Methodological Strategies to Strengthen Oral Communication in the English Language

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Abstract*: The general objective of this research is to design a manual of methodological strategies to reinforce oral communication in first-level students of the "Alfonso Quiñonez" Senior High School in 2019-2020 academic year, for which the inductive-deductive method was used when elaborating and analyze the results obtained, as well as a descriptive strategy for the characterization of this investigated problem. This research was based on a qualitative and quantitative approach using the survey technique. In addition, the percentage analysis and generalization of results through a cross-sectional study as well as the survey technique was applied as a methodological tool. Obtaining as a result that it is essential for the teacher the need to adopt new metacognitive strategies, as well as new resources for the development of oral communication by students. In addition, teachers have not used innovative methodological strategies to facilitate the development of oral communication in the English language.*

Keywords: English Language, Methodological Strategies, Oral Communication

Introduction

The methodological strategies to develop the oral communication in the English teaching-learning process, contribute to an innovative teaching resource for the First level senior school students of "Alfonso Quiñonez George" Senior high school.

Nowadays, the teaching process requires changes in the teaching paradigms, focused on the construction of knowledge, the conception of a teacher as a facilitator of learning where students are the protagonists of the process. From these perspectives, new guidelines have been considered in the country that point to the integration of the constructivism paradigm as a transversal axis in the teaching-learning process in curriculum planning and design.

Furthermore, the update and strengthening curriculum for the primary and secondary educational system in Ecuador establishes that fundamentals of critical pedagogy have been considered the student as the main element in searching new knowledge, with a predominance of human development, within of varied methodological structures of learning, with a prevalence of cognitive and constructivist ways (Ministerio de Education, 2010)

The process of knowledge construction in the curricular design will be guide to the development of the logic, critical and creative thinking, through the fulfillment of the educational objectives which have been evidenced in the approach of skills and knowledge. The curriculum proposes the execution of activities extracted from situations and problems of life and the use of participatory learning methods, to help students achieve the performance achievements offered by the output profile of technologies or specializations. This implies being able to: observe, analyze, compare, sort, enter, and graph the essential and secondary interrelated ideas, looking for common aspects, logical relationships, and generalizations of ideas. Reflect, evaluate, criticize, and argue about concepts, facts, and study processes. Investigate and produce innovative and diverse solutions to problems from different levels of thinking. (Ministry of Education, 2010)

One of the main causes for addressing the problem is precisely that from the exploratory research, it was found that the teachers of "Alfonso Quiñonez George" Senior high school do not apply practical or

methodological strategies to improve the oral communication of the English language in students. Teachers do not plan activities based on the different students' level, in the same way, they affirm that due to ignorance, creating in students' particular difficulty in learning the English language by not generating significant, structured and planned to learn according to the level of complexity. A third cause of the problem is the lack of student participation at the time of class; As a result, the academic performance in English is low, the search for alternatives being necessary, new proposals that can serve as a reference for teaching in the classroom.

Furthermore, according to the facts evidenced in the previous statements, the problem is introduced in the question as follows: How does article oral communication contribute to reinforce English as a foreign language in first level students at "Alfonso Quiñonez George" Senior high school.

The level of communication in the Speaking skill in the English language is a work that will be of educational support so much to teachers of English and students of the first level senior school. The objective of this research is to help in the improvement of English language learning, achieving better students´ performance when receiving the language. Students will take advantage of interactive activities to reach an excellent level to express themselves orally when pronouncing words, phrases, idioms, and simplified phrases, with contraction or reduction of sounds. Finally, it is also justified to present this work because, socially, both the student and the teacher will be participating in cultural interaction. In education, speaking skills will be improved and oral communication will be fluent and active.

The general objective of the current study was to design a handout of methodological strategies to reinforce oral communication in first level students of "Alfonso Quiñonez Senior High School" in 2019-2020. The specific objectives were related to identify the level of production that students have in speaking skills in English classes. To determine the causes of the poor performance in communication of the first level students and to select the methodological updating strategies that will be included in the manual, based on the proposal of activities.

Theories of Learning Meaningful Learning

Meaningful learning theories coincide with Vigotsky as follow:

"It has been shown that the knowledge that a child has of his native language improves with the learning of a foreigner. The relationship between thought and speech is closely related to the native language, which becomes an element from the mother'swomb, first, it is heard, and after listening to it is expressed. The development of thought in the child is, therefore, linked to the native language at first and, on the contrary, if the development of this is prevented, that of the latter is being curtailed" (Vigotsky, 2010, pág. 23).

