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**TEMA**

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***“LATERAL THINKING TECHNIQUE FOR THE DEVELOPMENT OF THE  
ORAL SKILL AT UNIDAD EDUCATIVA MAYOR AMBATO”***

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**2017 – 2018**

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I, Dra. Mg. Sarah Jacqueline Iza Pazmiño, holder of the I.D No. 0501741960, in my capacity as supervisor of the Research dissertation on the topic:“**LATERAL THINKING TECHNIQUE FOR THE DEVELOPMENT OF THE ORAL SKILL AT UNIDAD EDUCATIVA MAYOR AMBATO.**” investigated by Miss Andrea Estefania Ramos Ochoa with I.D No 180446491-3, confirm that this research report meets the technical, scientific and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



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Comments expressed in this report are the author's responsibility



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**AUTHOR**

## **TO**

*I want to dedicate this work to God because he gave me the strength to fight for one of my principal goals. He guided my steps one by one. Also, I want to dedicate it to my little son Isaac Gonzalez Ramos who is the reason that I did not give up when I was thinking about to do it, to my father who is died but I know he did not leave me alone since he is giving to me blessings every single day, to my mother Jimena Ochoa who helped to me when I needed, her councils, the way of educated me have made the person who I am today. Thanks to every single one who was with me during this large process, to whom cheer me up when I thought I cannot achieve this goal.*

*Andrea*

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*Andrea*

## Contents

SUPERVISOR APPROVAL .....	ii
DECLARATION PAGE.....	iii
TO THE DIRECTIVE COUNCIL OF THE FACULTY OF HUMAN SCIENCES AND EDUCATION.....	iv
COPYRIGHT REUSE .....	v
TABLE INDEX .....	xi
INTRODUCTION .....	1
CHAPTER I.....	4
THE PROBLEM .....	4
1. Research Topic .....	4
1.2. Contextualization of the problem .....	4
1 Justification .....	10
1.4 Objectives .....	11
1.4.1 General Objective .....	11
1.4.2 Specific Objectives .....	11
CHAPTER II.....	12
Theoretical Framework .....	12
2.1 Investigative Background .....	12
2.2 Philosophical Foundations .....	14
2.3 Legal basis .....	14
2.4 Main Categories .....	17
2.3.1 Main Categories of the Independent Variable: Lateral Thinking Techniques .....	18
2.3.2 Main Categories of Dependent Variable: Oral Skill.....	38



2.5 Hypothesis .....	49
CHAPTER III .....	50
Methodology .....	50
3.1 Approach.....	50
3.2 Basic method of investigation.....	50
3.3 Level or type of research.....	50
3.3.1 Level Exploration.....	50
3.3.2 Descriptive Level .....	51
3.4 Population and sample .....	51
3.5 Operation of variables .....	53
3.6. Information collection plan.....	56
3.6.1 Validity .....	56
3.6.2 Reliability.....	57
3.7 Information Processing Plan .....	57
CHAPTER IV .....	60
ANALYSIS AND INTERPRETATION OF RESULTS.....	60
4.1 Analysis of the results .....	60
4.1.1 Survey directed to students .....	61
<b>4.2 Verification of the hypothesis .....</b>	<b>71</b>
<b>4.2.1 Hypothesis statement.....</b>	<b>71</b>
4.2.2 Value selection of significance .....	71
4.2.3 Description of population .....	71
4.2.4 Specification of the statistical model .....	71
4.2.5 Specifications of acceptance and rejection zones .....	72
4.2.6 Calculation of statistical model and decision making.....	72
CHAPTER V .....	77
CONCLUTIONS AND RECOMMENDATIONS .....	77

5.1 Conclutions .....	77
<b>5.2 Recommendations .....</b>	<b>79</b>
Bibliography .....	80
ANNEXES .....	86
Appendix 1: Paper.....	86
Appendix 3: Survey directed to teachers .....	98
Appendix 4: Results of the URKUND analysis.....	100
Appendix 5: Approval by the Unidad Educativa Mayor Ambato .....	101

## TABLE INDEX

Chart 1: Population .....	52
Chart 2: Operationalization of the independent variable .....	53
Chart 3: Operationalization of the dependent variable .....	55
Chart 4: Information collection plan.....	56
Chart 5: Calculation of Cronbach's Alpha .....	59
Chart 6: Importance of the development of oral skill .....	61
Chart 7: Participation in oral activities .....	63
Chart 8: Enough time for developing the oral skill.....	64
Chart 9: The use of appropriate vocabulary.....	65
Chart 10: The use of material.....	66
Chart 11: Ambiguous pictures to be interpreted .....	67
Chart 12: Open-ended situations.....	68
Chart 13: Generation of different point of views.....	69
Chart 14: Situations related to real life .....	70
Chart 15: Observed Frequencies .....	72
Chart 16: Expected Frequencies .....	73
Chart 17: CHI square .....	74

## GRAPHIC INDEX

Graphic 1: Main Categories .....	17
Graphic 3: Importance of the development of oral skill .....	61
Graphic 4: Motivation to use the foreign language.....	62
Graphic 5: Participation in oral activities .....	63
Graphic 6: Enough time for developing the oral skill.....	64
Graphic 7: The use of appropriate vocabulary.....	65
Graphic 8: The use of material.....	66
Graphic 9: Ambiguous pictures to be interpreted .....	67
Graphic 10: Open-ended situations.....	68
Graphic 11: Generation of different point of views .....	69
Graphic No.12 Situations related to real life.....	70

**UNIVERSIDAD TECNICA DE AMBATO**  
**FACULTAD CIENCIAS HUMANAS Y DE LA EDUCACION**  
**CARRERA DE IDIOMAS**

**Theme:** "Lateral Thinking Technique for the Development of the Oral Skill at Unidad Educativa Mayor Ambato "

**AUTHOR:** Andrea Estefanía Ramos Ochoa

**TUTOR:** Lcda. Mg. Sarah Iza

**ABSTRACT**

The aim of this research work is to establish the relationship between the Lateral Thinking Technique and the development of the Oral Skill in students of eighth year of General Basic Education. It is because this Institution is well known since they offer the International baccalaureate to their students. For this reason, the learning of the English language is important for the student's formation. However, the traditional method is still used by teachers. That is why, this technique could change the passive way of working to an active one in order to make student feel interest in learning the English language. Regarding the methodology, this investigative work had a qualitative and quantitative approach. Additionally, the type of research of this research work was exploratory and field research. On the other hand, the data were collected and analyzed through the use of the traditional method which is a survey. The survey was applied to 48 students and 2 teachers. So, the collected information was proof by the statistical calculation Chi-square which lets proofing the hypothesis. Finally, the results of the Chi-square allowed concluding that the Lateral thinking technique influences on the development of the Oral skill of English language.

**Key words:** Lateral Thinking Technique, Oral skill, Traditional Method, English language.

## INTRODUCTION

This research work has as a main point to describe the relationship between the Lateral Thinking Technique and the development of the Oral skill of English language in students of eight year of General Basic Education at Unidad Educativa Mayor Ambato. Its objective is to gather information which help to verify the hypothesis that the Lateral Thinking Technique influences in the development of Oral skill since there are problems with the development of this English language's skill.

Creative Thinking is a generic term to describe any approach that is new. Lateral Thinking is a term created by Edward de Bono (1970) to describe a set of approaches and techniques designed to find radically new approaches to problems – to become at them from the side rather the front (Sloane, 2006).

The Lateral Thinking has become well known since Edward de Bono has proposed it as a new way to solve problems in a creative way through the development of many techniques directed to many areas such as medicine, accounting, and education, so on. However, in this research work the Lateral Thinking Technique will be used for education, specifically in the learning of a second language, English language, to develop the oral skill.

In the past few decades, English has established its standard internationally as the global lingua franca. Foreign languages could be characterised by looking at three attributes (Richards & Schemidt, 2002).

Nowadays, the English language is one of the most learning languages around the world in order to communicate between people from different countries. It is used by bussiness people, young people who wants to travel abroad in order to study, or people who like to travel a lot to know different countries, people, cultures, so on.

Moreover, the mind uses and creates patterns to sense and react. Once it starts forming a pattern, it continues to create the same sort of pattern automatically. The first language (L1) users make use of communicative situations as frequently as possible and train the mind to follow a specific pattern. The thinking aspect of the mind does the duty of following the pattern of the individual's mind. The language of thinking is important for the learners to enhance the association of thinking with the relevant cognitive processes (Beyer, 1987; Tishman, Perkins, & Jay, 1995; Tishman & Perkins, 1997; Costa & Marzano, 2001; Fisher, 2003; McGuinness, 2003).

The lateral Thinking and the language learning have a powerful relationship, "The Lateral thinking factors such as concept formation, challenge, alternation, fractionation and provocation were considered in the study. They could help the learners to cut across patterns in the self-organising system" (De Bono, 1992; pag 6) and change the old perception according to the situations, thereby maximising the self-esteem of the person.

The present research work is structured by the following chapters:

**Chapter I.** The problem, which contains the researched theme. The contextualization that is mentioned in an environmental macro, meso and micro. Then the specific objective and the general ones are established which help the development of this research work. Finally, the reasons are explained in order to justify this research work.

**Chapter II.** Theoretical Framework, which is compound of the investigative background, the philosophical foundation which are analyzed from a scientific and bibliographic point of view.

**Chapter III.** Methodology, which contain: basic method of investigation and the level or type of research. Also, it identifies the population and sample, then the

operation of variables and the information collection plan are done. The final step is the processing of the same one.

**Chapter IV:** Analysis and interpretation of results, which were obtained from the survey applied to the students and professors of the Unidad Educativa Mayor Ambato with the objective to know the problem in a deep way. Furthermore, it exposes the verification of the hypotheses in order to know the feasibility of the research work.

**Chapter V:** Conclusions and recommendations from the researcher, which ones will help to give an appropriate solution to the problem presented.



## **CHAPTER I**

### **THE PROBLEM**

#### **1. Research Topic**

Lateral Thinking Technique for the development of the oral skill at Unidad Educativa Mayor Ambato.

#### **1.2. Contextualization of the problem**

Learning English is important, so people all over the world decide to study it as a second language. Many countries include English as a second language or foreign language in their school syllabus and children start learning English at a young age. Since English is spoken in so many different countries there are thousands of schools around the world that offer programmes in English. If you speak English, there are lots of opportunities for people to find an appropriate school and course to suit your academic needs.

At the end of the XIX century and at the beginning of the XX century has been included in Education. That is the reason this language is one of the most principal of the dominant countries in order to communicate between them. Furthermore, the learning of the English language is a necessity not just for business people but also for people who want to study in other country.

In Ecuador, according to Ministry of Education 210-11 the English language is one of the most principal of languages and more used as a tool to communicate between people around the world so, the teaching of the language has been included as a syllabus in schools, high schools and in the Universities. However, the hours which were assigned for the teaching of this language have declined in all of the schedules of the Institutions. Moreover, in the public schools the teaching of English was omitted because there were not enough teachers. As a result of it, learners did not have the opportunity to learn the foreign language.

Even the professors in Tungurahua Province, specifically in Ambato, make their best effort on teaching the foreign language, the development of the oral skill is not as supposed to be because of some factors such as the use of the traditional method, the time and the number of students in each classroom. So, the use of the traditional method makes students feel disinterest on the learning the English language, specifically they are not motivated to use it as a tool to communicate between them in the classroom. Moreover, as this skill needs lots of practicing, it needs enough time to be developed; however, it is not possible since the number of estudents is about of 30 students per each classroom. It means that not every single student can be part of an oral activity.

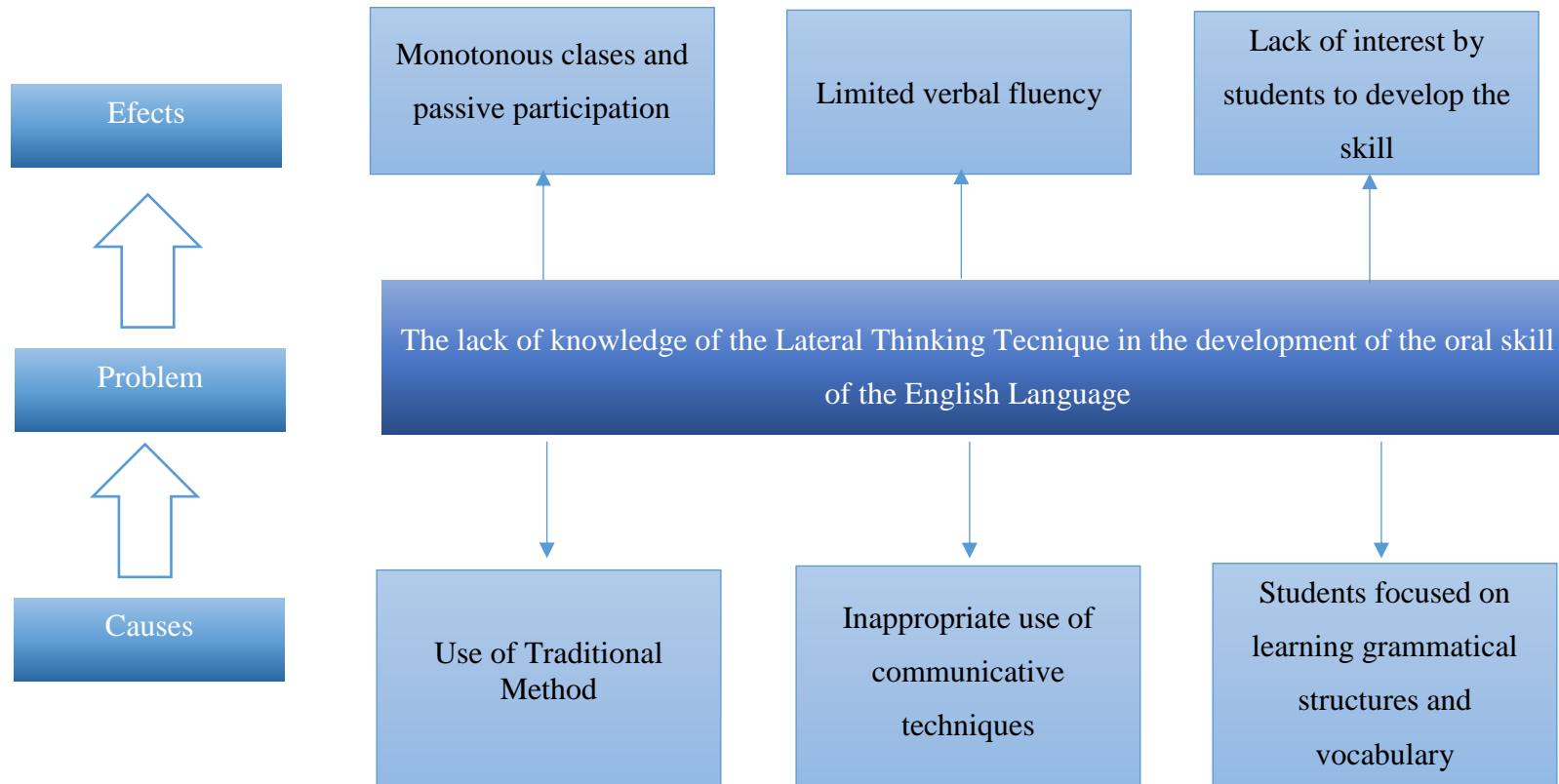
Moreover, in the Unidad Educativa Mayor Ambato, the students of eighth year of Basic General Education have trouble with the learning of the foreign language because as it was mentioned before the use of the traditional method does not let students develop the oral skill. In one hand, it causes that students see the language negatively and produce a lack of interest in the learning of the foreign language which also affects their academic performance. On the other hand, the oral skill is not developed at all by teachers because this kind of method focuss on the teaching of grammar. The problem to develop the oral skill is basically because of the time and the number of students there are in each classroom.

Additionally, the English textbook that students have is a very important tool that will help them learn in the best way possible. This textbook is provided by the Ministry of Education, which has made a curricular adjustment with the goal of providing better opportunities for all students in the country. Also, it contains several resources according to age and years of schooling. Furthermore, it has audio CDs and extra resources that will contribute to the development of their learning. It is also important to know that teachers will receive teaching guides (teacher's books) that will enhance the teaching-learning approach of the student book, thereby allowing teachers to develop students' research and learning outside the

classroom. However, it is not used by teachers and students correctly since both of them focus more on grammar section, writing section and reading section.

1.2.1

Graphic 1: Problem Tree



Through the critical analysis at Unidad Educativa Mayor Ambato it is determined that the lack of the knowledge of the Lateral Thinking Tecnique in the development of the orall skill of the English Language produce some causes which do not permit students to feel motivated in order to acquire the language in an effective way.

The use of the traditional method by teachers cause that their classes become monotonous. It makes their students have a passive participation. This is because the method forgets about the student's habilities that each one has. This system makes them lose their identity Also, if in a numoerous group a didactic technique is badly applied, the students could get bored easier or they could be distracted by other simple things.

In another hand, the inappropriate use of communicative techniques causes limited verbal fluency since the professors should be natural at the moment of transmitting their knowledge to students. They should not just get on teaching grammar. As a resultof it, it causes that the students lose their motivation to learn the language and they focuss on making sentences grammatically correct. In the same way, the vocabulary that students learn is academic. It makes they forget to use an appropriate vocabulary for real situations.

