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FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACION

CARRERA DE LENGUAS Y LINGÜÍSTICA

EDUCATIONAL PROJECT

PREVIOUS TO OBTAINING THE LICENCIADO DEGREE IN ENGLISH LANGUAGE AND LINGUISTICS

TOPIC

INFLUENCE OF THE INTERACTIVE ACTIVITIES IN THE DEVELOPMENT OF ORAL EXPRESSION

PROPOSAL

DESIGN OF A BOOKLET WITH INTERACTIVE ACTIVITIES IN ORDER TO DEVELOP THE ORAL EXPRESSION IN STUDENTS OF EIGHTH YEAR AT UNIDAD EDUCATIVA JORGE YUNEZ HUESPED IN THE SCHOOL YEAR 2016 - 2017

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Tengo también informar lo siguiente:

Que los integrantes: JOSELITO GREGORIO BONILLA PAREDES con C:C: 0913372488 y FREDY PATRICIO BUSTAMANTE BRITO con C:C 0301103594 diseñaron el proyecto educativo con el Tema: INFLUENCE OF THE INTERACTIVE ACTIVITIES IN THE DEVELOPMENT OF ORAL EXPRESSION Propuesta: DESIGN OF A BOOKLET WITH INTERACTIVE ACTIVITIES IN ORDER TO DEVELOP THE ORAL EXPRESSION IN STUDENTS OF EIGHTH YEAR AT UNIDAD EDUCATIVA JORGE YUNEZ HUESPED IN THE SCHOOL YEAR 2016 - 2017

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Los participantes satisfactoriamente han ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la APROBACIÓN del proyecto, y pone a vuestra consideración e informe de rigor para los efectos legales correspondiente.

Atentamente:

MSc. LARRY TORRES VIVAR
Consultor Académico
DEDICATION

To my father SEGUNDO BONILLA because his memory has always inspired me for continue, to my mother VICENTA PAREDES for her unconditional love; to my dear wife ROSANNA SOLÓRZANO and to my son JOSEPH BONILLA for their permanent comprehension and support.

JOSELITO BONILLA PAREDES

For having been the best mother in the world, for having sacrificed herself every day looking for the surpassing of her children, until the moment of leaving us. No matter that today you are in heaven but I know that from there you will be proud of my effort.

For all this, I dedicate the present work to the memory of Doña ANITA BRITO CUESTA, my mother.

FREDY BUSTAMANTE BRITO
ACKNOWLEDGMENT

To our tutor LARRY TORRES for guiding us in the development of this educational project

JOSELITO BONILLA PAREDES

To my dear wife IVONNE SAN LUCAS and to my children EMILY, JOEY, NOELIA, VALENTINA for being those 5 years pending of my formation, participating in my sacrifices, instigating me to go ahead until fulfilling the objective to reach the proposed goal.

FREDY BUSTAMANTE BRITO
El presente trabajo de investigación ha sido desarrollado pensando en el mejoramiento del proceso enseñanza aprendizaje del idioma inglés tanto para profesores como estudiantes. Así mismo se ha considerado fortalecer la expresión oral a través de actividades interactivas las cuales fomentarán y despertarán el interés hacia esta habilidad que es una de las más importantes cuando se adquiere una segunda lengua. Por esta razón, los autores de este proyecto educativo pretenden aportar con un manual didáctico que contiene útiles ejercicios con el propósito que el aprendizaje sea mucho más práctico y que después sea aplicado en la vida real. Además, los contenidos científicos han sido seleccionados cuidadosamente para que sean un sustento bibliográfico de calidad, útil y confiable para la sociedad. De la misma manera, la metodología utilizada para las diferentes investigaciones y obtención de resultados fue la más idónea ya que la información que se obtuvo a través de ellas fue muy relevante para obtener información verídica. Por otra parte, el impacto que tendrá este trabajo investigativo en toda la comunidad educativa será muy bien aceptado porque ellos verán incrementados el nivel académico de los estudiantes y se sentirán satisfechos con las calificaciones al final del período escolar.
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ESCUELA DE LENGUAS Y LINGÜÍSTICA

TOPIC: INFLUENCE OF THE INTERACTIVE ACTIVITIES IN THE DEVELOPMENT OF ORAL EXPRESSION

PROPOSAL: DESIGN OF A BOOKLET WITH INTERACTIVE ACTIVITIES IN ORDER TO DEVELOP THE ORAL EXPRESSION IN STUDENTS OF EIGHTH YEAR AT UNIDAD EDUCATIVA JORGE YUNEZ HUESPED IN THE SCHOOL YEAR 2016 - 2017

RESEARCHERS: JOSELITO BONILLA AND FREDY BUSTAMANTE

PROJECT’S ADVISOR: Msc. LARRY TORRES VIVAR

ABSTRACT

The present research work has been developed thinking about the improvement of the teaching learning process of the English language both for teachers and students. It has also been considered to strengthen the oral expression through interactive activities which will encourage and will arouse the interest in this skill which is one of the most important when acquiring a second language. For this reason, the authors of this educational project intend to contribute with a didactic handbook that contains useful exercises with the purpose that the learning is much more practical and then applied in real life. In addition, scientific content has been carefully selected to be a quality, useful, and reliable bibliographic sustenance for society. In the same way, the methodology used for the different research and obtaining results were the most suitable because the information obtained through them was very relevant to obtain truthful information. On the other hand, the impact that this work will have throughout the educational community will be very well accepted because they will see increased student academic level and will be satisfied with grades at the end of the school year.

ORAL EXPRESSION, INTERACTIVE ACTIVITIES, LEARNING PROCESS
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INTRODUCTION

Nowadays, the society is globalized, where the ability to communicate with others is of great importance and the relationship between people every single day cover a huge part of this planet. In most of the countries educational model related to the English language has become mandatory in any academic field, clearly, emphasizes this by stating that English “is the dominant language of communication throughout the world. The ability to use English is necessary for studies; travel in other countries and for social and professional international contacts of different kinds. In schools and high schools within the subject of English, it is vital that the pupils are given many opportunities to use it and practice how to communicate verbally and express themselves in English.

When teaching oral communication in English as a foreign language it is of great importance for teachers to consider the emotions or the affective filter of the students, it has a significant impact on foreign language learning.

Over the years, the interest for the oral part of the teaching of English has increased considerably. In the teaching experience, it has become aware of the fact that it is quite hard to get all students to take an active part in discussions and conversations in this language. Many students, despite the fact that they have excellent English skills, are very quiet in class when practicing oral communication. It must be considered for teachers to motivate and encourage all students to be orally active in the English foreign language classroom.
The main objective of this project is the usefulness that it will give to all people who are involved in the teaching learning process; it means the whole educational community.

This work has been divided into four chapters as follows:

**Chapter I: THE PROBLEM**

Location of the problem, conflict situation, scientific fact, causes, formulation of the problem, general and specifics objectives of the problem, questions of the investigation, and justification.

**Chapter II: THEORETICAL FRAMEWORK**

Theoretical, epistemological, pedagogical, sociological, psychological and legal foundations.

**Chapter III: METHODOLOGY**

Methodological designed, types and levels of investigation, methods, and instruments of the research, analysis of results, surveys, interviews, chi square, conclusions, and recommendations.

**Chapter IV: THE PROPOSAL**

Justification and importance, general and specifics objectives of the proposal, validation, feasibility of its application, pedagogical, sociological, and legal aspects, the conclusion of the proposal.
CHAPTER I

THE PROBLEM

CONTEXT OF THE INVESTIGATION

The research was developed at Unidad Educativa "Jorge Yunez Huésped," where students of the eighth year of General Basic Education were selected to put in practice the proposal.

The institution is located in recinto Puerto El Morro, in the Provincia del Guayas. The mentioned institution has worked for many years in benefit of the whole educational community of this rural area. Since its creation, more than fifty years, it has worried especially for children and teenagers that do not have the same opportunities than others who live in big cities.

The founder of this institution was Mrs. Laura Morales who was always willing to help to people who needs more attention not only in an academic way but also a social way.

The name of this institution is attributed to Mr. Jorge Yunes Huesped, special guest to the inauguration of this educational organization, who donated a camera and three machines of sewing for performing workings of tailoring in benefit to the settlers of the community, it motivated to the people in naming the school in memory of him. The name has kept so far because he represented this town in many aspects.
CONFLICT SITUATION

Currently, the teaching of the English language is faced with a big deficiency in the development of the oral expression. Many educators consider that it is one of the most difficult skills for students since they cannot develop it correctly because of practices and motivation on the part of teachers. It happens since even educators do not give their English classes in this language and students do not have anybody to take as an example for speaking it.

All these factors influence negatively in the English communication of the students since the lack of practice and modern strategies make that they have gaps in their knowledge and feel ashamed when they want to speak in this language. In this way, the authors of this investigation have taken as a reference that students must have the facility to be able to express their ideas, thoughts, and concerns in a verbal way to put it into practice in real life.

Oral expression is an essential part of the teaching learning process, since it generates fluency in the new language and its permanent application will give confidence to apprentices, so it is necessary to identify the deficiencies and difficulties that arise in the process of inter Learning the English, the development of this skill values the benefits of a good application for a radical change of attitude in the student and generating a real process of developing this skill as a basic tool of the process of learning a second language.

SCIENTIFIC FACT

CAUSES

Teachers do not use the appropriate methodology for transmitting the correct knowledge related to oral expression.

Students feel disinterested for the English subject since they do not receive interactive classes.

Teachers do not create different additional didactic material in order to engage students in the English language.

VARIABLES

Independent
Interactive Activities

Dependent
Oral Expression

FORMULATION OF THE PROBLEM

What is the incidence in the designing of a booklet with interactive activities in order to develop the oral expression in students of the 8th year of General Basic Education at Unidad Educativa "Jorge Yunes Huésped," zone 8, District 10, circuit 10, Guayas Province, Guayaquil canton, Parroquia El Morro, Recinto Puerto El Morro, in the school year 2016-2017?
OBJECTIVES

GENERAL

To determine the influence that interactive activities have in the development of oral expression through a bibliographic study, statistical and field analysis in order to awake the interest for this skill.

SPECIFIC OBJECTIVES

To diagnose the level of development of oral expression through a bibliographic, statistical and field analysis, student surveys and interviews with the English teacher.

