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**Tema:** THE MODELING LANGUAGE STRATEGIES TO ENHANCE THE  
SPEAKING SKILLS

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en Enseñanza de Inglés como Lengua Extranjera.

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This dissertation is dedicated to my lovely family who are constant supporters, wellspring of understanding, and wisdom. Throughout this process, they have been my source of strength. They have supported me every step of the way and whose support has ensured that I put forth all of my effort to complete what I have started.

With love,

Michael

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**CENTRO DE POSGRADOS**  
**MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA**

**TEMA:**

*THE MODELING LANGUAGE STRATEGIES TO ENHANCE THE SPEAKING SKILLS*

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**EXECUTIVE SUMMARY**

The current research aimed to determine the efficacy of language modeling strategies to enhance speaking skills. This quantitative research with quasi-experimental design involved a target population formed by 64 university students. Those groups of students formed the control group and the experimental group. Some modelling strategies were theoretically analyzed such as giving students examples, activities, and demonstrations on any subject to serve as role models. As well as, the researcher used speaking frames as scaffolding tools, top-down and bottom-up language strategy learning training, and using knowledge gaps for plan execution in the classroom. Data collection instruments were a survey with a Likert scale and the A2 for schools' exam as the pre-test and post-test with a questionnaire that involves pair oral interaction or speaking skills. To obtain numerical data from the pre-test and post-test, a rubric was used. Through the survey, both, groups of students, the control group and the experimental one presented difficulty in factors that affected the development of students' speaking skills such as lack of motivation, struggling with pronunciation, grammar and vocabulary, and lack of teacher's support and feedback. After gathering information, from the pre-test, the researcher planed a series of classes focused on the modelling strategies to improve students' speaking skills. The proposal was put into practice and having finished the intervention, the students took the post-test. The results from the pre-test revealed that both groups of students, the control and the experimental group presented difficulties to speak; therefore, they had a low level of speaking performance. On the other hand, after the post-test, it was concluded that students who took part of the experiment obtained higher scores compared with those who did not.

Therefore, the researcher concluded that modelling language strategies are beneficial for English learners and it is highly recommended to apply it in the university context.

**KEYWORDS:** *COMMUNICATION, LANGUAGE, INTERACTION, MODELLING, STRATEGY, SPEAKING PERFORMANCE.*

# **CHAPTER I**

## **RESEARCH BACKGROUND**

### **1.1 Introducción**

Because human beings have the ability to communicate, they differ from other living beings, which puts them on a superiority level of development. This means that the human being communicates through language, knows himself or herself, interacts in society, expresses his or her inner world, relates concepts, produces ideas, communicates frustrations, emotions, and desires (Yule, 2010). From ancient generations, language has developed according to culture, customs, languages, nations, etc. At present, the medium demands to be innovated with the latest technologies in order to develop interpersonal relationships through linguistic skills which help to maintain communication. In this way, the human being is prepared for the challenges offered by the changing and global world (Northrup, 2013).

In this context, students learn grammatical structures and vocabulary in class; however, they are not able to use that knowledge in expressive language skills. Therefore, the modelling language strategies gives students the opportunity to improve and develop their speech, language and expressions to interact not only with the teacher, but also with those who already have the oral skills. This makes students feel more confident in speaking English in class; thus, their participation is more meaningful and practical.

The main objective of this research is to determine the effectiveness of modelling language strategies in the development of speaking skills. It consists of the search for strategies that benefit students who have certain deficiencies. Therefore, the application of this type of model based on modelling language strategies results in students' improvement. Also, a survey to determine the problem students face related to speaking skill. In order to better understand the research and achieve efficient and positive results, it is structured in chapters, which are described below:

**CHAPTER I:** This chapter presents the introduction, justification, and objectives of this study, which describe the information on the subject and the different aspects of this research.

**CHAPTER II:** This chapter deals with the background of the research and includes the state of the art, which is a compilation of articles related to the topic of this study, and the literature review, which provides the theoretical part of both variables of the topic.

**CHAPTER III:** This chapter shows the methodological framework and includes the location, equipment and materials, type of research, hypothesis testing, population and sample, data collection, data processing and statistical analysis, as well as the results obtained.

**CHAPTER IV:** This chapter shows the statistical results found in the methodological framework chapter and discusses them through the use of graphs and data.

**CHAPTER V:** This chapter presents the conclusions of the results and the respective recommendations for future research, and finally, the bibliographic and annexes of the study are presented.

**CHAPTER VI:** This section includes the proposal for the classroom intervention which puts into practice the modelling language strategies to enhance the speaking skills

### **Limitations**

There were some limitations for the current study. Time was one of the main limitations. University students have a lot of occupations and tasks regarding their major; therefore, they do not have time to attend extra classes. For that reason, it was needed to adjust schedule to carry this research out. Secondly, the low level of students' motivation stopped somehow their performance.

### **1.2 Justificación**

There are difficulties at the time of carrying out the teaching-learning process with the goal of improving students' speaking skills. Furthermore, there are variety of

errors at the time of the oral interaction in the classroom, since traditional methodologies are put into practice, there is an absence of significant learning. In this way, the problem is identified where students have not reached optimal oral expression skills. Therefore, this research is widely justified for some reasons.

According to the above described, the importance of this research lies in the academic quality, taking into consideration that if this process begins at an early age the professionals will have more facilities in the future. The fields in which students develop are extensive, consequently, it also exposes the need to conduct research that favours language improvement in the field of oral expression skills to serve as a guide for innovative and dynamic way of teaching.

This research is feasible insofar as all aspects are closely related to systematize the English learning, knowing that it is not easy but it has become a challenge that can be achieved, turning education into an increasingly agile and effective process for the development of teaching-learning process. Due to these, teachers and students are encouraged and recover the interest in acquiring new knowledge of the English language, in order to understand and express it orally.

In this way, it is evident the need to investigate and leave new languages strategies that streamline and facilitate the process of developing oral expression skills throughout the educational system. Therefore, a more humane and more developed society is obtained under the regime that educational institutions have to produce knowledge that make people feel free to be and act, knowing that they are unique and unrepeatable beings.

The direct beneficiaries are the teachers of the educational units that have this research in their hands, because they can feel it and put it into practice with new ways of teaching and innovating; and the indirect beneficiaries will be the new students who will be taught with better strategies and thus achieve oral English skills and abilities, which will not only improve them but also their families and the community in general.

### **1.3.Objetivos**

#### **1.3.1 General**

To determine the efficacy of the modeling language strategies to enhance speaking skills.

### **1.3.2. Specific**

- To discover how the modeling language strategies have been applied in language learning through literature review.
- Identify factors affecting the development of students' speaking skills through a survey.
- To measure the effect of the application of modeling language strategies on the development of oral proficiency.



## **CHAPTER II**

### **RESEARCH BACKGROUND**

#### **2.1. Research background**

In recent years there have been several studies, researches, and works that establish proposals to implement modelling strategies to improve speaking skills in the formative period of the human beings, in all stages of their life. Therefore, based on this perspective, reference is made to the learning of content in the English language, which environment has limited the ability to write, read, listen and most importantly, to speak for an effective and enriching communication (Nanjo, 2004). For this purpose, several sources of research found in scientific articles, repositories, books, among others, are mentioned below, which serve as theoretical support for the research work.

Sidiq (2018) in her study "Improving speaking skill by using modelling strategy at the grade ten students of SMK NMC Malang", aims to develop a strategy to improve the speaking skill of grade ten students SMK NMC Malang through modeling strategy. The study used action research with a mixed approach. The modeling strategy proposed by the author is giving examples, actions, and demonstrations to students about any topic with the aim of getting the pupils to recognize, observe, and imitate the teacher's actions in front of the class. Qualitative data are obtained from field notes and observation sheets and quantitative data are obtained from observation checklists, tests and questionnaires with the participation of the students.

These strategies reflected a positive change in their motivation, performance and oral expression capacity. The author concludes that, the application of modelling strategy has increased motivation of ten graders in SMK NMC Malang. The author states that students' low motivation, lack of self-confidence, anxiety about making mistakes, and boredom in learning are caused by the monotonous technique of the teaching and learning process. However, the use of a student-centered modelling strategy can help improve active participation in the classroom (Sidiq, 2018).

The aforementioned research helps to identify common problems in the classroom

such as the lack of motivation towards the English learning. Besides, the author, emphasizes on the importance of modelling strategies in the development of speaking skills, because they foster students' own skills through participation in the classroom.

Dmitrenko and Melnyk (2021) in their study “Explicit models for foreign language strategy learning of preservice teachers at university level” aim to theoretically and experimentally verify the efficiency of explicit models for language learning strategies based on instructions in the process of professionally oriented English communication. According to the research's hypothesis, when top-down and bottom-up communication models are combined with professionally focused English communication, the degree of professional English communicative ability will rise. The study used both quantitative (Likert's scale, Bepalko's learning coefficient, Fisher's criterion) and qualitative (interpretation of questionnaire responses) approaches according to the mixed research design method. The findings of a survey of 116 subjects indicate the degrees of explicit models used for language learning strategies.

Also, the application of two explicit models for language strategy learning instruction “top-down” and “bottom-up” in the process of pre-service teachers' professionally oriented English communication is one of the criteria of experimental learning. The efficiency of two variations of explicit models for language strategy learning instruction in the process of professionally oriented English communication has been proven by the results of the control test at the end of the experiment. According to the study of experimental training outcomes, participants' knowledge, skills, and capacities related to foreign language learning methodologies significantly increased. The authors state that combining “top-down” and “bottom-up” explicit methods for language learning strategy training helps students become more proficient in English communication while also expanding their repertoire of learning and communicative strategies (Dmitrenko & Melnyk, 2021).

The research mentioned above is crucial for the purposes of the current one because the authors mention that language modelling strategies can be developed according to the students' needs, age, and level of performance. Regarding this, modelling strategies must focus on selective tasks, self-control; moreover, they must support

evidence for conclusions, expand knowledge, use of imagery, and summarization (Dmitrenko & Melnyk, 2021).

Syakur et al. (2020) in the research titled “Improving English Language Speaking Skills Using “Absyak” On-Line Learning Model for Second Semester in Higher Education” aim to enhance learners’ speaking skills. The population is formed by 30 university students. The authors studied four aspects such as teaching-learning plans which are based on information gaps through online websites, implementation of plans, assessment, results, and findings. They develop the research in two cycles with mixed methodology using test results, observational notes, and documentation-based data collection. Data were descriptively and qualitatively assessed. The findings indicated that "absyak" was used in the information gap strategy while designing the learning. website-based, online education using a cycle. If the results from Cycle I are still subpar, move on to Cycle 2. Cycle II yields the best outcomes. It indicates that the learners' speaking abilities are improving and succeeding effectively.

In research mentioned above, information gap activities are applied as modelling strategy with positive results. It gives a good idea to be applied in the intervention phase to enhance students’ speaking skills.

There are other authors who distinguish some kinds of **modelling language strategies** to improve the communication skills. This is the case of Witt and Soet (2020) who recommend five specific language modelling strategies such as:

- complete the first exercise as example
- employ visual representations to provide clear instructions about the assignment's requirements
- model linguistic structures as a guide for conversational motions; using video to show how to carry out the task's steps
- chunk a difficult process's steps and giving pupils a corresponding template to fill out

For sure, these modelling strategies are beneficial for the purposes of the current research; since, it is especially helpful when providing learners examples of how to complete learning assignments.