Finally, as the students only focuss on learning grammatical structures and vocabulary, it provoques deficit in student's interest to develop the oral skill. As preofessors are principal evaluators of grammatical structures and the correct use of vocabulary by exams, homework, and so on. The learners memorize things without analizing them provoke that students pay attention the minimum or any attention to get better at the oral skill of the English language.

### **1.2.2 Prognosis**

If the lateral thinking technique is not applied at Unidad Educativa Mayor Ambato, it will not help to improve the oral skill of the English language since teachers will continue to use the same traditional method for their teaching, in which the main point focuses on grammar, then in little vocabulary and a shorter space that unfit for students to develop oral skills adequately. On the other hand, students run the risk of failing their cognitive ability. That is why this technique focuses on an active teaching in a creative way where students develop their emotional and academic ability. It could help them effectively to face the difficulties to communicate using the English language.

### **1.2.3 Formulation of the problema**

How does the use of lateral thinking technique affect in the development of oral skill of the English language in students of eighth year of Basic General Education at Unidad Educativa Mayor Ambato Canton Ambato, Tungurahua Province?

### **1.2.4 Research questions**

- What is the importance of the Lateral Thinking Technique in English Language learning process?
- Which is the current situation the current situation in terms of their oral skill of students of eighth year of General Basic Education?
- What is the relationship between the technique of lateral thinking and the development of oral skill?

### **1.2.5 Delimitation of the Research Object**

The present research work has the following characteristics:

- **Field:** Educative
- **Area:** English language teaching
- **Aspect:** Lateral Thiking technique and the Oral Skill

- **Temporary:** September 2017- February 2018
- **Space (place):** The research will be carried out with students of the eighth year of Basic General Education of the Unidad Educativa Mayor Ambato.

## **1 Justification**

As we could notice there is the lack of interest in learning a foreign language. It is because of the use of the traditional method in classes. That is the reason this project is **important** because of the relationship that exist between the lateral thinking technique and the development of the oral skill. It could help not just the future students but also the teachers in order to communicate in an effective and save way. This technique focuses on the interaction with people around them, as well as the creativity of young people, which makes the learning more interactive, interesting and productive for both, student and teacher.

In addition, it should be emphasized that this project is of national **interest** because we are clear that young people are the future of our country and that is why you should provide high quality education. In this way our country will be a better and confident place with excellent capabilities to develop properly in the social and personal life. Also, while this project is implementing, it will help teachers and students since both of them will see a different way of learning and teaching the English language. As a result, teachers could apply this technique in their teaching curriculum making it more active and emotional.

Furthermore, the direct **benefits** of this project will be the students of eight year of General Basic Education and the teachers of Unidad Educativa Mayor Ambato. On another hand, the authorities of the Institution and the students' parents will be the indirect benefits. Also, there also will be long-term benefits because through the time authorities of other institutions will to adopt this methodology as a part of the educational process.

In addition, this technique is **innovative** so, the rector will agree to adopt it as part of their curriculum because it is the first time this investigation is made in this Institution.

Finally, this project is **feasible** because teachers would agree to make use of this technique which does not have any cost, to say that the authorities of the institution will not agree to make use of this innovative technique.

## **1.4 Objectives**

### **1.4.1 General Objective**

To establish the influence of the Lateral Thinking Technique on the development of oral skill of English language in students of eighth year of Basic Education of the Education Unidad Educativa Mayor Ambato, Canton Ambato Tungurahua Province.

### **1.4.2 Specific Objectives**

- To evidence the importance of the Lateral Thinking Technique in English Language learning process.
- To identify the current situation in terms of their oral skill of students of eighth year of General Basic Education.
- Describe the relationship between the Lateral Thinking Technique and the development of the Oral Skill.



## **CHAPTER II**

### **Theoretical Framework**

#### **2.1 Investigative Background**

It has been determined that teachers of the English area at Unidad Educativa Mayor Ambato use traditional and conventional methods that are not specifically focused on the development of oral skill. That is why the interest of this investigation. It is demonstrated that few creative techniques are used in Ecuador. However, any of them are related to these technique for the development of oral sikill of English language. Fortunately, there are similar studies that refer to use creative strategies and techniques which is related to the oral skill.

Morales (2016) with the project "Strategies compensatory learning in the development of oral skills (speaking skill) English language students in third year of high school at Unidad Educativa "Mariano Benítez" Canton Pelileo Tungurahua province" could deduce that:

- It was evident that most students prefer English language (listening and reading) before producing (speaking and writing) due to their limited knowledge (grammar, vocabulary) and therefore cannot produce the language in a communicative context, therefore it concludes that students have a low level of development of oral skills. Consequently, it is necessary to implement activities that promote the development of oral skills, so students can achieve the desired level at the end of their school, which according to the Common European Framework of Reference for languages is the level B1.

This research work is useful for the present one since it demonstrates the need of implementing activities which help the development of the oral skill. It is because

through the investigation is showed that students cannot use the foreign language to communicate.

According to Galindo (2011) who worked on the theme: "Impact of Creative Abilities of Teachers in the Development of Oral Communicative English Language Students of CECATI No. 128" Ricardo Flores Magon "One can -Edition noted that:

- It could infer that the teacher plans activities problem solving and decision making, combining practice with theory and provides situations close to reality, providing an opportunity for students to show their creativity, encouraging cooperative learning and work team up.

This investigation is so relevant since it shows us the importance to provide students real situations in order to motivate them to participate and give opinions. They could feel comfortable to give apinions about what thwy know by using the English language.

Pimbo (2014) with his theme: "The role play and its influence on the development of the oral language of English in the fourth year of basic education at the José Ignacio Ordóñez Institute in the Pelíleo canton of Tungurahua province" which has a quantitative and qualitative approach, whose methodology was field and experimental, in which applied a survey aimed at students whose number was 60.

After that the information was tabulated, the following conclusions were reached, which were of great relevance in the present investigation:

- First, the communicative activities are not considering as relevant since they are considering as a distraction. They are not considered as a contribution to learn the English language.

- Second, the oral skill is not developed in a correct way. That is the reason teachers cannot achieve their goals as their students get better their fluency when they use the language to communicate.
- Third, as the researcher's point of view, the teachers of the English area have achieved is not incorrect. However, the methodology and strategies should be changed in order to make the learning process more active.

This research work helped the present one since it emphasizes the use of active strategies to help the development of the oral skill.

## **2.2 Philosophical Foundations**

The development of the present research work is based on a critical-purposing paradigm. It is critical because it analyzes and evaluates the use of the lateral thinking technique at Unidad Educativa Mayor Ambato. Moreover, it is purposive because it seeks to propose solutions to the problem which is the lack of knowledge about the lateral thinking technique for the development of oral skill of English language. This technique facilitates the learning by allowing students to develop their communication skills in a creative and motivating way.

## **2.3 Legal basis**

This research project is supported by the 2008 Constitution of Ecuador and the Organic Law of Intercultural Education.

### **Constitución de la República del Ecuador**

**Art.26.-**Establece que la educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de la inversión estatal, garantía de la igualdad e inclusión

social y condición indispensable para el buen vivir. Las personas, las familias y la sociedad tienen el derecho y la responsabilidad de participar en el proceso educativo.

**Art. 27.-** La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar.

### **Ley Orgánica de Educación Intercultural**

**Art.3.-** Fines de la educación

j) La incorporación de la comunidad educativa a la sociedad de conocimiento en condiciones óptimas y la transformación del Ecuador en referente de educación liberadora de los pueblos.

**Art.6.-**Obligaciones.

v) Garantizar una educación para la democracia, sustentada en derechos y obligaciones; en principios y valores, orientados a profundizar la democracia participativa de los miembros de la comunidad educativa.

x) Garantizar que los planes y programas de educación inicial, básica y el bachillerato, expresados en el currículo, fomenten el desarrollo de competencias y capacidades para crear conocimientos y fomentar la incorporación de los ciudadanos al mundo del trabajo.

**Art.347.-** Establece que será responsabilidad del Estado:

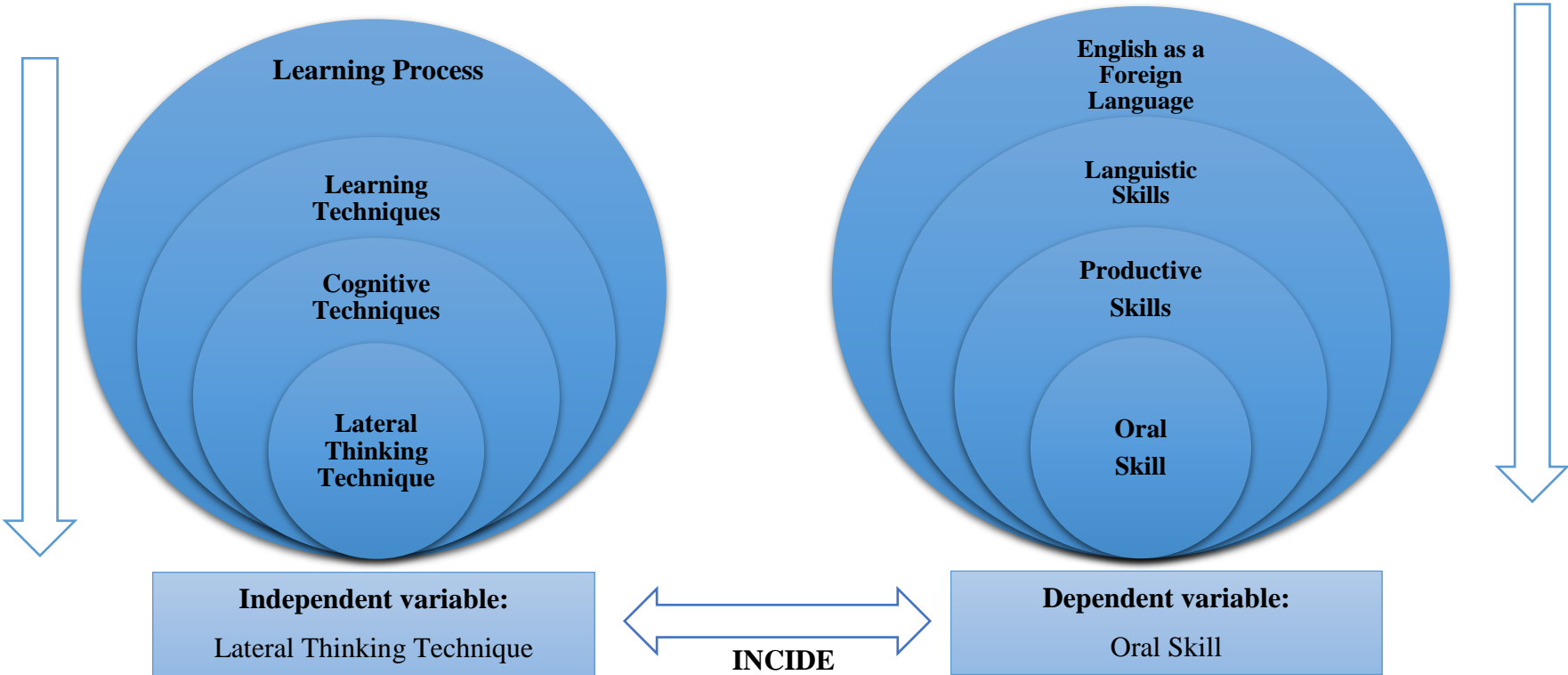
2) Garantizar que los centros educativos sean espacios democráticos de ejercicio de derechos y convivencia pacífica. Los centros educativos serán espacios de detección temprana de requerimientos especiales.

9) Garantizar el sistema de educación intercultural bilingüe, en el cual se utilizará como lengua principal de educación la de la nacionalidad respectiva y el castellano como idioma de relación intercultural, bajo la rectoría de las políticas públicas del Estado y con total respeto a los derechos de las comunidades, pueblos y nacionalidades.

11) Garantizar la participación activa de estudiantes, familias y docentes en los procesos educativos.

2.4 Main Categories

Graphic 2: Main Categories



Source: Direct Research  
Produced by Ramos, A. (2017)

### **2.3.1 Main Categories of the Independent Variable: Lateral Thinking Techniques**

#### **LEARNING PROCESS**

Individual students may be better suited to learning in a particular way, using distinctive modes for thinking, relating and creating. Kolb (as cited in Picket, 1978) states: “Learning is the process whereby knowledge is created through the transformation of experience” (p. 8).

Picket (1978) listed some aspects of student’s process:

- Kinesthetic and Physical factors
- Attitudinal, Emotional and Personality factors
- The Substant of the Language and Context of Learning
- Languages in use
- Personal Learning Strategies and Phenomema

Student’s learning process depend on many characteristics like their age, sex, time span on learning, culture, motivation, and so on. That is why psychologist and educators have been discussing about it many years ago but they do not agree at all.

The notion of students having particular learning styles has implications for teaching strategies. A student-centred approach which actively engages the young person in the learning process is critical if skills which result in healthy behaviours are to be fostered and developed. Some of the learning strategies that could be incorporated in a comprehensive approach include self-directed learning, co-operative learning, role playing, behavioural rehearsal, peer education and p  
Are not involvement. Consideration should be given to allowing students to plan some learning experiences (Implementation Program, 2017).

In the learning process is so important to create a good environment for students and for teachers too since if both of them feel comfortable there will be motivation to learn and teach. The interest of being part of classes will increase. Also, it is good for students' and teachers' health because their cooperation will help each other to acquire and give the information easier and the results will be shown in their grades.

### **Learning Theories**

The learning theory has been discussed by psychologists as Jean Piaget, Bloom's Taxonomy, and Jerome Bruner and educators about how people learn or acquire new knowledge, skill or attitudes. However, to learn a foreign language is more complex since people do not know how is the process of it.

There are many theories about how people acquire knowledge.

### **Behaviorist learning theories**

According to Parkay & Hass (1980) Behaviorism is primarily concerned with observable and measurable aspects of human behavior. In defining behavior, behaviorist learning theories emphasize changes in behavior that result from stimulus-response associations made by the learner. Behavior is directed by stimuli. An individual selects one response instead of another because of prior conditioning and psychological drives existing at the moment of the action

### **Cognitive learning theory**

On one hand, Piaget (1936) explains how a boy constructs a mental model of the world. So, he identifies four developmental stages which are associated with the cognitive process:

- **Sensory-Motor**  
Understand child's environment through the basic sense.
- **Intuitive/Pre-operational**



The child is capable of being more creative, his/her thoughts are more flexible and memory and imagination being to play a part in learning.

- **Concrete Operational:**

Child use concrete material and examples to support reasoning.

- **Formal Operational:**

Child could use abstract reasoning in order to become increasingly possible.

Learning is the process of relating new information with what was previously learnt. Learning is cumulative. Furthermore, professors should assign tasks to students according their age. (Piaget, 1936).

On another hand, Bloom's (1976) identifies and describe the cognitive process involved in learning in a hierarchical way:

- 1. Evaluation**
- 2. Synthesis**
- 3. Analysis**
- 4. Application**
- 5. Comprehension**
- 6. Knowledge**

Teachers have to use verbs aligned to the taxonomy to plan lessons which would ensure that learner's cognitive skills develop from LOTS to HOTS (Bloom's, 1976).

Moreover, Bruner (1957) focus on the development of conceptual understanding, cognitive skills and learning strategies rather than the acquisition of knowledge. Also, learners should be encouraged to discover solutions via appropriate tasks which require the application of relevant critical thinking skills.

Unlike Piaget's theory, Bruner identifies three ways in which learner processes information.

- **Enactive Level:**  
Students learn through the manipulation of object and materials.
- **Iconic Level:**  
Teachers use visual materials instead of use objects.
- **Symbolic Level:**  
Students use symbols, objects and mental images

Teachers should provide meaningful tasks to learners to be actively engaged in making sense of the language input. Furthermore, to provide opportunities for learners to develop the ability to analyze the language, make generalisations about rules, take risks in trying out the language and to learn from errors (Bruner, 1957).

One major group of cognitive theories may be classified as cognitive-information processing learning theories. The cognitive information processing view, the human learner is conceived to be a processor of information, in much the same way a computer is. When learning occurs, information is input from the environment, processed and stored in memory, and output in the form of a learned capability.

## **LEARNING TECHNIQUES**

A technique is a particular method of doing an activity, usually a method that involves practical skills. (Colling Dictionary, 2017).

Techniques have multiple benefits Dunlosky (2016) states that the instructor can easily and quickly assess if students have really mastered the material and plan to dedicate more time to it, if necessary, and the process of measuring student understanding in many cases is also practice for the material—often students do not actually learn the material until asked to make use of it in assessments such as these.

Fortunately for students, parents, and teachers, psychological scientists have developed and evaluated the effectiveness of a wide range of learning techniques meant to enhance academic performance.

Dunlosky, Rawson, Marsh, Nathan and Willingham (2013) describe each learning technique in detail and discuss the conditions under which each technique is most successful. They also describe the students (age, ability level, etc.) for whom each technique is most useful, the materials needed to utilize each technique, and the specific skills each technique promotes. To allow readers to easily identify which methods are the most effective, the authors rate the techniques as having high, medium, or low utility for improving student learning.