To identify the interactive activities through a bibliographic and statistical analysis.

To introduce an additional didactic material in order to complement the activities made by the teacher.

RESEARCH QUESTIONS

1. What are the theoretical references that support the interactive activities for the development of oral expression?

2. What is the current state of verbal expression ability?

3. What actions are most effective in promoting oral proficiency?

4. What would be the characteristics of the interactive activities booklet?
5. Why is oral expression important in teaching English?

6. How to motivate and encourage oral expression in students?

7. Should traditional educational activities be replaced by interactive activities?

JUSTIFICATION

It is often said that the speaking skill is one of the most important when students are acquiring a second language, in this case, the English one. Based on this fact, the oral production constitutes in an important tool for the communication process. Nowadays where the interpersonal relationships play an important role in modern society through social networks, is indispensable to know more than one language or dominate one that is considered the most used and spoken.

For that reason, the authors of this project intend to introduce a new didactic material that will contribute to the development of the oral production not only of the students but also teachers who will receive the appropriate and correct methodology for imparting their English classes.

Finally, with the application of this didactic material the whole educational community will see benefited because the usefulness that it will give both teachers and students will help to gain auto-confidence in speaking in English satisfying parents and authorities. At the same time, will solve a problem that has come presenting for many years ago and nobody has given it a solution.
CHAPTER II
THEORETICAL FRAMEWORK

BACKGROUND

For the purpose of obtaining information about the topic of this research, it was possible to find out several works with similar titles.

One of those jobs was "The methodological strategies and their influence on the development of the productive skills, made by the author Moreno Paredes Iván Heriberto of Universidad Técnica de Ambato of the Year 2010, which was applied at Colegio Nacional Mariano Benítez nightlife section, located in the Canton Pelileo in the period 2009-2010 in students of ninth year of basic education".

The project found, presented different problems such as an excessive number of students, classes focused only on grammar which leads to fatigue of students. All these factors have a negative effect on the production of the language.

Another work is "How to improve the learning of basic English through interactive dialogs" applied at June 5 Public School in the seventh year of Basic Education in the period 2010-2011, located in Guayaquil. The authors are Alcivar Silva Lucia Evelyn and Avila Orellana Fatima Yesenia students of the School of Languages and Linguistics of the Faculty of Philosophy, Arts and Sciences of the University of Guayaquil.

In this investigation was able to determine that some teachers always used the same methodology to present the content, repeating the same experience year by year, this causes lack of motivation for the learning of a second language.
For that reason, in this project that the researchers have developed is proposed as a necessary aspect of motivation to create a pleasant atmosphere in the classroom, the use of dynamic strategies and resources to strengthen the ability of oral expression in students, as well as the constant practice of interactive activities that allow a better learning English. Likewise, it is necessary to consider the context of the activities in order to apply interactive activities that aim to develop the oral expression skill; but above all, devote the time and resources for students who are willing to participate and offer their valuable opinions that enrich the collective learning.

THEORETICAL FOUNDATION

INTERACTIVE ACTIVITIES

Definition

Interactive activities are understood as the set of educational actions that promote the interaction between teacher, student, and their surrounding environment.

In 2012, Díaz Barriga, Castañeda, and Lule state, “A learning strategy is a procedure that a student acquires and uses intentionally as a flexible instrument to learn significantly and solve problems and academic demands” (p. 38).

It can be inferred that are all those activities to be carried out by a student to achieve certain learning objectives, are the experiences that develop all students to acquire the concepts and skills that determine their learning.
The term interactive refers to everything that comes from or originates by interaction. Interaction is designated to that action which is exercised in a reciprocal manner between two or more subjects, objects, agents, forces or functions. The concept of interaction is a concept widely used in various areas, such as communication, computer science, physics, multimedia design and industrial design. Human communication is the most basic and simple interactivity.

Thus, there is a wide variety of learning activities. The type that you choose on each occasion, in addition to the didactic method or approach in which it is framed, interactive activities, the purpose of the activity is the development of language skills.

Thus, that Finocchiaro (2011) proposes a series of principles for the design of activities. These are some of them:

The personal experience of the students should be taken as a starting point for learning, as this takes place when the new contents are related to the needs, interests and the environment of the learner. The new learning should from the level previously achieved by the student. Each student follows its own pace of learning. To determine the degree of difficulty of a learning activity, it is necessary to respond to factors such as the following: If you are sufficiently contextualized, the degree of linguistic and cognitive complexity and the number of steps involved, the student's level of familiarity with the subject and the type of activity, the time and the amount of aid available to the student, the type of response that is expected from the most simple, how to answer yes or no, to the most complex, such as discussing and resolving a conflict, the degree of expected fluency and linguistic correction (p. 69).
CHARACTERISTICS OF THE INTERACTIVE ACTIVITIES

Each of the interactive activities to achieve its main objective should have the following characteristics:

a) From the level of development of the student. Take into account the level of knowledge of the student for the design and development of the learning activities, required to simultaneously address two aspects: their level of cognitive competence and knowledge that has been built above.

b) Must ensure the construction of significant learning. It is that the activities to be carried out based on the level of knowledge and experience of the student, from there, to develop other knowledge and experiences. Education must ensure the construction of meaningful learning of all kinds: both conceptual contents, such as content related to values, norms, and attitudes.

c) To ensure the motivation and interest of the students. Motivation is predisposed to educating toward what you want to teach; it is to participate actively in the work of education. Motivate is to lead the student to be keen to learn, either by trial and error, by imitation or by reflection.

About the organization of the activities, the traditional approach has been to the prospect of a largely homogeneous group, forgetting that students possess rhythms, starting levels and different learning styles. The organization of the activities in the classroom is mediated by something more than the ways in which students are grouped for the realization of the same, that is to say, by philosophy or specific educational conception.
According to Johnson (2013), the teaching-learning activities can be structured in these forms:

Competitive: the organization of teaching and learning activities is organized in such a way that students are aware that they can only achieve its objectives if colleagues do not achieve theirs. It is set in the classroom class a competitive interaction between students.

Cooperative: There is a direct link between the students that each one of them can only achieve its objectives only if the remaining reach theirs. The items that students get in the group are benefits for the remaining. It is set in the classroom a cooperative interaction among students (p. 80).

It can be concluding that an interactive activity is designed for students to learn how to interact and communicate using the language, taking into account their true needs and interests. The interactive activities of this project have a clear pragmatic goal: use the language to get something, are oriented more toward the meaning toward the shape, more toward the fluidity that toward the correction. It is understood that the practice oral and written authentically communicative approach is the optimal path for the development of the use of the language.

This type of activity for teaching and learning is own of certain teaching models in which priority was given to the communication, as the communicative approach or focus on a task. Before the birth of these models, these activities had no place in the instructional process more than occasionally and unsystematic.

Harmer (2015) offers a wide range of activities. These are some of them: “in pairs or groups, giving instructions for others to perform a task for example: draw an object; the exchange of information for example interview a partner; having heard or read the beginning of a story, inventing the rest” (p. 12).
Thus, the emphasis is on the process of learning, teaching in front of the enhancing it and reducing the traditional role of the teacher; it is considered that, ultimately, the responsibility for learning lies with the student. Given the authenticity of the language and of the interaction that occurs in educational activities, these proposals favor the development of communicative competence and motivation for the learning of a second language.

The teaching material is usually used as a link between the element of union between the Teacher and/or student and reality. Ideally, all teaching and learning it will be in contact with real life, but it is not always possible or advisable and therefore. The researchers resort to a series of means, resources or materials that do not serve as a bridge between that is taught and learned and the real world. Therefore, the teaching material replaces the reality and treatments of representation in the best possible way, facilitating their objectivities (Nerici, 2012). “Specialists in this area often use a variety of terminology to refer to the materials some people talk about ‘means’ or ‘didactic resources’, ‘Didactics aid’, ‘educational media’, ‘didactic material' or ‘curricular material” (p. 38)

In general, when it talks about materials or didactic resources, it refers to a series of means or instruments that favor the process of teaching and learning.

According to Prats (2012), the most appropriate curricular material is "facilitating learning of intellectual abilities, mastery of the techniques used in the disciplines and the proposal of prototypes that simulate the construction of knowledge (Methodology) of the different knowledge" (p. 85).
In classroom contexts, resources, teachers, and students for teaching and learning are the vital importance of the effectiveness of the didactic program and the learning that students experience.

In the opinion of Blázquez (2013), the materials also create conditions for teachers and students to interact as human beings within an atmosphere where men dominate the environment. In these situations, didactic material plays a crucial role:

- It brings students closer to the reality of what they want to teach.
- Motivates teaching and learning, if the material is suitable and is used the appropriate form.
- Facilitates the learning of concepts, the development of procedures, strategies, and the formation of attitudes and values, related to what is teachers and learns.
- It represents and illustrates, intuitively, what is verbally explained for.
- Facilitate their teaching and learning.
- It contributes to a better fixation of learning. (p. 381)

In Nérici’s view (2011), the didactic material "is intended to lead to the student to work, to research, to discover and to build. It thus acquires an aspect functional and dynamic, providing the opportunity to enrich the student's experience, bringing it closer to reality and giving it an opportunity to act" (p. 331).

In spite of the importance of the materials and their impact on the processes of learning, theory and didactic research has neglected his study, as he regrets Escudero (2015): "The media have not enjoyed the attention due to the theory and didactic research, obeying the one rendered more to good will, intuitionism and rigorous approaches to scientifically functioning" (p. 87).
But, as we shall see, the effectiveness of educational resources and depends on the use made by the teacher and the student. In itself, they may be neither positive nor negative. They depend on the methodology of work that is used with them.

**TYPES OF INTERACTIVE ACTIVITIES**

It is known, there are several types of means and resources for teaching and all play an important role in certain situations. The most employed they are:

- Overhead projector, transparencies, digital projector.
- Textbooks, consultations, exercise, etc.
- The language laboratory, the computer room
- Recordings, projections, radio, TV, videos, computer programs
- Magazines and newspapers: articles, abstracts, news, reports,
- The franelogram and plastic ram; flashcards and moving signs
- Flowcharts, posters, murals, etc.
- Real or miniature objects
- "Realia": coupons, tickets, brochures, forms, photos
- Slides, films, photos, postcards
- Trips to the country, visits, and excursions: visits to museums, monuments, contacts with natives, etc.