Likewise, Saienko and Nazarenko (2020) in their research “Using Speaking Frames as Scaffolding Tools to Teach University Students to Speak in ESP” used speaking frames as scaffolding teaching instruments for teaching 41 software engineering students to speak in an ESP (English for Specific Purposes) course. They argued that learners’ knowledge and their metacognitive skills may affect their speaking performance greatly. Therefore, they used frames as generalized tools to scaffold students. They had the idea that assigning concepts to objects, images, and representations, can affect students’ cognitive functions, for example, remembering, perceiving, and concentrating. All of them, consequently, may influence speaking production positively. They developed a mixed research design. The qualitative data came from interview with open and close ended questionnaires. On the other hand, quantitative data came from evaluations on the learners’ monologue speeches. They execute comparisons on the students’ monologue speeches before and after an intervention process in the classroom with motivation results because the students showed better outcomes.

The study's findings indicated that using speaking frames significantly increased the number of students who were able to talk with enough proficiency. With the use of frames, students were able to give monologues with much more continuous utterances and with fewer repeats, hesitations, false starts, and stops (Saienko & Nazarenko, 2020). Additionally, speaking frames were used in lessons, which helped students structure their speech as well as improve their grammar and lexical domains. These results are similar to those found in Lateif (2009).

According to Latief (2009), when students imitate the teacher's behaviors, teaching vocal expression through the modelling technique is simple and rewarding. In this approach, they will be able to learn in an accidental and fruitful way as they know, observe, and act or imitate the events that take place. Additionally, the following stages that teachers must promote are listed:

- Teacher looks for new examples for the class to practice.
- Students work in pairs or small groups to demonstrate their understanding.
- Students practice, check understanding, and present a product.
- Class interaction is demonstrated, which offers opinions and points of view.

- Teacher introduces and clarifies ideas to allay any confusion.

His results involve students' speaking skills enhancement in terms of demonstrations after teacher's explanation. The researcher suggests that teachers must look for new texts to be analyzed by the students through pair and small group interaction. Therefore, students enhance their social interaction (Latief, 2009).

On the other hand, Rexhepi (2021) in his research "Modelling as an instructional strategy in language teaching process", details new ways of learning Sidikg that both students and teachers adopt. He states that modelling constitutes the "bridge" between learners and teachers because the lessons are clearer and thus makes the students more engaged and interactive. Students have the opportunity to cooperatively work to enhance social interaction skills and communication among them. Additionally, the teacher poses a question and encourage students in discussion to use their background knowledge. Furthermore, students are asked to write down the main points of the discussion to use them in further conversation.

Accordingly, teacher's role is fundamental in the application and implementation of teaching strategies to improve English skills, providing a harmonious classroom environment that is supportive, fosters learning, and provides multiple possibilities for team work (Nguyen et al., 2021). The teacher ends up being the guide in the scenario who has some tasks displayed below:

- planning group configuration, roles, and resources
- explaining about collaboration skills and tasks with success standards
- stepping in and oversee to solve learner's concerns
- considering both number and quality
- taking the group's accomplishments and efficiency into consideration
- defining skills improvement goals.

The findings of this research mainly focus on the benefits of cooperative learning classroom tasks planned by the teacher to support students' speaking skills improvement in terms of critical thinking skills, good relationships among students to promote social interaction, accountability, and positive interdependence (Nguyen et al., 2021). Regarding this, the implication for this study deals with promoting

students' interaction and encouragement in active speaking skills activities.

Nurhasanah (2019) in her research "The English Teacher Strategies to Enhance Students' Speaking Performance" aimed to improve her students' speaking performance. By conducting qualitative research and information gathering through in-depth interviews, non-participatory observations and document collection, which were coded for reliability through data triangulation. Her results showed that the implementation of strategies used by the English teacher improved the learners' oral performance. After intervention, students showed better interaction and active participation during peer work and group discussion. It involved using the English user model. This model emphasised on using English as the medium of instruction, storytelling, conversations, using the target language outside of the classroom, assigning creative tasks, and peer feedback. This modelling strategy describes what it is intended to do in analyzing data and takes the form of a sequence of steps leading to an answer to the research question.

On the other hand, Khairani (2018) in her research "Language Strategies used by secondary schools' students in enhancing speaking skills", seeks to identify and analyse the most used strategies by secondary school students to improve their speaking skills. The research is conducted with 60 suburban students and was based on a mixed approach with semi-structured. As a result, modelling strategies are the best and the most used to improve oral skills. Regarding this, the author highlights that strategies for improving speaking ability include practicing what is observed from a native speaker, practicing new words and expressions aloud, asking for help, and doing peer feedback.

In addition, Razak (2021) determines the activities to improve speaking skills, in order to better accredit the interaction and interpretation of a topic of study, in an innovative and didactic way and thus strengthen the teaching-learning process. This process includes establishing context and vocabulary; making predictions; story mapping; retelling a story; word-aloud and spelling practice; peer feedback; meaning-sentence instruction; and, direct instruction in reading comprehension.

Within the context, the language modelling strategies used by high school EFL students aims to investigate the language learning strategies of high school students in learning English, finding out which learning strategies according to the four language skills. The research had a quantitative approach in which data collection was carried out by means of a questionnaire adapted from the Language Strategy Use Inventory by Cohen, Oxford and Chi, which contains the four main skills: speaking, reading, listening and writing. The statistical analysis was carried out using SPSS, where the results showed that they moderately used writing, reading, oral and spoken comprehension and listening strategies (Amir, 2018). Among the teacher's modelling strategies used to enhance speaking skills were modelling to say new expressions, create engaging situations to practice language structures, direct dialog about familiar topics, and encourage students to provide feedback to each other.

In addition, in Razmjoo's (2011) research reflecting: "A model of speaking strategies for EFL learners", aims to develop a model that describes speaking strategies, taking into consideration the effects of gender and learner-specific competencies. The research has a mixed approach, and a questionnaire consisting of 21 items related to speaking strategies such as peer feedback and speaking in groups and pairs was used for data collection. The results showed that the level of competence does not affect the use of speaking strategies. As a result, Baltateanu (2016) proposes two main categories for language learning strategies which are helpful to improve speaking skills. Direct strategies include memory, cognitive, compensation, and communication strategies. On the other hand, indirect strategies involve metacognitive, affective, and social strategies.

Additionally, the study: "Perceptions about self-recording videos to develop EFL speaking Skills in two Ecuadorian universities", aims to fill the gap in the literature to contribute to new studies on the subject, recognizing positive aspects. Therefore, each participant has to record a video related to the topic of the class during the scheduled week, thus verifying and developing speaking skills outside the classroom, that is, in spaces new to the one they are learning (Rojas, 2019).

Furthermore, speaking skills, according to Chuchuca (2018), allow human beings to

interact efficiently and effectively in circumstances of interaction whether informal or formal in which texts and speeches are involved for their development. Due to this, there are purposes of oral expression which are:

- To develop interpersonal connections through oral English expression that promotes social interaction.
- To engage in dialogues and demonstrate empathy by expressing ideas and opinions, letting others know how people are feeling at the time and what they think about the happenings.
- Always use voice in a practical way while expressing verbally.
- Check understanding

For speaking skills, there are essential factors for its development and effect that are of vital importance for a good command of the English language (Loor, 2020) which are displayed in table 3.

**Table 1**  
*Factors of speaking skills*

Factors	Characteristics
<b>Speech</b>	<ul style="list-style-type: none"> <li>➤ It is a basic tool of oral expression.</li> <li>➤ It fulfills the assimilation of language and expresses ideas and thoughts.</li> <li>➤ It has some elements:               <ul style="list-style-type: none"> <li>- Pronunciation</li> <li>- Accuracy</li> <li>- Fluency</li> </ul> </li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>➤ It exchanges ideas with the world around it.</li> <li>➤ It is the set of signs, symbols and words expressed in different ways.</li> <li>➤ Elements involved in language:               <ul style="list-style-type: none"> <li>- Body language</li> <li>- Vocabulary</li> <li>- Coherence</li> </ul> </li> </ul>



**Note:** The factors of oral expression are presented in two with their respective characteristics, which respond to an analysis of factors used for better oral expression (Loor, 2020).

Consideration must be given to the possibility of creative learning within oral expression competencies, as this helps students to reach the highest levels of learning possible for learners' language development (Gamayo, 2021). The following are tips for a more enjoyable, fun and active class in the English language:

- Active engagement in class.
- The activities' motivation to encourage more class involvement.
- Projecting English orally with a focus on creating a positive communication environment both within and outside of the classroom.
- Making connections between the subject matter and real-world scenarios.

Moreover, the characteristics of the speaking skills competences are about understanding and expressing in an oral way as to understand the process of active and complex integration of the components that are: linguistic knowledge and perception based on rules (Harmer, 2007). They meet standards that refer to decoding messages through sound patterns, interpretation of messages to understand and the construction of meanings both syntax and semantics suitable (Yule, 2010). This process occurs between the speaker and listener that refer to an effective pronunciation, intonation and fluency with ease without crutches and if unnecessary pauses (Llerena, 2018).

In sum some the modelling strategies constitute the base of the current research. Firstly, Dmitrenko and Melnyk (2021) propose the following giving examples, actions, and demonstrations to students about any topic to model with the aim of getting students recognize, observe, and imitate the teacher's actions in front of the class. On the other hand, Fadli and Irwanto (2020) suggest the application of two explicit models for language strategy learning instruction top-down and bottom-up. Likewise, Hendriani (2020) advises the use of information gaps through online websites for implementation of plans in the classroom; as well as the use of speaking frames as scaffolding instruments.

Regarding to speaking skills, Zakaria et al. (2018) state that learning English has

proven to be a constant challenge. Students' inability to develop their speaking skills is hampered by their lack of confidence and lack of familiarity with linguistic structures. Therefore, it is necessary to identify the students' favored speaking enhancement techniques so that they can use them more effectively. Their study's findings indicated that practicing strategies is the most common way to use them. The research recommends that metacognitive, compensatory, and communication strategies be used in language classes more frequently in order to increase students' language proficiency. Among recommendations to improve speaking skills, the authors recommend to have students watch videos and try to imitate what people say.

Ahmed and Mahmood (2021) emphasize that students are struggling with speaking skills at university level nowadays. According to the author, the most outstanding reason is their reduced knowledge of English. As a consequence, learners have high affective filter and making mistakes is their most common fear. The author developed study to contribute to solve problems in speaking skills; therefore, he designed teaching materials for this purpose. After putting those materials in use in the classroom context, it is concluded that, to increase students' accuracy and fluency, they should have more opportunity to practice their oral abilities by using real-life situations and authentic material. Real-life classroom activities involve making telephone calls, watching movies and retell stories.

Moreover, Socheath (2018) argues that productive language skills are the most difficult for students; therefore, he makes some suggestions to support students to low their shyness and fear at the moment of speaking:

- select topics according to learner's interest.
- plan class tasks to increase student participation in pair or group work
- get students to practice their fluency and accuracy
- increase student talking time while reducing instructor talking time
- encourage students to speak in their own terms when speaking English
- monitor on and inspire students while they are working

Furthermore, to improve vocabulary and grammar, the author suggests to put PPP (presentation, practice, production) methodology for speaking classes. Regarding

pronunciation and fluency, it is recommended to apply Skill practice lessons. It includes pre-speaking tasks, main speaking tasks, and post-speaking tasks (Socheath, 2018).