To make students understand and acquire in an easy way what they are learning is important teachers use methods, strategies and techniques which are interesting for them. They will help students to get information without using the traditional way of learning new things. Additionally, it is important to know that not all of the learners get things in the same way because of the type of learners they are.

### **Learning techniques to develop oral skill**

According to Dunlosky (2013) many students are being left behind by an educational system that some people believe is in crisis. Improving educational outcomes will require efforts on many fronts, but a central premise of this monograph is that one part of a solution involves helping students to better regulate their learning through the use of effective learning techniques. Fortunately, cognitive and educational psychologists have been developing and evaluating easy-to-use learning techniques that could help students achieve their learning goals. That is why he lists the most effective ones:

### **Picture Prompt:**

Show students an image with no explanation, and ask them to identify/explain it, and justify their answers. Or ask students to write about it using terms from lecture, or to name the processes and concepts shown. Also works well as group activity. Do not give the “answer” until they have explored all options first.

**Think Break:**

Ask a rhetorical question, and then allow 20 seconds for students to think about the problem before you go on to explain. This technique encourages students to take part in the problem-solving process even when discussion isn't feasible. Having students write something down (while you write an answer also) helps assure that they will in fact work on the problem.

**Choral Response:**

Ask a one-word answer to the class at large; volume of answer will suggest degree of comprehension. Very useful to “drill” new vocabulary words into students.

**Instructor Storytelling:**

Instructor illustrates a concept, idea, or principle with a real-life application, model, or case-study.

**Pass the Pointer:**

Place a complex, intricate, or detailed image on the screen and ask for volunteers to temporarily borrow the laser pointer to identify key features or ask questions about items they don't understand.

**Classroom Opinion Polls:**

Informal hand-raising suffices to test the waters before a controversial subject.

There are many learning techniques which help students to memorise in an understandable way the information and which help them to get success in their studies. Moreover, the kind of learning techniques professors use in their classes will

be the ones which help them to motivate and active the learning process in an interesting way.

Denoghue (2006) says that the study skills are techniques that enable you to make the most efficient use of your time, resources, and academic potential. Developing and improving your study skills can help you:

- To make more efficient use of your study time - get more work done in less time.
- To make your learning easier, and help retain what you have learned for longer.
- To feel the work and effort involved is worthwhile.

Then we can say learning techniques are methods used in education to improve skills which make the study easier and thus help to achieve personal and professional goals. A learning technique according to experts requires an active approach.

## **COGNITIVE TECHNIQUES**

Although cognitive science is a valuable and informative source that can feed educational theory and practice, there are several ways that education can inform cognitive science as well. For example, as Sprenger (2003) pointed the study of differentiation practice as related to perceived learning styles by teachers can identify preferences for memory storage.

Moreover, educational settings can confirm or deny findings in neuroscience labs by offering setting for environmentally valid settings (Fischer et al., 2007). So, hypotheses in psychology which have been Cognitive Approach Traditional approach knowledge construction knowledge transmission reasoning memorization learner centered teacher directed collaborative competitive opportunistic tightly

schedule idea centered fact centered. Nouri (2012), confirmed in neuroscience should take a further step and see what evidence is found in pedagogy to support the same claim (Johnson, Chang, & Lord, 2006).

Therefore, establishing a strong connection between education and other cognitive sciences as pointed out in OECE (2002) require:

- a. Develop a creative dialogue between several disciplines and interests (cognitive neuroscience, psychology, education, and policy);
- b. Discover what insights in cognitive sciences might offer to education and educational policy and viceversa;
- c. Identify questions and issues in the understanding of human learning were education needs help from other disciplines.

In short, as mentioned before, our understandings of brain, mind, and learning could be modified by cognitive science, and the educators and educationists could benefit from cognitive sciences, there upon, educational practitioners and researchers should be contributing actively to the research agenda of future cognitive science research (Talkhabi, 2011).

The cognitive science has helped us to understand how our brain works when people are learning new things. There are many scientific documents which describe it in order to help people know about it. Furthermore, there are authors who had created methods, strategies and techniques that help teachers and students develop their brain in an easy way.

They are those that are used as tools for the development of mind when performing a task, group work, or the development of a test. These techniques help the student's cognitive ability to get successfully a good mental development.

Cognitive techniques according to Bernabe (2006) are directed to coding, understanding, retention and reproduction of information and divided in turn into retention strategies, development strategies and organizational strategies.

On another hand, Ausubel (1968) states the importance of active mental participation in meaningful learning tasks in order to be effective and permanent through the use of cognitive techniques. So, to reach it the author make a distinction between meaningful learning and rote learning.

The creation of techniques which help to develop the people's brain is marvelous since they help teachers and students to improve their ability of learning new information and understand it in a better way.

During the implementation of these techniques, the student begins the process of making consciousness about their own learning process. This awareness should also be guided by the teacher through the reflection questions that students are made about how they perceive their performance with the help of these strategies, what strategies seem most appropriate to each, etc.

## **LATERAL THINKING TECHNIQUE**

Lateral thinking is a term that de Bono (1967) coined to describe the process of breaking out of the habitual patterns of linear thought. Lateral thinking encourages you to change the direction of thinking, to look at things in totally different way or to reinterpret what you are looking at in fresh, original or humorous ways.

While Sloane (1965) describe the lateral thinking solves problems through an indirect and creative approach, using reasoning that is not immediately obvious and involving ideas that may not be obtainable by using only traditional step-by-step logic.

### **The way the mind works**

The need for lateral thinking arises from the way the mind works. Though the information handling system called mind is highly effective it has certain characteristic limitations. These limitations are inseparable from the advantages of

the system since both arise directly from the nature of the system. It would be impossible to have the advantages without the disadvantages. Lateral thinking is an attempt to compensate for these disadvantages while one still enjoys the advantages (De Bono, 1970).

### **Difference between lateral and vertical thinking**

Since most people believe that traditional vertical thinking is the only possible form of effective thinking, it is useful to indicate the nature of lateral thinking by showing how it differs from vertical thinking (De Bono, 1970).

De Bono (1970) says: “Vertical thinking is selective, lateral thinking is generative” (p, 30).

Rightness is what matters in vertical thinking. Richness is what matters in lateral thinking. Vertical thinking selects a pathway by excluding other pathways. Lateral thinking does not select but seeks to open up other pathways. With vertical thinking one selects the most promising approach to a problem, the best way of looking at a situation. With lateral thinking one generates as many alternative approaches as one can. With vertical thinking one may look for different approaches until one finds a promising one (De Bono, 1970).

De Bono (1970) states: “Vertical thinking moves only if there is a direction in which to move, lateral thinking moves in order to generate a direction” (p,32).

With vertical thinking one moves in a dearly defined direction towards the solution of a problem. One uses some definite approach or some definite technique. With lateral thinking one moves for the sake of moving (De Bono, 1970).

### **Attitudes towards lateral thinking**



Lateral thinking is not a deliberate way of thinking at all but a creative gift which some people have and others do not.

Some people may be better at lateral thinking just as some people may be better at mathematics but this does not mean that there is not a process which can be learned and used. It can be shown that lateral thinking can make people generate more ideas and by definition gifts cannot be taught. There is nothing mysterious about lateral thinking. It is a way of handling information (De Bono, 1992).

### **Basic nature of lateral thinking**

Lateral thinking is directly related to the information handling behavior of mind.

The need for lateral thinking arises from the limitations of a self-maximizing memory system. Such a system functions to create patterns and then to perpetuate them. The system contains no adequate mechanism for changing patterns and bringing them up to date. Lateral thinking is an attempt to bring about this restructuring or insight function (De Bono, 1992).

### **The use of lateral thinking**

Many people suppose that new ideas mean new inventions in the form of mechanical contrivances. This is perhaps the most obvious form a new idea can take but new ideas include new ways of doing things, new ways of looking at things, new ways of organizing things, new ways of presenting things, new ideas about ideas. From advertising to engineering, from art to mathematics, from cooking to sport, new ideas are always in demand. This demand need not be just a general indication but can be as specific as one likes. One can actually set out to generate new ideas (De Bono, 1970).

## **Problem solving**

A problem is simply the difference between what one has and what one wants. It may be a matter of avoiding something, of getting something, of getting rid of something, of getting to know what one wants. De Bono (1992) describes three-types of problem:

- The first type of problem requires for its solution more information or better techniques for handling information.
- The second type of problem requires no new information but a rearrangement of information already available: an insight restructuring.
- The third type of problem is the problem of no problem. One is blocked by the adequacy of the present arrangement from moving to a much better one.

There is no point at which one can focus on efforts to reach the better arrangement because one is not even aware that there is a better arrangement.

According to De Bono (1992) the problem is to realize that there is a problem to realize that things can be improved and to define this realization as a problem.

- The first type of problem can be solved by vertical thinking.
- The second and third type of problem require lateral thinking for their solution.

Perceptual choice is the natural patterning behaviour of mind. Instead of accepting the packages provided by perceptual choice and going ahead with logical or mathematical processing one might want to process the packages themselves. To do this one would have to use lateral thinking (De Bono, 1992).

## **Lateral Thinking Skills**

As Moseley et al. (as cited in Nageswari, Ravikumar and Jayamani, 2016), states thinking is a human activity that involves cognition (knowing), affect (feeling) and conation (wanting and willing). The target learners have a notion of powerlessness towards foreign language acquisition and they require something to try possible ways to attain foreign language proficiency. The notion “it is impossible” is prevalent in their mind. Replacing the word “is” with “can be” (de Bono, 1992, p. 62) is needed to change the belief and attitude of the target learners.

The mind has a built-in inertia that opposes the change in the fettered pattern of mind, so it is necessary to escape from the old patterns to create new sequences. Lateral Thinking is needed to break the tentative pattern that was set up by the sequence of experience.

Lateral Thinking does not develop the ideas of extreme evaluation on a single view but accommodates change in the pattern of the mind based on the situation. It has the ability to move across the patterns instead of moving along the track of normal thinking (De Bono, 1992). It is the reason that the use of Lateral Thinking skills is suggested as a mediating tool to repair the existing concepts and perception of the learners.

### **Lateral thinking factors for target learners**

De Bono (as cited in Nageswari et al, 2016), states that lateral thinking factors such as concept formation and provocation were considered in the study. They could help the learners to cut across the patterns in the self-organising system and change the old perception according to the situations, thereby maximising the self-esteem of the person.

### **Concept Formation**

The concept formation factor either creates concepts or extracts better ideas from a number of ideas based on the demand. Once the concept is formed; the factor strengthens and encourages it for action.

### **The Factor “Challenge”**

“Challenge is one of the most fundamental processes of lateral thinking” (De Bono, 1992; p. 314). It considers the existing approach as one of the approaches to be tried, and looks for better ways to allow the mind to free itself from past concepts through continuity. It challenges the shaping factors of ideas such as dominating concepts, boundaries, essential factors and polarisations to discharge the mind from fixed patterns (Nageswari et al, 2016).

Lateral thinking is closely related to insight, creativity and humour. All four processes have the same basis. But whereas insight, creativity and humour can only be prayed for, lateral thinking is a more deliberate process. It is as definite a way of using the mind as logical thinking but a very different way.

Nageswari et al, (2016), claims that lateral thinking is closely related to creativity. But whereas creativity is too often only the description of a result, lateral thinking is the description of a process. One can only admire a result but one can learn to use a process. There is about creativity a mystique of talent and intangibles.

Lateral thinking is concerned with the generation of new ideas. There is a curious notion that new ideas have to do with technical invention. This is a very minor aspect of the matter. New ideas are the stuff of change and progress in every field from science to art, from politics to personal happiness (Bono, 1970).

### **Alternatives**

The very word “Lateral” suggests the movement sideways to generate alternative patterns. Alternatives produce as many different plans as possible. The purpose of the Lateral alternative search is to loosen up the rigid patterns to promote new ones. It is not a matter of finding out a number of suitable fixed points (Nageswari et al, 2016).

### **Fractionation**

It helps to generate alternatives. It looks for a standard view of the situation and provides material to stimulate a restructuring for the situation. “The purpose of the fractionation is to escape from the inhibiting unity of a fixed pattern to the generative situation of several fractions” (De Bono, 1990, p.140).

### **Provocation**

It hunts for the perceptions to move it away from the usual directions and involves the mechanism of escape from one pattern to another. It can be obtained either deliberately or in the course of thinking or through conversation (Nageswari et al, 2016).

### **Lateral thinking and Mindset**

Learners believe about their abilities play a significant role in language learning which is called as a mindset. Mindset affects the whole system of the individual and has the ability to interact with all the key factors of the mind of mind as strategies, motivation, personality, proficiency, self-concepts and aptitudes (Nageswari et al, 2016).

Moreover, any person who believes that natural talent is the gift needed for successful learning has a fixed mind set and a person who believes in his efforts and

hard work to reap the fruits of success has a growth mind set (Mercer & Ryan, 2010).

In addition, Dweck (2002), found evidences for different mindsets across the domains such music, sports, geography and language learning. Similarly, learners have different mindsets across the domains in the aspects of language learning. Learner's beliefs about their speaking skills differ from their writing skills.

### **Techniques**

In the words of De Bono (1992), Lateral Thinking could be used either as a set of systematic techniques to change concepts and perceptions or as a number of possibilities and approaches to generate a new perception. This research work used Lateral Thinking as a technique to change the perception of the mind.

The purpose of the formal techniques is to provide an opportunity for the practical use of lateral thinking so that one may gradually acquire the lateral thinking habit. Each section is divided into two parts. The first part is concerned with the nature and purpose of the technique. The second part consists of suggestions for the actual practice of the technique in a classroom or other setting (De Bono, 1970).

### **The generation of alternatives**

Lateral thinking is concerned with exploring these other ways by restructuring and rearranging the information that is available. The very word lateral suggests the movement sideways to generate alternative patterns instead of moving straight ahead with the development of one particular pattern.

### **Pictures**

Photographs from newspapers or magazines are the most easily available source of pictures. The difficulty is to make them available to a large group. This could be done by getting individual copies of a newspaper and keeping them until the material is out of date. (De Bono, 1970).

Pictures can be used in two ways:

- To describe what you think is happening in that picture.
- To describe three different things that could be happening in that picture.

**In method 1** the teacher uses an ambiguous picture and asks each person to make his own interpretation. At the end he collects the interpretations. Variability between individual interpretations shows the alternative ways of looking at the picture. The teacher is careful not to judge which way is best or why one way is unreasonable. Nor does he reveal what the picture was actually about. He can conveniently have forgotten this.

**In method 2** the students are asked to generate a quota of different interpretations. If the students tend to be blocked by the most obvious interpretation and are unwilling to guess at any others then they may be allowed to list the interpretations in order of likelihood. In addition, the teacher throws in some outlandish suggestions about the particular picture being used in order to suggest what is required.

Examples:

- A photograph showing a group of people wading through shallow water. They are not dressed for paddling. In the background appears to be a beach. The following interpretations were received.
- A group of people caught by the tide. People crossing a flooded river. People wading out to an island or sand spit. Wading through

flood water. People wading out to a ferry boat which cannot come inshore. People coming ashore from a wrecked boat.

### **Written material and Stories**

Stories may be obtained from newspapers or magazines or even from books that are being used elsewhere in the curriculum. By story is not meant a tale but any written account (De Bono, 1970).

Stories may be treated in the following ways:

- Generate the different points of view of the people involved.
- Change what is a favourable description to an unfavourable one not by changing the material but by changing the emphasis and looking at it in a different way.
- Extract a different significance from the information given than that extracted by the writer.

Example:

Newspaper story of an eagle that has escaped from the zoo and is proving difficult to capture. It is perched on a high branch and is resisting the efforts of the keepers to lure it back to its cage.

**Alternatives:**

**The point of view:** the bird may fly away and get lost or shot unless it is coaxed back soon. It is uncomfortable having to climb up trees after the bird and one feels a bit of a fool. Someone is to blame for having let it escape (De Bono, 1970).



**The point of view:** the longer the bird stays out the better the story. Can one get close enough to get a good picture? One ought to find some other interest such as different people, ideas on how to catch the bird.

**The point of view:** wondering what all the fuss is about. Strange feeling not to be in a cage. Getting rather hungry. Not sure in which direction to fly (De Bono, 1970).

**The point of view:** hoping the eagle will fly away and be free for evermore. Amused to see the strenuous efforts being made to catch the bird. The eagle looks so much better out on its own than inside a cage. Perhaps one could show how clever one was by catching the bird when no one else could (De Bono, 1970).

### **Why Lateral Thinking Skills**

The target learners have a notion of powerlessness towards second language (L2) acquisition and they require something to try possible ways to attain L2 proficiency. The notion 'it is impossible' is prevalent in their mind. Replacing the word 'is' with 'can be' (De Bono, 1992, p. 62) is needed to change the belief and attitude of the target learners. The mind has a built-in inertia that opposes the change in the fettered pattern of mind, so it is necessary to escape from the old patterns to create new sequences. Lateral Thinking (LT) is needed to break the tentative pattern that was set up by the sequence of experience. LT does not develop the ideas of extreme evaluation on a single view but accommodates change in the pattern of the mind based on the situation (Jayamani, Nageswari, Ravikumar, Stephen, & 3#, 2016).