It can be seen that some of these means are purely visual or auditory, but others integrate images and sound. There are means that, by their nature, require a passive attitude on the part of the students, but others are interactive and demand more activity and participation. And, finally, there are other means that put the student in contact with the reality as it does when they travel and interact with English-speaking natives.
Dale (2013) elaborated many years ago a "cone of experience" for illustrating the sequence from the most abstract means of teaching and learning to the more direct and experiential. At the vertex of the cone, place the oral symbols, which would be purely verbal teaching. The visual symbols follow; Still images, the radio, and recordings; Filming and TV; the exhibitions; Visits and excursions; the demonstrations; dramatizations and simulations, and finally, direct experience with reality. It is obvious that in the cone of Dale, as the means and resources move away from the vertex and approach the base, are more intuitive, real and effective for learning. (p. 67)

EDUCATIONAL MATERIALS FOR TEACHING AND LEARNING OF ENGLISH

Authentic materials

"The authenticity of the materials has been recommended since the first levels of education. Thus, for example, in Primary, the basic curricular design establishes that ‘Receptive skills can be systematically trained (with authentic texts and pedagogically processed) through audiovisual media’ (Escuela Española, 2012, p. 183).

On the other hand, the Secondary curricular designs recommend the banks of resources for students to work on projects with a large amount of material authentic in English which students can go in search of the information he needs in each case.

Nunan (2005) defines the authenticity of materials in the following terms:

"Authentic materials are usually defined as those who have been produced for purposes other than to teach the language. They can be culled from many different sources: Video, clips, recordings of authentic interactions, extracts from television, radio and newspapers, signs, maps, and charts, photographs and pictures, timetables and schedules" (p. 38).
But authenticity has other dimensions and must also be sought in the type goals that we propose in the context of teaching and learning, in the texts that students use and in the tasks that teachers offer. In Nunan’s opinion, it is also very important that the students realize and accept the authenticity of the learning activities that are offered. In the same way, the authenticity of materials and resources must awake and should connect with their previous knowledge and that is most significant.

However, it should not be forgotten that students do not always have a good level of English to deal with certain tasks, that is why they get bored and give up their interest in this subject. To avoid this, it is important to make the oral and/or written input comprehensible, the level of difficulty of the language to the real possibilities of the students. That is why Maley (2011) speaks of “authentic and affordable texts for apprentices” (p. 93).

MATERIALS ORIENTATED TOWARDS THE EDUCATION AND LEARNING OF THE CONTENT

The researchers claim that these didactic materials contribute, sometimes, to the conscious and explicit learning, but especially that they unleash processes of "acquisition" in contexts, the most natural and royal that it is possible. It is a question of using the "language put " as a system of reference, creating situations of education and learning for a linguistic dip, without resorting either to the systematic translation or the constant use of the mother language. It does not mean, occasionally, teachers should not use strategies and should resort to the mother language to clarify complex ideas or that they should forget the formal aspects, the grammatical rules and the application to concrete situations.

It is proposing a global and existential approach that connects systematically with the experiences of the students, with their interests and possible future needs; that is based, as far as possible, on communicative
and royal situations; that puts special emphasis on the most relevant discursive aspects; that centers the attention, basically, on the topic and in the aspects of content that develop the materials; that offers variety and diversity of contexts and situations; that develops the skills and the receptive and productive procedures, it favors the learning of an authentic and natural language; as well as the fluency, the learning for discovery and the construction of the knowledge.

This approach based on the content and centered on the interests and professional needs of the students demonstrate a clear preference to the authentic tasks, to the use of the Englishman as language of work, for the "emptiness of information" that it has to look for the student body by means of the reflection and the personal investigation, expressing his own ideas, the points of view and the conclusions to which it has come near across the investigation of some points.

**ORAL EXPRESSION**

**Definition**

Oral expression is a person’s ability to express wants, thoughts, and ideas meaningfully using appropriate syntactic, semantic, pragmatic, and phonological language structures. Oral language is important because it provides the foundation for literacy development, it is essential to academic achievement in all content areas, and it is critical for overall success in school. As we know, a great deal of school success depends upon a child’s ability to demonstrate competency through oral communication, such as when answering questions in class or participating in group discussions. Below are some suggestions to help a child who may be experiencing difficulty with oral expression.
Oral expression pertains to the use of words and includes the ability to formulate and produce words and sentences with appropriate vocabulary, grammar, and application of conversational rules.

Lomas (2004) it raises that every lounge of the class is a communicative space in which the education-learning takes place across communicative constant interactions. And to produce these interactions, the students need to develop the necessary skills that they will allow them to communicate in the language put inside and out of the classroom. The above mentioned skills refer to the aptitude to decode and understand the written language, to recognize and interpret sounds, aptitude to communicate to them orally and to express ideas in the written language. (p.123)

About the above mentioned skills, Brown (2011) argues that “they can be divided in oral and writing skills, which must be integrated to develop the communicative competition of the apprentices” (p.44).

Hymes (2010) introduced the concept of communicative competition to refer to everything that the individual needs to communicate really and to be understood by the members of his social group.

In consideration of this, Canale & Swain (1999) expanded this concept of communicative competition by means of the incorporation of four important elements:

**The Grammatical Competition**

Knowledge of the morphologic, semantic, phonological and syntactic rules of a language.
The Competition Sociolinguistic

The managing of the rules of use of the language of the agreement to the social context.

The Discursive Competition

The aptitude to analyze the connections between prayers, being based on the knowledge that is possessed it brings over of the discursive structure, the cultural knowledge and the context in which it is in use.

The Strategic Competition

The skill that is had to put in practical strategies that allow carrying problems of managing of the rules of the language, or problems that confine the communication.

Due to these multiple discoveries in the field of the linguistics related directly to the communicative competition, a communicative approach originates in which there are emphasized the didactic applications of the above mentioned competition in a classroom.

In consideration of this, García de Díaz (2010) distinguishes some of the characteristics of the above mentioned communicative approach:

The content of learning for the pupils is focused in terms of the communicative functions that the apprentice needs to express, which indicates that the units change as for grammar refer since diverse communicative functions can be carried out across different grammatical structures.
According to Cassany, Luna, & Sanz (2004), the oral expression is the language skills related to the production of the oral discourse. Traditionally, there has been the talk of four language skills, two of the oral language, that is listening comprehension and oral expression, and two other of the written language, which is the reading comprehension and written expression. The Common European Framework of Reference mentioned, on the one hand, listening and reading comprehension as language activities and, on the other hand, oral expression and written expression as language activities of production. (p. 134)

Then, it can be noted that the oral expression is the set of techniques that determine the general guidelines that must be followed to communicate orally with effectiveness, that is to say, it is the way of expressing without barriers than people think. They can also call oral expression to one of the skills to develop in the learning of the mother tongue unconsciously as a foreign language in a deliberate or conscious.

The oral expression serves as an instrument to communicate about processes or objects external to the. It should be borne in mind that the oral expression in certain circumstances is broader than speech, as it requires of Paralinguistic to complete its ultimate meaning.

ELEMENTS OF THE ORAL EXPRESSION

The oral expression is the language skills related to the production of the oral discourse. It involves not only the speech, but it requires a series of paralinguistic resources to establish a communicative process. That is to say, that those who wish to participation an idea to a particular audience should take into account the following elements:
Voice

Since this may suggest that what they want to convey is happy, sad, indifferent, important, etc. Hearing the image has a great impact on the audience. Through the voice, they can transmit feelings and attitudes.

Diction

For oral expression, the diction means to utter clearly. The words should be understood without any doubt. Each phoneme must be picked up by the ear with precision. The diction forced to articulate properly; in such a way that those who hear are not forced to do useless efforts to understand. The lack of a good diction hinders the uptake of what is said. The diction is clear and understandable oral expression, allows the message reaches the ears receptive (González García, 2012).

Clearly, pronounce the words with which we build the messages that we wish to convey, that is to say, that the person has a good command of the language, which makes use of a vocabulary appropriate to the occasion. Such knowledge involves a proper domain of the pronunciation of the words, which is necessary for the understanding of the message.

Coherence

The ideas that we express orally should have a logical sequence, it is essential that interrelate and connect them properly. It is not possible to address an issue while the former has not been completed and externalized with clarity. Comments off-topic distracted and loses coherence. A person speaks consistently when developing the expression of their ideas in the chain, linked by a logical thread. (González, 2012, p.197). It can be understood then that coherence is to express in an organized way the ideas or thoughts.
Fluency

Flow is sprout in a spontaneous, natural and continues; in this way water flows, words must also flow as well. Speak with fluency is expressed with ease. Each word has its origin in the previous and will result in other, reinforcing, complementing each other, widening. The fluidity makes the beautiful and accurate oral expression. The fluency demonstrates knowledge and mastery of the language. (González, 2012).

It is to use the words of the natural and spontaneous way continues. Use a clear speech that teachers managed to keep interested to the audience. In linguistics, Fluency is the ability of a speech to express themselves correctly with relative ease and spontaneity, both in their mother tongue and in a second language; this allows the speaker to unfold in a correct way. The fluency is given in three areas:

- The ability to create or play ideas (creative area).
- The capacity to produce, express and relate words (linguistic area).
- Capacity to know the meaning of the words (semantics).

It must be emphasized that it should operate socio-cultural knowledge and pragmatic, a series of micro skills, such as knowing provide information and opinions, show agreement or disagreement, resolve faults conversational or know in what circumstances it is appropriate to talk and what not. Teachers must strive to cultivate the desire to interact with communication and, at the same time, motivating students to the ingenuity in their oral production so that it is not a task of the educational institution.

To point out the error is very common within the education system, which has led to the spontaneous action of the students is extremely scarce. The fear of making mistakes has become a limiting factor when it comes to learning. If this becomes a habit with the mother tongue, it will be even more complicated at the time of learning a foreign language.
As noted above, the management of a second language is a highly useful tool in these modern times. But it is impossible to say that students can achieve a fast domain at any stage of their lives. For this reason, it is suggested that apprentices are put in contact with the foreign language as quickly as possible, in order to achieve a more fluid and natural learning.

