA PROCESSING AND INTERPRETATION.**

The researcher elaborated a checklist as an instrument. After that observed and applied the checklist, she used the following techniques and instruments to interpret the data:

Data collection of facts

Develop research instruments

Analysis and interpretation of data

Conclusions and recommendations.

### **3.7 PROCEDURE**

To develop this study the researcher had to do the necessary process to obtain the results. First, theme presentation, review and approval, to elaborate the checklist, acces to fields. Field recognition, report writing, draft, and recognition. Second collecting data, observation and the tutor review. Then, reduction and transformation of data, revision of checklist instrument, tutor review, final report, preliminary review, final review and final report and presentation.

The researcher chose Methodology as area of study because when we speak, we need some strategies to speak meaningfully. The researcher selects this institution with the purpose of analyzing the use of speaking strategies in order to help the students to improve speaking skill.

### **3.8 WORK FIELD**

The research has been organized into: preparation, fieldwork, informative and analytical. To begin, in the preparatory of the project, the researcher determined in their pre-professional practices that in this institution the students have difficulties in speak meaningfully. The researcher developed the respective document to the Rector of Institution Dr. Fernando Garcia. After that get the authorization of the institution by Rector and the teacher, the purpose was explained for this observation and she attended to class as observer during four weeks, four hours a week to analyze if the use of speaking strategies help students to have a meaningfully communication. The technique used to research was the observation and the instrument applied in this class was checklist.

The information as collected from the facts that the observed and documented in a checklist that was developed for two reasons; first to identify the speaking strategies to develop speaking skill use by the teacher. Second, to analyze how students react when the teacher uses speaking strategies. Then the information was organized, analyzed and interpreted by the researcher. Finally after that the researcher collected all the information in the analytical phase the researcher drafted the final report and this concludes the research work.

## **CHAPTER IV**

### **4.1. ANALYSIS AND INTERPRETATION OF RESULTS**

This work research was developed with the English teacher and the participation of thirty two students in Unidad Educativa Isabel de Godin, at Second of Bachelor “A” Clothing Industry Speciality, in Riobamba City, Chimborazo – Province, during the Academic Year 2017-2018 in order to analyze how the teacher uses the speaking strategies to help the students to improve the speaking skill.

In based of the gathered data, the researcher could notice through the indicators of checklist that the teacher applied different strategies to develop the speaking skill in her students. They were Small-Group Discussions and Role Play; each of them included different elements that were evaluated in class. Among these strategies only two of them were used by the teacher.

#### 4.2 ANALYSIS OF TEACHER'S CHECKLIST

OBJECTIVE	INDICATOR	COLLECTING INFORMATION	ANALYSIS	CONTRAST WITH THEORY
<p>TO IDENTIFY THE SPEAKING STRATEGIES, USED BY THE TEACHER TO DEVELOP SPEAKING SKILL.</p>	<p>The teacher uses speaking strategy in the class.</p>	<p>The teacher applies speaking strategies which lead and motivate students to learn speaking.</p> <p>The teacher selects effective speaking strategies in each class.</p>	<p>When the class was observed the teacher applied Speaking Strategies, some classes were not interactive because, students did not participate actively in the classroom, the topics of the book unit were not interesting for them so they felt bored. Some occasions worked individually, in fact, could not exchange information and interact one each other for developing speaking skill.</p> <p>The teacher selected effective speaking strategies. In that class, Role Play was used as strategy; were divided into different groups. In each group they were assigned roles from different professions parent-teacher, doctor-patient, teacher-student. Rest of them watched and listened their performance. So, the teacher gave the opportunity</p>	<p>The importance of knowing and using speaking strategies is to help students to improve their language development in order to encourage effective spoken communication (Teng, 2012).</p> <p>Someone with great communication skills has the potential to influence others and effective communication strategies will lead to success (Freyschmidt-Paul et al., 2001)</p>



