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## ABSTRACT

The topic of this research is “Teaching Strategies to Develop Communication in an EFL class for Primary School”. This work has been developed taking into consideration that the speaking skill is often considered the most difficult skill to develop in EFL learning because getting students respond in a foreign language class is a problem that most language teachers face. This research describes the necessity of students’ interaction and students’ oral participation in class.

This work is focused on finding some criteria and insights about how to find the specific strategies which can help teachers keep their students participating interactively. To clarify doubts about what strategies can be applied in EFL classes, it was necessary to obtain information through a survey applied to fifteen elementary school children from nine to ten years old, and other one applied to four primary school English teachers who contributed to our research due to their experiences as teachers. Consequently, the bibliographic as well as the qualitative methods were used to enrich this research and obtain scientific knowledge in order to determine the strategies that can be useful to reinforce the speaking skill in an EFL classroom.

## KEY WORDS

Teaching English Communicative Approach Learner Differences Motivation Students’ Survey Teachers’ Survey Strategies to develop the Speaking Skill

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FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

CARRERA DE LENGUA Y LITERATURA INGLESA

“Teaching Strategies to Develop Communication in an EFL Class for  
Primary School”

Tesina previa a la obtención del Título de  
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en la Especialización de Lengua y  
Literatura Inglesa.

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#### AUTHORSHIP

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### DEDICATION

To my husband Wilson, my son Bryan and my daughter Stephany who supported me in everything that I did. You are my inspiration and with your help I could obtain one of my goals, which is this. I expect you can always be proud of me. I love you

**Gabriela**

This work is dedicated to my parents Fabian and Maritza and my brother Daniel who taught me that the best kind of knowledge to have is the one which is learned for its own sake. It is also dedicated to my grandmother Lucinda who is an angel in the sky, who taught me that even the largest task can be accomplished if it is done one step at a time.

Finally, this work is dedicated to my groom, Jonathan who has been a great source of motivation and inspiration.

**Alejandra**

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**Gabriela & Alejandra**

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## INTRODUCTION

Teaching English as a Foreign language to children is a difficult task that teachers can face. It mainly occurs because students are not motivated to learn foreign languages. They feel shy to speak in English. On the other hand, teachers do not speak English all the time. Consequently, it is difficult for the students to be able to communicate in this language in an easy way. Therefore, teachers could seek specific strategies to motivate students to develop the speaking skill.

The purpose of this research work, “Teaching Strategies to Develop Communication in an EFL Class for Primary School” is to give some options to primary school teachers about strategies that can be applied to make students participate in class in an active way. The main focus of this work is on the speaking skill since this skill is one of the less practiced in an EFL class.

This work includes relevant information concerning the use of strategies to reinforce the speaking skill. Also, it shows strategies that teachers can use in their classroom so that students can communicate in class. Finally, with this goal in mind two surveys were applied to both elementary school students and teachers.

The survey applied to students included questions about what they enjoy doing during in their English classes. The teachers’ survey, on the other hand, was focused on finding information about how teachers motivate their students

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to speak English in class. It was also aimed to find out which the strategies they generally use to this purpose.

The beneficiaries of this research are elementary school teachers and students because with the strategies included in this work, teachers could have some options for making students speak inside and also outside the classroom. Additionally, students are also beneficiaries because they will be able to communicate in class in an active way without being afraid of doing so.

Both teachers and students are going to benefit from this research. Teachers will be able to find some strategies and activities they can use with their students to facilitate conversation in the classroom or outside of it. Students will be able to use the target language from a very early stage with communicative purposes.

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## CHAPTER 1

### The Problem

#### 1.1 Topic

The topic of this research is Teaching Strategies to Develop Communication in an EFL Class for Primary School, and its purpose is to develop the speaking skill in an English class for children from nine to ten years old.

#### 1.2 Description of the Problem

In Ecuadorian primary schools there is a lack of activities related to developing the speaking skill since the teaching of this language is mainly focused on teaching vocabulary without taking into account that communication is the main objective of learning a foreign language. The problems of speaking English in primary schools have a great adverse effect on the academic performance. Many of the children do not interact in class only because they are unable to express themselves in English. Besides, children sometimes feel afraid of reading aloud in the classroom because of their inability to pronounce English words correctly. As a consequence, children continue using their mother tongue inside and outside of the classroom.

Since teachers are not able to use the correct strategies to motivate students to learn English, students do not learn how to speak in the EFL classroom and they lose interest. Taking this into consideration, if pertinent strategies are used

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in the correct way, learning to speak in class can be fun, raising motivation in children and making the English language classroom a dynamic place to be.

### 1.3 Justification

English is considered as an international language since it is spoken in most countries as first, second, or foreign language. Consequently, learning this language can open new horizons to people who are interested in traveling for studies, work, or simply pleasure.

Frances Simon, in an article called “The Best Age to Learn a Second Language”, determines that the best age to learn a second language is really from childhood because their minds are like sponges, soaking up everything as easily as if it were naturally in them to do so. In fact, it is naturally in children to learn new knowledge, language, faster and easier than it is for adults. Learning at the adult age may be more difficult than for a child (par.1). Thus, taking this into consideration, in Ecuador, English is learnt as a foreign language since most children start their elementary schools.