### **Lateral Thinking Factors for Target Learners**

Lateral thinking factors such as concept formation, challenge, alternation, fractionation and provocation were considered in the study. They could help the learners to cut across patterns in the self-organising system (De Bono, 1992) and

change the old perception according to the situations, thereby maximising the self-esteem of the person. (Jayamani et al., 2016)

## **Materials and Methods**

The Task Based approach was used to attain the objectives of the study “Task based approach to language teaching and learning looks at communicative knowledge as a unified system where there are communication tasks which focus upon the actual sharing of meaning through spoken or written communication” (Foley, 1991).

When an individual faces a task, he externalizes the inner order to regulate himself. It shows that the self-regulated individual has the access to object too accept the regulations when he faces the tasks.

The designed activities were related to oral skill of foreign language. They included pair and group activities. Stensko and Arieivitch (1997), stated that “psychological process emerges first in collective behavior, in co-operation with other people and only subsequently becomes internalized as the individual’s own possession” (p. 161).

Each activity had the objective of implementing lateral thinking technique to change the mindset of the learners. Additionally, each task incited learners to voice their background knowledge and social experience to participate in the classroom activities. The tasks were designed by folloeing the specific norms indicated by Nunan (2004), Nunan (1989), Ellis (2003), Skehan (2001), Skehan (1998), Brown (1984), and Prabhu (1987).

### **Activities:**

**Task 1:** Clips from cartoon movies, with subtitles, were shown. The learners will be asked to note down the functional words used in the scene, the specific

scenes were shown twice. They will be asked to imagine, if the same situation happened to them, what would their reaction be and they will be also asked to frame dialogues for the same. The learners will be asked to use the noted functional words in the script. Their dialogues will be checked and appreciated.

Example:

- Have you ever been in the middle of greenery as shown in the clip?
- Have you ever been scared of anything as shown in the Lion King?

**Task 2:** Three clips of cartoon movie will be shown without subtitles. The learners will be asked to enact situations related to the scenes that were shown.

**Task 3:** The learners will be asked to enact open-ended situations given by the teacher.

Example:

- Early morning you are going for a walk.....
- You are having your lunch....

**Task 4:** Learners will be asked to enact any simple situations relating to real life using the foreign language. (teacher do not give any topics for this task).

### **2.3.2 Main Categories of Dependent Variable: Oral Skill**

#### **ENGLISH AS A FOREIGN LANGUAGE**

Communication and cultural awareness. The teacher should attempt to introduce learners to various cultural contexts in order to better understand their own culture and that of others, through the lens of foreign language acquisition. Learners can practice ways to introduce themselves and talk about themselves in order to develop a sense of identity, similar to and different from others'. Various cultures and contexts should be used as examples in the classroom so that English as a Foreign Language for Subnivel Elemental of Educación General Básica ENGLISH AS A

FOREIGN LANGUAGE 49 Educación General Básica Elemental learners, from an early age, can develop the sense of belonging to a diverse, global community, both at a national level as well as an international level (Ministerio deEducacion, 2016).

It is defined to learning a foreign language that is not native, is different from the language spoken in the country. In English it is known as "EFL" (English as a Foreign Language) or L2 (second language).

Martin, S (2014, p. 16) states that the language is not a simple way communication. It is a fundamental attribute of cultural identity and empowerment, both either individually or in groups. Most speakers, minority and indigenous peoples have the right to have their own varieties which must be respected and promoted.

UNESCO plays a central role in providing international standard systems for education on the important issue of which language should be used as medium of instruction. In the last sixty years, a number of declarations on the rights of children in early education, the role of the mother tongue and linguistic diversity have been used. UNESCO also is strongly committed to promoting the use of the language of the child as medium of instruction in the early years of their schooling (Ministerio deEducacion, 2016).

Many factors contribute to the market for Teaching English as a Foreign Language  
The historical factor offers the legacy of the old British Empire that took the language around the world. The political factor gives the current dominance of the USA. Science and technology have developed with English at the forefront. In addition, there's a need for a global language to make international communications smoother, and tools such as the worldwide web truly accessible around the planet. These days English is viewed as a language which gives you access to the world. Some want to study at prestigious English-speaking universities; some want a highflying career with international connections. Others just want a better chance

in life and move to wherever the money seems to be, and then again, some just love Hollywood, international rock stars or their English girlfriend. Even the free-spirited backpackers need English to get by in far-flung lands (Ministerio de Educacion, 2016).

## **LANGUAGE PROFICIENCY**

You can say that language proficiency is one that allows the speaker of a language understanding and producing a number of grammatically correct sentences. Also, it is the ability to use words effectively in oral or written form, including the ability to use syntax, phonetics, semantics and pragmatics of language (Gardner, 1985).

There are many languages around the world and to learn them is necessary to learn its grammatical rules in order to learn it correctly. When people start learning English language is a little confuse because the rules change in a big way. That is why people must learn since basic rules to the hard ones.

## **LINGUISTIC SKILL**

Each of the four areas of language proficiency involves a variety of microskills. These skills are often overlooked by teachers as an area of instructional focus; however, ELLs may not have had opportunities to acquire these skills. They may need direct instruction and time to use the skills in order to fully participate in the classroom lessons. Examples of microskills in each area are provided below, although the lists are by no means comprehensive (Brown, 2010).

### **Speaking:**

- Produce chunks of language of different lengths.
- Produce English stress patterns.
- Use an adequate number of words to accomplish purpose.
- Monitor oral production and use strategic devices (e.g., pauses, fillers, selfcorrections, and backtracking) to enhance the clarity of the message.

- Use grammatical word classes (e.g., nouns and verbs), systems (e.g., tense, agreements, and pluralization), word order, patterns, rules, and elliptical forms.

### **Writing:**

- Produce an acceptable core of words and use appropriate word order patterns.
- Use acceptable grammatical systems.
- Use cohesive devices in written discourse.
- Use the rhetorical forms and conventions of written discourse.
- Appropriately accomplish the communicative function of written texts according to form and purpose.

When we learn a language, there are four skills that we need for complete communication. When we learn our native language, we usually learn to **listen** first, then to **speak**, then to **read**, and finally to **write**. These are called the four "language skills" (Brown, 2001).

### **How the Four Skills Became Separated**

Contemporary methods for teaching second and foreign languages in the U. S. and the U. K. have followed two distinctly different routes, primarily due to the divergent histories of the two countries during the second half of the 20th century. The reasons for separating or integrating the teaching of the four skills in the U. S. and the U. K. are reviewed in turn and in their historical contexts.

In the U. K., the separation of the four skills had to do with the utilitarian purposes of language teaching, rather than with matters of a particular methodology. According to Howatt and Widdowson (as cited in Hinkel, 2004), the period immediately after World War II was characterized by "continuation and consolidation rather than change" in English language teaching (ELT). Generally speaking, prior to the late 1950s, much of the British work in second or foreign

language pedagogy was devoted to teaching English to school-age children in the colonies. Thus, teaching efforts were largely directed toward learners outside the U.K. without much prominence attached to listening and speaking skills, but with a primary instructional focus on learning grammar needed for translating written texts. The teaching of English as a second-- rather than a foreign-language was conducted primarily in London, and second language teaching and learning there required listening and speaking skills, essential in basic communication and routine interactions (Hinkel, 2004).

When you learn a language, you develop both **receptive skills** and **productive skills**.

Skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message.

Productive skills are speaking and writing. You use the language that you have acquired and produce a message through speech or written text that you want others to understand. When you learn a language, you develop both receptive skills and productive skills. Receptive skills include understanding when you listen and when you read. You receive the language and decode the meaning to understand the message. Productive skills are speaking and writing. You use the language that you have acquired and produce a message through speech or written text that you want others to understand (Blogs.mtroyal, 2016).

## **PRODUCTIVE SKILLS**

Communication skills comprise receptive skills and productive skills. Listening and reading are receptive skills while speaking and writing are productive skills. Receptive skills are these in which students receive and process the information but do not need to produce a language to do this, while productive skills require the production, for instance, a speech (Harmer, 2007).

The English language has four skills which is divided in two groups, the productive and receptive ones. The productive skills are listening and reading and the receptive ones are speaking and writing. Those skills need to be developed one by one in order to acquire the language correctly. Writing and speaking are productive skills. That means they involve producing language rather than receiving it. Actually, we can say that writing involves communicating a message by making signs on a page.

## **SPEAKING**

Speaking is a productive skill, like writing. It involves using speech to express other meanings to other people. Interaction is two-way communication that involves using language and body language to keep our listener involved in what we are saying and to check that they understand our meaning. Examples of these interactive strategies are: making eye contact, using facial expressions, asking check expressions, clarifying your meaning, confirming understanding. We also speak with fluency and accuracy. Fluency means speaking at a normal speed, without hesitation, repetition or self-correction, and with smooth use of connected speech. Accuracy in speaking is the use of correct forms of grammar, vocabulary and pronunciation. When we speak, we use different aspects of speaking depending on the type of speaking we are involved in (Aguilera, 2012).

The speaking skill is the one people need to show their fluency and accuracy at the moment of use the language in order to communicate. To get it is necessary to develop this skill through some activities that help them to improve their grammatical errors, pronunciation and so on. It is because people need to share the information clearly and in an understandable way making other people get the message.

However, according to Nunan (2010) listening is a six-staged process, consisting of Hearing, Attending, Understanding, Remembering, Evaluating and Responding. These stages occur in sequence and rapid succession.



- The first one is Hearing and has to do with the response caused by sound waves stimulating the sensory receptors of the ear; hearing is the perception of sound, not necessarily paying attention, you must hear to listen, but you need not listen to hear. For this, we have Attention. It refers to a selection that our brain focuses on. The brain screens stimuli and permits only a select few to come into focus.
- The second stage is Understanding, which consists of analyzing the meaning of what we have heard and understanding symbols we have seen and heard. We must analyze the stimuli we have perceived. Symbolic stimuli are not only words, they can be sounds like applause or even sights, like a blue uniform that have symbolic meanings as well. To do this, we have to stay in the right context and understand the intended meaning.

The next step, Remembering, is an important Listening process because it means that an individual, in addition to receiving and interpreting the message, has also added it to the mind's storage bank, which means that the information will be remembered in our mind. But just as our attention is selective, so too is our memory, what is remembered may be quite different from what was originally heard or seen. In the penultimate stage, Evaluating, the listener evaluates the message that has been received. It is at this point when active listeners weigh evidence, sort fact from opinion and determine the presence or absence of bias or prejudice in a message (Nunan, 2010).

The effective listener makes sure that he or she does not begin this activity too soon, as beginning this stage of the process before a message is completed results in no longer hearing and attending to the incoming message and, as a result, the listening process ceases.

Finally, we have responding, a stage in which, according to the response, the speaker checks if the message has been received correctly. This stage requires that the receiver complete the process through verbal or nonverbal feedback, because the speaker has no other way to determine if a message has been received. Therefore, it is sometimes complicated as we do not have the opportunity to go back and check comprehension (Aguilera, 2012).

As it was mentioned before to develop the speaking skill is necessary to practice through some activities which help students improve it. To speak in English is difficult since we must consider the correct use of grammar, the appropriate use of vocabulary and the pronunciation to make the message clear.

## **WRITING**

To write we need a message and someone to communicate it to. We also need to be able to form letters and words, and to join these together to make words, sentences or a series of sentences that link together to communicate that message. Writing involves several subskills. Some of these related to accuracy, that is to say, using correct forms of language.

Aguilera (2012), says that writing accurately means spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly and using paragraphs correctly. But writing isn't just about accuracy. It is also about having a message and communicating it successfully to other people. To do this, we need to have enough ideas, organise them well and express them in an appropriate style.

According to Grossmann (2009), writing can take many forms, including anything from a shopping list, acting as an aide-memoire, through letters, both formal and

informal, to academic texts like this essay. However, Harmer (1998) noted that, writing is a basic skill, students should know how to write letters, how to put reports together. Moreover, they should know how to write using electronic media.

Writing skill is another important one of the English language since the use of grammar, the vocabulary and spelling are important here. It is necessary to practice it since there are many different kinds of writings, so students must identify the lecturer before starting to write. The message must be clear to not confuse the reader.

## **ORAL SKILL**

Speech is primary; the crucial function of language is for interaction and communication. We speak when we want to express our ideas, opinion, and desires and to establish social relationship and friendship. In our spoken communication we use 'transactional language' or 'interactional language'. The transactional language contains information. It is also for conveying a message as interactional language.

Ur (as cited in Bashrin, 2013) said that, "Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning" (p.48). Furthermore, according to Gower, Philips and Walters (as cited in Bashrin, 2013) every opportunity for speaking in classroom should be taken. It can be done by trying to communicate that students realize their need for language and by speaking that they increase their fluency and confidence.

Moreover, according to Nunan (1989), to be successful in acquiring the speaking skill in the target language, the following sub skills should be developed:

1. The ability to articulate phonological features of the language comprehensively
2. Expertise on stress, rhythm, intonation patterns

3. An acceptance degree of fluency
4. Transactional and interpersonal skills
5. Skills in talking short and long speaking turns
6. Skills in the management of interaction
7. Using appropriate formulae and fillers

Otherwise, Gower (1995) there are two different aspects of speaking:

- **Accuracy:**

“Accuracy involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important.” (Gower, et al. 1995, p.99). In speaking, accuracy is very important and teachers should encourage the students for the correct use of language. However, teachers should not be too focused on accuracy because if they become very particular about producing correct language from the beginning, then students might never become confident in their speaking. For that reason, Gower et al. (1995) suggested that, on particular activity teacher should make it clear to students in which areas accuracy is expected, and to what extent.

- **Fluency:**

Gower et al. (1995) “Fluency is the ability to keep going when speaking spontaneously.” (p.100). As the main aim of fluency is to give the students the opportunity to speak so, Scrivener (as cited in Gower et al, 1995) suggested that, teachers should reduce their talking time (Teachers talk time, TTT) to give the students more space to talk. He also added that, if the teachers correct students middle of a fluency task it can interrupt the flow of speaking and students often find it hard to continue after a correction, whilst others in class may become more reluctant to speak for fear of similar interruption. So, teachers should give a proper instruction before an accuracy-focused work or a fluency-focused work. When dealing with the beginner level students, at first

teachers should focus on accuracy and gradually for improving fluency they should give them the chance to speak spontaneously without worrying about mistakes.

On the other hand, oral skill has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy & EL Menoufy, 1994).

Developing speaking skills is of vital importance in EFL/ESL programs. Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia, 2001).

In English spoken classes or school, learners should have given opportunities to speak, because speaking skills can be developed only through engaging the learners in the act of speaking and interacting only. Most of the time we ponder over the classes' teacher tends to neglect the speaking skill that has to use by learner. The teacher should give more opportunity to interact only in English language not mother tongue (Mundhe, 2015).

**Activities:**

Role-play is a technique that can use to make the students use language and thereby develop spoken skills. It can offer enjoyment and a mental escape from classroom. Free role-play, in this type the guidance is oral and the students will have to develop their own scene. An advantage is that weaker students can restrict themselves to a few simple exchanges. Learner should be encouraged to talk about short story and take a part debate and discussion and teacher can help them with stimulating questions or clues. Learners are encouraged to converse on topics of interest in classes. Mock interviews can arrange once a while. Arranging mock parliament sessions is a common activity in many colleges these days (Mundhe, 2015).

Oral skill is part of the four skills that all human beings develop. Furthermore, it is defined as a set of techniques used to properly communicate with others verbally. Paralinguistic features are required to complete its final meaning. To communicate verbally voice, diction, fluency, volume, rhythm is needed. Clarity,

## **2.5 Hypothesis**

The lack of use of methods, strategies and innovative techniques is a problem that affects not only learning a foreign language but also affects student performance because unable to communicate fluently cannot develop their verbal ability and future will be withdrawn without the typical student orientation, you will fear and hate the language and that is why the absence of students in classes.

## **2.6 Identification of Hypothesis Variables**

**Independent Variable:** Lateral Thinking Technique

**Dependent Variable:** Oral Skill

## **CHAPTER III**

### **Methodology**

#### **3.1 Approach**

This research was carried out in the Unidad Educativa Mayor Ambato which had a qualitative approach since through the surveys applied the data was examined numerically which was showed in a statistical table to analyze and interpret the result obtained and a qualitative approach since the problem needed a deep research because the hypothesis must be proved to show its veracity.

#### **3.2 Basic method of investigation**

##### **Field Research**

It is a field research since it was made in the Unidad Educativa Mayor Ambato, with the student of eight year of General Basic Education, where there was a direct contact between the researcher and the involved people in order to get main information according to the objectives of this research project.

##### **Bibliographic – documentary**

It is a bibliographic research because the objective of investigate the Lateral Thinking Technique was found with the analysis of concepts and different theories from different authors, obtained through documents, articles from the Internet as well as investigative sources to get a clear and concise idea about the information.

#### **3.3 Level or type of research**

##### **3.3.1 Level Exploration**

According to Namakforoosh (2005), the purpose of the exploratory research is to perceive a general perspective of a problem. So, this research is the exploratory level because there was not enough information about the problem, there were inconvenient that caused this trouble. That is why it wants to generate a best level of familiarity between the Lateral Thinking Technique and its impact on the development of oral skill of English language.