**Table 2**  
*Speaking skill practice lesson plan layout*

SP (skill practice) Lesson: Speaking		
Pre-speaking (before)	Speaking (During)	Post-speaking (After)
It is important to check if students are prepared prior to the speaking tasks. It could start with listening or reading activities. Students gain concepts or feel focused on the topic.	Students are engaged to participate fully in the speaking tasks. What they hear or read is the basis to talk or perform spoken production.	Follow-up tasks are developed to encourage students to perform other actions rather speaking; for example, produce written texts.

Note: table created by the author based on Socheath (2018), SP. Skill practice lesson plan layout

There are four strategies to improve speaking skills, namely, role-playing, small-group discussions, and singing. If they are frequently employed by students, they would refine their oral communication skills during school activities. Moreover, a number of advantages of these strategies for boosting students' confidence in public speaking are remarked. Pronunciation, confidence, stress, intonation, and spelling

are improved through group interaction, roleplaying, and singing. Even though, it is challenging, fluency is also improved through students' active participation (Hayaramae & Worasurt, 2020).

Ardiansyah (2020) aimed to enhance learners' speaking skills through video-based scientific method due to monotonous classroom activities and low level of motivation and speaking performance. He assessed five aspects of students' oral performance such as vocabulary, pronunciation, grammar, fluency, and comprehension. Through the use of videos in the classroom, the researcher followed some steps in the lesson cycle. He applied some actions in the classroom. First, he encouraged students to be familiar to speak in English by drilling and giving good examples of speaking in English (modelling strategy). Besides, he gave them as many as possible opportunities to orally participate. Moreover, he motivated students through funny videos, and provided feedback during speaking activities in order to students gain mastery of pronunciation, grammar, and vocabulary.

There are some benefits of using videos in speaking lessons. First, pronunciation is improved. Videos are used as input to familiarized for the students to make them more familiar with native utterances. Secondly, students' engagement increases due to "throw the ball" game. With this game, students practice vocabulary and grammar while speaking. Moreover, their comprehension is improved because students are capable of ask and answer questions related to videos. Likewise, students can interact to each other and talk about real-life topics which help them to improve fluency (Ardiansyah, 2020).

Strategies to improve fluency should be a must in lesson planning. One of these strategies is providing meaningful input through authentic material such as watching movies, podcasts, Ted talks, using smartphones applications, listening to songs. Other valuable strategies include engaging students into group discussion, self-recording to check pronunciation, and create classroom activities like debates, dialogs, making mind maps, and pair and group oral interaction. With the use of these strategies, students improve their speaking skill in terms of assessment tools used by teachers; as well as their motivation and self-confidence at the moment of oral interaction. It is suggested that teachers use rubrics to assess speaking based on

criteria like pronunciation, content, fluency, and vocabulary (Masyithah, 2019).

The studies and the information collected are important for the investigation, because they respond to objectives planted in a theoretical way. These sources found useful and truthful data. In consequence, the researcher discovered that the modelling strategies are mechanisms that teachers use to provide examples on how they want their students to learn the language. In the case of the current research, to improve students' speaking skills because they facilitate the process oral communication.

## 2.2. Scientific foundation

### The Modeling language strategies

#### Modeling

Modeling strategies are related to what teachers do to interact with the learner to enable him/her to understand, analyze, and represent skills and language concepts through sequential phases to understand and produce discourse effectively and efficiently in a given language (Moughamian, et al., 2019).

Modelling is the environment in which a statement or linguistic form produced by the language learner is repeated correctly and only requires the student to observe the language without issuing a response (Cambridge Dictionary, 2021).

It is widely connected to the word *imitation*. It is a conduct modification technique that allows acquiring behaviours. It is defined as a procedure in which the imitating subject reproduces a demeanour made by a model (Liu, 2010).

#### Types of language skills strategies

Within the learning strategies corresponding to language, the four main skills are immersed: listening, speaking, reading and writing. These strategies are very useful and efficient when applied in a learning environment (Oxford, 2019). For their effect and knowledge, they are presented in the following table:

**Table 3**

*Learning strategies in language skills.*

Language skills	Learning strategies
	➤ Listen to talk show on the radio, watch TV shows or

Listening	<p>movies in English</p> <ul style="list-style-type: none"> <li>➤ Listening to people who are speaking in English and try to understand what they are saying.</li> <li>➤ Practice sound in the target language that are different from sound in my own language.</li> <li>➤ Pay Special attention to specific aspect of the language.</li> <li>➤ Try to predict what the other person is going to say based on what has been said so far.</li> <li>➤ Listen for key words that seem to carry the bulk of the meaning.</li> <li>➤ Try to understand what I hear without translating it word for word.</li> <li>➤ Ask speakers to repeat what they said if it wasn't clear to me.</li> <li>➤ Ask for clarification if I do not understand it the first time around.</li> <li>➤ Draw on my general background knowledge to get the main idea (Segura, 2011).</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>➤ Practice saying new expressions to myself.</li> <li>➤ Practice new grammatical structures orally in different situations to build my confidence level in using them</li> <li>➤ Initiate conversations in the target language as often as possible.</li> <li>➤ Direct the conversation to familiar topics.</li> <li>➤ Plan out in advance what I want to say.</li> <li>➤ Ask question as a way to be involved in the conversation.</li> <li>➤ Try to talk about topics even when they are aren't familiar to me.</li> <li>➤ Encourage others to correct errors in my speaking.</li> <li>➤ Ask for help from my conversational partner.</li> <li>➤ Make up new words or guess if I don't know the right ones to use (Richards, 2006).</li> </ul>
Reading	<ul style="list-style-type: none"> <li>➤ Read as much as possible in the target language.</li> <li>➤ Try to find things to read for pleasure in the target language.</li> <li>➤ Find reading material that is at or near my level.</li> <li>➤ Skim an academic text first to get the main idea and then go back and read it more carefully.</li> <li>➤ Read a story or dialogue several times until I understand it.</li> <li>➤ Pay attention to the organization of the text, especially heading and subheading.</li> <li>➤ Make ongoing summaries of the reading either in my mind or in the margins of the text.</li> <li>➤ Make predictions as to what will happen next.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Guess the approximate meaning by using clues</li> <li>➤ from the context of the reading material</li> <li>➤ Use a dictionary to get a detailed sense of what</li> <li>➤ individual words mean (Educacion, 2016).</li> </ul>
Writing	<ul style="list-style-type: none"> <li>➤ Practice writing the alphabet and/or new words in the target language.</li> <li>➤ Plan out in advance how to write essays by writing an outline of the essay first.</li> <li>➤ Try writing different kinds of text in the target language.</li> <li>➤ Take class notes in the target language as much as I am able.</li> <li>➤ Find a different way to express the idea when I don't know the correct expression.</li> <li>➤ Review what I have already written before continuing to write more.</li> <li>➤ Use reference materials such as a glossary, a dictionary, or a thesaurus to help find or verify words in the target language.</li> <li>➤ Wait to edit my writing until all my ideas are down on paper.</li> <li>➤ Revise my writing once or twice to improve the language and content.</li> <li>➤ Try to get feedback from others, especially native speakers of the language (Leidel, 2022).</li> </ul>

**Note:** In the above table are subscribed modelling strategies, respectively associated with language skills.

## Strategies

### Modeling and re-modeling

Modelling is a form of support in the teaching-learning process in which it is shown how to use the language that is wanted to understand or produce. It can be carried out with various activities: showing examples in class, eliciting discursive criteria and indicators of achievement. In this way, the use and value of discourse is recreated in the classroom, with a high degree of guidance from the teacher and the application of different procedures or knowledge that the student can choose to handle satisfactorily (Amir, 2018).

Teacher's accompaniment; therefore, follows this process: a) deconstruction of the text: modelling, scaffolding, and work with discursive and linguistic features such

as elaboration of one's own model; b) internalization of the text. In modelling, it offers a model of the use of the text that the student needs to appropriate in all its dimensions such as sociocultural, pragmatic, and textual. It is a way of representation and transformation, which helps the student modify his or her initial language production model to improve it (Amir, 2018).

Modeling has a sociocultural and social learning basis (Bandura 1997), by observation or by imitation. However, modelling does not only mean "imitating" or "repeating" a performance (Leyland, 2020); but rather consists of interacting with the learner so that they can understand, analyze, and represent the progressive internalization in their own models of attitude, skills, strategies, concepts and linguistic resources necessary to understand and produce speeches effectively and efficiently. Consequently, modelling is conceived as a learning activity, and the successive models (other people's and those of those who need to develop their language competence) as mediation tools (Witt & Soet, 2020).

Modeling is one of the learners' virtues, which allows them to: discover, understand, know, and learn from the world around them. The student imitates daily life situations, and all that he or she has seen, heard, and internalized. Therefore, the role of the teacher is crucial (Martinez & Moreno, 2017).

The teacher acts as the model for his or her students to imitate. Imitation is a prerequisite for essential language because the student learns by repetition, not only to speak but also to learn other language skills. However, the first thing that the student learns to imitate is speaking (Masyithah, 2019).

### **Answer students inquires**

From the perspective of the pedagogical study, it is said that the question is of enormous importance in the classroom, and is capable of being learned and/or taught (Kyriacou, 2009). In tune with this requirement, teachers in the classroom can guide students through workshops in the necessary but difficult art of asking questions. It is significant that students learn to formulate their own questions. The student can elaborate questions from the reading of a text, from the information of the class, from the observation of a picture or from the results of an experience, from a trip to



nature, from a visit to a center of interest, among others (Beltran, 2017).

The use of the question is substantial because it encourages reflection, the formulation of problems or hypotheses. It also favors oral and/or written expression, communication between students, their attention and the creation of a favorable learning environment. In this same sense, the teacher, referring to a chapter or a unit of the book, can teach the students to propose a quiz about the text, asking themselves questions that require not only reflection but also deductions and conjectures (Baltateanu, 2016).

The reflection and application of the pedagogy of the question agree very well with the educational context, which implies, of course, not only innovating and implementing methods and strategies, materials, environments and educational spaces, but also rescue the critical-constructive role of educators and students (Dmitrenko & Melnyk, 2021). The teacher and the students establish sincere and strong bonds of friendship. There they recognize and value each other.

In this context, Paulo Freire in his book *The Pedagogy of the Question*, states that "teachers and students meet in the classroom to ask questions about the practical problems of their lives, their communities and the knowledge they expect." build". That classroom that interested the Brazilian pedagogue so much has its epicenter in the New School, the same one that originates with the current of active pedagogy. For teacher Freire, the question is the core axis, it is the activator of thought and discourse on the different issues that the group considers as a task (Freire, 1992).

Freire (1992) states that questions help to initiate interactive learning and problem-solving processes, as well as to maintain them until the objectives are achieved and new problems and new learning situations are posed in this continuous transfer that is life. Moreover, the question is also a pedagogical element that stimulates and solidifies the self-learning process. It is a first order tool in the process of learning to learn.

### **Divide the topic in chunks**

Lesson planning is an important element of the learning system. A plan is a guide that provides structure for essential learning. Before planning a class, it is essential to classify the objectives that will be established. It is important as it helps the teacher to maintain a standard teaching pattern and does not allow the class to get off topic.

Pre-planning helps the teacher to be better equipped to answer the questions asked by their students during class. An effective plan has three basic components: course objectives, activities, and assessments to check students' understanding of the topic.

Under these circumstances, the first step has to be the definition of the theme. It is advisable to divide the main theme into small parts or chunks. This benefits for students' understanding (Saienko & Nazarenko, 2020).

In this way, the teacher is one of the first inspirations of a student. Setting a good example of planning ahead can always help you become a good inspiration and build confidence about the class being taught (Gamayo, 2021).