However, it can be observed that when children grow up and enter high school or college, they are not able to speak English, even though they have been learning it for many years. This may occur because teachers in elementary schools do not use accurate strategies to teach their students to communicate in the foreign language, since they only focus their attention on teaching vocabulary to them.

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### 1.4 Objectives

- **General Objective**

To help primary school students (9-10 years old) develop the ability to communicate orally.

- **Specific Objectives**

1. To identify the speaking problems in children.
2. To develop strategies and activities based on theories which can help children communication.

### 1.5 Research Questions

- What are the students speaking problems from the teachers' points of view?
- What are the speaking problems from the students' points of view?
- What are the most convenient strategies to develop speaking skill in children?
- What are the most common activities which can be applied in order to develop each strategy?

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## CHAPTER 2

### Literature Review

This Literature Review involves scientific data, which will be helpful and important to the topic “Teaching Strategies to Develop Communication in an EFL class for primary school”. Besides, all these topics will emphasize foreign language learning as developing of the speaking skill. Therefore, the first topic to discuss is Teaching-English as a Foreign Language.

#### 2.1 Teaching English as a Foreign Language

Teaching a foreign language can be a challenge for teachers, but if they are committed to accomplish it, teaching this language can be a real pleasure. Because of the increasing learning and teaching of English throughout the world during recent years, English has been considered as the second most spoken language in the world.

Michelle Simmons in her article “Teaching English as a Foreign Language”, analyzes this topic in two basic ways. First, it can be developed in a person’s own country where the government offers English classes for non-native speakers in different institutions and the goal is to learn English in a comfortable environment and in a fast pace. Also, she emphasizes that these kinds of programs are helpful for teachers who cannot travel to a foreign country to get better opportunities to improve their English as teachers. The second option is to

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teach the language as a Foreign Language in other country. This is a great task for them because there is a huge demand for teachers who had taught English in countries with native speakers (par.2).

On the other hand, Broughton, et.al in their book “Teaching English as a Foreign Language” have other views that consider that learners have the chance to use English language as instrumental motivation; it means that learners can practice their English in a foreign country with native speakers and it offers students the ability to exchange experience using English as a tool. However, this variety language can change according to the geographical, cultural and political dominance. For example, foreign students from Mexico and Philippines have practiced American English and they have the same opportunity to practice English as a second language (7).

Finally, Broughton et al. explain,

“It may be seen, then, that the role of English within a nation’s daily life is influenced by geographical, historical, cultural and political factors, not of all which are immutable. But the role of English at a given point in time must affect both the way, it is taught and the resultant impact on the daily life and growth of the individual” (Broughton et al. 7).

Although, instructors have enough knowledge about teaching English as a foreign language, teachers have to notice the importance of the communicative

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approach to get students to communicate in a conscious way. Therefore, is important to understand and clarify the communicative approach.

### **2.2 Communicative Approach**

It is important to bear in mind that language is a medium of communication, which has a social purpose because learners have something to say or find out. The Communicative Approach seeks to personalize and localize language and adapt it to interests of children. Meaningful language is always more easily retained by learners. It is not just limited to oral skills. Reading and writing skills need to be developed to promote children's confidence in all four skill areas. By using elements encountered in a variety of ways, when make language more fluid and children's manipulation of language more fluent.

Consequently, it is necessary to answer the question of what the communicative approach is. The communicative approach was worked out by Robert Langs MD. He defined it as a new theory or paradigm of emotional life and psychoanalysis that is focused on human adaptations to emotionally charged events with recognizance that such adaptations take place both within conscience and outside of conscience (par. 3). It means that the communicative approach is defined as the theory that language is communication.

On the other hand, it is needed to make a deep study in the differences between grammatical and communicative approaches. According to Canale and Swain, the grammatical approach "emphasizes the ways in which these forms

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may be combined to form grammatical sentences” (2). Grammatical approach is one of the tools to help students to develop communication during the learning process. Besides, the authors define Communicative approach: “is organized on the basis of communicative functions . . . that a given learner or group of learners needs to know and emphasizes the ways in which particular grammatical forms may be used to express these functions appropriately” (2).

Moreover, the role of the teacher is important in the field of communicative approach because the communication process is facilitated by teachers in the classroom. Also, they act as an independent participant within the learning-teaching group. The teacher is expected to act as a motivator, a guide, an analyst and a researcher because teachers await to improve the development of the students’ communication.

As a conclusion, It is understood that the teachers’ role is to get their students to communicate using real language by providing them with instructions, practice, and above all opportunities to produce English in activities which encourage acquisition and fluency. In addition, teachers’ main goal is achieve students to communicate successfully through developing communicative approach.

One of the topics to help to develop this research is Learner Differences. It helps teachers to find answers about different ages to acquire second language.

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### 2.3 Learner Differences

Most experts suggest that the instructors should determine their student's individual learning attributes and teach each student exclusively in the manner best suited to those attributes.