Learning a foreign language requires more than knowing your grammar rules and semantic. Learners must also acquire the knowledge of how native speakers use the language in the context of interpersonal a structured exchange, in which many factors interact. Therefore, it is difficult for students of English as a foreign language, especially adults, speak this language fluently and appropriately. In order to provide an effective guide for developing an effective oral expression, it is necessary to examine the factors that affect the oral communication of the adult learner, underlying components to the domain of speaking and specific skills and strategies used in the communication. (Richards & Renandya, 2008, p. 67).

With the goal of achieving a natural, consistent communication and a direct dial telephone, the caller should know dominate the factors such as tone of voice, body language, and how and when to intervene. These are factors which the student of English as a foreign language will generate some doubt at the time of producing and intervene. Students of a foreign language should be given explicit instructions at the time of activities that improve their ability to speak, as well as is done with any other area in the learning.

Richards & Renandya (2008), Authors of methodology in the teaching of the language, suggest that instructors should take into account not only the linguistic factors but also the paralinguistic. In the same way, suggests the following questions that will facilitate
the process of oral production in students by applying them to the context in which they operate: “What is it that affects the oral communication of students of English as a foreign language; what are the underlying components of the effectiveness of the speaking? How can they be improved the sub-skills of speaking in English as a foreign language? ”(p. 87).

The oral expression is one of the skills that are most underestimated at the time of teaching a foreign language. Many times, it is related to the proper management of the grammar on the part of the student, that is to say, if students are familiar with the rules of phonetics and grammar, they will be able to maintain a good dialog at the time of putting into practice the language. Their practice has been carrying out a mechanical and repetitive, this leads to the production of the language may not be spontaneous and avoid creating messages of significant content.

According to the linguist Krashen (2009), the ability to acquire a language is with us throughout our life, the success lies in the way in which the approach to foreign language. He says that the best way that the language is obtained is through the successful exhibition at the same. The teacher looks for a way to make your message is understood and will be the one that monitors the way in which the student manages their learning style, clarifying doubts and responding to concerns that may arise during the process of acquisition. (p. 32).

Language teachers must keep their students in permanent contact with the language subject of study; this will ensure that the teaching-learning process is consumed. The Speaking is closely linked with the Listening, which requires understanding, reflection, and response. It is recommended to keep an interaction that flows in a natural way, starting
with small exchanges, such as brief comments on mood, weather, current events. The students, by identifying a level of complexity that makes it possible to manage, they will feel confident and ready to intervene with ease. If they keep this pace of interaction, it will get more elaborate interventions of a natural hobble.

**STRATEGIES TO FOSTER ORAL EXPRESSION**

- Allow ample opportunities to practice without penalty (e.g., brainstorming, conferencing, sharing).

- Provide questions/topics in advance to allow time for preparation.

- Provide a safe opportunity for students to develop skills. For example, do not grade presentations; consider them an exercise in skill development.

- Increase the 'wait time' for expecting a response. For instance, count silently to 10.

- Incorporate oral recitation activities such as poetry readings, parts in plays, etc. to help children build expressive fluency.

Let students speak regularly through combinations of the following:

a) Answering questions and participating in discussions,
b) Taking positions and arguing those positions in class,
c) Debating other children
d) Making formal and informal presentations
e) Engaging in or analyzing oral expression processes.
Provide a wide range of situations:

- Telling stories and anecdotes
- Describing and comparing places, people, and habits
- Expressing opinions
- Showing agreement and disagreement
- Reacting to an event
- Expressing judgment, wishes, and feelings
- Expressing probability and degrees of certainty
- Elaborating on, retelling and summarizing what has been said
- Expressing permission
- Giving instructions
- Expressing plans and intentions
- Allow students extra time to respond to questions.
- Have students arrange oral and written sentences or paragraphs in logical, sequential order.
- Have students practice identifying the parts of a story in terms of the beginning, middle or end.
- Have students explain the steps of a procedure orally and in writing.
- Teach students how to make a flow chart that breaks down a procedure into its component parts.
- Give students opportunities to apply new vocabulary in classroom discussions.
- Have students make up stories using wordless picture books.
- Have students speak into a tape recorder and play it back.
- Provide props and encourage children to make up a play.
- Create new verses to songs.
- Allow students to use puppets to communicate thoughts or stories.
- Provide opportunities to be in conversations that use extended discourse.
- Encourage students to speak in complete sentences.
- Do not interrupt or finish a sentence.
- Play a game in which students describe a simple design to a peer, and have the peer follow the directions to draw it without looking at it.
- Incorporate multisensory activities into lessons to allow chance to use descriptive language.

**EPISTEMOLOGICAL FOUNDATION**

**Humanism**

Humanism, in the broadest sense, means valuing the human being and the human condition. In this way, it is related to generosity, compassion, and concern for the assessment of the attributes and relationships.

**Humanism and education**

Meaningful learning is a pervasive one that does not consist of a simple increase in knowledge but weaves together every aspect of the existence of the individual.

Its application to the classroom, if we consider the human tendency to auto-update and understand the important role of education in the expression of this trend, the question is how to materialize these ideas in the classroom.

In this way, Martin (1988) raises a non-directional education should be avoided:

- Control accompanied by a lack of confidence in the student.
- Traditional, creative or effective tests.
- The tests such as beginning and ending of education.
- The belief what is taught is what you learn.
- Identify the education with the accumulation of knowledge.
- Give more importance to the procedure and not to the results.
Characteristics.

The most important characteristics of humanism are:

- Interest in human beings and everything around them.
- The willingness to acquire the total knowledge.

Personal conclusion

That is why this project is based on the relationship between students, in this way; the researchers can perform activities aimed at improving foreign language learning.

Teaching to appreciate the more simple qualities of others. Remember that all human skills require efforts for their correct acquisition and development. Besides, demonstrate that these efforts are not in vain.

To show that everything that everyone has or knows is the result of their work or work in a group. Nothing comes in life by chance or magic. Everything is built with effort and human labor. That activity required to return in own work the equivalent of the cluster of alien work generated by each possession that it uses or enjoy. The wealth obtained by tricks or abuses is illegitimate and demeaning.

Students must assimilate and dominate their knowledge, phenomena and extreme emotions of life, according to their ages.

PEDAGOGICAL FOUNDATION

Nowadays, in some levels of education of our educational system, it is common talk about "pedagogical constructivism", which makes it necessary to clarify the context of origin, theorization, and application of it in education.

Audiovisual media developed a leading role to achieve meaningful learning in students.
The teacher must have a specialization for handle a proper use of these media and integrate them at a certain point in the development of the teaching-learning process. Frida Díaz-Barriga (2004), says:

"Constructivism is a confluence of various psychological approaches that emphasize the existence and prevalence in cognitive of active processes in the construction of knowledge, which help explain the genesis of behavior and learning. It is claimed that knowledge is not received passively, nor is a faithful copy of the environment".

**Characteristics**

The constructivist teaching considers that the human learning is always an interior construction, even in the case that the educator goes to a masterly exhibition, because this may not be significant if their concepts do not fit or are inserted into the previous concepts of the students. Even more in the constructivist teaching, whose purpose is precise to facilitate and maximize the processing inside the student with a view of their development.

Within constructivism current is considered to the teacher as thoughtful professional who performs a work of mediation between the knowledge and the learning of their students, to share experiences and knowledge in a process of negotiation or construction joint knowledge and a teaching aid adjusted to the diversity of needs, interests, and situations that engage their students; i.e., the central role of the teacher is essential to orient and guide the constructive mental activity of students, who will provide pedagogical assistance adjusted to their competition.

**Importance**

It is important to point out that teachers must put together interesting and meaningful experiences that promote the cognoscitive development according to their necessities and conditions of it.
Through the use of screens, teachers show conversations that happen in real live and incentivize to make extra activities such as questions and answers or simply give opportunities to create new ones from models that have been shown earlier in order to improve the speaking skill and motivate students to participate in class and do not be a shame to make mistakes.

**Application**

In the current pedagogical, nowadays, the English teaching as a foreign language is selected for the communicative approach, which the main objective of the teaching is to achieve the communicative competence of the student. It means, incentivizes the development the interest for this language, distinguished for its appropriate usage and taking it into account for long-life.

In this business process of meanings, the student must use several linguistic forms as well as extra-linguistic elements that replace or supply oral expressions. In the modern teaching methodologies of foreign languages, we can see the development of communicative skills not even with a methodological planned in non-oral aspects.

This research then is intended to contribute to the solution of the following scientific problem. How to develop simultaneously not Linguistics and linguistic expression in students. It arises, as a fundamental idea to defend that a methodological conception for the development of the oral expression must attend both considerations of the linguistic elements and the systematic treatment of non-verbal communication strategies.

The objective, therefore, consists of designing one methodology that is conducive to the development of strategic competence in oral expression from the systematic treatment of some extra verbal that they show more expressiveness and significance elements to the information
transmitted verbally. The theoretical value presupposes a methodology for the treatment of non-linguistic expression while linguistics based on the theory of competencies. This methodology includes a theoretical model for the treatment of non-linguistic expression, simultaneously to the Linguistics, which so far has not been applied.

The practical utility of this work will allow solutions to methodological problems of working with the strategic competition in the teaching-learning process of foreign language, which will enable the development of the communicative competence of students. But since the 1960s the communication has figured as the essential purpose of the methodologies of teachings, initially was not the correspondence between communication and knowledge, or the link between intention, realization and discursive practice, due to those time the distributional and structural linguistics constituted the mainstay of these methodologies.

These current linguistics did not see the communicative phenomenon such as transmission, intentionality.

Learn to speak in English has become a necessity for all people around the world, but it is sometimes little difficult. Many students, after months and years, doing their best, realized that have progressed very little in acquiring this language, specifically in developing their capacity for listening. The majority of students feel the classes are boring and unsatisfactory, due to the scarcity of methodological strategies that are dynamic and participatory, that awaken the interest of learning this language of the students.

**Personal conclusion**

In the constructivistic model makes that students think independently and understand significantly the world. The academic institutions should promote the cognitive development of the student in accordance with the
needs and interests of them. The teacher must structure interesting and meaningful experiences that promote such development. The important thing is not the learning of content but development and strengthening of mental structures of knowing and learning.