### **Check prior knowledge**

Starting from the student's previous knowledge is an element that allows: to energize the teaching-learning process, to socialize the information that each one has regarding a subject, to debate the points of view of each one and to incorporate the new content to be taught (Harmer, 2007). It consists of recovering and activating, through questions or tasks, the knowledge, conceptions, representations, experiences, beliefs, emotions and skills previously acquired by the student, with respect to what he intends to learn when facing the significant situation. (Saienko & Nazarenko, 2020).

### **Teaching process**

#### **Oral expression and oral communication**

Oral expression is defined as that set of techniques to communicate orally effectively, that is, to make known what you want to communicate without any kind of obstacle. This ability must be developed when effective communication is desired and, consequently, the learning of a foreign language must take this aspect into account, since it is necessary for those who are in the process of learning a language to become competent in the emission and reception of messages (Ardiansyah, 2020).

## **Speech production**

Speech occurs when air passes from the lungs, down the airways (trachea), and through the voice box (larynx). This causes a vibration in the vocal cords to vibrate, and sound is created. Speech production or articulation is the process by which thoughts are translated into speech. This includes the selection of words, the organization of relevant grammatical forms, and then the articulation of the resulting sounds by the motor system using the vocal apparatus (O'connor, 1998).

Speech production can be spontaneous, as when a person creates the words of a conversation, reactive, as when naming a picture or reading a written word aloud, or imitative, as in repeating speech. Speech production is not the same as language production, since language can also be produced manually by signing (Yule, 2010).

## **Content and comprehension**

The production of spoken language involves the levels of processing: conceptualization of content, and comprehension.

The first is the processes of conceptualization or content, in which the intention to create a discourse links a desired concept to the particular spoken words to be expressed. Here the intentional preverbal messages that specify the concepts to be expressed are formulated (Beltran, 2017).

The second stage is the formulation in which the linguistic form required for the expression of the desired message is created. The formulation includes grammatical encoding, morpho-phonological encoding, and phonetic encoding. Grammatical encoding is the process of selecting the appropriate word or syntactic lemma. The selected lemma then activates the appropriate syntactic framework for the conceptualized message. Morphophonological encoding is the process of breaking words into syllables to produce them in open speech (Yule, 2010).

The syllabication depends on the words before and after, for example: I-com-pre-hend vs. I-com-pre-hen-dit. The final part of the formulation stage is phonetic encoding. This implies the activation of articulatory gestures dependent on the

syllables selected in the morpho-phonological process, creating an articulatory score as the utterance is assembled and the order of movements of the vocal apparatus is completed (Yule, 2010).

### **Teacher's aids for modelling**

Cook (2019) states that teacher should make sure to thoroughly explain the subject before using visual, aural, tactile, and/or kinesthetic instructional approaches to model the intended outcome while thinking aloud. Besides, teachers can pause regularly to collect feedback from the class or to answer queries by giving examples and non-examples of what is expected of them. There is a lot of contact between students and teachers using these modelling strategies. In addition, through the explicit modelling of the teacher, a structure made by Cook (2019) is added to guide the students:

- outlining the concept
- clearly stating the traits of the concept.
- breaking the concept down into manageable pieces or steps.
- modelling and describing the activity using a variety of ways to do it.
- keeping a constant pace while maintaining an enthusiastic tone, asking insightful questions, and gauging student understanding.

In other words, the teacher makes sure to clearly explain the topic before applying visual, aural, tactile, and/or kinaesthetic instructional approaches to model the desired outcome. The teacher provides examples to show students his or her expectations and stops frequently to get student feedback or ask questions to check understanding. This modelling technique provides a high level of student-teacher interaction (Leyland, 2020).

According to Leyland (2020), in order for the modelling to be successful, teachers must plan the modelling experience carefully. The following steps are important for good modelling:

- verify that students have the necessary prior knowledge and skills to complete the activity.

- Divide the skill into manageable chunks for learning.
- confirm that the skill's context is age-appropriate.
- identify key components of the topic or skill and demonstrate them using visual, aural, kinesthetics, and tactile ways.
- demonstrate each step while thinking aloud.
- draw the pertinent connections between the actions.
- throughout the process, check to see if the students are comprehending, and re-model any steps that might be confusing.
- ensure that the time is appropriate so that kids can follow along without getting bored and losing concentration.
- to make sure all pupils are prepared to complete the task on their own, model the topic or skill as often as necessary.
- provide plenty of opportunity for learners to clarify their understanding and ask questions.

### **Benefits of using the modelling language strategies in the English classroom**

There is a number of benefits of modelling language strategies use. Modelling is a strategy that leads students to imitation and is very important for language development. Through modelling, students understand the world around them since they imitate the actions they see, gestures, verbal expressions, and the attitude they maintain in different situations (Leyland, 2020). For example, through the game, they imitate daily life situations, develop the symbolic game, and learn through observing a model, especially those surrounding them, such as the teacher and the other students (Khairani, 2018).

In the same way, modelling and play are two skills that facilitate learning and that students develop naturally. The concepts students learn will be reproduced in the game, and through this imitation, learning takes place (Amir, 2018). For imitation to occur, the student must have the ability to acquire, retain, and execute the language skills that she wants to imitate (Nurhasanah, 2019). Through the acquisition, learners observe the model and its actions that will be stored in memory to execute later. Students' positive

or negative consequences after imitating a behaviour or knowledge will determine whether it is repeated or not (Martinez & Moreno, 2017). Therefore, teachers should take advantage on the game benefits for the learning process.

### **2.2.2. Speaking skills**

Speaking is a linguistic skill related to the production of oral discourse. It is a communicative capacity that encompasses not only a mastery of the target language's pronunciation, vocabulary, and grammar but also sociocultural and pragmatic knowledge (Common European Framework of Reference for Languages, 2001).

Khan et al. (2021) argue that speaking skills are the most difficult problems faced by both teachers and students. For that reason, it is necessary to implement innovative strategies in the English classroom to motivate students to improve their pronunciation, fluency, and vocabulary. Those strategies include having students work in small groups and pairs because some of them feel nervousness due to their lack of fluency. Moreover, the authors suggest working in class with unscripted role-plays, problem-solving/decision taking activities, discussion, debates, group projects; warm-ups and filling gaps, questions, guessing games, and Think-Pair-Share.

Another important fact in the speaking skills is the ability to interact with others or social interaction. The definition of social interaction is very broad. However, it can be said that it is a set of learned behaviors and social skills, which are manifested in interpersonal situations. That is to say, they help to communicate in any situation in an effective and structured way with other people (Chuchuca, 2018).

Developing social interaction in students is essential to achieve optimal social relationships. An adequate implementation of social skills is beneficial for: learning to express, understanding other people, and interacting correctly with others, in an effective and mutually satisfactory way. Likewise, language users can express feelings, desires, opinions or rights in an appropriate and assertive way, take into account the needs and interests of others and find a solution to a problem through dialogue.

## **Classroom activities to improve speaking skills**

Several methodological approaches are applied to the teaching-learning process, such as the Communicative Approach or the Task Approach, in which an attempt is made to bring external reality to the classroom (Richards, 2006). In this way, the student's oral expression begins to reflect the characteristics of interaction for real life (Common European Framework of Reference for Languages, 2001).

Harmer (2007) proposes several criteria for the classification of classroom oral expression activities:

Depending on the technique: guided dialogues (to practice certain linguistic forms and functions), theatrical games, linguistic games (Ex. riddles) and teamwork.

Depending on the type of response: mechanical repetition exercises, brainstorming, acting on instructions (Ex. recipes), discussion to solve a problem, and information gap activities.

According to the material resources: written texts (ex. completing a story), sound (ex. singing a song), images (ex. arranging the cartoons of a comic), objects (ex. guessing objects from touch, smelling).

Specific communications: presentation of a topic prepared in advance, improvisation (ex. description of an object taken at random), telephone conversation, reading aloud, debates on current issues.

Depending on the level of the students and the specific objectives of the course, the oral expression assessment can focus on some of the following micro-skills:

- organize and structure the discourse in a coherent way (ex. in chronological order);
- adapt to the situation in which the speech takes place (tone, register, theme, etc.);
- convey a message fluently (without excessive hesitation, pauses, false starts, etc.), with correctness (phonetic, grammatical, lexical, etc.), precision (conceptual, lexical, etc.), and an appropriate degree (according to the level of the students) of complexity;
- make it clear which are the main ideas and which are complementary;
- make clear what is an opinion, what is conjecture, and what is verified or verifiable information;

- clarify, expand, summarize, etc., according to the feedback they receive from the listeners;
- make use of the implicatures;
- manage figurative meaning, double meaning, puns, irony, humor in general, and fallacies;
- convey the mood and attitude;
- achieve the objective of the speech; for example, transmitting the emotions experienced in an adventure.

### **Pronunciation**

Pronunciation is the production of the sounds of the language; therefore, it is a key aspect in learning any language (Crystal, 2008). In fact, it is probably one of the most important aspects, since proper pronunciation is essential for language users to understand what others mean. In addition, a good pronunciation also demonstrates a higher level of knowledge and skill in the language, which can be essential in any situation (Cuitiño , 2019).

Pronunciation deals with **sounds, intonation, and accent**.

The English *sounds* are different from many other languages, which can make it difficult for some students to pronounce them correctly. Although it can be difficult, pronunciation can be improved with practice and proper teaching (Berry, 2021).

The English language is particular in the production of sounds. They are produced according to the point and manner of articulation (O'connor, 1998).

- Plosive sounds:

/p, b/ in English are aspirated before a stressed vowel (in that the force of voice falls on it)

/t, d/ in English are also aspirated before a stressed vowel and both sounds are alveolar.

- Affricate sounds:

/dʒ/ Students who have Spanish as L1 tend to pronounce it as the "y" of Spanish.

- Nasal sounds:

/ŋ/ students who have Spanish as L1 tend to add /g/, which does not appear in English in this case.

- Fricative sounds:

/v/ is labiodental.

/θ/ is not present in the Canarian phonological system.



/ð/ is not present in the phonological system of Spanish. students tend to pronounce it as /d/.

/z/ is not present in the Spanish phonemic system. By producing this sound, the vocal cords vibrate and the tendency is to produce it without making them vibrate.

/ʃ, ʒ/ are not present in the Spanish phonological system.

On the other hand, **Intonation** is one of the suprasegmental features of the language. It provides significant linguistic information about the speaker's emotional attitude or feelings and the meaning of an utterance can be changed (Berry, 2021). Besides, intonation is the rhythm of the language.

There are two intonation rules in English.

Falling intonation: This happens when the tone of voice is lower at the end of the sentence. Use it with the most common sentences and questions that do not have a yes or no answer. For example: put that down! 'go over there' 'stand against the wall' (Berry, 2021)

Rising intonation: This happens when the pitch of voice rises at the end of a sentence. Use it with questions that have a yes or no answer or to show disbelief or anger. For example: would you like a cup of tea? (O'connor, 1998)

On the contrary, **accent** is also called as *stress* (Tejedor et al., 2020). It refers to the way in which certain syllables are emphasized by pronouncing them more clearly, more intensely and more slowly. The syllable, according to the Cambridge online dictionary (2021), is the smallest unit of speech, which in English usually contains a vowel. For example: "dog" has one syllable; "rab-bit" has two syllables (and the stress falls on the first); "e-le-phant" has three syllables (and the stress also falls on the first). In English the difference between stressed and unstressed syllables is greater. For this reason, students tend to highlight it as one of the aspects that causes them the most problems, although it may be useful to keep in mind that the accent serves to facilitate communication, not to hinder it. For example, banana and elephant each have three syllables, but in banana the stress is on the second syllable, while in elephant it is the first that is stressed (Prodanovska, 2018).