According to Anita Woolfolk in her book "Educational Psychology", she cites Castle, Deniz, and Tortora, arguing the following aspect,

If you decided to simply forge ahead and teach the same material in the same way to your entire class, you would be alone. One study found that in 46 different classrooms, 84% of the activities were the same for high-achieving and average-achieving students. Differences in students' prior knowledge are a major challenge for teachers, especially in subjects that build on previous knowledge and skills such as math and science (124).

In addition, to determine the learner differences it is important to clarify what the perfect age to acquire the second language is, considering facts which support the hypothesis about initiating the English process for the entire proficiency knowledge. The purpose of this research is to analyze if children, adolescents or adults are the best second language learners (124).

Consequently, the article "What is the best age to start a second language?" written by Paul Shoebottom, shows that the perfect epoch to acquire a new language is during teenager and adult age than children because many

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tests prove that learners have already acquired knowledge in their mother tongue and it can be useful to create the second language. However, it is demonstrated that for children it is easier the development of the pronunciation area. Therefore, is essential the affective help by teachers and parents in the case of children so they can learn to fulfill their expectations. As a conclusion, this article highlights the theory about the perfect age to learn second language, which is adulthood, and the author says: "It has been found that older learners of a language are more efficient learners, so they may need less time to reach the same level of proficiency as younger learners" (par.4).

Frances Simon, in an article called "The Best Age to Learn a Second Language", determines that the best age to learn a second language is really from childhood because their minds are like sponges, soaking up everything as easily as if it were naturally in them to do so. In fact, it is naturally in children to learn new knowledge, language, faster and easier than it is for adults. Learning at the adult age may be more difficult than for a child. Thus, the author realizes there is a big difference between learners' acquiring a second language knowledge in a very early age and learners who begin in an adult age, and the author supports the theory which explains that there is a significant difference between how the brain of the early second language learner processes two languages and those that learn a second language at an older age. The brain of the child raised in a bilingual environment has separate areas to process each of

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the languages, while the brain of the later second language learner is not able to so fully discriminate between the two languages (par.1-2).

Considering the ideas of the two authors, it is possible to conclude that the best age to build a second language and self-esteem is during childhood. Some children find themselves feeling more confident when they can communicate in another language. They may develop a feeling of belonging, and can build more friendships in a way that they may not feel comfortable doing if they only spoke English. Considering that Spanish is becoming the second most spoken language in the world, it may be more help than harm for a child to learn the language early. Children who learn a second language can be more creative than someone who does not learn another language. And they tend to understand complex concepts very well, possibly making math and science easier for the student.

Motivation is one of the tools that teachers can use to improve student's knowledge. It helps students to achieve success in the learning process.

### **2.4 Motivation to Teach Children a Foreign Language**

Motivation to teach children as foreign language will be developed to focus on children because it is one of the tools that teachers must develop in the classroom.

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Woolfolk in her book bases that students' motivation is necessary to achieve a good development in the class activities, since students have to be cognitively, emotionally, and behaviourally motivated (370). Motivation is defined as “. . . an internal state that arouses, directs, and maintains behaviour” (372). Motivation helps students to cooperate within classroom.

As Alvyda Liuolienė and Regina Metiūnienė said, motivation is an important tool by the learner's achievement because students need to be sure about their learning process in order for them to be able to be aware of their own mistakes, and correct them. They can participate in class without any kind of fear. It is because of the language aptitude of each student and even these are positive or negative. Teachers help then through motivation (93).

According to Gardner, motivation is defined as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (94). It means that students develop their knowledge through activities that are guided by teachers who are eager to motivate their students.

Gardner explains that learner's learning must be oriented to the need to acquire the goal or purpose for learning the language. Furthermore, he divided orientations for learning a language in integrative and instrumental. According to Gardner, integrative orientation “refers to a learner's desire to learn more about the cultural community of the target language or to assimilate to some degree in

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the target community” (94). On the other hand, instrumental orientation is in reference to “learners’ desires to learn the language in order to accomplish some non-interpersonal purpose such as to pass an exam or to advance a career” (94).

As a conclusion, it is important to have in mind that students need to have motivation and a reason for action. Also, learners should be offered the opportunity to be motivated and fulfil their learning orientations.

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## CHAPTER 3

### Methodology

In order to carry out this research, the following methods were applied.

- Bibliographic method, in order to collect scientific-theoretical information related to previous research to the use of strategies for developing the speaking skill in children.
- Qualitative method, in order to collect, tabulates, describe and analyze the results obtained from the surveys applied to elementary school teachers and students.

### Setting and participants

This work was developed in the city of Cuenca. The participants of this research were four public school teachers who were questioned about the strategies they use to reinforce the speaking skill in an EFL classroom, and fifteen private school students, who were questioned about the activities they enjoy doing in the EFL classroom.

### Human Resources

- Researchers
- Public elementary school teachers
- Private elementary school students

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### **Material Resources**

- Books: They were used in order to collect information to elaborate the literature review as well as information about the different strategies to improve the speaking skill.
- Internet: It was a very useful source to get bibliographic information
- Surveys: The surveys were used for obtaining information from elementary schools teachers and students. Teachers were questioned about ways to improve the speaking skill. Students about what kind of activities they like their teacher to apply.