		<p>The teacher is creative using speaking strategies.</p>	<p>to students to express themselves as well as to motivate them for their participation. On the other hand, it was good, because her main interest was the students use the English language to improve speaking skill.</p> <p>The teacher was not creative using speaking strategies in some occasions because she did not catch the students' attention, when she developed Close Questions activity, students did not answer the questions, there were only five volunteer's students that participate; eight students spoke when she asked them. And the rest of class did silence. When she noticed that the students did not participate in the activity and used a new strategy Role Play and change the activity "The Christmas Day" as a topic, for the developing speaking skill, because they are interesting to speak. So, The class was divided in pairs groups they had to speak one minute, one student asked and the other student answered for example: what</p>	<p>Teachers with good communication skills will create a more successful teaching and learning ambience for the students. (Freyschmidt-Paul et al., 2001).</p>
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	<p>Small-Group Discussions Strategy</p>	<p>The teacher builds cooperative learning.</p> <p>The teacher works in base on students Project according to the topic.</p>	<p>do you think about “The Christmas Day”?, Do you like?, and then exchanged the roles,</p> <p>When the class was developed, the teacher used small-group discussion strategy; organized groups of work, to read texts about “Family Life”, all the students had to do the task. They worked in cooperative learning, First the students analyzed, understood the reading and helped among them, then answered the questions about the content; after that they could compare information, asked and answered some questions. Finally in the whole class, they presented a summary in oral way.</p> <p>The teacher applied Small Group Discussion strategy and selected the project that students had to develop in groups of work, it was "Share your Project". First, the rules were explained about the project must be presented in written report and</p>	<p>(Boice, 1996), says that Small-Group Discussions Strategy provides opportunities for students to be more interactive than in settings such as large group lectures.</p> <p>According to Hoover (1964: 250) as quoted by (Vázquez et al., 1975) the advantages of the use Small Group Discussion Strategy are the following: It tends to develop</p>
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	<p>Conversational Clubs Strategy</p>	<p>The teacher develops this strategy, according the interest of the students.</p>	<p>oral presentation. Second, the students had the opportunity to share perspective about the project and develop commitment. Then, worked together, not alone also with the teacher. The teacher helped them in pronunciation, and corrected mistakes at the work and provided suggestions to complete it. And finally, the students gave the task, using their own words to explain their projects.</p> <p>The teacher did not develop Conversational Clubs Strategy according the interest of the students, because the English area already has the parameters of the book of the Ministry of Education, where there are units that were not of interest to the students, the teacher did not do activities of interaction of speaking skill and worked as a function of the book. The topic class was “Accidental Inventions”. The whole text was read and only listened. The questions were writing on the board and answered in her</p>	<p>group cohesion and responsibility, it encourages the timid person to participate, it provides opportunity for students to plan and develop special project on which groups can work together and it increases student’s interaction and socialization.</p> <p>According (Kahn et al., 1975) say that conversation club strategy helps establish the group, introduce people to each other and enable people to make link links and connection.</p>
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		<p>The teacher motivates their students to work in leader groups.</p>	<p>notebook. As a class task, the students must do a summary about the text. At the end, they did not have the opportunity to use the language to express their ideas, emotions and feelings on a basis of the content because did not have enough time to improve their oral production.</p> <p>The teacher did not motivate their students to work in leader groups because, the class was not organized in groups of work, did not give them the opportunity to assume the role of leader group, could not discuss, interact among them, and could not improve their speaking skill in order to accomplish the communication into the class. The teacher should develop interactive activity, should organize the class in groups of discussion. It permits to the students work in leader groups, asked and answered for instance, “What were the main points of today’s class?” making the students are involved with the topic, gave their ideas and the different points of view.</p>	<p>In the other case the purpose of the Club is negotiated with the group leader and include providing a new model or way of group working for leader and support will be provided to help ensure groups remaining open and accessible to new members (Kahn et al., 1975).</p>
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	<p>Debate Strategy</p>	<p>The teacher gives the students short articles to help them get the information to support their opinion.</p> <p>The teacher makes questions in order to support student criteria.</p>	<p>The teacher did not use Debate strategy. In that class, she prefer to apply Small Group discussion as a class activity, because it helps to discuss, exchange information and find a solution to a problem, but it was not apply in the right way. The class was divided into two groups, each group posses a leader that represents them, the article was read, underline the principle ideas, and they could find new vocabulary, then wrote the summary that they understood. The teacher did not give the chance to analyze the article because did not have enough time to discuss, interact, and give their agreements or disagreements about the content. Could not support their opinions. So, in that class, the students felt bored.</p> <p>The teacher did not ask each students in the group in turns, the questions were asked for both at the same time for example: what did you understand about the text?, what was the principle idea?, the</p>	<p>Debate is”a discussion as a cooperative attempt by two or more individuals, with stimulation and guidance by a leader, to find the best solution to a problem” (Tauber, 1976a).</p> <p>Based on Bellon, J (2000) as cited in Othman (2013:158) through debate students learn how to use the library to reason, to analyze, to</p>
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	<p>Role Play Strategy</p>	<p>The teacher gives the topic to the students do the role play.</p>	<p>members of the group could not answer because the teacher speak all the class only in English and they did not understand the questions, did not know what to say or how to answer the question in front of classroom. So, the students problem was they did not want to interact in a Second Language, they wanted to the teacher speak in Spanish.</p> <p>The teacher applied Role Play Strategy, gave the topic and it was “Fashion around the world”, divided the students in seven groups. The group was composed by five students and had different roles. The students made five questions, after finished the dialogue asked and the others answered, they express their ideas with a positive confidence because were involved in the role. The task was time limit, also the teacher made sure that they look at the person, they are addressing and encourage them to use natural expressions, as well as gestures So, had the opportunity to</p>	<p>clarify ideas, and to present arguments.</p> <p>Role play, students need to imagine a role, a context, or both and improvise a conversation. The context is usually determined, but students develop the dialogue as they proceed (Doff, 1988).</p>
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	Think-Pair-Share strategy.	<p>The teacher assigns role play, to give the students the opportunity to be more creative.</p> <p>The teacher organizes group of work and gives the students the appropriate time.</p>	<p>improvised the role and use extra vocabulary that help them to improve speaking skill.</p> <p>In this case, the activity was focused in students' creativity, when the students finished to make the dialogue, in the next class, the role play as strategy had to present with recycle things. The creativity of them was evident, each student of the group had a specific role, one of them asked and the others answered, used vocabulary, facial expressions and word bank about the lesson unit. It was fantastic because according the topic, gave the oral presentation where could share their abilities and the same time, they use the language in an effective way.</p> <p>The teacher organized the class and decided how the students are going to work and gave them the clear rules. Think-Pair Share Strategy was not applied in steps and without time limit. The teacher introduced the topic class, it was</p>	<p>Role play is categorized as a good strategy to stimulate students to speak. Students are urged to make improvisation in the conversation. In this context, students are provided opportunity to be more creative in using language. (Field &amp; Romanus, 1975)</p> <p>(Raba, 2017) says that think -pair-share is a strategy designed to provide students to think to encourage student classroom participation.</p>
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			<p>“hobbies”. She made general questions about the topic, for example: what is your favorite hobby?, how do you practice your hobby? etc. Some students give the answer, the other students did not participate, and the rest of them listening to the teacher. They did not have the opportunity to discuss their answers with their partners’ class, did not share and exchange the information, so in this class the students could not develop speaking skill.</p>	<p>According to Gunter, M. A and Schwab, J. H (1999), there are four steps of Think-pair-share procedure, they are:</p> <p>Step One –Teacher poses a question.</p> <p>Step Two –students think individually, students are given a limited amount of “think time” to think of their own answer</p> <p>Step Three –Each students discusses his or her answer with a fellow students.</p> <p>Step four –Students share their answer with the whole class.</p>
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### 4.3 ANALYSIS OF STUDENTS' CHECKLIST