### **3.3.2 Descriptive Level**

The descriptive case study will require a theory to guide the collection of data Yin (1993) states that “this theory should be openly stated in advance and be the subject of review and debate and later serve as the ‘design’ for the descriptive case study. The more thoughtful the theory, the better the descriptive case study will be” (pag, 22). That is the reason it is a descriptive research because the researcher observed and described the characteristics of the studied phenomenon in students of eighth year of General Basic Education of the Unidad Educativa Mayor Ambato. In addition, the author described the current situation, the problems and obstacles that students have when they try to communicate, share their ideas or opinions by using the English language.

### **3.4 Population and sample**

According to Fuentelsaz & Pulpón (2006), a population is the set of individuals that share some specific characteristics; these features are which the researcher wants to study. According to Icart, when the number of the individuals is known, it is called "Finite population". The present research works with a finite population of 50 individuals which students of the eighth year of General Basic Education. Moreover, the research needed information through surveys applied to all the students. Furthermore, 2 teachers were considered to this research. These teachers have worked with the students of eighth year of General Basic Education.



**Chart 1: Population**

<b>Description</b>	<b>Number</b>	<b>Percentage</b>
Students Round	50	97%
Teachers	2	3%
Total	52	100%

**Source:** Direct Research

**Produced by:** Ramos, A. (2017)



Lateral thinking is concerned with the generation of new ideas.	Generation of new ideas	Ability to create new ideas		
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**Source:** Theoretical Framework  
**Produced by:** Ramos, A. (2017)

**Dependent variable: Oral Skill**

**Chart 3: Operationalization of the dependent variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	BASIC ITEMS	TECHNICAL AND INSTRUMENTS
<p>It is a productive ability which let humans communicate with each other verbally or spoken to express their ideas, feelings, and needs.</p>	<p>communication skills</p> <p>Oral expression</p>	<p>Ability to easily communicate</p> <p>Ability to communicate and receive messages spoken</p>	<p>Do you think is it necessary to develop the Oral skill of English language?</p> <p>Does the teacher let you participate in Oral activities?</p> <p>Does the teacher use simple words to make the message understandable?</p> <p>Does the teacher assign enough time for the development of oral activities?</p> <p>Does your teacher motivate you to communicate in classes using the foreign language instead of native one?</p>	<p><b>Technique:</b></p> <p>Survey</p> <p><b>Instrument:</b></p> <p>Questionnaire</p>

**Source:** Theoretical Framework  
**Produced by:** Ramos, A. (2017)

### 3.6. Information collection plan

The application of a survey was useful since it helped to notice that the Lateral Thinking Technique for the development of the Oral skill is not used in the Unidad Educativa Mayor Ambato. This tool helped to get important and relevant information. For this reason, the tools mentioned before were applied to students and teachers. First of all, the survey was applied to the teachers, the questions were of multiple choice in which the answers were: always, sometimes, never. Second, the application of the observation sheets had multiple choice answer: always, sometimes and never by using the same questions of the teacher as a model.

**Chart 4: Information collection plan**

<b>Questions</b>	<b>Explanation</b>
1.- For what?	To achieve the research objectives.
2. - To what people or objects?	To the students of the eighth year of Basic General Education
3.- On what aspects?	The Lateral Thinking Technique and the development of oral skill of English language.
4.- Who?	The researcher: Andrea Estefanía Ramos Ochoa
5.- When?	During the academic period 2017-2018
6.- Where?	Unidad Educativa Mayor Ambato
7.- How often?	Two times
8.- What collection technique?	Surveys
9.- In what situation?	In the hours available for research

**Source:** Direct Research

**Produced by:** Ramos, A. (2017)

#### 3.6.1 Validity

Before the application of the survey, the researcher asked teachers for some corrections and recommendations to improve the questionnaire. As a result, these

modifications allowed correcting slips, any spelling and grammar mistakes in order to make the questions clear, precise and simple to answer, especially for students

### **3.6.2 Reliability**

To verify the reliability of the items of the questionnaire, a pilot test to 8 students was applied, this allowed to know the reliability of the questionnaire based on the results. It was because a Cronbach Alpha coefficient was applied to verify the items. González and Pazmiño (2015) refer to the Cronbach Alpha as a coefficient used to evaluate the degree of reliability of the items of an instrument like tests or questionnaires. So, the result was 0,77, it showed that the instrument is reliable.

### **3.7 Information Processing Plan**

A process was followed in order to do the research work in an organized way.

To apply a survey, it was necessary to get an authorization by the Institution's authorities. Then, as it was authorized a collaboration by the teacher and students. As a result, the survey was applied to students of eighth year of General Basic Education at Unidad Educativa Mayor Ambato.

Previously the application of the survey, the researcher gave a brief and theoretical explanation about the technique in order to explain students the main characteristics of it. After, the collected information was analyzed.

In this step the survey was elaborated, which facilitated to obtain the information that was required to this research work. Specifically, it was applied a scale type questionnaire which is structured of closed questions, and alternatives as Likert scale, the same ones which has as options for the answers three alternatives:

- Always

- Sometimes
- Never

So, the different items in the questionnaire; which was the instrument to get information, showed different percentages. They were analyzed using statistical techniques and represented in a graphic form in order to visualize them in a better way.

It is necessary to mention, that the obtained results through the survey were of qualitative and quantitative nature, the same that were used to elaborate the chapter 5. It means the results were used by the researcher to establish conclusions and recommendations. That is why the results helped to verify the veracity of the raised hypothesis.

**Chart 5: Calculation of Cronbach's Alpha**

	Item 1	Item 2	Item 3	Item 4	Item 5	Item 6	Item 7	Item 8	Item 9	Item 10	TOTAL
Individual 1	2	3	3	3	3	3	2	2	3	3	27
Individual 2	3	2	3	3	3	3	3	3	3	3	29
Individual 3	3	3	3	3	2	3	3	3	3	3	29
Individual 4	3	2	3	3	3	3	2	2	3	3	27
Individual 5	3	3	3	3	2	3	3	3	3	3	29
Individual 6	2	3	3	3	2	3	3	3	2	3	27
Individual 7	3	3	3	2	2	2	3	2	3	2	25
Individual 8	3	3	3	3	3	3	2	2	3	3	28
Variations	0,214	0,214	0	0,125	0,286	0,125	0,268	0,286	0,125	0,125	1,982

Alternatives	Value
Always	3
Sometimes	2
Never	1

	Fa	%
Always	20	0,833
Sometimes	4	0,167
Never	0	0,000
Total	24	1,000

Source: Pilot Test

Produced by: Ramos, A. (2017)



## **CHAPTER IV**

### **ANALYSIS AND INTERPRETATION OF RESULTS**

#### **4.1 Analysis of the results**

It is important to mention that teachers were the first resource of information for the researcher. In fact, this information allowed the author detecting the raised problem, causes and effects of it and in this way proceed to the realization of this investigative work.

Before the application of the survey the researcher explained all the questions to the students; it was because some students had some doubts about the questionnaire. Then, the following questionnaire was applied with the purpose of knowing the influence of the lateral thinking technique in students of eighth year of General Basic Education at Unidad Educativa Mayor Ambato. The survey was applied to a total of 48 students and two teachers of the subject of English language. Moreover, the results were shown with graphics called Pie chart templates which were reproduced by Excel. The results were interpreted in every question in a detailed manner with numerical values. It was analyzed by the researcher with a critical thinking.

#### 4.1.1 Survey directed to students

**Questions 1:** Do you think is it necessary to develop the Oral skill of English language?

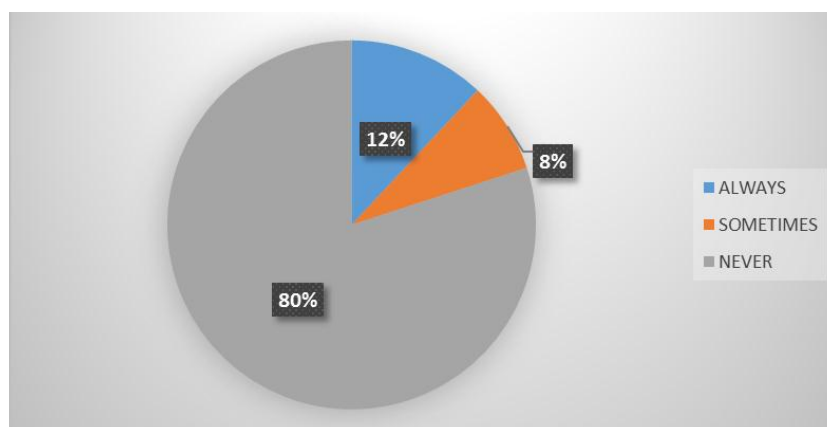
**Chart 6:** Importance of the development of oral skill

ALTERNATIVE	FRECUENCY	PERCENTAGE
ALWAYS	6	12%
SOMETIMES	4	8%
NEVER	40	80%
TOTAL	50	100%

**Source:** Unidad Educativa Mayor Ambato

**Produced by:** Ramos, A. (2017)

**Graphic 3:** Importance of the development of oral skill



**Source:** Unidad Educativa Mayor Ambato

**Produced by:** Ramos, A. (2017)

#### Analysis and Interpretation

This item determines that 4 students who represent the 8% affirm that it is **sometimes** necessary to develop the oral skill in classes, 6 students who represent 12% agree that it is **always** necessary to develop the oral skill of English language. Finally, 80% which is represented by 40 student shows that it is **never** necessary to develop the oral skill of English Language.

According to the information already determined, I could interpret that not all students are interested in the development of the oral skill of English Language and

use it as a tool of communication inside the classroom. As a result, it could affect in the future since it could be difficult for teachers detect the capacities and weakness of students in oral skill.

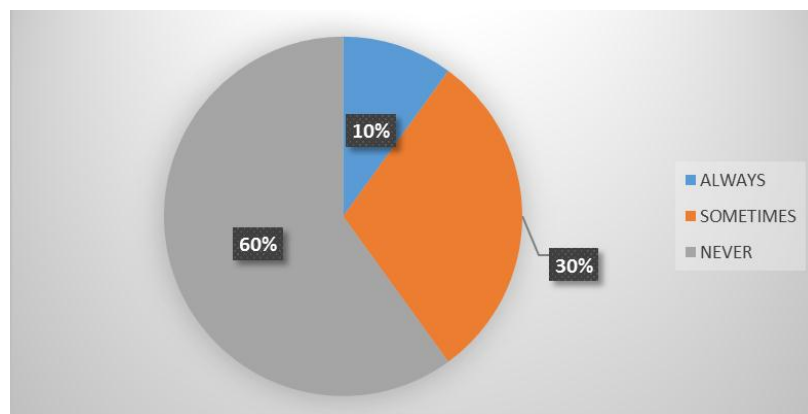
**Questions 2:** Does the teacher motivate you to communicate in classes using the foreign language instead of native one?

**Chart 6:** Motivation to use the foreign language

ALTERNATIVE	FRECUENCY	PERCENTAGE
ALWAYS	5	10%
SOMETIMES	15	30%
NEVER	30	60%
TOTAL	50	100%

**Source:** Unidad Educativa Mayor Ambato  
**Produced by:** Ramos, A. (2017)

**Graphic 4:** Motivation to use the foreign language



**Source:** Unidad Educativa Mayor Ambato  
**Produced by:** Ramos, A. (2017)

### Analysis and Interpretation

According to graph # 2 the 30% of population which represent 15 students think that **sometimes** teachers motivate them to use the sforeign language instead of the native one. On the other hand, the 10%, 5 students agree that teachers **always** motivate them to use the foreign language. Finally, 30 students who is the 60% think that the teachers **never** motivate them to use the foreign language instead of the native one.

According to this information, few students say that their teachers motivate them to communicate using English language in classes. However, the majority of them say the teacher do not motivate students to use the foreign language to communicate inside of the classroom.

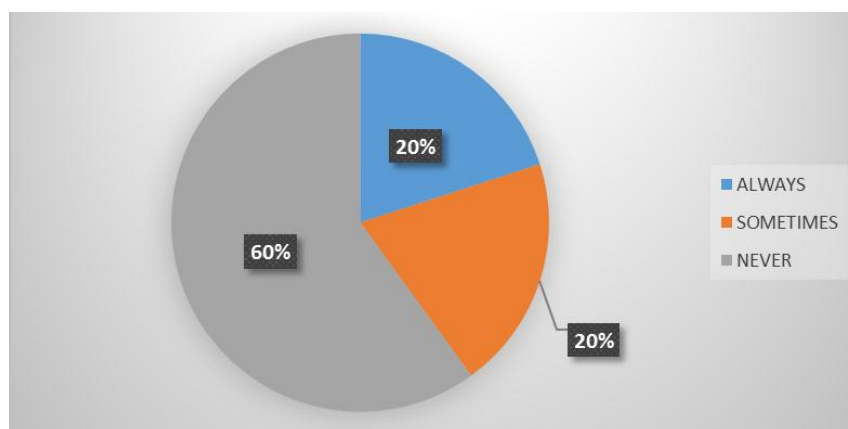
**Questions 3:** Does the teacher ask you participate in Oral activities?

**Chart 7:** Participation in oral activities

ALTERNATIVE	FRECUENCY	PERCENTAGE
ALWAYS	10	20%
SOMETIMES	10	20%
NEVER	30	60%
TOTAL	50	100%

**Source:** Unidad Educativa Mayor Ambato  
**Produced by:** Ramos, A. (2017)

**Graphic 5:** Participation in oral activities



**Source:** Unidad Educativa Mayor Ambato  
**Produced by:** Ramos, A. (2017)

### **Analysis and Interpretation**

The 20% which represent 10 students, say that teachers **sometimes** make them to participate in oral activities while 10 students which is the 20% say that teachers **always** make them to participate in oral activities. However, the 60%, 30 students say that teachers **never** make them to participate in Oral activities.

It could be interpreted that teachers make students are part of oral activities. However, not all of them can be part of it. It could be because of the time or because the same students participate in different kinds of oral activities.

**Questions 4:** Does the teacher assign enough time for the development of oral activities?

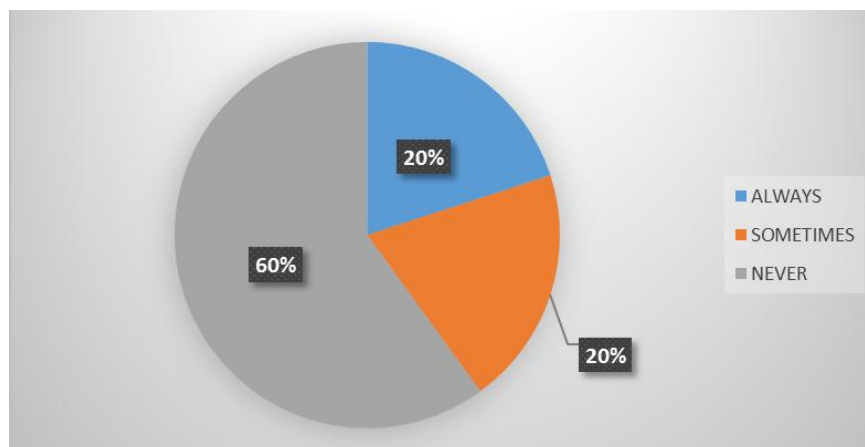
**Chart 8:** Enough time for developing the oral skill

ALTERNATIVE	FRECUENCY	PERCENTAGE
ALWAYS	10	20%
SOMETIMES	10	20%
NEVER	30	60%
TOTAL	50	100%

**Source:** Unidad Educativa Mayor Ambato

**Produced by:** Ramos, A. (2017)

**Graphic 6:** Enough time for developing the oral skill



**Source:** Unidad Educativa Mayor Ambato

**Produced by:** Ramos, A. (2017)

### Analysis and Interpretation

According to graph # 4 the 20% of students, which are 10 students, the teachers **sometimes** assign enough time for the development of the oral skill. On another hand, 10 students, the 20% agree that teachers **always** assign enough time for the development of oral skill and 60%,30 students say that teachers **never** assign enough time for the development of Oral skill.

The information which was gotten, help us to understand why all students cannot participate in every single activity teachers do.

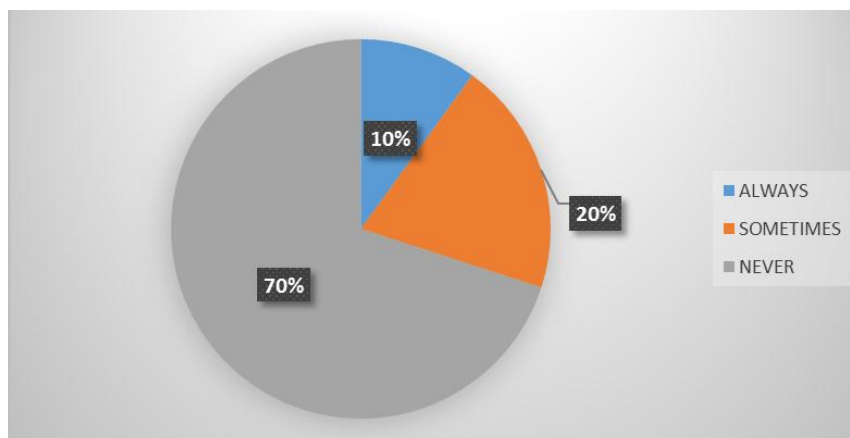
**Questions 5:** Does the teacher use the appropriate vocabulary according to your level?