### **Procedure**

The elaboration of this work started in March 2012. The first step was to collect bibliographic information to elaborate the literature review. Information was collected from books, journals, and articles in libraries as well as on the Internet.

Once the elaboration of the literature review was completed, the next step was to create two surveys: one for elementary school teachers, and one for elementary school students. The questions included on the teachers' interviewees were What could be some practical solutions to motivate students to speak?, What strategies are the most useful to teach English to children, Why

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do you think students are reluctant to speak in English, What is the most common problem the students have when you try to get them to speak in English, What activities can help children to develop their speaking skill. (see Appendix 1)

The children's survey was in Spanish for a better understanding, and these were ¿Disfruta de las clases de Inglés?, ¿Su profesor habla Inglés todo el tiempo?, ¿Entiende las instrucciones del profesor en inglés?, ¿Le gusta las actividades que el profesor de inglés aplica en la clase?, ¿Participa en las clases de inglés?, ¿Qué actividades individuales le gusta hacer en la clase de inglés?, ¿Qué actividades en grupo le gusta hacer en la clase de inglés?, ¿De qué forma su profesor de inglés le motiva en clase?, ¿Qué es lo que le gusta más hacer en la clase de inglés?. (see Appendix 2)

The next stage was to search for elementary school teachers, as well as elementary school students to apply them. Four public elementary school teachers and fifteen elementary school students were chosen to complete the surveys. The following step was to tabulate the information, and, finally, analyze and interpret the results.

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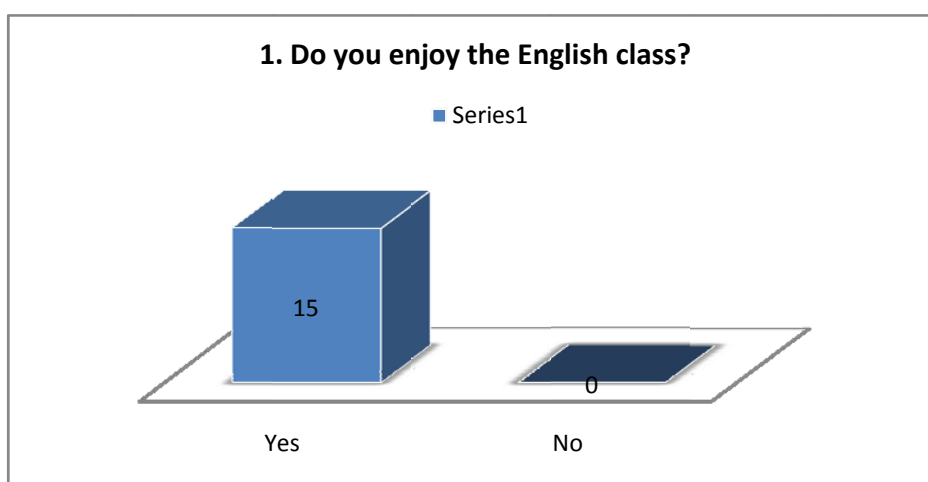
## CHAPTER 4

### Analysis and Interpretation of Results

The section, analysis and interpretation of results, is divided in two parts. The first part presents the information and analysis of the questionnaires applied to elementary school students about the activities they enjoy doing in their EFL classes. The second part, describes the information collected from the surveys applied to elementary school teachers about the strategies they use in their classes to reinforce the speaking skills.

Thus, the following graphs show the results of each one of the questions asked to fifteen elementary school students.

**Graphic 1**



Source: Survey conducted by Gabriela Bermejo and Alejandra Criollo

Graphic 1 shows that all the students, participants of this research, said that they like their English class.

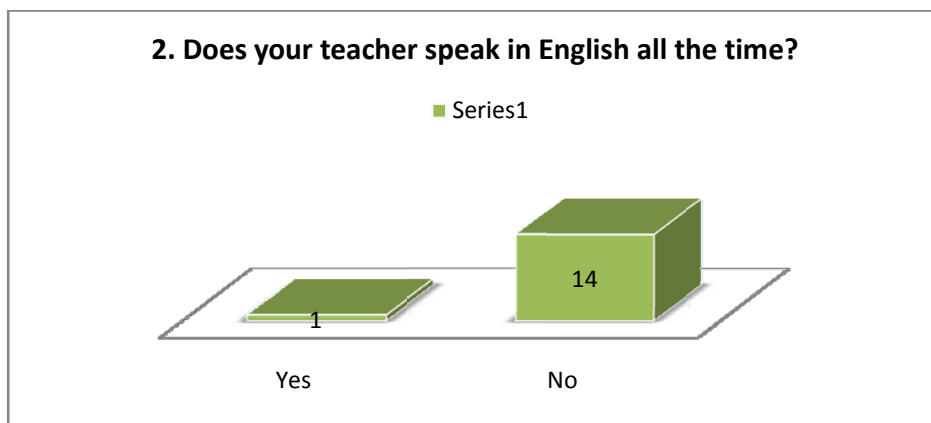
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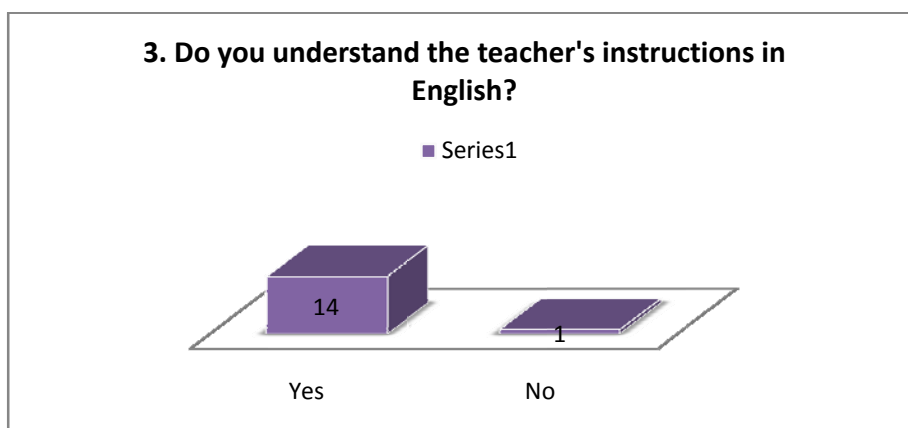
**Graphic 2**