### **Lexicon and vocabulary**

With regard to lexicon or vocabulary, they can be improved while speaking. Some vocabulary words and some straightforward practices are provided to the learners. Learners would not only learn their meanings but also how to apply them in everyday situations. The students correctly identify the terms and do so in front of the class. Teacher's modelling of words in everyday situations help students to be courageous enough to speak in front of the class and to push them out of their comfort zones when learning English. In addition to those benefits, it is a good way to make them aware of what they are learning. English is a language that must be put into use. The majority of students learn English through hypothetical or unreal situations; therefore, they had learned it; however, they had never used it in practice. Teacher's modelling is helpful to jolt students out of their misperceptions and fears and teach them the vocabulary, grammar, and practical application of the language (Husnu, 2018).

## **Grammar**

Studying English grammar in depth is essential to write and, above all, to speak correctly so that others understand without difficulty. In fact, there are areas in which it is especially important. For example, mastering grammatical verbs in English is something highly valued (Beltran, 2017). There are three grammar rules that English learners must put attention to:

The first is the one that concerns irregular plurals. While it is usual to add a single 's' in the plural of words such as bath (baths), others require an 'es', such as business (businesses). The second refers to articles and genre. In English, nouns have no gender, which makes English grammar for Spanish speakers more difficult at first. However, it really is simpler, so it is mastered in a few months. The last is formal speech. In English, the same pronoun is used for 'tú' and 'usted', you. Therefore, in order to use the different registers, it is necessary to enrich the discourse with other terms and nuances (Yule, 2010).

## **Fluency: Accuracy and rate**

Being a fluent English speaker means that you speak quickly and clearly; in other words, fluency means to speak with *accuracy* and *rate*. Fluency is the ability to speak a language easily and fluently, without struggling to find words or set phrases. Fluent speakers sound like natives and are able to speak at a normal speed with few pauses or stumbles. At first, most people learn basic vocabulary and grammar, which helps them communicate at a basic level (O'connor, 1998).

To be fluent in a language learners have to be able to use it in different situations. They must be able to speak it and understand it when other people speak it, and they must be able to read and write it when necessary. The best way to improve English is to speak it and practice the language as much as possible (Berry, 2021).

### **Socio-cultural knowledge: Consistency, appropriate context and situation**

In order to reach an adequate cultural understanding, students need to learn the culture since with this, they will be able to adapt adequately to the foreign culture and, therefore, they will be able to behave according to the norms and conventions of the country whose language they are speaking or learning; For example, it is not the same social context that a person of Latin origin presents with another from the West. It is a key factor for language learning. Students must be taught to be effective actors in all possible communication situations and participate adequately in daily cultural practices. Language learning must satisfy various purposes mainly about social understanding that let recognition and comprehension of other cultures (Duranti, 1997).

**Table 4**  
*Operationalization of variables. Independent variable*

The Modeling language strategies	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
Teachers' activities that consist of interacting with the learner to enable him/her to understand, analyze and represent skills and language concepts through sequential phases to understand and produce discourse effectively and efficiently in a given language by using visual, aural, kinesthetic, and tactile models.	Strategies	Model Re-model Answer students' inquires Divide the topic in chunks Check prior knowledge	The teacher verifies the necessary prior knowledge and skills to complete the activity. The teacher divides the activity into manageable chunks for learning. The teacher demonstrates classroom tasks or homework using visual, aural, kinesthetics, and tactile ways. The teacher checks understanding and re-model any confusing steps. The teacher models the task or skill as often as necessary. The teacher answers questions all the time.	Survey  A2 KEY Test
	Teaching process	Oral Expression Oral Communication Participation		
	Speech production	Content Comprehension		
	Aids	Visual Aural Kinesthetics Tactiles		

**Table 5***Operationalization of variables - Dependent variable*

Speaking skills	DIMENSIONS	INDICATORS	ITEMS	INSTRUMENTS
The ability to communicate through oral texts with management of pronunciation, lexis, grammar, knowledge of socio-cultural and pragmatic elements in a given language.	Pronunciation	Sounds, intonation and accent	Classroom speaking exercises are promoted and encouraged by the teacher. I can orally communicate in English easily. My pronunciation issues affect my speaking. While	Survey  A2 KEY Test
	Lexicon	Vocabulary		
	Grammar	Grammar structures		
	Fluency	Accuracy Rate		

	Socio-cultural knowledge	Consistency, appropriate context and situation	speaking, I am very motivated. I use my mother tongue when I cannot express my ideas in English.	
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Prepared by: Hidalgo (2022)

## CHAPTER III METHODOLOGY

### 3.1. Tipo de investigación

This research was developed in the Universidad de Guayaquil with second semester students at the Basic Education major. This Ecuadorian higher education institution is located in the city of Guayaquil. This university has government support and assists a big number of students. This career trains professionals with disciplinary, curricular, pedagogical, didactic, methodological and technological domains, with a critical sense, creative capacity, ethical and moral practices, which allow them to face complexity and uncertainty, innovate and generate learning.

### 3.2. Población o muestra:

The population for this research was formed by two groups of students who attend second semester. They formed the experimental group and the control group. Those groups of students were chosen directly from the lists of students because the researcher was their English teacher and they demonstrated their predisposition to participate in the research. Therefore, the target population is displayed in table 6.

**Table 6**

*Population*

<b>Class</b>		<b>Group</b>		<b>Male</b>		<b>Female</b>		<b>TOTAL</b>	
Second A	Control group	10	16%	22	34%	32	50%		
Second B	Experimental group	13	20%	19	30%	32	50%		
		23	36%	41	64%	64	100%		

*Note:* Data obtained from the lists of students from Universidad de Guayaquil.

### **3.3. Prueba de Hipótesis - pregunta científica – idea a defender**

**Null Hypothesis H0:** The application of modelling language strategies does not enhance learners' speaking skills.

**Alternative Hypothesis H1:** The application of modelling language strategies enhances learners' speaking skills.

### **3.4. Recolección de información:**

The researcher developed a plan for data collection and this study goals achievement. First, he gave the students the survey to look for information about their weakness and lacks in the field of speaking skills and modelling strategies. This survey was validated by two experts in the educational field. To obtain numerical data, a Likert scale was used for each statement.

After gathering information from the survey, the students took the pre-test. It was the speaking part of the A2 KEY English exam. To collect numerical data, a rubric from Cambridge Assessment web page was employed (See Annex 3). It had three main criteria such as grammar and vocabulary, pronunciation, and interactive communication. Those criteria had five bands being the number 5 the maximum and 0 the minimum. Thereafter, the intervention phase was developed emphasizing on the use of modelling strategies to improve students' speaking skills. Having finished the intervention, the students took the post-test.

### **3.5. Procesamiento de la información y análisis estadístico:**

All of the results obtained from the survey and the pre and post-tests were tabulated and condensed in an Excel file. After that, they were transported to a SPSS file for statistical analysis. It included the reliability test of the survey and the descriptive statistics. Likewise, data from the pre-test and post-test were compared to prove the hypothesis through T-test.



## **CHAPTER IV**

### **RESULTS AND DISCUSSION**

At the beginning of the study, the researcher applied a survey to the target population in order to gather information about students' perception on their weakness and lacks in the field of speaking skills and modelling strategies. Thereafter, he conducts a pre-test through A2 KEY English exam to collect information about students' speaking performance. Then, he developed a classroom intervention. After it, the researcher assessed the students through the post-test.

#### **4.1. Survey**

The survey had two parts; the first part was focused on students' perceptions towards teacher's modelling strategies and the second part, about their own speaking skills. The results for the first part are displayed below.

#### **Table 7**

*Teacher's Modelling Strategies*

<b>TEACHER'S MODELLING STRATEGIES</b>									
	<b>Strongly agree</b>		<b>Agree</b>		<b>Neutral</b>		<b>Disagree</b>		
	<b>Fr</b>	<b>%</b>	<b>Fr</b>	<b>%</b>	<b>Fr</b>	<b>%</b>	<b>Fr</b>	<b>%</b>	<b>Fr</b>
The teacher verifies the necessary prior knowledge and skills to complete the activity.						17	26%		28
The teacher divides the activity into manageable chunks for learning.			12	19%		19	30%		26
The teacher demonstrates classroom tasks or homework using visual, aural, kinesthetics, and tactile ways.									49
The teacher checks understanding and re-model any confusing steps.						15	23%		39
The teacher models the task or skill as often as necessary.			2	3%		13	20%		22
The teacher answers questions all the time.						13	20%		29

*Note:* Data obtained from the survey about Modelling strategies.

Table 4 shows the students' perceptions towards teacher's modelling strategies. Regarding this, 74% of the students assert that their teacher does not verify their necessary prior knowledge and skills to complete any classroom activity. Only 26% of them are neutral about this issue. This means that teacher almost never checks if students have or not prior knowledge to start activities.

When students were asked if the teacher divides the activity into manageable chunks for learning or not, 81% of them agreed in the idea that their teacher does not do it. Only 19% say that their teacher divides information in small chunks.

The population was also asked about their teacher demonstrations about classroom tasks or homework using visual, aural, kinesthetics, and tactile ways. All of them strongly disagree because he never uses modelling strategies.

Furthermore, 77% of the students argued that their teacher does not check understanding nor re-models any confusing steps. This fact gives the idea that teacher is using traditional methodology where university students have to understand by themselves. Only 23% were neutral.

Only 23% stated that their teacher models the task or skill as often as necessary. However, 77% said that their teacher does not it. It means that teacher models examples rarely.

80% of the population says that their teacher does not answer questions all the time; only 20% were neutral. This means that there is no good communication channel in the classroom between the teacher and the students.

It was clearly stated by the surveyed that teacher does not take into consideration their previous knowledge to plan his classes. This information highlights the need to take students' background knowledge into consideration for class planning. According to Segura (2011) and Rexhepi (2021), it is important that students can direct their attention to students' background knowledge in order to familiarize them with the new topic easily. This fact must be taken into consideration to start with classes in the

intervention phase.

Moreover, Leyland (2020) suggests that teachers must divide skills and activities in small chunks to model what they expect from students in a better way. Regarding this, the results from the survey contrast this idea because students say that chunking in small parts is not their teacher's policy. This answer informs that teacher makes learning very hard for his students. Therefore, giving information in smaller parts could be a good idea to put into practice in this study for students to be more motivated and engaged to participate in speaking activities.

Modelling strategies require active teacher's engagement actions to provide demonstrations to be followed by students. Nevertheless, students said that their teacher never uses kinesthetic, visual, aural, nor tactile materials to support his classes. This contradicts what Cook (2019) suggests for successful English classes. Hence, this is another cause why students show their demotivation to learn English.

Furthermore, modelling strategies include re-modelling and checking understanding about any confusing steps, provide as many examples as they can, and answer questions and students' concerns. However, the target population asserted that there is traditional methodology or teacher-centered approach for the target population. This fact contradicts what Siqid (2018) advices. Therefore, teacher's self-assessment and change of methodology is urgent for students' sake.

In general, this research is justified because students from the population do not have experience with modelling strategies for their speaking improvement.

The second part of the survey was used to ask students about their weaknesses and strengths of their speaking skills.