The theory described by Vygotsky determines that all people should learn to speak a language in the same way that they learn the skills of reading and writing thanks to the activities that are innate in their being and that are developed and improved in contact with. In addition, you are also helping to build better language learning. Operator Conditioning, Skyner (1957); quoted by Mareovich (2015): "children learn verbal behaviors through simple learning mechanisms, which other animals also use (….) children learn words through operant conditioning and that these words could be generalized and applied to other contexts thanks to the generalization of stimuli" (Vygotsky, 2010 p.33).

The teacher must consider previous students' knowledge before beginning to teach new material. In this way, you can use symbols, phrases, concepts, images, ideas and propositions that connect with new knowledge and the students' oral expression. Through these connections, students will have the opportunity to associate their prior knowledge with new concepts taught in the classroom. Through these connections, the acquired knowledge will be stored in long-term memory, causing personalized and

constant learning and better quality oral and vocal expression. A current trend in science education is to focus on science models as places for instruction and learning (Gobert and Buckley 2000).

In conclusion, the benefits of learning experiences in the classroom through exercises and workshops that improve the oral communication of students in learning new significant methodologies of the study of the English language. Furthermore, it is surprising to see that students can work hard and are willing to increase their knowledge and ease of communication.

The Theory of Meaningful Learning has important pedagogical consequences, it seeks to manipulate the cognitive structure, either to know it or introduce elements that allow it to give significance to the content presented later (Amaguana, 2012).

The assimilation process that leads to meaningful learning is evolutionary; It is a progressive phenomenon and not a substitution of the "all or nothing" type; the subsume itself is modified. The acquisition and learning of concepts are characterized by their progressiveness (Caballero, 2014).

The English Language

English is the most widely accepted language of academic and commercial exchanges worldwide. The English teacher and teachers in other areas must have generic (planning, execution, evaluation) and specific (communicative, linguistic, socio-cultural) skills that allow the development of the teaching-learning process from the perspectives and requirements of the student. Within the educational field, these competencies are generally linked to the set of knowledge, abilities, micro-competencies, attitudes, traits, and aptitudes; personal characteristics that the teacher must apply in a useful and timely manner in situations of his professional activity. Competences are considered as exclusive resources in themselves; on the other hand, as strategic capacities to select and adapt these professional tools in a proper and precise way to the teaching-learning process.

Araujo (2017) indicates that the research process can be empirical in a qualitative and quantitative way, with open activities and role playing in relation to the teaching of a foreign language, a fundamental contribution to the study of the peer evaluation, which allow students to correct their mistakes through this type of exercises in class.

Oral Communication

According to Van Dijk (2000), when he states that "it constitutes a verbal interaction that consists of three main dimensions: the use of language (discursive structure), the communication of ideas, beliefs (cognition) and the interaction in situations of social (society) ", in this way the teacher will be able to determine and influence the oral phenomena that positively or negatively affect the efficiency of the socio-professional oral discursive construction process according to the context and the intentionality of the students

Regarding the levels of oral communication: it can be determined that the first level develops with the new role that linguistics plays today, which is applied to the framework of linguistics in general; The other group is due to the social needs of language training in matters of multilingualism, and finally, at the third level is the importance that today's society gives to professional practice and the use of the language as an instrument of study and work, taking into account Note that professionals and specialists need to directly manage their specialized communications on a specific subject and purpose, and, for this, they must know the ideal ways to express themselves (Brown, 2000).

Spelling skills, knowledge, and skill in production and perception of written text symbols in addition to knowledge in skills in the correct writing score. In relation to words about this knowledge, it is the domain of spelling values (copying simple texts correctly and knowing how to write simple and well-linked texts on topics of interest, B1, to the fact that there are no spelling mistakes when writing).

Education systems must adapt to the changes and demands of the social context, including the need to master other languages to improve opportunities, quality of life, to ensure coexistence and cultural exchange. The construction of knowledge in education and educational management committed to excellence and equity involve a great effort. Undoubtedly, the teaching of the English language in the Higher Education System occupies a significant role, where students must learn and incorporate an in-depth and technical vocabulary of the foreign language, being benefited because they obtain better results in their university stage and work (Amores, 2014).