Source: Survey conducted by Gabriela Bermejo and Alejandra Criollo

In graphic 2 it is shown that fourteen students said that the teacher does not speak English all the time. On the other hand, only two students said that the teacher speaks English during the whole class.

**Graphic 3**



Source: Survey conducted by Gabriela Bermejo and Alejandra Criollo

Graph 3 demonstrates that thirteen out of fifteen students understand the teacher's instructions the teachers gives in English.

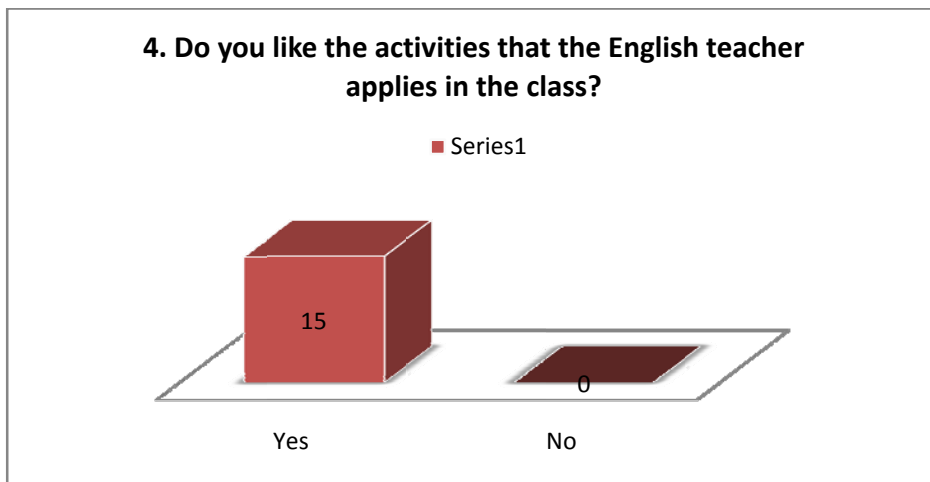
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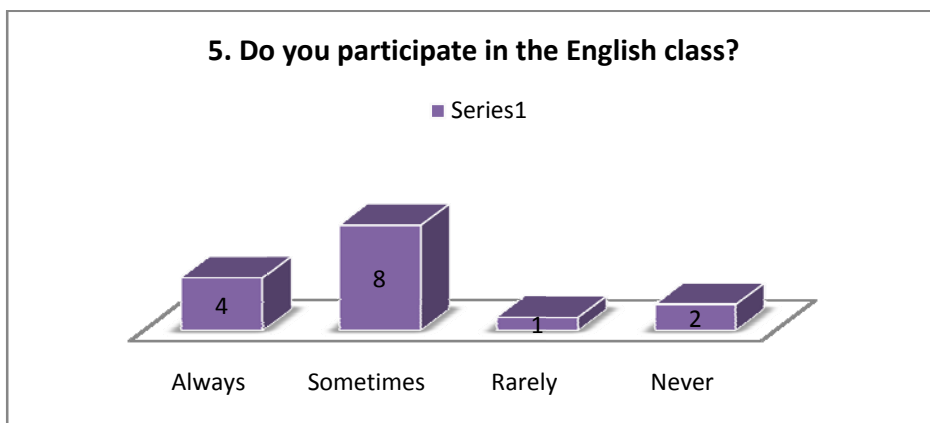
Graphic 4



Source: Survey conducted by Gabriela Bermejo and Alejandra Criollo

Clearly, it can be noticed that the children like the teacher's activities that he applies in the classroom since all of the students answered that they enjoy such activities.

