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De autoría:

**Martha Lucía Lara Freire, Luis Armando Quishpe Hipo, María Eugenia Rodríguez Durán,
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Y para que así conste, firmo la presente en la ciudad de Manta, a los 12 días del mes de junio del año 2022.

Dr. Víctor R. Jama Zambrano
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Y para que así conste, firmo la presente en la ciudad de Manta, a los 19 días del mes de julio del año 2022.



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Striking activities to boost speaking skills development in the English as a Foreign Language classroom

Llamativas actividades para impulsar el desarrollo de habilidades orales en el aula de inglés como lengua extranjera

Atividades marcantes para impulsar o desenvolvimento de habilidades de fala na sala de aula de inglês como língua estrangeira

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Ciencias de la Educación
Artículo de Investigación

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- II. Magíster en Lingüística y Didáctica de la Enseñanza de Idiomas Extranjeros, Docente de la Escuela Superior Politécnica de Chimborazo, ESPOCH, Riobamba, Ecuador.
- III. Magíster en Enseñanza del Idioma Inglés como Lengua Extranjera, Docente de la Escuela Superior Politécnica de Chimborazo, ESPOCH, Riobamba, Ecuador.
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Resumen

El propósito principal de este estudio fue presentar cinco actividades de habla fáciles de preparar para estudiantes de nivel A2 para analizar sus reacciones, percepciones y puntos de vista para que los maestros pudieran considerarlos para la planificación y práctica futuras. La presente investigación cualitativa combina el nivel descriptivo con el reflexivo y narrativo ya que los docentes comparten sus experiencias al implementar las actividades orales propuestas. La recolección de datos responde a la aplicación de una entrevista no estructurada dirigida a 60 participantes que practicaron sus habilidades orales a través de actividades llamativas. Además de analizar los comentarios de los estudiantes, los investigadores también realizaron una investigación bibliográfica mediante la revisión de estudios similares en los contextos internacional y nacional. Los hallazgos evidencian que los estudiantes enfrentaron diversas dificultades al interactuar en inglés dentro del aula; estos se relacionan principalmente con el rol del docente, así como con factores lingüísticos y sociales; sin embargo, se destaca que seleccionando actividades de acuerdo con los intereses y el nivel de los estudiantes, estos obstáculos podrían superarse.

Palabras Clave: compromiso; planificación; observación; sugerencias.

Abstract

This study's primary purpose was to present five easy-to-prepare speaking activities to A2 level students to analyze their reactions, perception, and point of view so that teachers could consider them for future planning and practice. The present qualitative research combines the descriptive level with reflection and narrative since teachers share their experiences while implementing the proposed speaking activities. Data collection responds to the application of a non-structured interview directed to 60 participants who practiced their speaking skills through striking activities. In addition to analyzing the students' comments, the researchers also conducted bibliographic research by reviewing similar studies in the international and national contexts. The findings evidence that students confronted various difficulties when interacting in English inside the classroom; these are mainly related to the teachers' role, as well as linguistic and social factors; nevertheless, it is highlighted that by selecting activities according to the students' interests and level, these obstacles could be overcome.

Keywords: commitment; planning; observation; suggestions.

Resumo

O objetivo principal deste estudo foi apresentar cinco atividades de conversação fáceis de preparar para alunos do nível A2 para analisar suas reações, percepções e pontos de vista, para que os professores pudessem considerá-los para planejamento e prática futuros. A presente pesquisa qualitativa combina o nível descritivo com reflexão e narrativa, uma vez que os professores compartilham suas experiências na implementação das atividades de fala propostas. A coleta de dados responde à aplicação de uma entrevista não estruturada direcionada a 60 participantes que praticaram suas habilidades de fala por meio de atividades marcantes. Além de analisar os comentários dos alunos, os pesquisadores também realizaram pesquisa bibliográfica revisando estudos semelhantes nos contextos internacional e nacional. Os resultados evidenciam que os alunos enfrentaram várias dificuldades ao interagir em inglês dentro da sala de aula; estes estão relacionados principalmente ao papel do professor, bem como a fatores linguísticos e sociais; no entanto, destaca-se que selecionando as atividades de acordo com os interesses e nível dos alunos, esses obstáculos podem ser superados.

Palavras-chave: compromisso; planejamento; observação; sugestões.

Introducción

English is a universal language that is widely spoken by around 1.27 billion people – native and non-native – speakers. Currently, English has a great impact on several fields including economics, politics, science, technology, engineering, and of course education. Even though, learning a new language involves the development of four basic skills (listening, speaking, reading, and writing), languages are mainly speech since language is acquired by both listening and speaking (Ratnasari, 2020).

However, for most language learners, speaking become the hardest skill to develop due to the fact that English language teaching and learning in non-English speaking countries as Ecuador is a really challenging job. The English language is kept as teaching the subject in school and university curriculum and even many schools or universities have adopted English as a medium of instruction in the countries where English is used as a second and foreign language, but many students find it a complicated subject to learn (Alsiddig & Abdaldfi, 2020).

There are various factors that affect language learning such as difficult grammatical patterns, lack of vocabulary, variation in L1 and L2, motivation, classroom practices and pedagogies, learners' attitudes and so on. Language learning dilemmas may occur through a hearing problem, weakness

of memory, impaired speech, mental disorder, introvert individual, and cultural variation of learners. In addition, language learning could be affected by socio-cultural learning strategies and individual factors such as low motivation of learners, lack of concentration, lack of confidence, teacher's attitudes, learning facilities, and infrastructure which influence in the ability or willingness of learners to acquire a second language. Moreover, language learning skills cannot be separated from aspects of education such as the role of the teacher, the role of the teaching materials and curriculum, the teaching method adopted by the teacher, and teaching media (Chand, *Challenges Faced by Bachelor Level Students While Speaking English*, 2021).

Therefore, the presence of the teacher and their practices play a crucial role in learning a language. Thus, this paper's main objective is to present innovative, easy to prepare, and dynamic activities teachers can implement in the English as a Foreign language in order to foster oral production in their classrooms.

Based on what has been stated in the paragraphs above, the researcher is presenting an empirical, theoretical, and observational research whose main purpose is to share with teachers and students speaking activities which could be easily applied in their classrooms.

For this study, a group of 60 students was observed. It was notorious that they did not feel confident when asked to have a natural conversation with their classmates or present in front of the class. These students could only memorize or read pre-made conversations and dialogues about topics which were already covered in class with the guide of the teacher. The level of English of the observed group was A2.

Literature Review

What is speaking?

Speaking is defined as an interactive process which involves producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purpose of speaking. Operationally, speaking is defined as the stage in which students express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation and vocabulary and adopting the pragmatic and discourse rules of the spoken language (Rahmat, Shahabani, & Ibrahim, 2020).