As oral communication short the phrase user's linguistic knowledge that allows creating a verbal message that must have a meaning for the recipients to whom it is addressed. It is about selecting some of the thoughts and verbalizing them, this process is carried out unconsciously, which is why it is indicated that temporal factors widely influence oral activity. All this process is done spontaneously.

Cognitive strategies "are aimed at the coding, understanding, retention and reproduction of information and are in turn divided into retention strategies, elaboration strategies and organization strategies" (Bernabé, 2006). It can also be indicated that these resource control strategies allow the student to be supported so that they can adapt to the demands of the task and their environment and allow changes to be made in the environment, with the aim of improving most conditions. of the study activity. "Some of these strategies are the efficient management of time and the information provided by the environment and the effective use of the help obtained by the teaching staff or other classmates" (Bernabé, 2006).

In reference to the concept indicated on metacognition, this is based on two aspects, with regard to the first, it is based on the knowledge that the person obtains in relation to their own cognitive activity: capacities, skills and experiences in realization with the execution of various tasks, as well as in relation to the nature of the tasks and the characteristics which influence the approach as well as the knowledge of the strategies that are used to solve various tasks (Flavel, 1987).

Antecedents

In the studies carried out by different authors, it was observed that the research results show open activities where there is an information gap but are perceived as more authentic and realistic when it comes to developing oral expression in language learning than role-playing activities. -playing or role-playing.

In Peru, an investigation was carried out at the César Vallejo University led by Quispe (2017) which was called "Oral command of the English language in third-grade students of the educational institution." Where the level of oral comprehension of the English language with the students was the following: only 55% of the students were located in the process level, therefore, it was considered that in this dimension the students develop their capacities in a less than optimal way.

On the other hand, a research was conducted in Bogotá at the Pontificia Universidad Javeriana, on learning strategies for the development of oral production, this type of study developed by Gonzales (2010), who had the objective of describing some learning strategies which allow to be improving the ability to speak the English language. In consequence, the frequency is the subject so were is not the correct form of the verb, should be determined at each level of English, proposing a correlation between the use of strategies by the best students and those who did not have good scores in oral expressions.

Benavides (2013) presents meaningful information regarding the use of learning strategies in students with low marks. Metacognitive and social processes are used. Results determined the lack of differences between the strategies used by the most capable students in communication oral and those most deficient in this linguistic ability.

Cevallos (2012) analyzed the academic strategies that are applied during the teaching-learning process of the English language in young adult students of the intermediate level of the Instituto de Inglés "BENEDIT" located in the southern area of Quito, from September to December 2012, in which it was determined that the techniques used by the English teachers are the same as those of previous levels such as dramatization, debate, commented reading, among others; the same ones that are not practiced frequently due to the little time that is counted for their linguistic training.

The investigation gave a conclusive result that currently, the proper use of didactic strategies in the teaching of the English language does not occupy a very high role in the teaching-learning process of the students at the Benedict English Institute.

According to the studies carried out by Beltrán, M., Panchi, A., Velasco, M. (2006):

Where it is determined that about the learning of the English language in Ecuador in the XXI century where the Ministry of Education and Culture has promulgated state policies that allow promoting said learning. That is why the oral production of English has been of great interest and concern to authorities and teachers who seek to achieve levels of oral communication in pronunciation, fluency and use of the language.

Method

There are three parallels in the first level of senior high students at "Alfonso Quiñonez George" Educational Institution in the city of Esmeraldas. 105 students receive the subject of English; they are the universe population of the investigation, so it is intended to study their level of mastery with oral communication skills to establish strategies that can strengthen the difficulties identified.

According to the origin of this quantitative - qualitative research it is considered that the qualitative methodology allowed inferences, subjective assessments around the research results focused on an observation form which was applied to the students, while the quantitative method, was used because is required, observing the reality in a precise way to identify the problem of the study, to collect the data through the techniques of survey and observation have been used.

Corresponding to the objectives of the investigation, it constitutes a descriptive /analytical study that try to find (suggestion) seeks the causes of the phenomenon, the characteristics that it presents, and how its interrelationships occur. The objective is to find the cause-and-effect relationships that happen between the facts to know them more deeply. The starting point of the research was the bibliographic review, approach, and formulation of the problem, objectives, questions, characterization of the population and selection of the study sample, development of instruments, field study, data processing, data analysis, conclusions, and recommendations.