Graphic 5



Source: Survey conducted by Gabriela Bermejo and Alejandra Criollo

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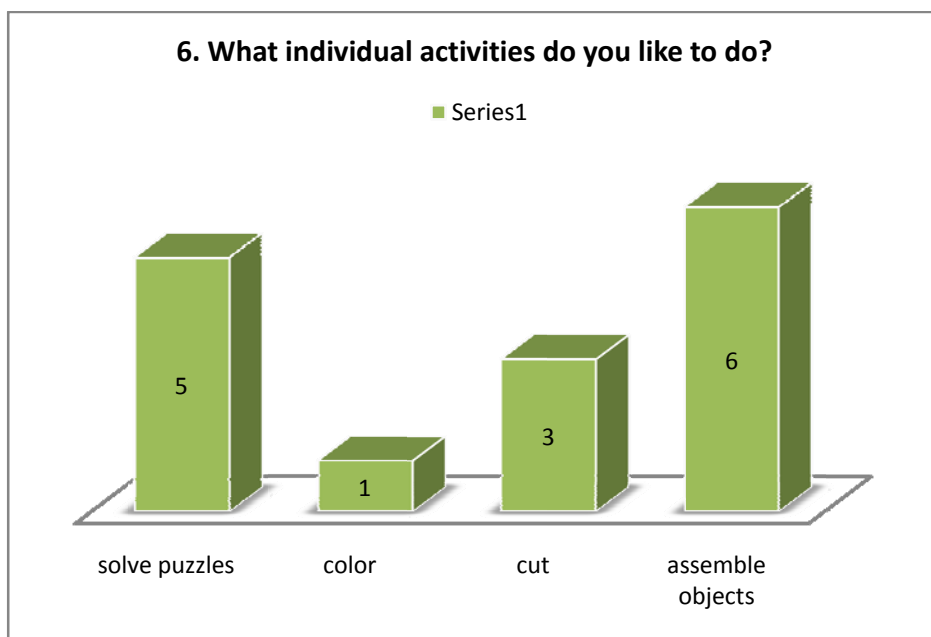


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In graph 5 the students had different answers to the question “Do you participate

in the English class?” Four students said that they always participate in class. On the other hand, 8 students answered that they sometimes participate in the English class. Finally, only two students out of fifteen said that they never take active part in the English class.

### Graphic 6



Source: Survey conducted by Gabriela Bermejo and Alejandra Criollo

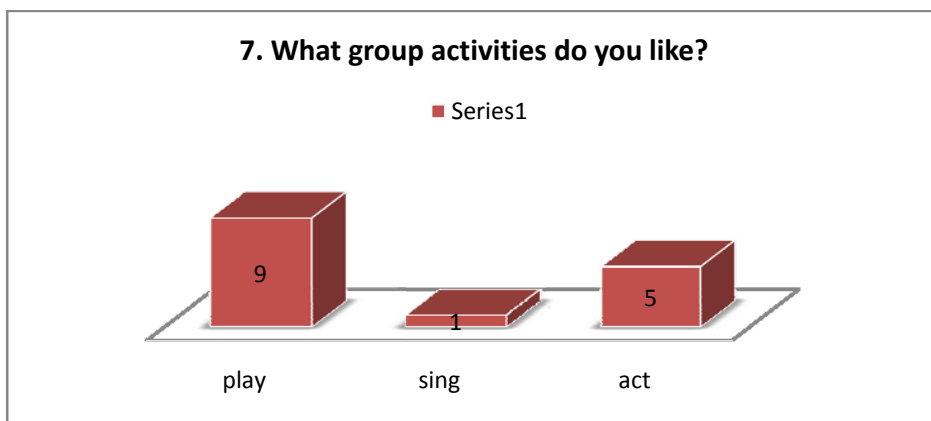
In Graph 6, it is noticed that students had different preferences at the moment of choosing the individual activities they do with their teacher. Six students like to assemble objects in class. On the other hand, five students like to solve puzzles. Three students like to cut, and only one student likes to color.

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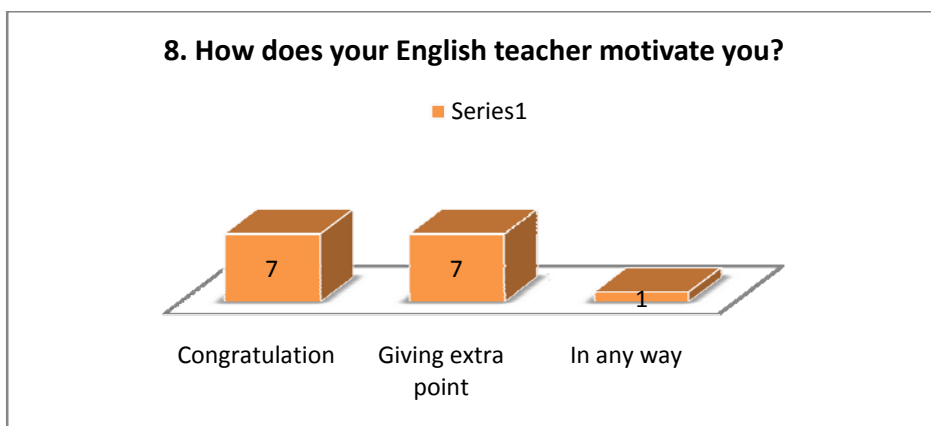
**Graphic 7**



Source: Survey conducted by Gabriela Bermejo and Alejandra Criollo

According to group activities, nine students like to play in class. On the other hand, five students said that they enjoy acting, but only one student said he/she likes to sing.