**Chart 9:** The use of appropriate vocabulary

ALTERNATIVE	FRECUENCY	PERCENTAGE
ALWAYS	5	10%
SOMETIMES	10	20%
NEVER	35	70%
TOTAL	50	100%

**Source:** Unidad Educativa Mayor Ambato  
**Produced by:** Ramos, A. (2017)

**Graphic 7:** The use of appropriate vocabulary



**Source:** Unidad Educativa Mayor Ambato  
**Produced by:** Ramos, A. (2017)

### **Analysis and Interpretation**

The 20% of students, which represent 10 students say that teachers **sometimes** use the appropriate vocabulary according to the student's level. The 10%, 5 students say that teachers **always** use the appropriate vocabulary according to the student's level and 35 students which is the 70% **agree** that teachers **never** use the appropriate vocabulary according to the student's level.

This information shows that teachers use a high level of vocabulary when they give any explanation or instructions to their students. So, it could be the factor they do not want to participate since they do not know what to do.

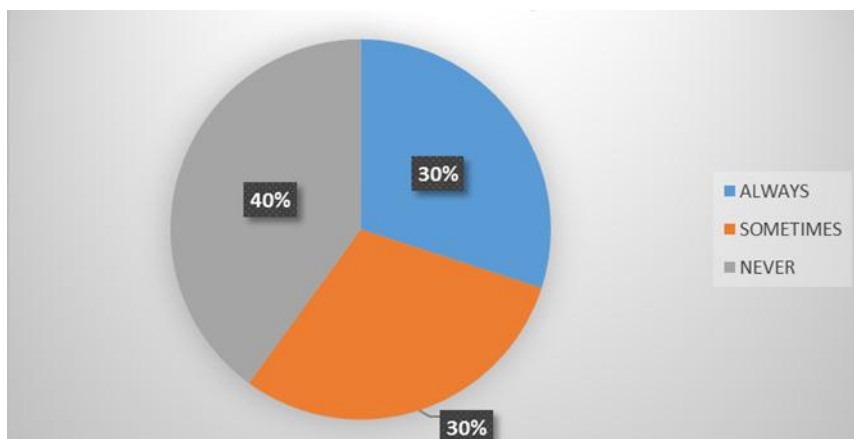
1. **Questions 6:** Does the teacher use pictures and written material from news and/or books or movies about cartoon stories for oral activities?

**Chart 10:** The use of material

ALTERNATIVE	FRECUENCY	PERCENTAGE
ALWAYS	15	30%
SOMETIMES	15	30%
NEVER	20	60%
TOTAL	50	100%

Source: **Unidad Educativa Mayor Ambato**  
 Produced by: Ramos, A. (2017)

**Graphic 8:** The use of material



Source: **Unidad Educativa Mayor Ambato**  
 Produced by: Ramos, A. (2017)

### **Analysis and Interpretation**

According to this graph the 30%, which represent 15 students say that teachers **sometimes** use pictures and written material from news and/or books or movies about cartoon stories for oral activities while 15 students, which is the 30% agree that teachers **always** use pictures and written material from news and/or books or movies about cartoon stories for oral activities. Finally, the 40%, 20 students say that teachers **never** use pictures and written material from news and/or books or movies about cartoon stories for oral activities.

The information obtained, make us to think that teachers do not use pictures and written material from news and/or books or movies about cartoon stories for oral activities in order to improve this skill.

**Questions 7:** Does the teacher the use ambiguous pictures and asks you to make your own interpretation?

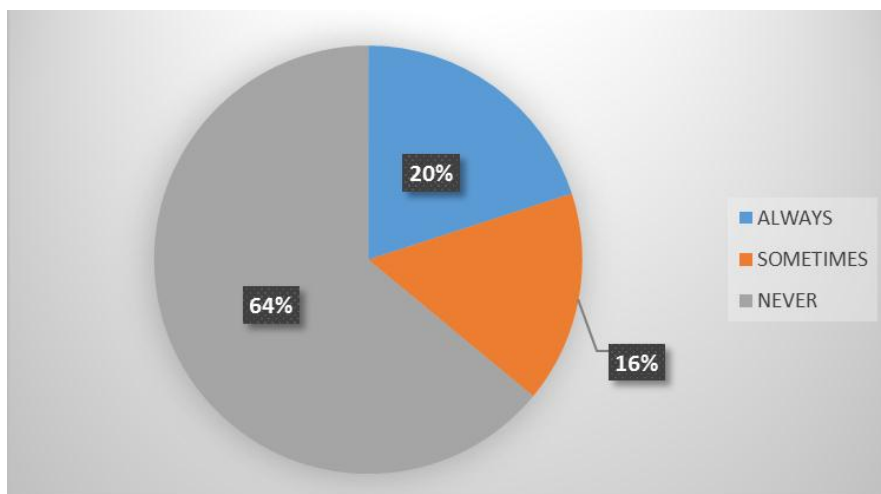
**Chart 11:** Ambiguos pictures to be interpreted

ALTERNATIVE	FRECUENCY	PERCENTAGE
ALWAYS	10	20%
SOMETIMES	8	16%
NEVER	32	64%
TOTAL	50	100%

Source: Unidad Educativa Mayor Ambato

Produced by: Ramos, A. (2017)

**Graphic 9:** Ambiguos pictures to be interpreted



Source: Unidad Educativa Mayor Ambato

Produced by: Ramos, A. (2017)

### Analysis and Interpretation

The 16% which represent 8 students agree that teachers **sometimes** use ambiguous pictures and asks you to make your own interpretation. However, 10 students, which is the 20% say that teachers **always** use ambiguous pictures and asks you to make your own interpretation while the 64%, 32 students agree that teachers **never** use ambiguous pictures and asks you to make your own interpretation.

According to the information obtained, help us to know that teachers do not make students improve their oral skill through the use of ambiguous pictures in order to make students give their own interpretation.



**Questions 8:** Does the teacher ask you to enact open-ended situations?

Example:

- o Early morning you are going for a walk.....
- o You are having your lunch....

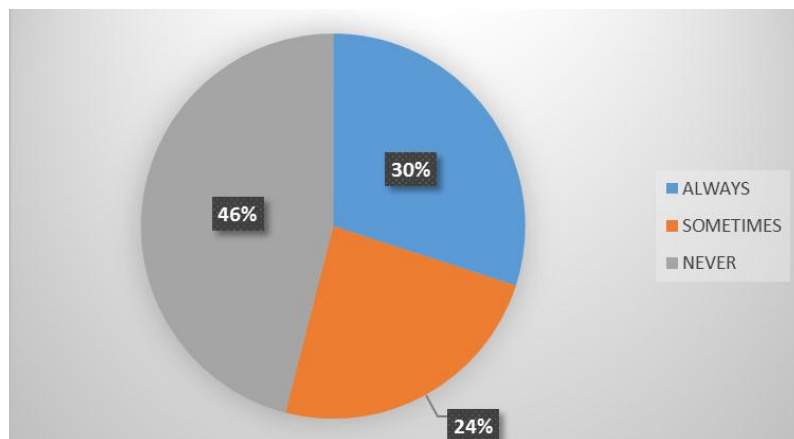
**Chart 12:** Oppen-ended situations

ALTERNATIVE	FRECUENCY	PERCENTAGE
ALWAYS	15	30%
SOMETIMES	12	24%
NEVER	23	46%
TOTAL	50	100%

Source: Unidad Educativa Mayor Ambato

Produced by: Ramos, A. (2017)

**Graphic 10:** Oppen-ended situations



Source: **Unidad Educativa Mayor Ambato**

Produced by: Ramos, A. (2017)

**Analysis and Interpretation**

The 24% of population, which represent 12 students agree teachers **sometimes** ask students to enact open-ended situations while the 30%, 15 students say that teachers **always** ask students to enact open-ended situations. Finally, the 46%, 23 students agree that teachers **never** ask students to enact open-ended situations.

The information obtained, shows us to change our min that the use of open-ended situations studentscould enact and this will help students to be part of the class.

**Questions 9:** Does the teacher provide you stories to generate different points of view of the people involved?

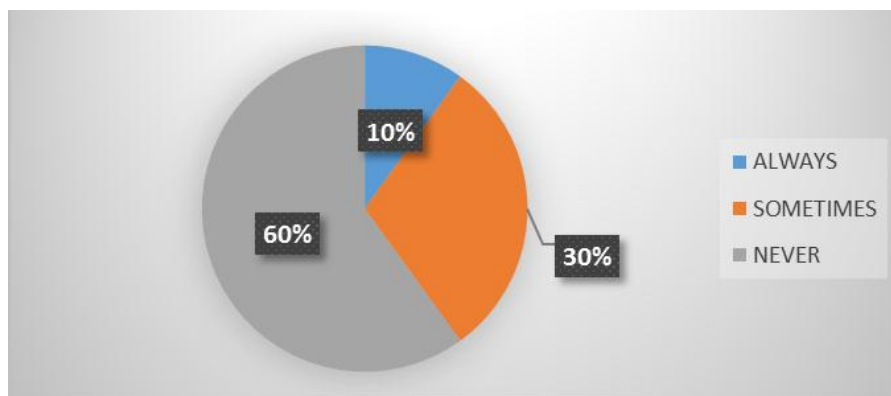
**Chart 13:** Generation of different point of views

ALTERNATIVE	FRECUENCY	PERCENTAGE
ALWAYS	10	20%
SOMETIMES	15	30%
NEVER	25	50%
TOTAL	50	100%

**Source:** Unidad Educativa Mayor Ambato

**Produced by:** Ramos, A. (2017)

**Graphic 11:** Generation of different point of views



**Source:** Unidad Educativa Mayor Ambato

**Produced by:** Ramos, A. (2017)

### Analysis and Interpretation

According to this graph 15 students, which is the 30% of population say teachers **sometimes** provide students stories to generate different points of view of the people involved. On the other hand, the 10%, that represent 10 students say that teachers **always** provide students stories to generate different points of view of the people involved while the 60%, 25 students agree that teachers **never** stories to generate different points of view of the people involved.

The information gotten, help us to know that the use of stories to generate different points of view could help students improve their oral skill.

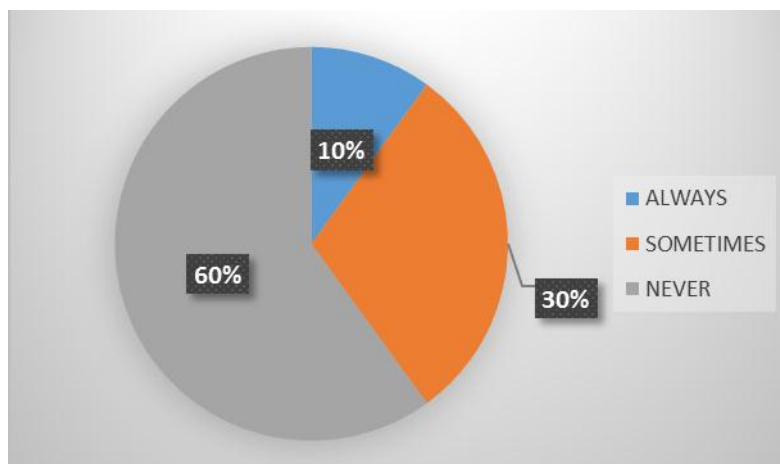
**Questions 10:** Does the teacher ask you to enact any simple situation relating to real life using the foreign language (teacher do not give any topics for this task)?

**Chart 14:** Situations related to real life

ALTERNATIVE	FRECUENCY	PERCENTAGE
ALWAYS	10	20%
SOMETIMES	15	30%
NEVER	25	50%
TOTAL	50	100%

Source: **Unidad Educativa Mayor Ambato**  
 Produced by: Ramos, A. (2017)

**Graphic 12:** Situations related to real life



Source: **Unidad Educativa Mayor Ambato**  
 Produced by: Ramos, A. (2017)

### Analysis and Interpretation

Finally, it is the last item of the survey and according to this graph, 15 students which represent the 30% of population say that teachers **sometimes** ask students to enact any simple situation relating to real life using the foreign language while students speak about any topic. However, the 10% says 10 that teachers **always** ask students to enact any simple situation relating to real life using the foreign language. Finally, the 60%, 25 students agree that teachers **never** ask students to enact any simple situation relating to real life using the foreign language.

We can deduce with the information obtained, teachers do not use situations related to student's real life which motivate to use the foreign language to share their ideas and/or opinions.

## **4.2 Verification of the hypothesis**

### **4.2.1 Hypothesis statement**

#### **NULL HYPOTHESIS**

**H<sub>0</sub>:** The Lateral Thinking Technique does NOT INFLUENCE in the development of the Oral skill, in studentns of eighth year of General Basic Education at Unidad Educativa Mayor Ambato of Ambato Canton Tungurahua Province.

#### **ALTERNATIVE HYPOTHESIS**

**H<sub>1</sub>:** The Lateral Thinking Technique INFLUENCES in the development of the Oral skill, in studentns of eighth year of General Basic Education at Unidad Educativa Mayor Ambato of Ambato Canton Tungurahua Province.

### **4.2.2 Value selection of significance**

After of doing the interpretation and analysis of data, it proceeds with the verification of one of the hypotheses. For that verification it was used the  $\alpha=0,05$ .

### **4.2.3 Description of population**

For the present research work it was considered 50 students of eighth year of General Basic Education at Unidad Educativa Mayor Ambato of Ambato Caton Tungurahua Province.

### **4.2.4 Specification of the statistical model**

For this purpose, the following formula is used:

$$X^2 = \sum \left( \frac{(O-E)^2}{E} \right)$$

#### **Description of Chi square**

$\chi^2$ = Chi square

$\Sigma$ = the sum of

O= the frequencies observed

E= the frequencies expected

#### 4.2.5 Specifications of acceptance and rejection zones

In order to know the acceptance and rejection zones, it has to be calculated the Degree of freedom. To do it, it has to consider the number of rows and columns.

Degree of freedom= (# Rows-1) (#Columns-1)

**DF= Degree of freedom**

**DF= (f-1) / (c-1)**

**DF= (4-1) (3-1)**

**DF= (3)(2)**

**DF= 6**

With the obtained data the result is 8 of Degree freedom and an insignificance level of 0.05 that is why it conclude that the CHI square is determined:  $\chi^2= 14,83$  and it is represented in the following graphic:

#### 4.2.6 Calculation of statistical model and decision making

**Chart 15:** Observed Frequencies

<b>QUESTIONS</b>	<b>ALWAYS</b>	<b>SOMETIMES</b>	<b>NEVER</b>	<b>TOTAL</b>
Do you think is it necessary to develop the Oral skill of English language?	6	4	40	50

Does your teacher motivate you to communicate in classes using the foreign language instead of native one?	5	15	30	50
Does the teacher the use ambiguous pictures and asks you to make your own interpretation?	10	8	32	50
Does the teacher ask you to enact open-ended situations? Example: o Early morning you are going for a walk..... o You are having your lunch....	10	15	25	50
Subtotal	31	42	127	200

Source: **Direct Reasearch**  
Produced by: Ramos, A. (2017)

### Calculation of expected values

**Always:**  $(31) (50) / 200 = 7,75$

**Sometimes:**  $(42) (50) / 200 = 10,5$

**Never:**  $(127) (50) / 200 = 31,75$

**Chart 16:** Expected Frequencies

ALTERNATIVES	ALWAYS	SOMETIMES	NEVER	TOTAL
Do you think is it necessary to develop the Oral skill of English language?	7,75	10,5	31,75	50

Does your teacher motivate you to communicate in classes using the foreign language instead of native one?	7,75	10,5	31,75	50
Does the teacher the use ambiguous pictures and asks you to make your own interpretation?	7,75	10,5	31,75	50
Does the teacher ask you to enact open-ended situations? Example: o Early morning you are going for a walk..... o You are having your lunch....	7,75	10,5	31,75	50
Subtotal	31	42	127	200

Source: **Direct Research**  
Produced by: Ramos, A. (2017)

### Calculation of CHI square

**Chart 17:** CHI square

O	E	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
6	7,75	-1,75	3,06	0,40
5	7,75	-2,75	7,56	0,98
10	7,75	2,25	5,06	0,65
10	7,75	2,25	5,06	0,65
4	10,5	-6,5	42,25	4,02
15	10,5	4,5	20,25	1,93
8	10,5	-2,5	6,25	0,60

15	10,5	4,5	20,25	1,93
40	31,75	8,25	68,06	2,14
30	31,75	-1,75	3,06	0,10
32	31,75	0,25	0,06	0,00
25	31,75	-6,75	45,56	1,44
<b>CÁLCULO DEL CHI-CUADRADO</b>			<b>TOTAL</b>	<b>14,83</b>

Source: Direct Reasearch

Produced by: Ramos, A. (2017)

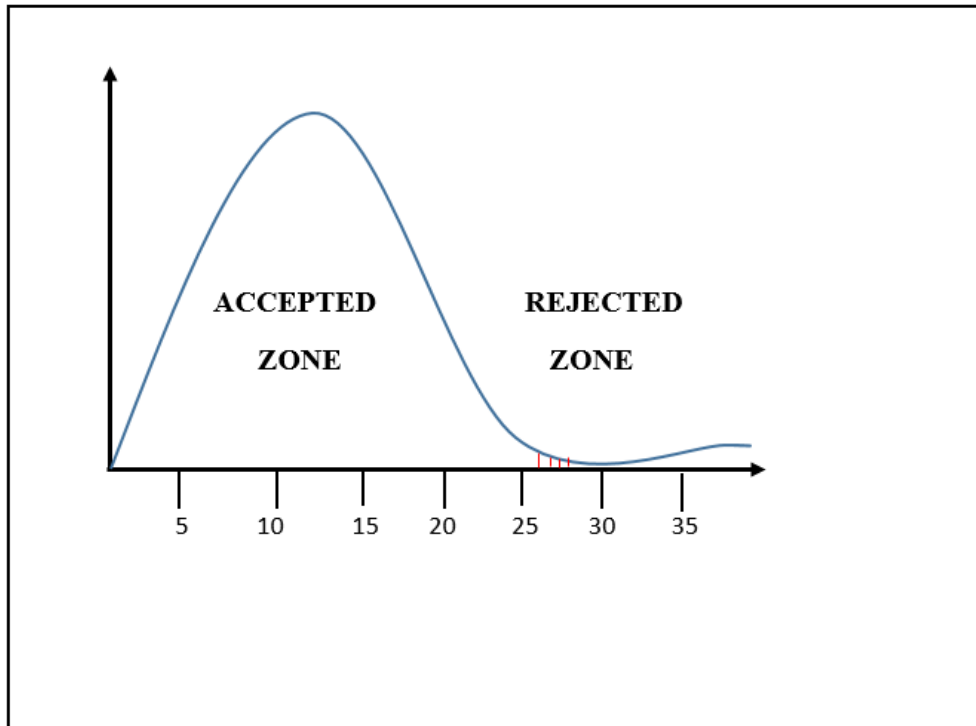
### Decision making

Once the statistical formula chosen for the verification of the hypothesis has been calculated, it is possible to determine the following:

The calculated Chi square is 14,83, which is greater than the tabular value chi square  $\chi^2 = 12,59$ . Thus, it is proceed to REFUSE the null hypothesis (Ho) and the alternative hypothesis (H1) is ACCEPTED. That is to say, “The Lateral Thinking Technique influences on the development of the oral skill in students of iegthth year of General Basic Educationat UnidadEducativa Mayor Ambato”.