To carry out the research, the following methods were used:

Field: Applied research in the place of the events and where the problem arose, in the students of the Educational institution mentioned above. Documentary (bibliographic): An analysis of the contents of the reviewed and consulted bibliographies on the subject was carried out, which allowed reflection from a conceptual approach, on different forms, instruments, and methods of related studies with the theme of the development of oral communication. Descriptive: It was based on the description and analysis of the research problem, as well as the description of the results of the field research that allowed the proposal to be developed.

This research is a propositive, descriptive, and exploratory type, that is, mixed cut. Descriptive exploratory because it is oriented towards the problem, describes its elements, and investigates them in depth; purposeful because it provides alternative solutions that allowed improving the problem.

The population involved 105 students and the sample was taken intentionally. The study used a survey technique, in September 2019, it was applied to 35 students, 15 boys and 20 girls with an average age of 16 years, so that it was not necessary to determine a representative sample of the universe population, being feasible to work with the total, as in the case of the five teachers of English who participated in this study.

The variables used in the research are the independent variable, methodological strategies, and the dependent variable, the reinforcement of oral communication.

Among the methods used: analytical-synthetic, allowed to analyze the problem from its causes and effects, for later evaluation. Statistical method, it was used for the analysis and interpretation of the data. Hypothetical – deductive, it allowed users to state the research hypothesis as a possible solution to the problem.

The time that the observations were made was from September 23, 2019, and ends on Friday, October 30st, 2020 a survey was applied to five teachers in the English area as well as an observation guide aimed at students that allows to determining the investigated problem, regarding deficiencies in oral expression in the English language. The questionnaire that was used as an instrument is a document formed by a set of open questions that were drafted coherently, and organized, sequenced and structured according to specific planning, in correspondence with the indicators of the variables, mostly selection questions multiple and semi-structured.

Statistical analysis and processing were carried out from the tabulation, coding of the information obtained, for the interpretation of results from the survey that was applied to students to determine their level of learning The English language skills. On the other hand, the survey was applied to five teachers of English of the Educational Institution to determine the applicability of innovative methods.

For the tabulation, the data was summarized in statistical graphs establishing its percentage analysis and interpretation.

Results

Survey Aimed At Teachers

All teachers surveyed consider that it is necessary to design strategies which allow them to improve communicative competence in their students.
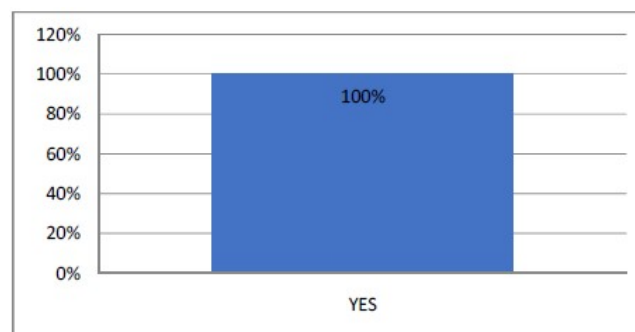

Figure 1: Strategy to improve oral communication expressions.
Source: Survey aimed at teachers of English

Article figure two shows that 60% of students cannot manage vocabulary They have problem to communicate effectively.
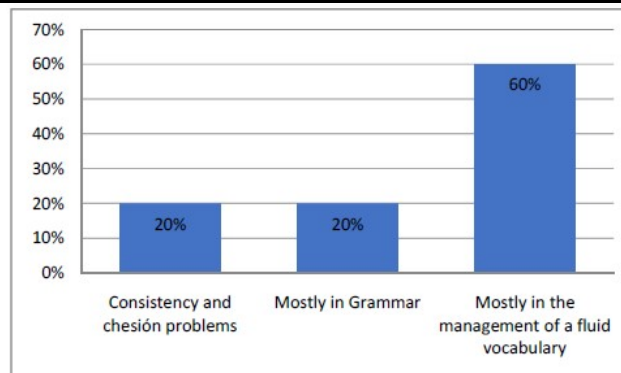
Figure 2: Main problems in oral communication.
Source: Survey aimed at teachers of English.