**Graphic 8**



Source: Survey conducted by Gabriela Bermejo and Alejandra Criollo

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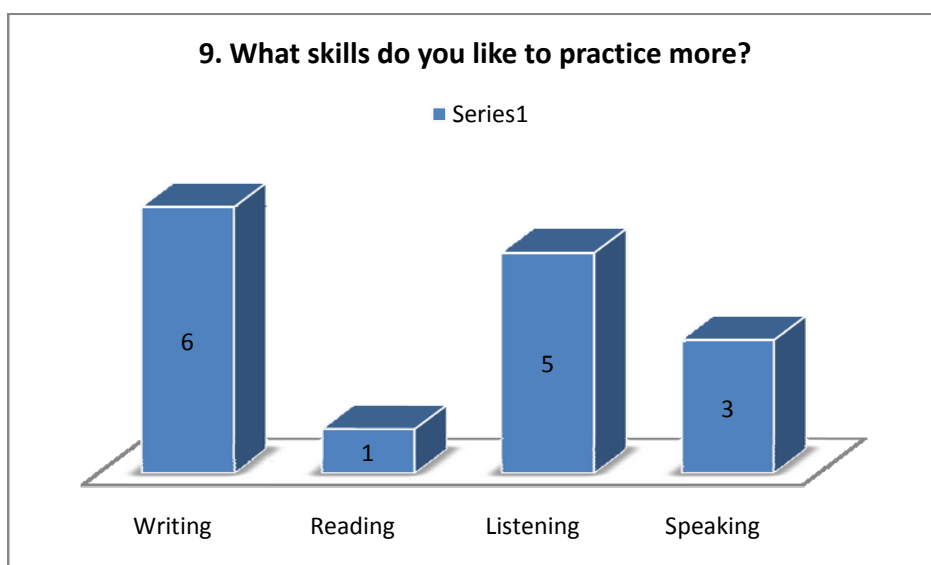
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Graphic 8 shows that students like to be motivated. For instance seven students said that they like to receive congratulations from their teachers; seven students also like to receive extra points from the teacher, and only one student said that they like to be motivated in any way.

**Graphic 9**



Source: Survey conducted by Gabriela Bermejo and Alejandra Criollo

The last graphic, shows the different skills students like to practice in class. For instance, six students like to reinforce writing; five students enjoy listening, three students like speaking, and only one student likes to practice reading in a class.

### **Analysis of results obtained from elementary school students**

From the information obtained and tabulated in the graphs it can be said that students indeed enjoy their English classes both individually and in group.

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However, it was also noticed in graph 2 that the teacher does not always speak in English in class, what means that they do not receive enough input in the foreign language they are learning.

Also, in graph 5 it is seen that not all of the students participate in class. It means that only some of them like to speak in the foreign language. Therefore, it would be necessary that the teacher makes all the students participate so they can develop their speaking skill.

About the activities students like to do, it is noticed that most of them enjoy solving puzzles or playing. Also, in graph 9, most students agreed on the fact that they enjoy listening and writing more than reading or speaking. From these results, it is possible to say that teachers should take into account the different needs and likes of the students in order to prepare their classes, so that all of them can participate. Therefore, it is important to take into consideration to Anita Woolfolk when in her book “Educational Psychology” cites Castle, Deniz, and Tortora, arguing the following aspect “If you decided to simply forge ahead and teach the same material in the same way to your entire class, you would be alone” (124). Consequently, the teacher must be able to apply different activities in his/her classes, so students could be entertained in class.

Also, teachers must reinforce all of the skills to learn a foreign language: reading, writing, listening, and speaking in the same way the four skills because they are mutually dependent.

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Finally, in graph 8, it was noticed that students like to be motivated by the teacher. According to Gardner, motivation is defined as “the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity” (94). In the class where the questionnaire was applied, the students said that they like to be motivated by receiving congratulations from the teacher or by given extra points. This is a good way for students to enjoy their classes. In this way, the teacher could also motivate them to speak and communicate with the other students as well.

From the surveys applied to the teachers some insights about how to develop some strategies to help children to communicate orally in a target language were obtained.

### **Analysis of the surveys taken from elementary school teachers**

Elementary school teachers proposed several solutions to motivate students and suggested some strategies in order to make students speak in class.

The first question was related to proposing some solutions to motivate students to speak. For instance, they said that it is important that students participate in role plays. Another teacher stated that students could use their personal information to speak. It was also suggested that teachers can make students work in groups, and also, a teacher recommended to use games, puzzles, and crosswords.

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The second question was related to the strategies that are the most useful to teach English to children. The teachers said that storytelling, games, flashcards and songs are good strategies which students like in the EFL classes.

The third question had to do with asking the teachers about the reasons why students are reluctant to speak in English. They said for instance, that sometimes students are shy or nervous to speak in class. They all agreed that they are afraid of making mistakes in front of their teacher and their partners.

The next question asked about the most common problem students have to face when the teacher tries to make them speak in English. First, they said that the time they had for the classes is not enough to make them practice speaking. Another teacher said that the lack of ICT (Information and Communication Technology). That is, students should be able to use more computers or multimedia material in class. The third teacher participant of this survey thinks that students do not participate in class simply because they do not like English.