**Graphic 13:** Specification of Acceptance or Rejection zone



**Resource:** Survey directed to students

**Produced by:** Ramos, A. (2017)

## CHAPTER V

### CONCLUTIONS AND RECOMMENDATIONS

#### 5.1 Conclutions

When the analysis and interpretation of data ended, it reaches to the following conclutions:

- It has been possible to determine that Lateral Thinking Technique influences on the development of the oral skill in students od eighth year of General Basic Education, which has been proved through the verification of the hypothesis and the meticulous analysis of the collected data through the surveys, observations and experiences of the researcher.
- It was possible to evidence the importance of the Lateral Thinking Technique in the English language learning as an instruction in the oral skill thanks to the theoretical framework which supported the theoretical principles of the Lateral Thinking Technique showing positive opinions and arguments from different authors. However, it was observed that there is a lack of use of this technique in the classroom which could produce that teachers and students have a limited knowledge about the benefits and all the activities that this technique involves. As a result, it could be not applied in an effective way.
- It has been possible to evidence and to show the current situation of the students. Many students have difficulties when they try to communicate using the foreign language according to the contextualization of the problem. Not all the students agree that the Lateral Thinking Technique could be applied in the class when they try to develop the oral skill. In the same way, the majority of students recognize that the application of this technique would contribute them to the development of the oral skill.

- After the investigative work, it has been possible to show that there is a direct relationship between the Lateral Thinking Technique and the oral skill of English language; it because students who recognized through the survey that a more frequent application of this technique would help them to improve the development of the oral skill.

## 5.2 Recommendations

- Improve the development of the oral skill through the most frequent application of the lateral thinking technique in students of eighth year of General Basic Education at Unidad Educativa Mayor Ambato.
- Recognize the lateral thinking technique as an important technique in oral activities which could offer many advantages to help students in the development of their oral skill.
- Consider the use of pictures and written materials in oral activities like photographs from newspapers or magazines or stories from books to generate a quota of different interpretations, to describe three different things that could be happening in a picture and/or to generate the different points of view at the moment of the application of the lateral thinking technique.
- Apply the lateral thinking technique using all the process that it implies (challenge, alternatives, fractionation, and provocation) and develop the activities that each process involves to overcome difficulties and obstacles in the oral skill of students of eighth year of General Basic Education.
- Promote and motivate students and teachers to do more investigative works about the lateral thinking technique with the purpose to seek and learn more about this technique. Likewise, use and expand the information of the theoretical principles of this technique which contributes in some way to future research to contribute to the learning of English language.

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## ANNEXES

### Appendix 1: Paper

# LATERAL THINKING TECHNIQUE FOR THE DEVELOPMENT OF ORAL SKILL OF THE ENGLISH LANGUAGE

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## ABSTRACT

The aim of this research work is to establish the relationship between the Lateral Thinking Technique and the development of the Oral Skill in students of eighth year of General Basic Education. It is because this Institution is well known since they offer the International baccalaureate to their students. For this reason, the learning of the English language is important for the student's formation. However, the traditional method is still used by teachers. That is why, this technique could change the passive way of working to an active one in order to make student feel interest in learning the English language. Regarding the methodology, this investigative work had a qualitative and quantitative approach. Additionally, the type of research of this research work was exploratory and field research. On the other hand, the data were collected and analyzed through the use of the traditional method which is a survey. The survey was applied to 48 students and 2 teachers. So, the collected information was proof by the statistical calculation Chi-square which lets proving the hypothesis. Finally, the results of the Chi-square allowed concluding that the Lateral thinking technique influences on the development of the Oral skill of English language.

**Key words:** Lateral Thinking Technique, Oral skill, Traditional Method, English language.

## 1. INTRODUCTION

Ur (as cited in Bashrin, 2013) said that, "Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning" (p.48). Furthermore, according to Gower, Philips and Walters (as cited in Bashrin, 2013) every opportunity for speaking in classroom should be taken. It can be done by trying to

communicate that students realize their need for language and by speaking that they increase their fluency and confidence.

Actually, the teaching of English language as a foreign language has become one of the most important syllabus since at the end of the XIX century and at the beginning of the XX century has been included in Education. That is the reason this language is one of the most principal of the dominant countries in order to communicate between them.

Furthermore, the learning of the English language is a necessity not just for business people but also for people who want to study in other country.

In Ecuador, according to N° 210-11 of the Ministry of Education the English language is one of the most principal of languages and more used as a tool to communicate between people around the word so, the teaching of it has been included as a syllabus in schools, high schools and in the Universities as a career. However, the hours which were assigned for the teaching of this language have declined in all of the schedules of the Institutions. Moreover, in the public schools the teaching of English was omitted because there were not enough teachers. As a result of it, children had not the opportunity to learn the foreign language.

Even though the decrease of hours, the professors in Tungurahua Province, specifically in the Canton of Ambato, give their best effort on teaching the foreign language. However, the development of the oral skill is more complicated than it seems. It needs a lot of practice by students, and to get good results it is impossible because of the number of students there are in each classroom since teachers cannot work by making them practice one by one.

Although the text, which is provided by the Ministry of Education, has good strategies to be applied and practices for the oral skill, they cannot be developed as it is supposed to be. The text has many exercises to develop the Oral skill which has to be completed in order to practice it. There are useful and key expressions as new vocabulary. In addition, at the end of each unit there is a project which is done step by step to be presented. Those kinds of projects are useful to improve the Oral skill.

In the Unidad Educativa Mayor Ambato, the students of eighth year of Basic General Education have trouble with the learning of the foreign language due to the lack of time because teachers spend their time in doing strict planning which limit the applying of strategies for the communicative development. Furthermore, as all the public Institutions receive an English book without

any cost, which is given by the Government, this Institution is one of them. This text is a good tool to be used by teachers, since its content has many materials for each language skills to get an effective result in the students' knowledge of the English language.

This academic article is going to establish the influence of the Lateral Thinking Technique on the development of oral skill of English language in students of eighth year of Basic Education of the Education Unidad Educativa Mayor Ambato, Canton Ambato Tungurahua Province. Additionally, it will evidence the importance of the Lateral Thinking Technique in English Language learning process, identify the current situation in terms of their oral skill of students of eighth year of General Basic Education and describe the relationship between the Lateral Thinking Technique and the development of the Oral Skill.

### **1.1 Lateral Thinking Technique**

Lateral thinking is a term that de Bono (1967) coined to describe the process of breaking out of the habitual patterns of linear thought. Lateral thinking encourages you to change the direction of thinking, to look at things in totally different way or to reinterpret what you are looking at in fresh, original or humorous ways.

#### **The way the mind works**

The need for lateral thinking arises from the way the mind works. Though the information handling system called mind is highly effective it has certain characteristic limitations. These limitations are inseparable from the advantages of the system since both arise directly from the nature of the system. It would be impossible to have the advantages without the disadvantages. Lateral thinking is an attempt to compensate for these disadvantages while one still enjoys the advantages (De Bono, 1970).

#### **Difference between lateral and vertical thinking**

De Bono (1970) says: “Vertical thinking is selective, lateral thinking is generative” (p. 30).

Rightness is what matters in vertical thinking. Richness is what matters in lateral thinking. Vertical thinking selects a pathway by excluding other pathways. Lateral thinking does not select but seeks to open up other pathways. With vertical thinking one selects the most promising approach to a problem, the best way of looking at a situation. With lateral thinking one generates as many alternative approaches as one can. With vertical thinking one may look for different approaches until one finds a promising one (De Bono, 1970).

### **Lateral Thinking Skills**

#### **Concept Formation**

The concept formation factor either creates concepts or extracts better ideas from a number of ideas based on the demand. One the concept is formed; the factor strengthens and encourage it for action.

#### **The Factor “Challenge”**

“Challenge is one of the most fundamental process of lateral thinking” (De Bono, 1992; p. 314). It considers the existing approach as one of the approaches to be tried and looks for better ways to allow the mind to free itself from past concepts through continuity. It challenges the shaping factors of ideas such as dominating concepts, boundaries, essential factors and polarisations to discharge the mind from fixed patterns (Nageswari et al, 2016).

#### **Alternatives**

The very word “Lateral” suggest the movement-sideways to generate alternative patterns. Alternatives produce as many different plans as possible. The purpose of the Lateral alternative search is to loosen up the rigid patterns to promote new ones. It is not a matter of finding out a number of suitable fixed points (Nageswari et al, 2016).

#### **Fractionation**

It helps to generate alternatives. It looks for a standard view of the situation and provides material to stimulate a restructuring for the situation. “The purpose of the fractionation is to scape from the inhibiting unity of a fixed pattern to the generative situation of several fractions” (De Bono, 1990, p.140).

#### **Provocation**

It hunts for the perceptions to move it away from the usual directions and involves the mechanism of scape from one pattern to another. It can be obtained either deliberately or in the course of thinking or through conversation (Nageswari et al, 2016).

#### **Lateral thinking and Mindset**

Learners believe about their abilities play a significant role in language learning which is called as a mindset. Mindset affects the whole system of the individual and has the ability to interact with all the key factors of the mind of mind as strategies, motivation, personality, proficiency, self-concepts and aptitudes (Nageswari et al, 2016).

#### **Techniques**

In the words of De Bono (1992), Lateral Thinking could be used either as a set of systematic techniques to change concepts and perceptions or as a number of possibilities and approaches to generate a new perception. This research work used Lateral Thinking as a technique to change the perception of the mind.

#### **Materials and Methods**

The designed activities were related to oral skill of foreign language. They included pair and group activities. Stensko and Arievitich (1997), stated that “psychological process emerges first in collective behavior, in co-operation with other people and only subsequently becomes internalized as the individual’s own possession” (p. 161).

Each activity had the objective of implementing lateral thinking technique to change the mindset of the learners. Additionally, each task incited learners to voice their background knowledge and social

experience to participate in the classroom activities. The tasks were designed by following the specific norms indicated by Nunan (2004), Nunan (1989), Ellis (2003), Skehan (2001), Skehan (1998), Brown (1984), and Prabhu (1987).

**Activities:**

**Task 1:** Clips from cartoon movies, with subtitles, were shown. The learners will be asked to note down the functional words used in the scene, the specific scenes were shown twice. They will be asked to imagine, if the same situation happened to them, what would their reaction be and they will be also asked to frame dialogues for the same. The learners will be asked to use the noted functional words in the script. Their dialogues will be checked and appreciate.

Example:

- Have you ever been in the middle of greenery as shown in tangled?
- Have you ever been scared of anything as shown in the Lion King?

**Task 2:** Trice the clips of cartoon movie will be shown without subtitles. The learners will be asked to enact situations related to the scenes that were shown.

**Task 3:** The learners will be asked to enact open-ended situations given by the teacher.

Example:

- Early morning you are going for a walk.....
- You are having your lunch....

**Task 4:** Learners will be asked to enact any simple situations relating to real life using the foreign language. (Teacher do not give any topics for this task).

**1.2 Oral Skill**

**ORAL SKILL**

Speech is primary; the crucial function of language is for interaction and communication. We speak when we want to express our ideas, opinion, and desires and to establish social relationship and friendship. In our spoken communication we use ‘transactional language’ or interactional language’. The transactional language

contains information. It is also for conveying a message as interactional language.

Ur (as cited in Bashrin, 2013) said that, “Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning” (p.48). Furthermore, according to Gower, Philips and Walters (as cited in Bashrin, 2013) every opportunity for speaking in classroom should be taken. It can be done by trying to communicate that students realize their need for language and by speaking that they increase their fluency and confidence.

Moreover, according to Nunan (1989), to be successful in acquiring the speaking skill in the target language, the following sub skills should be developed:

1. The ability to articulate phonological features of the language comprehensively
2. Expertise on stress, rhythm, intonation patterns
3. An acceptance degree of fluency
4. Transactional and interpersonal skills
5. Skills in talking short and long speaking turns
6. Skills in the management of interaction
7. Using appropriate formulae and fillers

Otherwise, Gower (1995) there are two different aspects of speaking:

• **Accuracy:**

“Accuracy involves the correct use of vocabulary, grammar and pronunciation. In controlled and guided activities, the focus is usually on accuracy and the teacher makes it clear from feedback that accuracy is important.” (Gower, et al. 1995, p.99). In speaking, accuracy is very important and teachers should encourage the students for the correct use of language. However, teachers should not be too focused on accuracy because if they become very particular about producing correct language from the beginning, then students might never become confident in their speaking. For that reason, Gower et al. (1995)

suggested that, on particular activity teacher should make it clear to students in which areas accuracy is expected, and to what extent.

- **Fluency:**

Gower et al. (1995) "Fluency is the ability to keep going when speaking spontaneously." (p.100). As the main aim of fluency is to give the students the opportunity to speak so, Scrivener (as cited in Gower et al, 1995) suggested that, teachers should reduce their talking time (Teachers talk time, TTT) to give the students more space to talk. He also added that, if the teachers correct students in the middle of a fluency task it can interrupt the flow of speaking and students often find it hard to continue after a correction, whilst others in class may become more reluctant to speak for fear of similar interruption. So, teachers should give a proper instruction before an accuracy-focused work or a fluency-focused work. When dealing with the beginner level students, at first teachers should focus on accuracy and gradually for improving fluency they should give them the chance to speak spontaneously without worrying about mistakes.

On the other hand, oral skill has usually been compared to writing, both being considered "productive skills", as opposed to the "receptive skills" of reading and listening. Speaking also is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy & EL Menoufy, 1994).

Developing speaking skills is of vital importance in EFL/ESL programs. Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the (target) language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). Speaking instruction is important because it helps students acquire EFL speaking skills thus converse spontaneously and naturally with native speakers. Furthermore, if the right speaking activities are taught in the

classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be (Nunan, 1999 & Celce-Murcia, 2001).

In English spoken classes or school, learners should have given opportunities to speak, because speaking skills can be developed only through engaging the learners in the act of speaking and interacting only. Most of the time we ponder over the classes' teacher tends to neglect the speaking skill that has to use by learner. The teacher should give more opportunity to interact only in English language not mother tongue (Mundhe, 2015).

**Activities:**

**Role-play** is a technique that can use to make the students use language and thereby develop spoken skills. It can offer enjoyment and a mental escape from classroom. Free role-play, in this type the guidance is oral and the students will have to develop their own scene. An advantage is that weaker students can restrict themselves to a few simple exchanges. Learner should be encouraged to talk about short story and take a part debate and discussion and teacher can help them with stimulating questions or clues. Learners are encouraged to converse on topics of interest in classes. Mock interviews can arrange once a while. Arranging mock parliament sessions is a common activity in many colleges these days (Mundhe, 2015).

**Research questions.**

How does the use of lateral thinking technique in the development of oral skill of the English language affect the students of the eighth year of Basic General Education of the Unidad Educativa Mayor Ambato, Canton Ambato, Tungurahua Province? What is the importance of the Lateral Thinking Technique in English Language learning process? Which is the current situation the current situation in terms of their oral skill of students of eighth year of General Basic Education? What is the relationship between the technique of lateral thinking and oral skill?