It is not about to memorize content but to engage in a dynamic process of knowledge that develops cognitive skills through discovery and problem-solving models. The objective of education, within this pedagogical model, is to generate understanding, the autonomy of thought and, as a result, creative people.

On the other hand, it is important to note that the process of implementation of these constructivist principles in education is still utopian because in schools there are teachers that do not want to change their methodology of work because they do not want to upgrade their knowledge, it is complicated since all students are not able to acquire the new knowledge.

**SOCIIOLOGICAL FOUNDATION**

**Definition**

The sociology of education is the branch of sociology that studies education related with the social phenomenon. Therefore, studies the origin of social education, social manifestations, social content, social institutions, social development, social conditions, social source, social objectives, social possibilities, and social agents (Quintana Cabanas, 1989, p. 31)

**Society and Education**

Social reality is a complex study, because it is subject to change and the growing diversity. These phenomena explain that sociology, almost from its origins, tends to expand their knowledge to diversify, its
object of investigation in specific studies, thus giving rise to the appearance of special sociologies.

The future of a society depends on the members that belong it. Whether the human being wants to prepare for the social, economic, political, commitments to be a successful person, it is necessary to establish a teaching-learning process system integrator, in order to fill them up with experiences that allow to enrich daily, awaken the sense of commitment and social sensitivity.

Individuals, are expose to a constant change in their vision of the social world, which is demanding new and varied forms of adaptation to their needs, and education is the most appropriate way to understand these processes of change and responding in different and appropriate ways to facilitate and make easier all these social processes.

**Importance**

It is important to establish and mark the object of study of the sociology of education because most of the cases it can be confused with other sciences of education such as Pedagogy.

Society changes continuously and we as teachers must have the necessary tools to analyze and understand what is happening, the reason for the actions of learners, the mechanism that they produced for then proceed properly.

**Personal conclusion**

It will be very useful since it can find, improve the teaching in the English languages. Besides, teachers can face students learning problems, looking for their prior knowledge and backgrounds, thus, use the empathy in order to try of solving some of these problems and understand the difficulties that they have in acquiring the English language.
PSYCHOLOGICAL FOUNDATION

The Psychology sometimes may be for teachers an important tool that they have to take into consideration at the moment of imparting their classes. They can take advantage of it as a motivator for the development of their capabilities significantly.

In teaching-learning process is necessary the integration of audiovisual media to motivate the student, it leads them to feel willing to learn.

Definition

Educational psychology is an interdisciplinary science that is identified with two different fields, but interdependent among themselves. On the one hand, psychology by other education, these two sciences provide the educational psychology of a scientific, constituent and ownership structure that makes up the study of learning; as a psychological phenomenon that basically depends on the skills, individual differences in mental development, and as a factor of education, for the purpose of teaching or relationship between students and teaching. Calero, Mavilo Pérez, (1999; P. 22)

Importance

In the field of education, psychology is a priority in the teaching-learning process of the English language, since it provides basics how there is learning, the evolutionary constraints of subject learning, interpersonal relations between the educational community.
Characteristics

Psychology constitutes the main auxiliary science of pedagogy, taking into account that the learner is the cornerstone of the whole educational, formative process. Training process that not only requires an organic knowledge of the child but in particular of the psychic aspect of it; and in a special way, much of that training has much to do with intelligence, reason, memory, attention, interests of the child and all of these are psychic phenomena.

Psychology and education

Psychology in education focuses on the process of learning and the phenomena that constitute it as memory, forgetfulness, knowledge transfer and learning difficulties. At the same time the interaction between teacher and student, the environment and the educational context. It brings to the teaching methodology and the recruitment of the student environment.

Personal conclusion

It is very important for teachers to apply different forms of psychology inside the classroom. Since is relevant to know the behavior of the students in order to engage and involve them in the English class. Thus, teachers can create harmony and quite an atmosphere to develop and improve the relationship between teachers and students that in a teaching-learning process is very important.
FUNDAMENTACIÓN LEGAL

Constitución de la República del Ecuador Sección quinta

Educación

Art. 26.- La educación es un derecho de las personas a lo largo de su vida y un deber ineludible e inexcusable del Estado. Constituye un área prioritaria de la política pública y de garantía de la igualdad e inclusión social y condición indispensable para el buen vivir. Las personas, las familias y las sociedades tienen el derecho y la responsabilidad de participar en el proceso educativo.

Ley Orgánica de Educación Intercultural

De los principios generales

Capítulo único, principios y fines

Art. 2 Principios:

bb. Plurilingüismo. Reconoce el derecho a todas las personas, comunas, pueblos y nacionalidades a formarse en su propia lengua y en los idiomas oficiales de relación intercultural: así como en otros de relación con la comunidad internacional.

Reglamento a la Ley Orgánica de Educación Intercultural

Título I. Del Sistema Nacional de Educación

Capítulo I.- Del Concejo Nacional de Educación

Art. 3.- Nivel Distrital intercultural y bilingüe. Es el nivel de gestión desconcentrado, encargado de asegurar la cobertura y la calidad de los servicios educativos del Distrito en todos sus niveles y modalidades, desarrollar proyectos y programas educativos, planificar la oferta educativa del Distrito, coordinar las acciones de los Circuitos interculturales o bilingües de su territorio y ofertar servicios a la ciudadanía con el objeto de fortalecer la gestión de la educación de forma equitativa e inclusiva, con pertinencia cultural y lingüística, que responda a las necesidades de la comunidad.
CHAPTER III
METHODOLOGY AND ANALYSIS OF RESULTS

METHODOLOGICAL DESIGN

The methodological design is a quantitative approach since researchers use the surveys and the interviews where have gathered information is processed and in this way to obtain precise information.

As indicated by Naghi (2005), the research design is a structure or planning that is produced mainly by researchers for the development of research projects, to carry out the design implies money, human resources, and time, in other words, estimated the budget and time of the investigation (p. 86).

To have a better knowledge of the way in which it will develop research, more than increasing the possibilities that upon completion of the study is to obtain the expected results by the authors, it is necessary to exert a research design that will help to achieve the projected targets, for this will be displayed below the components to develop.

- Know with fullness the factor problematic that is intended to investigate
- According to the need of the study, regarding the scope of information to determine the types of research
- Set the tool or instrument that helps to obtain the information.
- Stipulate the technique of research that can contribute to the collection of the data.
- Indicate the estimated population in the present study with its corresponding calculation of the sample size.
- Describe the way in which the information will be lifted.
- Analyze and interpret the results.
TYPES OF RESEARCH

Descriptive

According to the preceding by Rodriguez (2012), descriptive research consists in the description, registration, analysis, and explanation of the nature that is presented in the current form the problem, working on realities to present a correct interpretation of the data collected by expressing how, where, and why of the phenomenon under study. (p. 25).

The research is descriptive because it makes a detailed record of the specific behavior of each variable. Have described a situation determined in its study in a time and place determined by the purpose of gathering arguments fundamental to identify a problem specifically to present a correct interpretation of the theme.

The research is descriptive since will be determined as influences the interactive activities in the improvement in the learning of the oral expression of the English language, also because they will diagnose the types of activities to be implemented and the role of teachers for the result to be effective.

Documentary

It is that search in documents written or narrated by experts in the topic on which they want to know more. On having compiled the information obtained in them, they can begin to be analyzed of such form, which could determine towards where are orientated by the information that exists. Thus, if they need to penetrate more towards a topic into specific, if there is some new topic on which they can begin to investigate, etc. It is important to mention, that when it speaks about the documentary investigation, it says to something that already they have planned and do it of a form arranged towards fulfilling an intention.
POPULATION AND SAMPLE

As mentioned by Juez and Diaz (2012), is determined as a population to a set of elements or individuals that have certain characteristics or properties that are of interest to learning on the part of the investigator, therefore if the size is known it is called a finite population, for the otherwise infinite population. (p. 95)

Achieve the objectives of the research and to operationalize the concepts and elements involved in the problem, the population is defined as:

<table>
<thead>
<tr>
<th>N°</th>
<th>Reference</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directive</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>14</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>266</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>281</strong></td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Jorge Yunez Huésped
Elaborated by: Joselito Bonilla and Freddy Bustamante

Sample

According to García & Ramos (2013), it is considered sample a subset of the population, more than this is called as a representative part of it since they are the individuals who reflect the characteristics or properties of the population from which it was removed. (p. 254)

For the calculation of the sample size will be used the formula that corresponds to the finite population, the same that will be exposed to then with their respective resolution.
\[ n = \frac{Z^2 \times N \times P \times Q}{((e^2(N - 1)) + (Z^2 \times P \times Q))} \]

\[ n = \frac{1,960^2 \times 266 \times 0.50 \times 0.50}{(0.05^2(266 - 1)) + (1,960^2 \times 0.50 \times 0.50)} \]

\[ n = \frac{1,960^2 \times 266 \times 0.50 \times 0.50}{(0.0025(265)) + (1,960^2 \times 0.50 \times 0.50)} \]

\[ n = \frac{3,8416 \times 266 \times 0.50 \times 0.50}{(0.0025 \times 259) + 0.9604} \]

\[ n = \frac{255,4664}{0.6475 + 0.9604} \]

\[ n = \frac{255,4664}{1.6079} \]

\[ n = 48 \]

Therefore are 156 students, 1 directive and 1 teacher to surveying.

**Table N° 2 Distribution of the Sample**

<table>
<thead>
<tr>
<th>N°</th>
<th>Reference</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Directive</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Teachers</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Students</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

*Source: Unidad Educativa Jorge Yunez Huésped*

*Elaborated by: Joselito Bonilla, Freddy Bustamante*
TABLE OF OPERATIONALIZATION OF VARIABLES

<table>
<thead>
<tr>
<th>Variables</th>
<th>Dimensions</th>
<th>Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent:</td>
<td>Definition of interactive activities</td>
<td>They are all those tasks programmed by the educators and students these are exercised by interaction. That is to say in a reciprocal way between two or more subject, objects or functions with the purpose of achieving the objectives of the matter.</td>
</tr>
<tr>
<td>INTERACTIVE</td>
<td>Educational interactive activities.</td>
<td>Role plays, Riddle, Crossword, Dialogue, Confers of the press, to Order letters, to Order words, to Relate and Soup of letters.</td>
</tr>
<tr>
<td>ACTIVITIES</td>
<td>Features of the interactive activities</td>
<td>Participative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicative</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Significant</td>
</tr>
<tr>
<td>Dependent:</td>
<td>Definition of oral expression.</td>
<td>Group of techniques to communicate vocally.</td>
</tr>
<tr>
<td>ORAL EXPRESSION</td>
<td>Elements of the oral expression.</td>
<td>Voice, Diction, Structure, Fluency, Coherence.</td>
</tr>
<tr>
<td></td>
<td>Characteristics of the oral expression</td>
<td>The context: fundamental to determine the use of one or other expressions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Two-way communication: because the partners are intervening in the same.</td>
</tr>
</tbody>
</table>
METHODS OF INVESTIGATION

Inductive method

According to Bernal, (2014) it is a method that starts with a specific study of the facts and makes a conclusion following the rules established by the universal laws, principles, or foundations of a theory” (p. 23).