**Table 8***Survey: Speaking skills*

	<b>SPEAKING SKILLS</b>							
	Strongly agree		Agree		Neutral		Disagree	
	Fr	%	Fr	%	Fr	%	Fr	%
Classroom speaking exercises are promoted and encouraged by the teacher.					17	27%	28	4
I can orally communicate in English easily.					4	6%	33	1
My pronunciation issues affect my speaking.	64	100%						
I use my mother tongue when I cannot express my ideas in English.	64	100%						
While speaking, I am very motivated.							41	64
I need feedback and support from my teacher to understand speaking tasks.	22	34%	29	45%	13	20%		

Note: Data came from students' perceptions about their speaking skills

Regarding the first statement in the survey, 73% of the population stated that classroom speaking exercises are not promoted and encouraged by the teacher. Only 27% were neutral. This fact corroborated the idea of a traditional teaching methodology where the use of English for interaction and communication is not present.

Furthermore, all of the population asserted that they have difficulties to orally communicate. This fact justifies the current research due to students needs of oral communication. Besides, all of the population was aware about their lack of good pronunciation which affects their spoken interaction. Moreover, while classroom activities, all of the students use their mother tongue when they cannot express ideas in English. Additionally, all of the students are not motivated to speak. On the contrary, they need feedback and support from their teacher to understand speaking tasks.

The second part of the survey was directed to verify students' weaknesses in speaking skills. Results revealed that they are not motivated to speak due to their weaknesses in pronunciation and lack of vocabulary. They also asserted that classroom exercises are not engaging; therefore, they use their mother tongue to express their ideas. These results are very similar to previous studies (Socheath, 2018; Zakaria et al. 2018; Ahmed & Mahmood, 2021; Socheath, 2018) where students' difficulties to speak are detailed. These authors suggest that students must be engaged in teaching strategies that promote interaction and meaningful activities in the classroom to enhance students motivation and knowledge to put in to practice in the real life. Furthermore, teachers must provide feedback and support for students to build self-confidence at the moment of speaking (Khan et al., 2021).

#### **4.2. Pre-test**

A2 KEY English exam (speaking part) was used as the pre-test. Students took the exam in pairs and answer questions about familiar topics. In addition, to obtain numerical data, the researcher used the Cambridge Assessment A2 rubric which contains three main criteria such as grammar and vocabulary, pronunciation, and interactive communication. Therefore, the results are displayed below.

**Table 9***Pre-test control group - Grammar and vocabulary*

<b>Grammar control group pre-test</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	14	43.8	43.8	43.8
	2	10	31.3	31.3	75.0
	3	6	18.8	18.8	93.8
	4	2	6.3	6.3	100.0
	Total	32	100.0	100.0	

*Note: Data obtained from the statistical analysis through SPSS.*

As detailed in Table 7, most of the students obtained 1 from the rubric in grammar and vocabulary. It denotes that students have little command over a select few grammatical structures and they speak in isolated words and short phrases.

**Table 10***Pronunciation. Pre-test - control group*

<b>Pronunciation control group</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	1	21	65.6	65.6
	2	2	8	25.0	25.0
	3	3	2	6.3	6.3
	4	4	1	3.1	3.1
	Total	32	100.0	100.0	

*Note: Data came from the statistical analysis through SPSS*

Table 8 shows that 65.5% of the students from the control group obtained 1 out of 5. Because of their poor phonological feature control, students frequently produce speech that is difficult to understand.

**Table 11**

*Interactive communication. Pre-test - Control group*

<b>Interactive communication control group pre-test</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	22	68.8	68.8	68.8
	2	8	25.0	25.0	93.8
	3	1	3.1	3.1	96.9
	4	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

*Note:* Data obtained from the statistical analysis through SPSS

Table 9 shows results from the third criteria of the assessment rubric. 68.8% of the students obtained 1. This signified that students struggle greatly to maintain simple transactions and need extra encouragement and help.

**Table 12**

*Grammar and vocabulary. Experimental group - Pre-test*

<b>Grammar and vocabulary Experimental group Pre-test</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	15	46.9	46.9	46.9
	2	14	43.8	43.8	90.6
	3	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

*Note:* Data come from statistical analysis through SPSS



In this table, information revealed that most of the students obtained 1 out of 5. This It suggested that students talk in solitary words and brief sentences; and, have little knowledge of a small number of grammatical structures.

**Table 13**

*Pronunciation. Experimental group - Pre-test*

<b>Pronunciation Experimental group Pre-test</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	24	75.0	75.0	75.0
	2	7	21.9	21.9	96.9
	3	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Note: Data come from statistical analysis through SPSS.

It was noted that 75% of the students had the second lowest score of the assessment rubric. It means that students frequently create speech that is challenging to comprehend due to their poor control of phonological features.

**Table 14**

*Interactive communication. Experimental group - pre-test*

<b>Interactive communication Experimental group Pre-test</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	24	75.0	75.0	75.0
	2	7	21.9	21.9	96.9
	3	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

Note: Data came from statistical analysis through SPSS

Table 12 shows that 75% of students from the experimental group got 1 regarding interactive communication. It involves the idea that students require additional support and encouragement since they struggle tremendously to sustain simple transactions.

**Table 15**

*Pre-test - Comparison of means*

<b>Independent Samples Test</b>										
		Levene's Test for Equality of Variances			t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
<b>Pre- test</b>	Equal variances assumed	4.153	.046	1.151	62	.254	.563	.489	-.414	1.539
	Equal variances not assumed			1.151	55.202	.255	.563	.489	-.417	1.542

*Note:* Data come from comparison of means through SPSS

Means from students from both the control and the experimental groups were contrasted. Regarding this, equal variances were assumed. The two tailed significance pointed out 0.254 which is  $> 0.05$ . This revealed that there is no significant difference between the groups. This information is summarized in the table below.

**Table 16**  
*Pre-test group means*

		<b>Group Statistics</b>			
<b>Group</b>		N	Mean	Std. Deviation	Std. Error Mean
<b>Pre-test</b>	Control group	32	4.75	2.272	.402
	Experimental group	32	4.19	1.575	.278

*Note:* Information obtained from the statistical analysis through SPSS. Students from the control group obtained 4.75 as their average; while the experimental group obtained 4.19. There is a very slight difference in favor of the control group; however, it was not significant. Therefore, both groups were in the same level of speaking performance.

In general, students are facing speaking problems that stop language performance improvement, like Zakaria et al. (2018) states. It was also noted that students showed high affective filter and nervousness while speaking. This is similar to previous research made by Ahmed (2021). Grammar and vocabulary are important part of speaking skills which must be improved for many reasons (Husnu, 2018). First, students should have background vocabulary to express their ideas clearly and keep conversation actively. Secondly, they need to manage a good grammar knowledge to make sense on what they are saying. Accordingly, Hayaramae and Worasurt (2020) advice that teachers must apply active teaching strategies for students to develop their vocabulary and grammar such as card games, filling gaps, and questioning to actively involve students to practice English in real-life situations (Husnu, 2018).

Pronunciation is a crucial issue in speaking skills which requires teacher and students' endeavor. Regarding this, students are placed in the ultimate band of the assessment rubric, it means that there are pronunciation and fluency problems in students. These results are similar to previous research where pronunciation is a big issue. In spite of those problems, according to Hayaramae and Worasurt (2020), pronunciation, confidence, stress, intonation, and spelling are better by promoting group contact and pair interaction roleplaying, and singing.

Interactive communication is also important in the speaking development; however, it also needs attention. Overall, students show a minimum performance in interactive communication which is similar to previous studies (Masyithah, 2019; Khairani, 2018; Khan et al., 2021). Therefore, an intervention process is urgently needed. Therefore, modelling strategies must be planned to prove their effectiveness in the speaking skills improvement (Husnu, 2018; Sidiq, 2018).

### 4.3. Post-test

An implementation process in the classroom with students from the experimental group who attended classes focused on the implementation of modelling strategies; while students from the control group attended their regular text-based classes was developed. Afterwards, students took the post-test.

**Table 17**

*Grammar and vocabulary. Post-test control group*

<b>Grammar and vocabulary Post-test control group</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	8	25.0	25.0	25.0
	2	17	53.1	53.1	78.1
	3	6	18.8	18.8	96.9
	4	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

*Note:* Data obtained from statistical analysis through SPSS

It was verified that most of the students obtained 2 in grammar and vocabulary. This students' performance shares bands 2 and three of the assessment rubric.

**Table 18**

*Pronunciation. Post-test Control group*

<b>Pronunciation Post-test control group</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	20	62.5	62.5	62.5
	2	6	18.8	18.8	81.3
	3	5	15.6	15.6	96.9
	4	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

*Note:* Data came from statistical analysis through SPSS

62.5% of the students from the control group obtained 1 which indicates that they remain in the same low level of pronunciation.

**Table 19**

*Interactive communication. Post-test Control group*

<b>Interactive communication Post-test Control group</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	0	1	3.1	3.1	3.1
	1	19	59.4	59.4	62.5
	2	6	18.8	18.8	81.3
	3	5	15.6	15.6	96.9
	4	1	3.1	3.1	100.0
	Total	32	100.0	100.0	

*Note:* Data come from statistical analysis through SPSS

Students continued struggling in the control group because 59% of them obtained 1. It may happen due to the teaching methodology.

**Table 20**

*Grammar and vocabulary. Experimental group post-test*

<b>Grammar Experimental group Post-test</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	5	15.6	15.6	15.6
	2	17	53.1	53.1	68.8
	3	7	21.9	21.9	90.6
	4	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

*Note:* Data come from statistical analysis through SPSS

Most of the students obtained 2 and 3 out of 5. This means that students demonstrate adequate command of basic grammar structures. As well as, they talk about commonplace scenarios using suitable words.

**Table 21**

*Pronunciation. Post-test Experimental group*

<b>Pronunciation Experimental group Post-test</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	6	18.8	18.8	18.8
	2	8	25.0	25.0	43.8
	3	13	40.6	40.6	84.4

4	5	15.6	15.6	100.0
Total	32	100.0	100.0	

*Note:* Data come from statistical analysis through SPSS

Table 18 shows that students mostly obtained 2 and 3. This information means that their pronunciation while having little control over phonological aspects, is often understandable.

**Table 22**

*Interactive communication. Post-test experimental group*

<b>Interactive communication Experimental group Post-test</b>					
		Frequency	Percent	Valid Percent	Cumulative Percent
<b>Valid</b>	1	6	18.8	18.8	18.8
	2	12	37.5	37.5	56.3
	3	11	34.4	34.4	90.6
	4	3	9.4	9.4	100.0
	Total	32	100.0	100.0	

*Note:* Data come from statistical analysis through SPSS

It is clearly stated that 71% of the students got 2 and 3. Students are able to manage basic conversations despite some difficulty. Furthermore, they need encouragement and prompting.

**Table 23**

*Hypothesis testing*

<b>Independent Samples Test</b>							
Levene's Test for Equality of Variances				t-test for Equality of Means			
F	Sig.	t	df	Mean Difference	Std. Error Difference	95% Confidence	

						Sig. (2- tailed)	Interval of the Difference			
							Lower	Upper		
<b>Post- test</b>	Equal variances assumed	0.000	1.000	- 3.157	62	.002	-1.969	.624	-3.215	-.722
	Equal variances not assumed			- 3.157	61.927	.002	-1.969	.624	-3.215	-.722

*Note:* Comparison of means through SPSS

The two-tailed significance resulted in .002 which is  $< .05$ . It means that there is a considerable difference between the means of the post-test. This is better depicted in the next table.