<p>TO OBSERVE HOW STUDENTS REACT, WHEN THE TEACHER USES SPEAKING STRATEGIES.</p>	<p>Confidence</p>	<p>The students have the opportunity to speak into the class.</p> <p>The students have a positive and realistic confidence with their speaking ability.</p>	<p>The researcher could conclude that the students have the opportunity to speak in English class. The class activity was developed with answering key questions, gave a list of strategically questions and time to answer it; but not all the students participate because they were anxious and afraid to say the answers in front of other participants, also the lack of confidence and fear to make mistakes.</p> <p>The students did not have a positive confidence. Many students lose confidence in their abilities because of natural fears. They did not speak because were shy to talk new ideas; the common fear was making a fool of themselves in front of their classmates. They need more than instruction is confidence, optimism and enthusiasm to speak into the class and not be afraid to do so.</p>	<p>Confidence is where the students feel so relaxed, therefore, the teacher will able to development a good environment.</p> <p>Confidence is essentially an attitude which allows us to have a positive and realistic perception of ourselves and our abilities. It is characterized by personal attributes such as optimism, enthusiasm, also Confidence is learned, improve, and practiced it is not inherited. (Silen et al., 1975).</p>
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	Anxiety	<p>The students feel Nervous to speak in English.</p> <p>The students have a lot anxiety when they do an oral presentation.</p>	<p>The students felt nervous to speak, when they had to give an oral lesson, had one minute to speak in front of the teacher, the students were not concentrated because when the teacher stand up and called in order the list they shake, began to hold hand, at the same time, looked to the teacher and forgot all.</p> <p>The students had a lot of anxiety when they did an oral presentation, this was observed to the students who did not like to participate frequently in classes, in the oral presentation only talked for one minute no more, did not have enough vocabulary to express their ideas, and could not share information with their classmates.</p>	<p>(Rafek et al., 2014) stated that students with high anxiety were afraid of speaking in the foreign language. They had a deep sense of self-consciousness and viewed foreign language production in classroom.</p> <p>The anxiety becomes so intense that it interferes with the ability to perform at all. In the case of students, this may lead to avoiding certain courses or even majors where oral presentations are required, never speaking in class (Louise Katz, Ph.D., 2000) .</p>
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	Motivation	At the beginning of each class the students are motivated with an interesting activity.	The students were not motivated, because the teacher did not start her classes with an interesting activity. The classes were developed in a traditional way, she started the class without warm up about the last topic and said to the students open your book on thirty two page, and then introduced the new topic unit, so the students worked and learned on basis of the Ministry Book.	Motivation guides students in activities that facilitate learning . If the motivating aspects of learning are ignored by the teacher it is possible that there are no learning results (Silen et al., 1975).
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#### 4.4 TEACHER`S CHECKLIST