The inductive method goes from to the particular to the general. It is from the observation of particular facts gets general propositions, that is, it is stating a general principle once made the study and analysis of facts in particular. This methodology was applied for know how is the development of speaking skills in the students of the 8th basic year.

Deductive method

Cegarra (2012) “It consists of taking into consideration assumptions about the possible solutions to the problem and compare them with the available data in order to prove whether they are in agreement with them” (p.35).

The deductive method was applied to this project to find the reasons why there is a poor development of speaking skills in students. It goes from the general to the particular, therefore allows presenting concepts, principles, definitions, rules, and statements from which it analyzes, synthesizes, compares and is shown learning.

Scientific method

The scientific method, therefore, refers to the series of stages that it is necessary to cross to obtain a valid knowledge from the scientific point of view, using for these instruments that turn out to be trustworthy. What
does this method is to minimize the influence of the subjectivity of the scientist in his work.

The scientific method is based on the rules that indicate any proposition of the science must turn out to be capable of being a rapid swoop an experiment has that to be able to repeat in indistinct places and for a subject anyone.

**RESEARCH TOOLS AND TECHNIQUES**

Prior analysis systematic on the numbers of existing methodologies to apply in an investigation and document its achievements, development, progress, and results, has opted for choice as appropriate techniques and instruments to be applied by achieving the objectives of the research. These are the follow:

**Interview**

Acevedo & López (1986) Say: "the interview is an oral way of communication interpersonal that has as purpose obtained information about a target". (p. 10)

It was applied to English teacher of 8vo año básico de la Unidad Educativa Jorge Yunes Huésped in order to know his opinion about the interactive activities and the develop of the oral expression in the students. The instrument was the questionnaire using the interviews; where there were open questions to the director of the educational unit and to the English teacher.

**Survey**

The survey is defined “as a technique that aims to obtain information being provided by a group or sample of subjects about themselves, or in relation to a particular topic” (Arias, 2012, p. 72).
The survey is a technique that allows for collecting data from the entire population or a representative part of it through a questionnaire.

The respondent will answer without the participation in the researcher. This technical of a collection of data through questions closed, that is to say, that contains a choice of responses previously indicated, it is simple of qualifying but restricts the information that could supply a research. The survey was applied to the students of the 8th basic year of the educational institution which works with Likert scale, with closed questions; in this case, the students were surveyed.
OBJECTIVE: To determine whether interactive activities that are being used in class are promoting the development of the oral expression in the students of 8vo año Básica at Unidad Educativa Jorge Yunes Huésped.

Question: 1. - Are you familiar with interactive activities to teach English? 
Answer: 

Question: 2. - Do you think that interactive activities are the most appropriate tools for the development of the oral expression? 
Answer: 

Question: 3. - What kind of activities do you consider the most effective to promote the oral expression of the students? 
Answer: 

Question: 4. - How do you use interactive activities to develop the oral expression of the students? 
Answer: 

Question: 5. - What other elements do students need to develop the oral expression? 
Answer:
DATA ANALYSIS AND INTERPRETATION

Qualitative Analysis of the interview

According to the interview with the teacher of English, can be noticed as teachers are not very related with the didactics to improve the teaching and therefore the learning of the students, however, they agreed that use interactive activities would facilitate or contribute to improving the teaching of English Language.

Among the activities to implement, teacher expresses that can be everything relating to the audiovisual sector as well as complete prayers and above all talk and practice the language course is something important is the repetition, therefore, in the proposal for the present project must apply these methods of teaching.

This interview allowed to know the point of view of teachers about the interactive activities that must be implemented in the classroom for the teaching-learning environment. An essential point to consider is that it is recommended the use of a lot of oral expressions, students to learn to speak it and so that they may communicate effectively.
OBJECTIVE: Determine if in this educational institution is using interactive activities for the development of the oral expression in students of 8th año Básica.

QUESTION: 1. - Do you consider that interactive activity being used for the teaching of the English language?

ANSWER:

QUESTION: 2. - Do you think the educational activities are an innovative contribution to the teaching of the English language?

ANSWER:

QUESTION: 3. - Do you seem convenient the use of interactive activities in the classroom?

ANSWER:

QUESTION: 4. - Do you think the interactive activities motivate to learning in students?

ANSWER:

QUESTION: 5. - Do you think that oral expression is a fundamental skill in learning the English language?

ANSWER:
DATA ANALYSIS AND INTERPRETATION

Qualitative Analysis of the interview

According to the interview it was noted that the managers demonstrate that teachers are not using enough interactive activities for the teaching of English language, while recognizing that such methods would contribute to learning, an important point is that such activities are motivating for teaching, which denotes that the teachers are aware that to give English classes must influence and particularly to encourage the students.

Oral skills of students can develop using interactive and dynamic resources that teachers use as well as to get them to participate dynamically, by ensuring that the information is captured and above all stored.
**UNIVERSIDAD DE GUAYAQUIL**
**FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**
**SURVEY TO STUDENTS**

**OBJECTIVE:** To obtain information about the use of interactive activities for the development of the oral expression of the students of 8vo año básico at Unidad Educativa Jorge Yunes Huésped.

<table>
<thead>
<tr>
<th>ITEMS</th>
<th>STATEMENTS</th>
<th>TOTALLY DISAGREE</th>
<th>DISAGREE</th>
<th>INDIFFERENT</th>
<th>AGREE</th>
<th>TOTALLY AGREE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interactive activities help to promote the participation of the students in the learning process</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Interactive activities are necessary for a better learning of English language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>It is convenient the use interactive activities in the class for the development of the oral expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Interactive activities motivate the English learning process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The development of the oral expression is very important in the learning of the English language.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The oral expression is practiced in the classroom with the use of interactive activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>The oral expression is a skill that students need to strengthen to express ideas in English</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The development of oral expression is promoted in the classroom in a dynamic and interactive way</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>The use of an additional didactic resource with interactive activities would be necessary for the development of the oral expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Additional interactive activities would contribute to the improvement of the oral expression</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DATA ANALYSIS AND INTERPRETATION
SURVEY TO THE STUDENTS

Table N° 3

Interactive activities help to promote the participation of the students in the learning process

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item N° 1</td>
<td>TOTALLY AGREE</td>
<td>25</td>
<td>79%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>17</td>
<td>15%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>4</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>TOTALS</td>
<td>48</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Jorge Yunez Huésped
Elaborated by: Joselito Bonilla, Fredy Bustamante

ANALYSIS

The analysis conducted of first item indicates that 79% of students to be completely agree that the interactive activities help to promote their participation in the learning process, while 15 per cent mention that you agree, 4 per cent in disagreement and the 2% totally disagree, this shows that the students want to participate in activities that will help them to improve the learning process.
**DATA ANALYSIS AND INTERPRETATION**

**SURVEY TO THE STUDENTS**

**Table N° 4**

Interactive activities are necessary for a better learning of English language

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item N° 2</td>
<td>TOTALLY AGREE</td>
<td>29</td>
<td>58%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>17</td>
<td>38%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>2</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTALS</td>
<td>48</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

**Source:** Unidad Educativa Jorge Yunez Huésped

**Elaborated by:** Joselito Bonilla, Fredy Bustamante

**ANALYSIS**

In the analysis effected to the item N° 2 indicates that the 58% of the students are completely agreeing and the 38% are agreed in that the Interactive activities are necessary for to better learning of English language, that to say if add the two percentages will have 96% aware of the importance of this resource, while 4 per cent said to be indifferent, by demonstrating that the large part if you have you want to participate with these methods of teaching.
DATA ANALYSIS AND INTERPRETATION
SURVEY TO THE STUDENTS
Table N° 5

It is convenient the use interactive activities in the class for the development of the oral expression

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item N° 3</td>
<td>TOTALLY AGREE</td>
<td>30</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>13</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTALS</td>
<td>48</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Jorge Yunez Huésped
Elaborated by: Joselito Bonilla, Fredy Bustamante

ANALYSIS

After analysis to item N° 3 of the survey indicated that 64% consider that is convenient the use interactive activities in the class for the development of the oral expression, the 26% said that they agree, the 8% mentioned be indifferent to the 25 disagreed. This allows discerning that students wishing to improve their oral expression
DATA ANALYSIS AND INTERPRETATION
SURVEY TO THE STUDENTS
Table N° 6

Interactive activities motivate the English learning process.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item N° 4</td>
<td>TOTALLY AGREE</td>
<td>34</td>
<td>72%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>13</td>
<td>26%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTALS</td>
<td>48</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Jorge Yunez Huésped
Elaborated by: Joselito Bonilla, Fredy Bustamante

Graphic N° 4

Source: Unidad Educativa Jorge Yunez Huésped
Elaborated by: Joselito Bonilla, Fredy Bustamante

ANALYSIS

In this item can be concluded that the 72% students that are to say a large majority considers that the interactive activities motivate the English learning process, In contrast to the 2% considered otherwise, therefore you can understand that teachers must motivate their students to learn the language.
DATA ANALYSIS AND INTERPRETATION
SURVEY TO THE STUDENTS

Table N° 7

The development of the oral expression is very important in the learning of the English language.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item N° 5</td>
<td>TOTALLY AGREE</td>
<td>28</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>15</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTALS</td>
<td>48</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Jorge Yunez Huésped
Elaborated by: Joselito Bonilla, Fredy Bustamante

GRAPHIC N° 5

Source: Unidad Educativa Jorge Yunez Huésped
Elaborated by: Joselito Bonilla, Fredy Bustamante

ANALYSIS

In the analysis made to the statement N°. 5 the survey indicates that 59% of students believe that the development of the oral expression is very important in the learning of the English language, while 30% agreed, the 9% indifferent and the 2% disagreement, this shows or suggests that students wishing to improve their oral expression.
DATA ANALYSIS AND INTERPRETATION

SURVEY TO THE STUDENTS

Table N° 8

The oral expression is practiced in the classroom with the use of interactive activities

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item N° 6</td>
<td>TOTALLY AGREE</td>
<td>9</td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>4</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>24</td>
<td>49%</td>
</tr>
<tr>
<td></td>
<td>TOTALS</td>
<td>48</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Jorge Yunez Huésped
Elaborated by: Joselito Bonilla, Fredy Bustamante

ANALYSIS

In the analysis made to the statement N° 6 the survey indicates that 49% of students responded that they totally disagree that the oral expression is practiced in the classroom with the use of interactive activities, that is to say, that this recourse is not sufficiently used. Also is important to show that the 25% of the students manifested is totally agreed, therefore they think that are being used interactive activities in the class.
The oral expression is a skill that students need to strengthen to express ideas in English.