The results in figure 3 to select the methodological updating strategies that will be included in the manual, based on the proposal of activities reflect that 40% of the teachers affirms that they always use role-playing exercises in their class time to develop communication skills, however, the remaining 40% stated that they have never shown the necessity to generate a change in the teaching process among the most representative percentages.
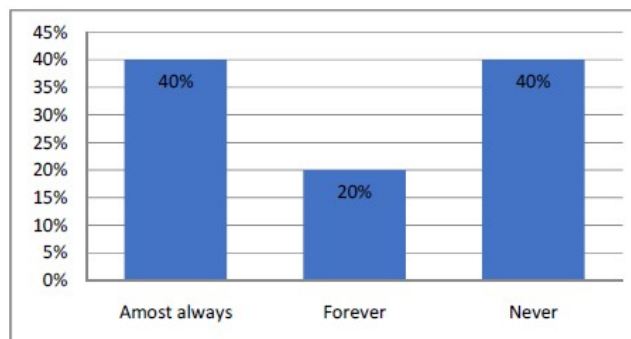

Figure 3: Exercises for developing communicative competence.
Source: Survey aimed at teachers of English

According to (figure 4), 40% of the respondents uses dramatizations of stories, songs, and poems, interactive exercises to improve students' oral communication of the English language.
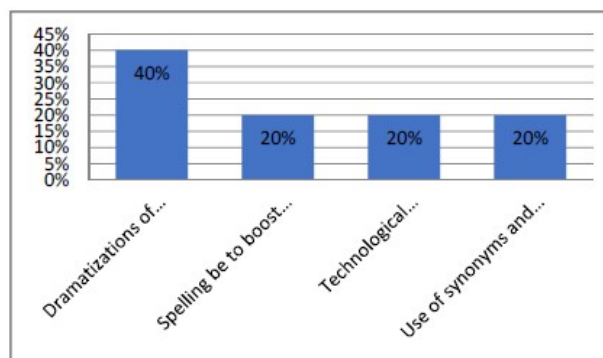

Figure 4: Activities to improve oral communication.
Source: Survey aimed at teachers of English.

Survey Applied To Students

Approximately 63% of students representing the majority of respondents are at the beginning level in terms of proficiency in the oral expression of the English language; they have not acquired this ability yet.
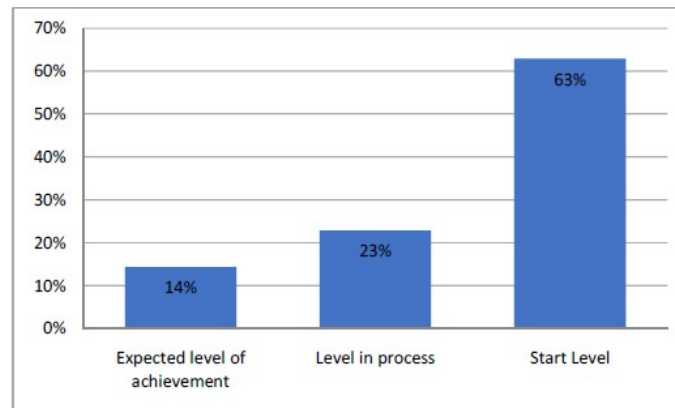

Figure 5: Level of oral communication.
Source: Survey applied to the students.

The methodological strategies allow students to communicate orally in an effective way .Thislearning is very significant, which is why the following proposal is made by developing a manual.

Proposal

The Manual constitutes an instrument of procedures, the methodologies of use, and a system of activities that facilitate English oral development; this also allows teachers to introduce the contents and develop communicative competencies. Thus, communication strategies are important in learning a language, and with it, the development of meaningful learning. The strategies deliberate conscious behaviors that allow a better understanding divided into three groups: cognitive, metacognitive, and socio-affective strategies.

Instructional materials support learning by enhancing student achievement. As learning is the center of interest in the educational process where attractive didactic materials should be used, the internet allows teachers' use of various resources, being mostly free, significantly increasing the teaching-learning process by achieving a better academic level.

As oral fluency in first – level of senior high school students is very fundamental, which depends on methodological, pedagogical and psychological factors that are applied in the teaching-learning process, this is how the methodological strategies for the development of oral communication in English as guiding references for teachers, they will contribute to raising the functional and communicational levels of the foreign language in students (Perez, 2014)

As the General Objective, to propose a Manual of methodological strategies that favor the development of oral communication in the English language in first-year high school students.

Elements to Perform the Handout:

It is made up of the strategies to be used, the methodology of use, and evaluation for the development of the verbal expression ability of the English language. It contains techniques and activities necessary for the development of oral communication.

It is proposed to carry out a guide to be implemented in the classroom for fifteen days with a total of eight hours a week, where it will be possible to assess the observed results, the ways of students learning, the ways of students learning, the assimilation of contents verifies if the strategies that was created let a a positive or negative change once implemented.