**UNIVERSIDAD NACIONAL DE CHIMBORAZO  
FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS  
LANGUAGE CAREER  
CHECKLIST**

The teacher checklist to observe how the speaking strategies help to the students to improve the speaking skill at Second of Bachelor “A” Clothing Industry Speciality, in Riobamba City, Chimborazo – Province, during the Academic Year 2017-2018..

**Indicator of achievement:** To identify the speaking strategies to develop speaking skill use by the teacher.

Nº	INDICATORS	OBSERVATION	SI	NO
1	The teacher uses speaking strategy in the class.	<ul style="list-style-type: none"> <li>• The teacher applies speaking strategies which lead and motivate students to learn speaking.</li> <li>• The teacher selects effective speaking strategies in each class.</li> <li>• The teacher is creative using speaking strategies.</li> </ul>	⊗	⊗
2	Small-Group Discussions Strategy	<ul style="list-style-type: none"> <li>• The teacher builds cooperative learning.</li> <li>• The teacher works base on students Project according to the topic.</li> </ul>	⊗	⊗
3	Conversational Clubs Strategy	<ul style="list-style-type: none"> <li>• The teacher develops this strategy, according the interest of the students.</li> <li>• The teacher motivates their students to work in leader groups.</li> </ul>		⊗
4	Debate strategy.	<ul style="list-style-type: none"> <li>• The teacher gives the students short articles to help them get the information to support their opinions.</li> </ul>		⊗

		<ul style="list-style-type: none"> <li>The teacher makes questions in order to support student criteria.</li> </ul>		⊗
5	Role Play Strategy.	<ul style="list-style-type: none"> <li>The teacher gives the topic to the students do the role play.</li> <li>The teacher assigns role play to give the students the opportunity to be more creative.</li> </ul>	⊗	⊗
6	Think-Pair-Share strategy.	<ul style="list-style-type: none"> <li>The teacher organizes group of work and gives the students the appropriate time.</li> </ul>		⊗

## 4.5 STUDENTS` CHECKLIST

**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS**  
**LANGUAGE CAREER**  
**CHECKLIST**

The Student`s checklist to observe how the speaking strategies help to the students improve the speaking skill at Second of Bachelor “A” Clothing Industry Speciality, in Riobamba City, Chimborazo – Province, during the Academic Year 2017-2018.