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item N° 7</td>
<td>TOTALLY AGREE</td>
<td>33</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>AGREE</td>
<td>14</td>
<td>28%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td></td>
<td>TOTALLY DISAGREE</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTALS</td>
<td>48</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Jorge Yunez Huésped
Elaborated by: Joselito Bonilla, Fredy Bustamante

ANALYSIS

In this statement, the students answered the 70% that the oral expression is a skill that students need to strengthen to express ideas in English, the 28% this agreement and the 2% in disagreements. It shows importance in the students of this kind of activities.
DATA ANALYSIS AND INTERPRETATION
SURVEY TO THE STUDENTS
Table N° 10

The development of oral expression is promoted in the classroom in a dynamic and interactive way

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
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<td>Item N° 8</td>
<td>TOTALLY AGREE</td>
<td>10</td>
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<td></td>
<td>AGREE</td>
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<td>11%</td>
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<td>DISAGREE</td>
<td>4</td>
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<td>TOTALLY DISAGREE</td>
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<td>57%</td>
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<td>TOTALS</td>
<td>48</td>
<td>100,00%</td>
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</table>

Source: Unidad Educativa Jorge Yunez Huésped
Elaborated by: Joselito Bonilla, Fredy Bustamante

ANALYSIS

In the analysis made to the statement N °. 8 the survey indicates that 57% of students responded that they totally disagree that the development of oral expression is promoted in the classroom in a dynamic and interactive way that this recourse is not used.
DATA ANALYSIS AND INTERPRETATION
SURVEY TO THE STUDENTS

Table N° 11

The use of an additional didactic resource with interactive activities would be necessary for the development of the oral expression

<table>
<thead>
<tr>
<th>CODE</th>
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<th>FREQUENCY</th>
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<tr>
<td>Item N° 9</td>
<td>TOTALLY AGREE</td>
<td>23</td>
<td>51%</td>
</tr>
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<td>AGREE</td>
<td>20</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>INDIFFERENT</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
<td>2</td>
<td>4%</td>
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<td></td>
<td>TOTALLY DISAGREE</td>
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<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTALS</td>
<td>48</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Jorge Yunez Huésped
Elaborated by: Joselito Bonilla, Fredy Bustamante

ANALYSIS

In the analysis made to the statement N° 9 the survey indicates that 51% of students think that the use of an additional didactic resource with interactive activities would be necessary for the development of the oral expression, the 39% said to agree, 6% indifferent and 4 per cent in disagreement, this allows discerning that students want didactic material to help them improve their learning.
DATA ANALYSIS AND INTERPRETATION

SURVEY TO THE STUDENTS

Table N° 12

Additional interactive activities would contribute to the improvement of the oral expression

<table>
<thead>
<tr>
<th>CODE</th>
<th>CATEGORIES</th>
<th>FREQUENCY</th>
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</thead>
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<td>Item N° 10</td>
<td>TOTALLY AGREE</td>
<td>22</td>
<td>70%</td>
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<td></td>
<td>AGREE</td>
<td>13</td>
<td>25%</td>
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<tr>
<td></td>
<td>INDIFFERENT</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td></td>
<td>DISAGREE</td>
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<td>0%</td>
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<tr>
<td></td>
<td>TOTALLY DISAGRE</td>
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<td>0%</td>
</tr>
<tr>
<td></td>
<td>TOTALS</td>
<td>48</td>
<td>100,00%</td>
</tr>
</tbody>
</table>

Source: Unidad Educativa Jorge Yunez Huésped
Elaborated by: Joselito Bonilla, Fredy Bustamante

ANALYSIS

The analysis conducted of teeth item indicates that 70% of students to completely agree that additional interactive activities would contribute to the improvement of the oral expression, the 24% said they agreed and the 6% indifferent, thus demonstrating that the students expect that teachers use interactive activities that joined the improve the education and the oral expression.
CHI SQUARE

Objective.- To demonstrate the relation between the Independent and Dependent variable.

Independent Variable: Interactive Activities
Dependent Variable: Oral expression

As we can see the value P is less than 0.05, for that reason the researchers can affirm that there is a relation between the two variables. Therefore, there is a relationship between the interactive activities and oral expression.
CONCLUSIONS AND RECOMMENDATIONS

CONCLUSIONS

➢ Students do not like to participate in speaking practices during the class.

➢ Students do not want to answer the questions in English.

➢ Students think learning the English language is not important for them.

➢ Students feel disinterested and unmotivated for English subject.

➢ Teacher only works with one didactic material.

➢ Teacher has not upgraded his knowledge for a long time.

➢ Teacher does not use the appropriate methodology.

RECOMMENDATIONS

➢ It is recommended to involve students in the importance that the English language has today in modern society.

➢ Students must know that this language can help them not only in academic but also in real life.

➢ Students have to learn speaking in English for a better communication.

➢ Teacher must incentivize students using innovative strategies and techniques.

➢ Teacher has to use an additional didactic material for improving the acquisition of oral expression.
CHAPTER IV
THE PROPOSAL

DESIGN OF A BOOKLET WITH INTERACTIVE ACTIVITIES FOR
DEVELOPMENT THE ORAL EXPRESSION IN STUDENTS OF EIGHTH
YEAR OF GENERAL BASIC EDUCATION AT UNIDAD EDUCATIVA
"JORGE YUNEZ HUESPED" IN THE SCHOOL YEAR 2016 - 2017

JUSTIFICATION

After gathering the results of the investigation, and observing the conclusions and recommendations, the researchers realized that applying interactive activities with students helped not only students but also teachers to be more participative in class and obviously they increased their potential for teaching and learning English. It happened since they felt motivated with the new additional didactic material and the innovation how the teacher gave the class. Their grades improved considerably and they demonstrated to be open to new ways of learning.

Furthermore, this proposal justifies since interactive activities greatly improve the English performance in the classroom because language is learned through authentic situations, such as gestures, handling or touching things, pictures or dramatization, contests and games and the most important it can be applied in real life.

In addition, during the application of this additional didactic material, the students were interested in learning, participating, and engaging in a variety of activities to develop the oral expression through useful exercises that awoke the interest for this subject, since this kind of information was not implemented in their regular classes and the authors certainly belief
that it is possible to have active communication while learning a language in a formal classroom environment.

Up to now, there has not been a research aimed at improving the students’ English learning through interactive activities in this academic institution.

In the same way, this proposal has contributed with the performance both teachers and students in the teaching learning process because after applying it, they show interest in the English subject they improved their scholastic performance.

Finally, they felt more confident to express their opinion, it was good since the relationship between students and teacher was reinforced considerably when participating in class.

OBJECTIVES

General

To improve the oral expression through a booklet that contains interactive activities in order to increase the scholastic accomplishment in the basic English learning.

Specifics

To introduce the additional didactic material through interactive activities performing in class.

To explain how the didactic material is going to work through demonstrative classes.

To assess students through different evaluations in order to prove if the new knowledge has been acquired correctly.
PEDAGOGICAL ASPECT

The contribution that has given the pedagogical aspect for the development and execution of this educational project has helped to choose the most appropriate pedagogical methodologies until to choose the more appropriate according to the students’ necessities that were detected during the observation and demonstrative classes. Besides, it was taken as an example for teachers in order to continue with the same model for transmitting the new knowledge to new generations.

SOCIOLOGICAL ASPECT

The importance that has had the sociological aspect of this project has been very significant because all the people involved in it were recognized in their different styles of living. It means, it was known in what conditions they live either economic or social, as well as with simple personal questions adapted to the academic content, it was possible to get information about their cultures, religions, etc. which is very important for the relationship that must exist in the teaching learning process between teachers and students.

PSYCHOLOGICAL ASPECT

In the same way, the psychological part has been an important component that has contributed a lot with the realization of this investigative work and has been considered for making actions that were a priority in the selection of the general topics, such as talents, attitudes, abilities, emotions, etc. of the students.
LEGAL ASPECT

The constitutional law of the Republic of Ecuador, official registry # 298, section third of the functioning of Higher Education institutions.

Art. 144 Digitalized Thesis.- All the institutions of Higher Education must deliver the thesis that is elaborated previous to obtain their university degree, in digitalized format in order to be integrated with the National Information System of Higher Education for its public spreading, respecting the author’s rights.

FEASIBILITY OF THE PROPOSAL

This proposal is feasible since it counts with the support of the whole educational community it means the director of the institution, the English teacher, students, and parents. Besides, the researchers counted with the economic resources for the preparation and implementation of the proposal.

The financial expenses served for printers, copies, transportation, snacks, markers, cardboard, and various, that were necessaries for the execution of it.

Likewise, the human talent belongs to the academic institution where the project was carried out.
DESCRIPTION OF THE PROPOSAL

The proposal was made taking into consideration the curricular planning that corresponds to this year of education and selecting a topic that there are in the text book given by the government. Furthermore, it has added some extra topics that the researchers consider important for the students at this level. Below, it is shown the lessons of the booklet.

LESSON 1: Activity. - Your weekend!