The recommended work methods are individual work methods and group work that allow the integration and socialization of the student in the development of oral, auditory, and visual skills.

The mixed work method, which proposes individual and group activities, encouraging the direct participation of students and teachers.

Active focus is related with a change of attitude in the students, as well as assuming a leading role in the teaching-learning process participatory techniques, oriented to the instruments, resources, and procedures that guide the students' practice

The strategies cognitive approach, metacognitive methods, associo-affective strategies designed for the proposal.

There are several definitions of strategies, followed by one pointed out by Wilson (2008): "Strategies are deliberate and conscious behaviors that improve learning" (p.34); besides, they allow the student to use the information more effectively. The strategies are divided into three groups: The cognitive approach, which is used to complete an immediate task. Meta-cognitive methods are general forms of learning and Socio-affective strategies, which refer to the interactions of students with their peers and their attitudes.

GUIDE TO METHODOLOGICAL STRATEGIES

TOPIC	OBJECTIVES	ENVIRONMENT	TIME
THE COGNITIVE APPROACH, METACOGNITIVE METHODS, ASSOCIO-AFFECTIVE STRATEGIES	Through the cognitive stimulation workshops as well as the simulation of substitution, role play, dialogues and speech, they will allow students to widely develop their speech in English obtaining a high performance in oral communication, these strategies being very useful for cognitive development as well as the socio-affective part.	Students will work in a group on interpretation, which will serve as a springboard for the development of communication skills. In addition, this type of activity allows you to get out of the daily routine and awaken the interest of the students. The strategies are divided into three groups: The cognitive approach, which is used to complete an immediate task. Meta-cognitive methods that are general forms of learning. Socio-affective strategies, which refer to the interactions of students with their peers and their attitudes.	15 DAYS 8 HOURS PER WEEK
CONTENT STRATEGIES: **THE COGNITIVE APPROACH, METACOGNITIVE METHODS, ASSOCIO-**	**STRENGTH ORALCOMMUNICATION**	The cognitive approach, which is used to complete an immediate task. Meta-cognitive methods are general forms of learning and	

AFFECTIVE STRATEGIES		Socio-affective strategies, which refer to the interactions of students with their peers and their attitudes. The cognitive stimulation workshops SubstitutionDrills, Role play and dialogues, Speech. Using popular songs in English class is relevant and brings many benefits to students in linguistic and motivational aspects	
CONCEPTUAL: The teachers need to manage methodological trends to reinforce oral communication with their students.	Instructional materials support learning by enhancing student achievement. As learning is the center of interest in the educational process where attractive didactic materials should be used, the internet allows teachers' use of various resources, being mostly free, significantlyincreasing the teaching-learning process by achieving a better academic level.		
ATTITUDINAL:	The cognitive approach, which is used to complete an immediate task. Meta-cognitive methods that are general forms of learning. Socio-affective strategies, which refer to the interactions of students with their peers and their attitudes		
DIDACTIC SEQUENCE 1. Guide students establishing relationships with their peers, expressing ideas, attitudes, and feelings through the exchange of information 2. Strengthen the command of vocabulary in the English language. 3. Develop activities in which students must act as if they were in a real situation, simulating a movement from real life.	**MATERIALS** - Technological tools, flash cards, radio, etc -Movie clips in the English language -Audacity -Video, posters, booklets, vocabulary according to the topic.	**EVALUATION STRATEGY** To evaluate the strategies applied in oral communication, it will be through the opinions that students have regarding the subject of the dramatization in the classrooms. The teachers will be the ones who will assess to the daily performances that take place in the classes. It is essential	

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4. Promote fluency and command of vocabulary in the English language through the presentation of speeches.		allow students to express themselves and to contribute ideas to improve their learning and the teacher's teaching. During the course of the activities proposed, the teacher will adopt the role of observer to analyze the interest shown by the students in the performance of a well-done job and assess whether or not they are motivated by the tasks they carry out. The teacher must take into account the effort capacity of the students in learning the strategies applied for better oral communication as well as the knowledge transmitted to them and the ability to participate and involve themselves in the development of activities.	
LEARNER´S REACTION/RESULTS:	The students own a basic level in the communicative competence of the English language, the mastery of the ability of oral communication in the English language is still insufficient in the students, as they do not have fluency in speaking, an exhaustive vocabulary, and inadequate practice of this—ability outside the classroom.	