**Indicator of achievement:** To observe how students react when the teacher uses speaking strategies.

Nº	INICATORS	OBSERVATION	SI	NO
1	Confidence	<ul style="list-style-type: none"> <li>• The students have the opportunity to speak into the class.</li> <li>• The students have a positive and realistic confidence with their speaking ability.</li> </ul>	⊗	⊗
2	Anxiety	<ul style="list-style-type: none"> <li>• The students feel nervous to speak in English.</li> <li>• The students have a lot anxiety when they do an oral presentation.</li> </ul>	⊗ ⊗	
3	Motivation	<ul style="list-style-type: none"> <li>• At the beginning of each class the students are motivated with an interesting activity.</li> </ul>		⊗

## **CHAPTER V**

### **5. CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1. CONCLUSIONS**

- As a conclusion of this research work, the researcher can be said that the teacher only used two speaking strategies such as: Small Group Discussion Strategy and Role Play Strategy, but the three strategies are not enough to help the students to improve speaking skill.
- It concludes the students were motivated with speaking strategies like Small Group Discussion Strategy and Role Play Strategy, they helped one each other but not all the students participate the majority of them felt nervous to speak, the others had afraid to say the ideas in front of other classmate and the rest of the students did not like to speak in English class, which if applied frequently in her class the students would have an effective communication.

#### **5.2 RECOMMENDATION**

- It is recommended to use all the speaking strategies for development speaking skill, because these strategies help to the students to improve the speaking ability and have a good interaction among them.
- It is recommended that the students participate frequently in speaking activities, discuss, interact more, exchange information, and share their ideas, opinions and feelings with their classmates, in order to improve their communication into the class.

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## 7. ATTACHMENTS

### TEACHER`S CHECKLIST

**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS**  
**LANGUAGE CAREER**  
**CHECKLIST**

The teacher checklist to observe how the speaking strategies help to the students to improve the speaking skill at Second of Bachelor “A” Clothing Industry Speciality, in Riobamba City, Chimborazo – Province, during the Academic Year 2017-2018..

**Indicator of achievement:** To identify the speaking strategies to develop speaking skill use by the teacher.

Nº	INDICATORS	OBSERVATION	SI	NO
1	The teacher uses speaking strategy in the class.	<ul style="list-style-type: none"><li>• The teacher applies speaking strategies which lead and motivate students to learn speaking.</li><li>• The teacher selects effective speaking strategies in each class.</li><li>• The teacher is creative using speaking strategies.</li></ul>		
2	Small-Group Discussions Strategy	<ul style="list-style-type: none"><li>• The teacher builds cooperative learning.</li><li>• The teacher works base on students Project according to the topic.</li></ul>		
3	Conversational Clubs Strategy	<ul style="list-style-type: none"><li>• The teacher develops this strategy, according the interest of the students.</li><li>• The teacher motivates their students to work in leader groups.</li></ul>		
4	Debate strategy.	<ul style="list-style-type: none"><li>• The teacher gives the students short articles to help them get the information to support their opinions.</li></ul>		

		<ul style="list-style-type: none"> <li>• The teacher makes questions in order to support student criteria.</li> </ul>		
5	Role Play Strategy.	<ul style="list-style-type: none"> <li>• The teacher gives the topic to the students do the role play.</li> <li>• The teacher assigns role play to give the students the opportunity to be more creative.</li> </ul>		
6	Think-Pair-Share strategy.	<ul style="list-style-type: none"> <li>• The teacher organizes group of work and gives the students the appropriate time.</li> </ul>		

## STUDENTS` CHECKLIST

**UNIVERSIDAD NACIONAL DE CHIMBORAZO**  
**FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS**  
**LANGUAGE CAREER**  
**CHECKLIST**

The Student`s checklist to observe how the speaking strategies help to the students improve the speaking skill at Second of Bachelor “A” Clothing Industry Speciality, in Riobamba City, Chimborazo – Province, during the Academic Year 2017-2018.

**Indicator of achivement:** To observe how students react when the teacher uses speaking strategies.

Nº	INICATORS	OBSERVATION	SI	NO
1	Confidence	<ul style="list-style-type: none"><li>• The students have the opportunity to speak into the class.</li><li>• The students have a positive and realistic confidence with their speaking ability.</li></ul>		
2	Anxiety	<ul style="list-style-type: none"><li>• The students feel nervous to speak in English.</li><li>• The students have a lot anxiety when they do an oral presentation.</li></ul>		
3	Motivation	<ul style="list-style-type: none"><li>• At the beginning of each class the students are motivated with an interesting activity.</li></ul>		