Finally the teachers were asked about the activities they apply to develop the speaking skill in their students. They said that they apply pair work with the students to communicate with each other. Also, the teachers teach students games, as well as role plays. Another teacher asks students for personal information or descriptions, so they can speak about them. Finally, teachers use songs to make students improve their pronunciation in the target language.

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From the answers that elementary school teachers and students gave, a set of strategies has been designed that can be used by teachers to help students reinforce their speaking skill to communicate inside the classroom as well as outside of it.

As a concluding activity for this section, a set of speaking strategies is included from the Article “Teaching ELL: Speaking Strategies”.

- Be explicit. Give each activity you do a name, the simplest and most accurate name that you can, and then repeat the activity, so students can learn the verbal and written cues and procedures.
- Make expectations clear for behavior, written assignments, independent practice, and group work. Write key expectations on a chart and keep the chart posted for reference. Use a rubric whenever possible to help students evaluate their behavior and work.
- Experiment with speaking and writing in different tenses and using different types of expressive language. For example, say the same word or phrase using a happy, sad, angry or angry tone. Use facial expressions—a smile, frown, or quizzical look—to embed more meaning in your speech. For beginners, hold up picture cards showing expressive faces and have them act out these expressions.

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- .When asking questions, give choices for the answer. This will also help you check for understanding especially in the earlier stages of language acquisition. For example, ask, “Would you like pizza or a hamburger for lunch?” Or, after reading a story, ask, “Did the first pig build his house of bricks or straw?”
- Don’t assume that students truly understand the subject being discussed just because they are nodding and even answering your questions. Monitor what you say to make sure that they understand. When in doubt, ask the class to restate the directions you’ve given or the ideas you’ve presented (par. 3).

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## CHAPTER 5

### Conclusions and Recommendations

#### 5.1 Conclusions

- The making of this research has proven to be very helpful since it was possible to detect some of the speaking problems students have in an EFL classroom.
- The speaking skill cannot be totally isolated from the other language skills; however, the speaking skill alone can be enhanced by making use of specific strategies and correlative activities.
- The activities children enjoy performing the most involve playing games, solving puzzles, group work and manual labor. Such activities can be applied in the classroom to make students participate actively and reinforce their speaking.
- Children can be motivated by being praised, congratulated or getting extra points.
- Primary school English teachers suggest that roleplaying is a good technique to arouse students' interest in learning the foreign language.
- Lesson planning includes not taking anything for granted: The teacher must select each topic carefully and must be prepared to deal with unexpected situations such as lack of understanding in regard with

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instructions and false expectations in regard with the children's performance.

### 5.2 Recommendations

- Childhood, according to some experts, is the best age to start learning a foreign language; therefore, teachers must take this into consideration and apply strategies and activities that call their attention; in that way, children will be able to acquire the target in an easier way.
- It is necessary that teachers speak English inside and outside of the classroom since students will be able to receive enough input and then apply it whenever they are required to do so.
- It is clearly implied that children's English tutors must devote a lot of time to prepare their classes.
- It is important that children be motivated before getting involved in classroom activities, so they will be eager to participate in class.

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Appendices

Appendix 1

ENGLISH SURVEY FOR CHILDREN

Marque la respuesta con una X

Part A

1. Disfruta de las clases de inglés?

Si ..... No .....

2. ¿Su profesor habla inglés todo el tiempo?

Si ..... No .....

3. ¿Entiende las instrucciones del profesor en inglés?

Si ..... No .....

4. ¿Le gusta las actividades que el profesor de inglés aplica en la clase?

Si ..... No .....

Lea y marque con una X en una o dos opciones

Part B

5. ¿Participa en las clases de inglés?

Siempre \_\_\_\_\_

A veces \_\_\_\_\_

Rara vez \_\_\_\_\_

Nunca \_\_\_\_\_

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6. ¿Qué actividades individuales le gusta hacer en la clase de inglés?

- Resolver crucigramas \_\_\_\_\_
- Pintar \_\_\_\_\_
- Recortar \_\_\_\_\_
- Armar objetos \_\_\_\_\_

7. ¿Qué actividades en grupo le gusta hacer en la clase de inglés?

- Jugar \_\_\_\_\_
- Cantar \_\_\_\_\_
- Actuar \_\_\_\_\_

8. ¿De qué forma su profesor de inglés le motiva en clase?

- Felicitándole \_\_\_\_\_
- Dándole puntos extras \_\_\_\_\_
- De ninguna forma \_\_\_\_\_

9. ¿Qué es lo que le gusta más hacer en la clase de inglés?

- Escribir \_\_\_\_\_
- Leer \_\_\_\_\_
- escuchar \_\_\_\_\_
- hablar \_\_\_\_\_

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## Appendix 2

### TEACHER'S SURVEY

1. What could be some practical solutions to motivate students to speak?

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2. What strategies are the most useful to teach English to children?

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3. Why do you think students are reluctant to speak in English?

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**4. What is the most common problem the students have when you try to get them to speak in English?**

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**5. What activities can help children to develop their speaking?**

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