Discussion

The results of the current research confirm that there are some problems regarding the low level of mastery in oral communication of students who belong to "Alfonso Quiñonez George" Senior High School therefore, teachers need to manage methodological trends to reinforce students' ´communication.

The study developed by Quispe (2017) has been found that in the same way, the students, regarding the level of oral comprehension of the English language do not achieve satisfactory results, the skills are in process.

In the studies carried out in Peru, students develop their abilities in a less than optimal way regarding oral communication of the English language, which is consistent with the study carried out because there is similarity when evaluating how well students read and how this is your oral communication.

Regarding the research carried out in Bogotá at the Pontificia Universidad Javeriana, on learning strategies for the development of oral production developed by González (2010) it was possible to determine and describe some strategies as in in the current research for developing oral communication, where a study and evaluation of students who communicate fluently and another group that do not communicate fluently are handled.

Likewise, the studies of Benavides as well as the research carried out determine that learning strategies should be adopted where metacognitive and social processes are used, there is a notable difference between the strategies used by the most capable students in oral communication and those most deficient in this linguistic ability.

Most of the students of public and private educational institutions in different countries and contexts are located at an "initial" level in terms of developing comprehension and oral expression of the English language; They are located between the adequate and reduced levels, without reaching the average, good or excellent levels.(Robalino, 2013)

On the other hand, the research reviewed and analyzed by González (2010), in his undergraduate thesis effect of cooperative work to develop the communicative capacity of oral comprehension and expression in the area of English of students of the fourth grade of the secondary school of the Iquitos National School, presented to the National University of the Peruvian Amazon, Iquitos, and Colombia for example in the article by Clara (2010) where oral discourse practices are evaluated, taking into account fluency, pronunciation and intonation, grammar and vocabulary, as well as those that have been carried out in Ecuador, in the national territory, allow to affirm that more significant support of the teacher is required in the management of oral communication with new strategies that allow the student to be motivated to acquire skills to manage the communicative competence of the English language.

The relationship that occurs with reference to the announced studies and with the research is in developing the communicative capacity of comprehension and oral expression in English through the indicated strategies such as the development of workshops, videos, audio songs, etc. In addition to evaluations with oral discourse practices in dialogues as a resource and indicated strategies, considering fluency, pronunciation and intonation, grammar and vocabulary where the most significant support from the teacher is required in the management of oral communication; with new strategies that allow to motivate the student to acquire skills for the management of oral communication.

That is why the oral production of English has been of great interest and concern to the authorities and teachers who seek to achieve levels of oral communication in pronunciation, fluency and use of the language.

It constitutes a problem to be solved, the fact of promoting the acquisition of this language skill to the extent that the teacher is required to assume a transformative role that manages new strategies for the student to participate, motivate and incorporate the importance of learning the English language. Also, it is required to make the teacher aware of the new learning strategies, considering that the procedures are conceived. There are coincidences with the current study, such as the set of activities, techniques, and means that are planned according to the needs of the students, which are intended to make the English language learning process more effective and improve the learning process (Aspajo, 2014)

According to the results of the current research, it can be affirmed that new alternatives are required, to generate proposals to strengthen the learning of the English language, considering that the new methodological strategies may mean an advance that allows leaving behind traditional methods, , in the

antecedents reviewed and found for the present investigation, the problem of the insufficient command of oral communication is currently in different educational contexts, both national and international, evidencing the topicality of the subject, the scientific novelty of the present investigation in correspondence with students needs which is to improve the learning of a second language, such as English.

Conclusions

Senior students of "Alfonso Quiñonez George" Educational Institution are at a basic level of communicative competence, the mastery of this ability is insufficient in the students, as they do not have fluency in speaking, an exhaustive vocabulary, and inadequate practice of this ability outside of classroom and lack of dynamic and interaction during classes.

The poor mastery of oral communication in students depends significantly on the insufficient knowledge of teaching and innovative strategies by the teacher, to encourage students to meaningful learning. It requires more preparation by teachers and updating on topics related to the new teaching-learning approach, which allows motivating students and encouraging them to master English as a second or as a foreign language

The purpose of this research will be to assess the importance that English teachers give to interactive activities through strategies for the development of the skill of speaking the language and improve this type of activities that teachers use, so that there is a good motivation to learn. Being the innovative educational strategies presented in a Manual that describe the activities, educational and technological resources that the teacher needs to develop the oral communication of the students, in addition to its cognitive and social aspect in the classrooms.

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