**Table 24**

*Post-test means*

		<b>Group Statistics</b>			
<b>Group</b>		N	Mean	Std. Deviation	Std. Error Mean
<b>Post- test</b>	Control group	32	5.16	2.451	.433
	Experimental group	32	7.13	2.537	.448

*Note:* final results obtained from the post-test through SPSS

Table 21 states that the control group obtained 5.16; on the contrary, experimental group got 7.13. Therefore, the alternative hypothesis was accepted because the application of modelling language strategies enhanced learners' speaking skills; nevertheless, the null hypothesis was rejected.

Modelling strategies were put into practice during the classroom intervention process through the Booklet of lesson plans for modelling language strategies to enhance



speaking skills. Students experienced a new way of learning English through their teacher's modelling and demonstrations (Zakaria et al. (2018). He was the one who divided the information into small chunks and with this information, students interacted in pair and group discussion (Nurhasanah, 2019). As a result, students showed more confidence better interaction and active participation. According to Cook (2019), Khairani (2018), and Leyland (2020), strategies like outlining, chunking, describing, and motivating students through visual, aural, and kinesthetic instruction promotes better results in English instruction. This concept was proved in the current research because students clearly enjoyed during the classes. They were engaged and had their teacher's support during peer and group interaction.

The intervention process was not only focused on speaking skills but also in other language skills similarly to Amir (2108) (Amir, 2018). Meaningful input was provided through listening and reading and output was obtained through reading. In this context, making predictions, mind mapping, storytelling (Razak, 2021) were modeled by the teacher to say new expressions and practice language structures about real-life situations.

Furthermore, classroom activities that involve meaningful input through watching videos were also promoted. Students had positive commitment and encouragement to actively participate; there was no fear or nervousness; on the contrary, students were confident because topics were chosen according to students' interests (Ahmed & Mahmood, 2021). They were also motivated to record videos (Rojas, 2019) to check their pronunciation and improvement (Zakaria et al., 2018). It was extremely beneficial because students interacted among them and developed interpersonal connections through dialog (Chuchuca, 2018).

Moreover, class planning intended to practice SP (skills practice) model (Socheath, 2018). This fact was positive because the researcher had clear ideas about what to do before speaking, while speaking, and after students' speaking practices. There

were no traditional classes anymore. On the contrary, the teacher demonstrated what was expected from the students and they had more motivation to develop speaking practice. It was achieved through the use of the Booklet of lesson plans for modelling language strategies to enhance speaking skills.

## **CHAPTER V**

### **CONCLUSIONS, RECOMMENDATIONS, BIBLIOGRAPHY, ANNEXES.**

#### **5.1. Conclusions**

Some conclusions came up after this valuable and motivating research period.

Literature review revealed that modelling strategies have been satisfactorily applied worldwide. Some modelling strategies were identified such as providing students with examples, activities, and demonstrations regarding any subject to serve as role models with the intention of persuading them to notice, copy, and imitate the teacher's actions in front of the class. Likewise, the use of two explicit models for top-down and bottom-up language strategy learning training; using speaking frames as scaffolding tools and knowledge gaps found on websites for plan execution in the classroom.

Factors that affected speaking performance of students who belonged the population were identified through a survey. Results revealed there is traditional teaching methodology's where interaction and oral communication is minimum. Additionally, students struggle while speaking and use their mother tongue due to their lack of vocabulary and pronunciation. All of these factors involve a low level of motivation for students to speak. Therefore, students need support and feedback from their teacher.

The effect of the application of modelling language strategies on the oral proficiency development was measured. At the beginning, students had the same low level of performance. However, after the classroom intervention, students from the control group obtained 5.16 and the experimental group had 7.13. With 95% of confidence and 5% error, it was statistically determined that there was a significant difference with higher results for the experimental group.

The efficacy of modeling language strategies to enhance speaking skills were determined. This was a process which involved some steps like collecting students' perceptions about their teachers' practices and their speaking skills performance;

taking a pre-test and a post-test; and, developing a statistical analysis to register the results. They revealed that the application of modelling strategies during the intervention through the Booklet of lesson plans for modelling language strategies to enhance speaking skills, were beneficial for students.

## **5.2. Recommendations**

From the conclusions displayed above, the researcher would like to make some recommendations.

Using the proposal attached to the current study to try a different way of teaching and learning English. Hopefully, this proposal would help and enlighten both teachers and students to contribute with the teaching-learning process not only in the same higher education institution but in other around the country.

For further research, it would be plausible to continue doing literature review to encounter more modelling strategies to facilitate teachers' activities in the classroom to promote a meaningful, engaging, and motivating environment.

More deeply researching about factors that shorten students' speaking performance. It would help teachers identify issues and propose solutions. In this way, both teachers and students would be aware about what to do to support the teaching-learning process.

Promoting students continue assessment through tests before and after the implementation of the current proposal in order to contrast results and provide feedback for future investigation.

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**Annexes**

**Annex 1**

**Pre and Post-tests**

**B1 PRELIMINARY FOR SCHOOLS SPEAKIGN TEST**

Contents

Part 1 General questions

Part 2

1A Learning a new skill

1B At home after school

Parts 3 and 4

1 School visit to a capital city

**PART 1 (3-4 minutes)**

Phase 1 Interlocutor  To both candidates	Good morning / afternoon / evening. Can I have your mark sheets, please?  Hand over the mark sheets to the Assessor.  I'm ....., and this is .....
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<p>To Candidate A</p> <p>To Candidate B</p>	<p>What's your name? How old are you? Thank you.</p> <p>And what's your name? How old are you? Thank you.</p>
<p><b>B</b>, do you work or are you a student?</p> <p>Where do you come from?</p> <p>Where do you live?</p> <p>Thank you.</p> <p><b>A</b>, do you work or are you a student?</p> <p>Where do you come from?</p> <p>Where do you live?</p> <p>Thank you.</p>	<p><b>Back-up prompts</b></p> <p>Do you work? Do you study? Are you a student?</p> <p>Are you from (Spain, etc.)?</p> <p>Do you live in ... (name of district / town etc.)?</p> <p>Do you work? Do you study? Are you a student?</p> <p>Are you from (Spain, etc.)?</p> <p>Do you live in ... (name of district / town etc.)?</p>

**Phase 2**

<p><b>Phase 2</b> <b>Interlocutor</b></p>	<p><b>Back-up prompts</b></p> <p>Which teacher do you like? (Why?)</p>
---	--

<p>Select one or more questions from the list to ask each candidate. Ask Candidate A first</p> <p>Tell us about a teacher you like.</p> <p>How often do you use a mobile phone?</p> <p>How do you get to school every day?</p> <p>Which do you like best, the morning or the afternoon? (Why?)</p> <p>Thank you.</p>	<p>Do you often use a mobile phone?</p> <p>Do you walk to school every day?</p> <p>Which is better, morning or afternoon? (Why?)</p>
--	--

**Part 2 (2–3 minutes)**

<p><b>1A Learning a new skill</b> <b>Interlocutor</b></p>	<p>Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.</p> <p>A, here is your photograph. It shows someone learning how to do something. Place Part 2 booklet, open at Task 1A, in front of candidate.</p> <p>B, you just listen.</p> <p>A, please tell us what you can see in the photograph. <b>Say why or why not.</b></p> <p><b>All right? Now, talk together.</b></p>
<p><b>Candidate</b></p> <p>Candidate A ÷ approx. 1 minute .....</p>	

**Back-up prompts**

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

**Interlocutor**

Thank you. (Can I have the booklet please?) Retrieve Part 2 booklet.

**1B At home after school**

**Interlocutor**

B, here is your photograph. It shows someone at home after school.

*Place Part 2 booklet, open at Task 1B, in front of candidate.*

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B ÷ approx. 1 minute .....

**Back-up prompts**

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

**Interlocutor**

Thank you. (Can I have the booklet please?) Retrieve Part 2 booklet.





**Figure 1**

*Speaking material 1 - Pre-test*



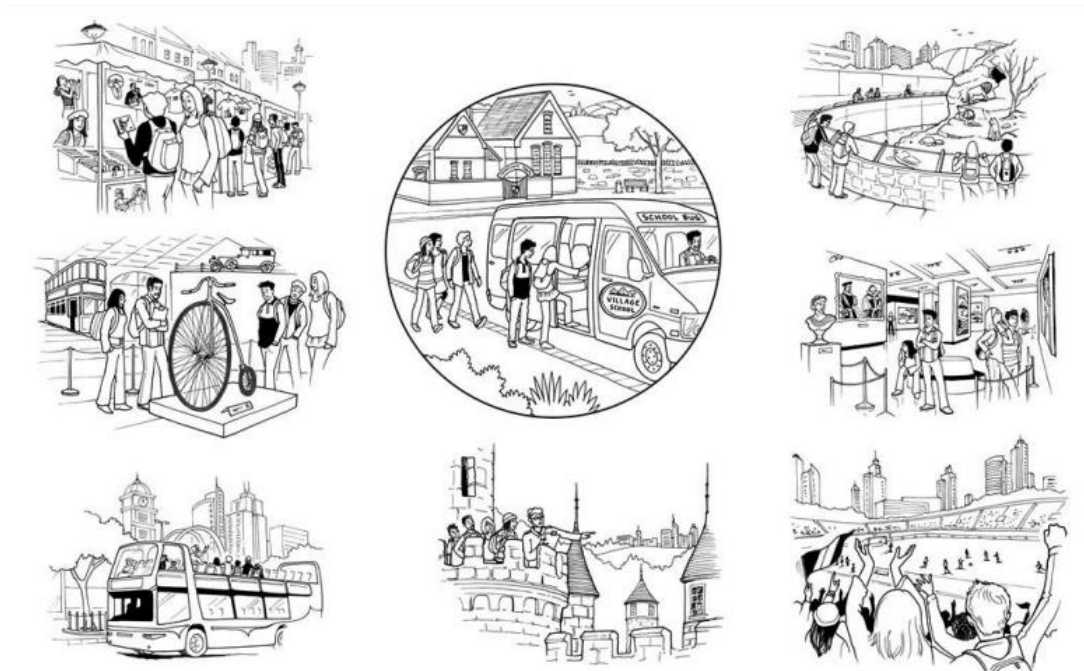
**Figure 2**  
*Speaking material 2. Pre-test*

**Speaking Test 1 (School visit to a capital city)**  
**Parts 3 and 4 (6 minutes)**

<p><b>Part 3</b> <b>Interlocutor</b></p>	<p>Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.</p> <p><i>Place Part 3 booklet, open at Task 1, in front of the candidates.</i></p> <p>Some students from a small village school are going on a trip to their capital city.</p> <p><b>Here are some activities they could do there. Talk together about the different activities they could do in their capital city, and say which would be most interesting.</b></p> <p><i>All right? Now, talk together.</i></p>
<p>Candidates</p>	

<p><i>≈approx. 2–3 minutes</i></p> <p><b>Interlocutor</b></p>	<p>Thank you. (Can I have the booklet please?) Retrieve Part 3 booklet.</p>
<p><b>Part 4 Interlocutor</b></p>	<p><i>Use the following questions, as appropriate:</i></p> <ul style="list-style-type: none"> <li>• Would you like to have more school trips? (Where would you like to go?)</li> <li>• What do you need to take when you go on a trip?</li> <li>• Do you prefer to go on trips with your friends or your family? (Why?)</li> <li>• What do you think is the best time of year to visit a city? (Why?)</li> <li>• Which do you think is more interesting: visiting the countryside or visiting a city? (Why?)</li> </ul> <div style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p>Select any of the following prompts, as appropriate:</p> <ul style="list-style-type: none"> <li>• How/what about you?</li> <li>• Do you agree?</li> <li>• What do you think?</li> </ul> </div> <p>Thank you. That is the end of the test.</p>

**A school visit to a capital city**



**Figure 3**

Speaking material 3. Pre-test

Annex 2

Assessing Speaking Performance – Level B1

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

Source: Cambridge Assessment (2020)

### Annex 3

#### Students' survey



**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA**

**INSTRUMENTO “ENCUESTA” PERTENECIENTE A LA INVESTIGACIÓN: “THE MODELING LANGUAGE STRATEGIES TO ENHANCE THE SPEAKING SKILLS”**

Objective: To identify factors affecting the development of students' speaking skills.