## 2. METHODOLOGY

This research was carried out in the Unidad Educativa Mayor Ambato which had a qualitative approach since through the surveys applied the data was examined numerically which was showed in a statistical table to analyze and interpret the result obtained and a qualitative approach since the problem needed a deep research because the hypothesis must be proved to show its veracity.

It is a field research since it was made in the Unidad Educativa Mayor Ambato, with the student of eight year of General Basic Education, where there was a direct contact between the researcher and the involved people in order to get main information according to the objectives of this research project.

Furthermore, it is a bibliographic research because the objective of investigate the Lateral Thinking Technique was found with the analysis of concepts and different theories from different authors, obtained through documents, articles from the Internet as well as investigative sources to get a clear and concise idea about the information.

### 2.1 Population

**Chart 1:** Population

Description	Number	Percentage
Students	48	97%
Teachers	2	3%
TOTAL	50	100%

**Source:** Direct Research

**Produced by:** Ramos, A. (2017)

The Unidad Educativa Mayor Ambato has a total of 48 students of eighth year old General. The obtained results were shown in a graphic way and interpret them. The most relevant question in this research was considered for this analysis and which help to the verification of the raised hypothesis.

Basic Education and with two teachers who teach the subject of English. Despite that the teachers have a fairly high level of English, is a bit difficult for young people between the ages of thirteen and fourteen years to grasp the language with ease.

### 2.2 Instruments

The information required for this research was collected through surveys. To do it, structured questionnaires with ten questions were applied. Questions were of multiple choices with three options: Always, Sometimes and Never. The survey was subjected to the test called Alpha Cronbach, which show a result of 1 which verifies the effectiveness of the instrument.

### 2.3 Process

Before to apply the instruments to collect the information. A pilot test to 8 students was applied to prove the reliability of the survey. Also, it was required the review of the tutor who gave comments and recommendations about it. Later, it was necessary to do the respective authorizations to apply the instrument on the language school. Once recollected the information, the different items in the questionnaire were analyzed, it showed different percentages, they were analyzed using statistical techniques and presented with graphics and charts in order to be visualized in a better way.

## 3. RESULTS

**Chart 2:** Development of Oral Skill

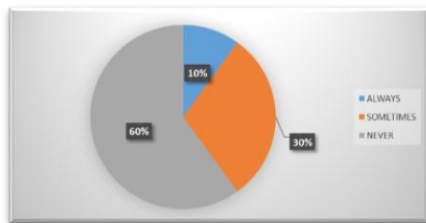
Alternative	Frequency	Percentage
Always	5	10%
Sometimes	15	30%
Never	30	60%
Total	50	100%

**Source:** Unidad Educativa Mayor Ambato



Produced by: Ramos, A. (2017)

**Graphic 1:** Development of Oral Skill



**Source:** Unidad Educativa Mayor Ambato  
**Produced by:** Ramos, A. (2017)

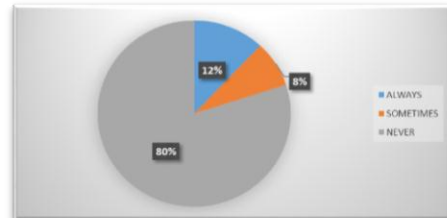
It has been possible evidence 80% of students, which represent the majority of the population that it is never necessary to develop the oral skill of English Language. Therefore, the opportunity to give students a support to improve their oral ability is left aside in a certain way. The Lateral Thinking Technique must be considered as the best instruction for ESL students since this approach offers students to be aware of what they speak and how do it step by step.

**Chart3:** Motivation to use English Language

Alternative	Frequency	Percentage
Always	6	12%
Sometimes	4	8%
Never	40	80%
Total	50	100%

Teachers motivate their students to use English language instead of native one in their classes. It should be noted that this kind of technique could be beneficial for students,

**Graphic 2:** Motivation to use English Lang



**Source:** Unidad Educativa Mayor Ambato

**Produced by:** Ramos, A. (2017)

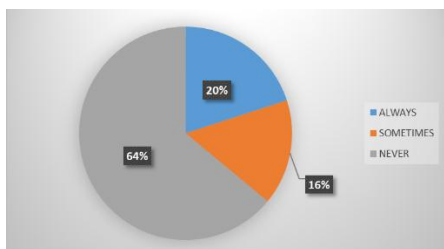
speacially for students who have not fluency when they try to communicate or share their ideas using the English language.

Alternative	Frequency	Percentage
Always	10	20%
Sometimes	8	16%
Never	32	64%
Total	50	100%

**Source:** Unidad Educativa Mayor Ambato  
**Produced by:** Ramos, A. (2017)

**Source:** Unidad Educativa Mayor Ambato  
**Produced by:** Ramos, A. (2017)

**Graphic 4:** Ambiguous pictures to be interpreted



**Source:** Unidad Educativa Mayor Ambato  
**Produced by:** Ramos, A. (2017)

According to the information obtained, the 64%, 30 students agree that teachers never use ambiguous pictures and asks you to make your own interpretation. So, it helps us to know that teachers do not make students improve their oral skill.

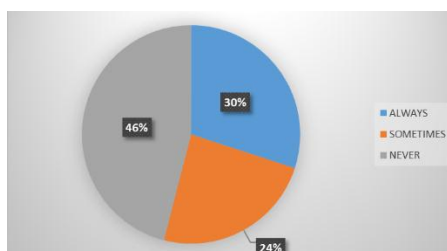
**Chart 4:** Oppen-ended situations

ALTERNA	FRECUE	PERCENT
---------	--------	---------

TIVE	NCY	AGE
ALWAYS	15	30%
SOMETIME S	12	24%
NEVER	23	46%
TOTAL	50	100%

**Source:** Unidad Educativa Mayor Ambato  
**Produced by:** Ramos, A. (2017)

**Graphic 4:** Oppen-ended situations



**Source:** Unidad Educativa Mayor Ambato  
**Produced by:** Ramos, A. (2017)

The information obtained, the 46%, 23 students agree that teachers never ask students to enact open-ended situations. It shows us that it should be better to change our min that the use of open-ended situations studentscould enact and this will help students to be part of the class.

**Chart 5:** CHI square

O	E	O-E	(O-E) <sup>2</sup>	(O-E) <sup>2</sup> /E
6	7,75	-1,75	3,06	0,40
5	7,75	-2,75	7,56	0,98
10	7,75	2,25	5,06	0,65
10	7,75	2,25	5,06	0,65
4	10,5	-6,5	42,25	4,02
15	10,5	4,5	20,25	1,93
8	10,5	-2,5	6,25	0,60

15	10,5	4,5	20,25	1,93
40	31,75	8,25	68,06	2,14
30	31,75	-1,75	3,06	0,10
32	31,75	0,25	0,06	0,00
25	31,75	-6,75	45,56	1,44
<b>CÁLCULO DEL CHI-CUADRADO</b>			<b>TOTAL</b>	<b>14,83</b>

Source: Direct Reasearch

Produced by: Ramos, A. (2017)

The value of signification for this formula was 0, 5. Thus, it was determined the degree of freedom which was 8. As a result, the tabular Chi-squared value established was  $\chi^2= 14,83$ . Later a series of steps, the value of the Chi-squared, the result was  $\chi^2= 14,83$ . This result verified that the Chi-squared obtained was greater than the tabular Chi-squared value established and with a level of confidence of 95%, the null hypothesis was rejected and the alternative hypothesis was accepted. Thus, “The Lateral ThinkingTechnique influences on the development of the oral skills in students of eighth yearofGeneral Basic Education at Unidad Educativa Mayor Ambato”.

### 3. DISCUSION

The use of Lateral Thinking Technique helps to development the Oral skill of English Language. The language activities of cartoons and movies are considered as appropriate teaching materials (Heffernan, 2005). Clark (2000) mentioned that cartoons have the potencial to motivate lateral thinking process.

#### Pictures

Photographs from newspapers or magazines are the most easily available source of pictures. The difficulty is to make them available to a large group. This could be done by getting individual copies of a newspaper and keeping them until the material is out of date. (De Bono, 1970).

Pictures can be used in two ways:

- To describe what you think is happening in that picture.
- To describe three different things that could be happening in that picture.

#### Written material and Stories

Stories may be obtained from newspapers or magazines or even from books that are being used elsewhere in the curriculum. By story is not meant a tale but any written account (De Bono, 1970).

Stories may be treated in the following ways:

- Generate the different points of view of the people involved.
- Change what is a favourable description to an unfavourable one not by changing the material but by changing the emphasis and looking at it in a different way.
- Extract a different significance from the information given than that extracted by the writer.

Moreover, speech is primary; the crucial function of language is for interaction and communication. We speak when we want to express our ideas, opinion, and desires and to establish social relationship and friendship. In our spoken communication we use ‘transactional language’ or interactional language’. The transactional language contains information. It is also for conveying a message as interactional language.

Ur (as cited in Bashrin, 2013) said that, “Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterance to convey meaning” (p.48). Furthermore, according to Gower, Philips and Walters (as cited in Bashrin, 2013) every opportunity for speaking in classroom should be taken. It can be done by trying to communicate that students realize their need for language and by speaking that they increase their fluency and confidence.

### 5. CONCLUSIONS

- It has been possible to determine that Lateral Thinking Technique influences on the development of the oral skill in students od eighth year of General Basic Education, which has been proved through the verification of the hypothesis and the meticulous analysis of the collected data through the surveys, observations and experiences of the researcher.
- It was possible to evidence the importance of the Lateral Thinking

Technique in the English language learning as an instruction in the oral skill thanks to the theoretical framework which supported the theoretical principles of the Lateral Thinking Technique showing positive opinions and arguments from different authors. However, it was observed that there is a lack of use of this technique in the classroom which could produce that teachers and students have a limited knowledge about the benefits, stages and all the activities that this technique involves. As a result, it could be not applied in an effective way.

- It has been possible evidence to show the current situation of the students. Many students have difficulties when they try to communicate using the foreign language according to the contextualization of the problem. Not all the students agree that the Lateral Thinking Technique could be applied in the class when they try to develop the oral skill. In the same way, the majority of students recognize that the application of this technique would contribute them to the development of the oral skill.
- After the investigative work, it has been possible to show that there is a direct relationship between the Lateral Thinking Technique and the oral skill of English language; it because students who recognized through the survey that a more frequent application of this technique would help them to improve the development of the oral skill.

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**Appendix 2:** Survey directed to students



**UNIVERSIDAD TECNICA DE  
AMBATO  
FACULTAD CIENCIAS HUMANAS Y  
EDUCACION**



**DE LA**

**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

*Survey directed to the eighth year students*

**OBJECTIVE.** - To determine the influence of the Writing Process approach on the development of the writing skill.

**INSTRUCTIONS.** - Read the questions in detail and mark with an (X) the option that you consider appropriate.

1. Do you think is it necessary to develop the Oral skill of English language?  
Always ( )      b. Sometimes ( )      c. Never ( )
2. Does the teacher motivate you to communicate in classes using the foreign language instead of native one?  
Always ( )      b. Sometimes( )      c. Never ( )
3. Does the teacher ask you participate in Oral activities?  
Always ( )      b. Sometimes( )      c. Never ( )
4. Does the teacher assign enough time for the development of oral activities?  
Always ( )      b. Sometimes( )      c. Never ( )
5. Does the teacher use the appropriate vocabulary according to your level?  
Always ( )      b. Sometimes( )      c. Never ( )
6. Does the teacher use pictures and written material from news and/or books or movies about cartoon stories for oral activities?  
Always ( )      Sometimes( )      Never ( )

7. Does the teacher use ambiguous pictures and asks you to make your own interpretation?  
Always ( )      b. Sometimes( )      c. Never ( )
8. Does the teacher provide you stories to generate different points of view of the people involved?  
Always ( )      b. Sometimes( )      c. Never ( )
9. Does the teacher ask you to enact open-ended situations?  
a. Example:  
Early morning you are going for a walk.....  
You are having your lunch....  
  
Always ( )      b. Sometimes( )      c. Never ( )
10. Does the teacher ask you to enact any simple situation relating to real life using the foreign language (teacher do not give any topics for this task)?  
Always ( )      b. Sometimes( )      c. Never ( )

**THANKS FOR YOUR COLABORATION!**

**Appendix 3:** Survey directed to teachers



**UNIVERSIDAD TECNICA DE AMBATO  
FACULTAD CIENCIAS HUMANAS Y DE LA  
EDUCACION  
CARRERA DE PEDAGOGIA DE LOS  
IDIOMAS NACIONALES Y EXTRANJEROS**



*Survey directed to teachers*

**OBJECTIVE.** - To determine the influence of the Writing Process approach on the development of the writing skill.

**INSTRUCTIONS.** - Read the questions in detail and mark with an (X) the option that you consider appropriate.

11. Do you think is it necessary to develop the Oral skill of English language?  
Always ( )      b. Sometimes ( )      c. Never ( )
12. Do you motivate students to communicate in classes using the foreign language instead of native one?  
Always ( )      b. Sometimes( )      c. Never ( )
13. Doyou ask students participate in Oral activities?  
Always ( )      b. Sometimes( )      c. Never ( )
14. Do you assign enough time for the development of oral activities?  
Always ( )      b. Sometimes( )      c. Never ( )
15. Do you use the appropriate vocabulary according to the student's level?  
Always ( )      b. Sometimes( )      c. Never ( )
16. Do you use pictures and written material from news and/or books or movies about cartoon stories for oral activities?  
Always ( )      Sometimes( )      Never ( )

17. Do you use ambiguous pictures and ask students to make their own interpretation?

Always ( )      b. Sometimes( )      c. Never ( )

18. Do you provide students stories to generate different points of view of the people involved?

Always ( )      b. Sometimes( )      c. Never ( )

19. Do you ask students to enact open-ended situations?

a. Example:

Early morning you are going for a walk.....

You are having your lunch....

Always ( )      b. Sometimes( )      c. Never ( )

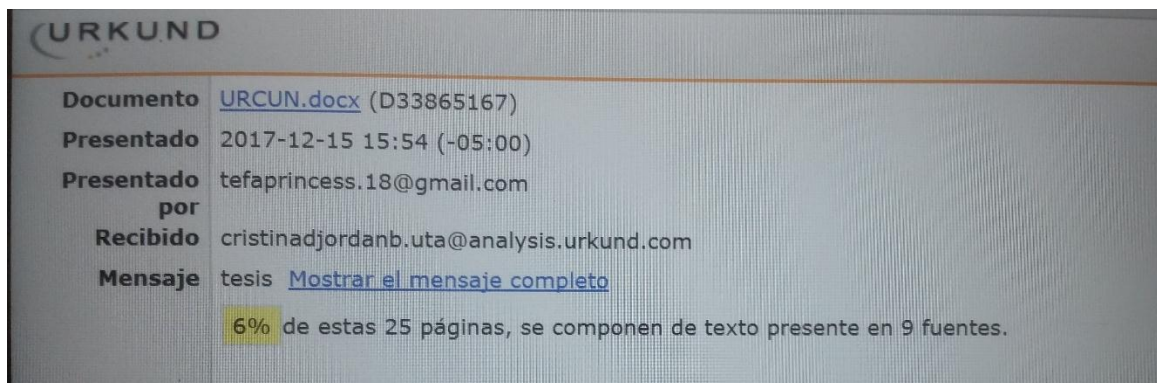
20. Do you ask students to enact any simple situation relating to real life using the foreign language (teacher do not give any topics for this task)?

Always ( )      b. Sometimes( )      c. Never ( )

**THANKS FOR YOUR COLLABORATION!**



#### Appendix 4: Results of the URKUND analysis



## Appendix 5: Approval by the Unidad Educativa Mayor Ambato



UNIVERSIDAD TÉCNICA DE AMBATO  
FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN  
CARRERA DE IDIOMAS



Av. Los Chasquis y Río Guayllabamba/Campus Huachi/Teléfono 032410189 Ext. 120/Ambato-Ecuador

Memorando Nro. UTA-FCHE-CI-2017-503-M  
Ambato, 08 de diciembre de 2017

PARA: Magister Mónica Montalvo  
RECTORA  
UNIDAD EDUCATIVA "MAYOR AMBATO"

ASUNTO: Autorización para realizar Proyecto de Investigación

Por medio de la presente y a través de un cordial saludo de la coordinación de la Carrera de Idiomas me permito solicitar a usted muy comedidamente se sirva autorizar a la señorita **RAMOS OCHOA ANDREA ESTEFANIA**, con Cc: 1804464913 estudiante de Décimo nivel de la Carrera de Idiomas, modalidad Presencial de la Universidad de Técnica de Ambato, a realizar las encuestas para su Proyecto de Investigación con el tema : "LATERAL THINKING TECHNIQUES FOR THE DEVELOPMENT OF THE ORAL SKILL IN STUDENTS OF EIGHTH YEAR OF GENERAL BASIC EDUCATION IN THE UNIDAD EDUCATIVA MAYOR AMBATO CATON AMBATO TUNGURAHUA PROVINCE" previo a la obtención del título de Licenciado en Ciencias de la Educación mención Inglés.

Atentamente,

  
PhD. Verónica Chicaiza Redin  
COORDINADORA

c.- Carpeta Estudiantil

VCH/dl.



Aulaigodo  


Recibido  
8-12-17  
D. 140016