#### INSTRUCTIONS

Dear students, please choose the option that best fits your point of view or your reality according to the following scale:

Strongly agree **1**    Agree **2**    Neutral **3**    Disagree **4**    Strongly disagree **5**

<b>ITEMS</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>MODELLING STRATEGIES</b>					
The teacher verifies the necessary prior knowledge and skills to complete the activity.					
- The teacher divides the activity into manageable chunks for learning.					
The teacher demonstrates classroom tasks or homework using visual, aural, kinesthetics, and tactile ways.					
The teacher checks understanding and re-model any confusing steps.					

The teacher models the task or skill as often as necessary.					
The teacher answers questions all the time.					
<b>SPEAKING SKILLS</b>					
Classroom speaking exercises are promoted and encouraged by the teacher.					
I can orally communicate in English easily.					
My pronunciation issues affect my speaking.					
While speaking, I am very motivated.					
I use my mother tongue when I cannot express my ideas in English.					
I need feedback and support from my teacher to understand speaking tasks.					

**Thank you so much!**



**Objetivo la validación:** Revisar y aprobar la validez de las preguntas que conforman la encuesta a utilizarse en la investigación.

**AUTOR:** Michael Cesar Hidalgo López

Señale mediante un ✓, según la validación para cada criterio:

**1D- DEFICIENTE**

**2R- REGULAR**

**3B- BUENO**

**4O -**

**ÓPTIMO**

PARAMETROS PREGUNTAS	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables				Calidad, técnica y representatividad			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
The teacher verifies the necessary prior knowledge and skills to complete the activity.				X				X				X
The teacher divides the activity into manageable chunks for learning.				X				X				X
The teacher demonstrates classroom tasks or homework using visual, aural, kinesthetics, and tactile ways.				X				X				X
The teacher checks understanding and re-model any confusing steps.				X				X				X
The teacher models the task or skill as often as necessary.				X				X				X
The teacher answers questions all the time.				X				X				X
Classroom speaking exercises are promoted and encouraged by the teacher.				X				X				X
I can orally communicate in English easily.				X				X				X
My pronunciation issues affect my speaking.				X				X				X
While speaking, I am very motivated.				X				X				X
I use my mother tongue when I cannot express my ideas in English.				X				X				X

I need feedback and support from my teacher to understand speaking tasks.				<b>x</b>					<b>x</b>				<b>x</b>
---	--	--	--	----------	--	--	--	--	----------	--	--	--	----------

**OBSERVACIONES:**.....

.....

**De manera integral, el instrumento es:**

<b>Aplicable</b> <b>100%</b>	<b>Corregible</b> <b>75%</b>	<b>Regular</b> <b>50%</b>	<b>Deficiente</b> <b>25%</b>
<b>X</b> <b>x</b>			

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**UNIVERSIDAD TÉCNICA DE AMBATO**

**MAESTRÍA EN ENSEÑANZA DE INGLÉS COMO LENGUA EXTRANJERA**

**FORMATO PARA LA VALIDACIÓN DE CONTENIDO DEL INSTRUMENTO**

**“ENCUESTA” PERTENECIENTE A LA INVESTIGACIÓN: “THE MODELING LANGUAGE STRATEGIES TO ENHANCE THE SPEAKING SKILLS”**

**Objetivo la validación:** Revisar y aprobar la validez de las preguntas que conforman la encuesta a utilizarse en la investigación.

**AUTOR:** Michael Cesar Hidalgo López

Señale mediante un ✓, según la validación para cada criterio:

**1D- DEFICIENTE**

**2R- REGULAR**

**3B- BUENO**

**4O -**

**ÓPTIMO**

<b>PARÁMETROS</b>	Pertinencia de las preguntas del instrumento con los objetivos				Pertinencia de las preguntas del instrumento con las variables				Calidad, técnica y representatividad			
	1D	2R	3B	4O	1D	2R	3B	4O	1D	2R	3B	4O
<b>PREGUNTAS</b>												
The teacher verifies the necessary prior knowledge and skills to complete the activity.				<b>x</b>				<b>x</b>				<b>x</b>
The teacher divides the activity into manageable chunks for learning.				<b>x</b>				<b>x</b>				<b>x</b>



The teacher demonstrates classroom tasks or homework using visual, aural, kinesthetics, and tactile ways.				X				X				X
The teacher checks understanding and re-model any confusing steps.				X				X				X
The teacher models the task or skill as often as necessary.				X				X				X
The teacher answers questions all the time.				X				X				X
Classroom speaking exercises are promoted and encouraged by the teacher.				X				X				X
I can orally communicate in English easily.				X				X				X
My pronunciation issues affect my speaking.				X				X				X
While speaking, I am very motivated.				X				X				X
I use my mother tongue when I cannot express my ideas in English.				X				X				X
I need feedback and support from my teacher to understand speaking tasks.				X				X				X

**OBSERVACIONES:**.....

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**De manera integral, el instrumento es:**

<b>Aplicable 100%</b>	<b>Corregible 75%</b>	<b>Regular 50%</b>	<b>Deficiente 25%</b>
<b>X</b>			

<b>Realizado por:</b>	<b>Validado por:</b>
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## CHAPTER VI

### PROPOSAL

#### 6.1. Informative Data

**Topic:** “Booklet of lesson plans for the modelling language strategies to enhance speaking skills”

**Name of the Institution:** Universidad de Guayaquil – Basic Education career

**Beneficiaries:** 64 Students from second semester

**Location:** Guayaquil - Ecuador

**Estimated time for the execution:** 14 weeks

**Person in charge:** Lic. Michael Hidalgo

**Researcher:** Lic. Michael Hidalgo

**Cost:** 50 dollars

#### 6.2. Background of the proposal

The background of this proposal lies in the need of enhancing students- speaking skill especially because they are future teachers and need to manage a good level of the English language to support their students. A low level of speaking skills was evidenced; consequently, it could be a good idea to help students by applying language modelling strategies in the classroom context.

Modelling deals with the concept that the teacher constitutes a great source of models in the classroom to be followed by students (Harmer, 2007; Richards, 2006). Some researchers such as Chapman (2020); Cook (2019); Loo (2020); Moughamian et al., (2019) among others have developed research in this field and applied some models in the classroom with excellent results.

They emphasized their teaching practice on checking if learners have good prior knowledge to continue with their class plans. If not, they had to replan in order to support students. Besides, chunking is another modelling strategy because the students learn better through small parts according to their needs and chronological age. Moreover, using a variety of materials was a valuable strategy because learners must be motivated (Nanjo, 2004).

Other proposals focused on the improvement of speaking skills specifically (Sidiq,

2018). The aim of the teacher is to provide students enough time to practice the English language orally in the classroom setting to avoid nervousness and build confidence (Rojas, 2019).

Those proposals constitute the foundation where the current one starts.

### **6.3. Objectives**

#### **6.3.1. General**

To design a booklet of lesson plans for the modelling language strategies to enhance speaking skills.

#### **6.3.2. Specific**

- To identify modelling strategies according to students' needs and lacks.
- To plan activities to enhance speaking skills.
- To provide teachers a valuable resource to put into practice while helping students.

### **6.4. Feasibility analysis**

The feasibility demonstrates that the project is viable, that it has the necessary mechanisms and factors so that the project can be carried out. According to Hernandez et al. (2010) feasibility implies observing the factors that will have a strong effect on the objective of the academic project. That is, the feasibility refers to the availability of the necessary resources to carry out the objectives indicated, it aims to help an organization to achieve its objectives and cover the goals with current resources.

There is technological feasibility. Universidad de Guayaquil has good classroom conditions with internet connection. It would help to achieve learning and proposal goals. Furthermore, there is the specialized human talent. This means that teachers and authorities are committed to help in the satisfactory ending for this project. Besides, there is financial feasibility. The researcher is in charge of any economical expense.

Therefore, this proposal can be easily developed due to its feasibility.

### **6.5. Theoretical foundation**

This proposal is centered in the application of language modelling strategies for the students' speaking skills improvement.

## **Modelling strategies**

The most important strategy for language users is Modelling. The modelling process is also known as assisted language stimulation, assisted language introduction, or assisted natural language. Modelling is a strategy that should be used throughout the entire learning process of the target language. Once the teacher starts modelling and the students understand, he or she will continue doing it constantly to keep improving (Martinez & Moreno, 2017).

Language users need to see their language in action. A student with normal communication development is not expected to learn to speak English without seeing or hearing instructors speak (Yule, 2010) or receive meaningful input. When teachers model, students are going to use the language to communicate real messages in real situations. A student needs to learn a lot about the system by seeing how other people (teachers) use it before they can use it reliably.

If a student is failing to adapt, the teacher should take a hard look at the modelling process being followed. In general, it may be a lack of modelling that affects the progress and success of communication.

## **Speaking skills**

Speaking skills must consist of a broadcast of information or message, by means of a communicator (sender), and a reaction/response to the message or information received by the person communicating (receiver) (Richards, 2006). If people want to ensure that speech, message or presentation is easily understood by interlocutors, a series of principles must take into account:

- Definition. The reason for speaking must be briefly indicated before starting it presentations (Chuchuca, 2018).
- Structure. Students have to ensure at all times that the message they are trying to send is well ordered in stages and in a coherent way (Cuitiño , 2019).
- Emphasis. Learners must try to praise those words or phrases that reinforce their exposition, applying strategies such as raising the tone of voice a little more or taking short pauses (Moreira & Guzmán, 2021).

- Repetition. It is convenient to delve into and repeat all those words and phrases that help capture the attention of interlocutors, and thus enable a better understanding of the message (Razmjoo, 2011).
- Simplicity. Students present ideas in the clearest and simplest way and use the most accessible vocabulary for interlocutors (Ngadiso, 2016).

In addition to the aforementioned principles, teacher and students must try to ensure that the message they are trying to send has the following characteristics (Segura, 2011):

- Clarity. Avoid big words, technical expressions, etc., and use short paragraphs and sentences (Velásquez, 2018).
- Brevity. It is important to focus on the topic.
- Courtesy or greeting and introducing before starting to speak, maintain a positive attitude during the presentation.

## **6.6. Methodology**

For the current proposal, the adopted teaching methodology is the communicative approach. A communicative-oriented methodology implies an intersubjective dialogue between equals and shows the reflection of people as agents, their motivations and their interpretations, providing a greater degree of involvement and achieving relationships that are as symmetrical as possible (Richards & Rodgers, 2001).

Moreover, the communicative approach consists of learning a foreign language by working on both oral and written aspects, and using materials that approach real situations. Learning a foreign language means developing the ability to communicate in that language in any context (Harmer, 2007).