LESSON 2: Activity. – Their Expressions!

LESSON 3: Activity. – I had a dream!

LESSON 4: Activity. – Game board!

LESSON 5: Activity. – Sale work in pairs!

LESSON 6: Activity. – Let us have a party!

LESSON 7: Activity. – Tell me about you!

LESSON 8: Activity. – Role-play

LESSON 9: Activity. – I like it!

LESSON 10: Activity. – Bingo of Words!
CONCLUSION

With the creation and application of this investigative work, it can be concluded that the teaching of the English has been enriched as well as the practices of oral expression skill since it has noticed a change in the performance and attitude of students in the classroom. Surely, with this contribution, authorities, teachers, students, and the whole educational community will be satisfied with this work and they will give the real importance that this language has today.
BIBLIOGRAPHICAL REFERENCES


Brown, Steven.(2011 p.54) "Naive Reinforcement Learning with Endogenous Aspirations," University College, London.


Cassany, Frank (2004, p. 134), Volume 3, Chapter 1, lines 3-9 but absolutely NOT in the commonly used translation by W. Rhys Roberts.


Diaz, Barriga Samuel. (2012 p. 36), "Learning in Evolutionary Games: Some Laboratory Results," mimeo, UC Santa Cruz.


APPENDIX
N° 1
SURVEYS & INTERVIEWS
INTERVIEW TO THE ENGLISH TEACHER

OBJECTIVE: To determine whether interactive activities that are being used in class are promoting the development of the oral expression in the students of 8vo año Básica at Unidad Educativa Jorge Yunes Huésped.

Question: 1. - Are you familiar with interactive activities to teach English?
Answer: Very little because I am not specialized in English as at this school there no teacher of that subject than I was assigned

Question: 2. - Do you think that interactive activities are the most appropriate tools for the development of the oral expression?
Answer: Of course

Question: 3. - What kind of activities do you consider the most effective to promote the oral expression of the students?
Answer: Activities where graphics are included for students to have a better appreciation

Question: 4. - How do you use interactive activities to develop the oral expression of the students?
Answer: by observing them and displaying graphics in text

Question: 5. - What other elements do students need to develop the oral expression?
Answer: To have an audiovisual space only for the area of English.

Question: 6. - What kind of interactive activities do you recommend for the development of the oral expression?
Answer: Sentence completion exercises, word search crossword puzzles because students have more interest that reading.

Question: 7. - How do you motivate the development of the speaking skill in class?
Answer: I read first giving the initiative for students then repeat, also with the translated words from the students.

Question: 8. - How do you determine if the interactive activities that are being used in class, are promoting the development of the oral expression?
Answer: I can deduct in the moment to read and translate when the students have grasped and memorized the words and phrases.

Question: 9. - How important is the use of new didactic resources with interactive activities to develop the oral expression?
Answer: Obviously yes because only the text is not enough.

Question: 10. - What interactive activities would you recommend to use in the classroom?
Answer: Work with short sentences using the text individually or in the group.
INTERVIEW TO THE DIRECTOR OF SCHOOL

OBJECTIVE: Determine if in this educational institution is using interactive activities for the development of the oral expression in students of 8th año Básica

QUESTION: 1. -Do you consider that interactive activity being used for the teaching of the English language?
ANSWER: I think that interactive activities are not being used enough.

QUESTION: 2. - Do you think the educational activities are an innovative contribution to the teaching of the English language?
ANSWER: Yes because these activities allow interaction with the student.

QUESTION: 3. – Do you seem convenient the use of interactive activities in the classroom? ANSWER: I believe that the use of any resource that contributes to the teaching-learning process is very convenient.

QUESTION: 4.- Do you think the interactive activities motivate to learning in students?
ANSWER: Of course because they are dynamic activities in which students directly intervene and awaken their interest in learning.

QUESTION: 5.- Do you think that oral expression is a fundamental skill in learning the English language?
ANSWER: Undoubtedly it is a very important skill because it allows communication.
QUESTION: 6.- Why do you consider the development of oral expression in teaching-learning English as important?
ANSWER: It is important to develop oral expression so that students lose the fear of transmitting their ideas.

QUESTION: 7.- How could it encourage the development of speaking skills in students?
ANSWER: With the use of dynamic and interactive resources.

QUESTION: 8.- What activities are most effective to promote the skills of oral expression?
ANSWER: Educational activities planned such as dialogues, games, and dynamics.

QUESTION: 9.- Do you consider it necessary to use additional didactic resources with interactive activities for the development of oral expression of English?
ANSWER: Yes of course

QUESTION: 10.- What characteristics should this interactive activity resource have?
ANSWER: It should have activities that encourage the dynamic participation of students.
**UNIVERSIDAD DE GUAYAQUIL**  
**FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE LA EDUCACIÓN**  
**CARRERA LENGUAS Y LINGÜÍSTICA**

**SURVEY TO STUDENTS**

**OBJECTIVE:** To obtain information about the use of interactive activities for the development of the oral expression of the students of 8vo año básico at Unidad Educativa Jorge Yunes Huésped.

<table>
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<tr>
<th>ITEMS</th>
<th>STATEMENTS</th>
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<th>DISAGREE</th>
<th>INDIFFERENT</th>
<th>AGREE</th>
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<td>The development of the oral expression is very important in the learning of the English language.</td>
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<td>![Toggles for DISAGREE]</td>
<td>![Toggles for INDIFFERENT]</td>
<td>![Toggles for AGREE]</td>
<td>![Toggles for TOTALLY AGREE]</td>
</tr>
<tr>
<td>6</td>
<td>The oral expression is practiced in the classroom with the use of interactive activities</td>
<td>![Toggles for TOTALLY DISAGREE]</td>
<td>![Toggles for DISAGREE]</td>
<td>![Toggles for INDIFFERENT]</td>
<td>![Toggles for AGREE]</td>
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<td>7</td>
<td>The oral expression is a skill that students need to strengthen to express ideas in English</td>
<td>![Toggles for TOTALLY DISAGREE]</td>
<td>![Toggles for DISAGREE]</td>
<td>![Toggles for INDIFFERENT]</td>
<td>![Toggles for AGREE]</td>
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<td>8</td>
<td>The development of oral expression is promoted in the classroom in a dynamic and interactive way</td>
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<td>![Toggles for DISAGREE]</td>
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<td>9</td>
<td>The use of an additional didactic resource with interactive activities would be necessary for the development of the oral expression</td>
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<td>Additional interactive activities would contribute to the improvement of the oral expression</td>
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<td>![Toggles for AGREE]</td>
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</tr>
</tbody>
</table>
MSc.

LARRY TORRES

PROFESOR(A) DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,

FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad

De mis consideraciones:

Por disposición de la Autoridad Académica de la Facultad de Filosofía, Letras y Ciencias de la Educación, se le comunica que ha sido designado Revisor-Asesor de Proyectos Educativos.

En dicha designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: BONILLA PAREDES JOSELITO BONILLA Y BUSTAMANTE BRITO FREDY.

TOPIC: “INFLUENCE OF THE INTERACTIVE ACTIVITIES IN THE DEVELOPMENT OF ORAL EXPRESSION.”

PROPOSAL: “DESIGN OF BOOKLET WITH INTERACTIVE ACTIVITIES IN ORDER TO DEVELOP THE ORAL EXPRESSION IN STUDENTS OF EIGHTH YEAR AT UNIDAD EDUCATIVA JORGE YUNEZ HUESPED IN THE SCHOOL YEAR 2016-2017”.

El mismo que deberá ser revisado, corregido y aprobado siguiendo las normativas, de la Unidad de Titulación de la Facultad, publicado en el portal electrónico, y una vez terminado debe ser entregado de conformidad con el calendario publicado oportunamente.

Atentamente,

[Signature]

MSc. Alonso Sánchez Ávila, Ledo.

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA
Puerto El Morro, 26 de Octubre del 2016

Señores
Joselito Bonilla Paredes
Fredy Bustamante Brito
Estudiantes de la Universidad de Guayaquil
Carrera Lenguas y Lingüística
Presente.-

De mis consideraciones:

En atención a vuestra solicitud dirigida a este rectorado, para que se les permita realizar su proyecto educativo en su condición de futuros profesionales en Ciencias de la Educación, carrera Lenguas y Lingüística de la Universidad de Guayaquil, a los estudiantes: Joselito Bonilla Paredes, Fredy Bustamante Brito; sirva la presente para autorizar se de inicio al proyecto “Influencia de las actividades interactivas para el desarrollo de la expresión oral”, en la Unidad Educativa Fiscal "Jorge Yunes Huésped", que me honro en dirigir.

Atentamente

[Signature]

Ledo, Francisco Arturo Patria Calderón
RECTOR
INTRODUCTION

It is living in an international world today where our ability to communicate in English is of great importance.

All over the world educational model related to the English language has become compulsory at any academic field, clearly emphasizes this by stating that English is the dominant language of communication throughout the world. The ability to use English is necessary for studies, travel in other countries and for social and professional international contacts of different kinds.

In schools and high schools within the subject of English it is vital that the pupils are given many opportunities to use it and practice how to communicate verbally and express themselves in English. The general purpose points out that each pupil at the end of each year of study should “be able to actively take part in
Urkund Analysis Result

Analysed Document: CAPÍTULO I BONILLA-BUSTAMANTE.doc (D29674408)
Submitted: 2017-07-17 20:41:00
Submitted By: JosevitoBond@hotmail.com
Significance: 9%

Sources included in the report:
English C-paper Oct 08.docx (D1331380)

Instances where selected sources appear: 5
CERTIFICADO PORCENTAJE DE SIMILITUD

Habiendo sido nombrado MSC. LARRY TORRES VIVAR, tutor del trabajo de titulación, certifico que el presente trabajo de titulación ha sido elaborado por JOSELITO BONILLA PAREDES C.C.: 0913372488 y FREDY BUSTAMANTE BRITOC.C.: 030113594, con mi respectiva supervisión como requerimiento parcial para la obtención del título de LICENCIADO EN CIENCIAS DE LA EDUCACIÓN en la carrera LENGUAS Y LINGÜÍSTICA.

Se informa que el trabajo de titulación: INFLUENCE OF THE INTERACTIVE ACTIVITIES IN THE DEVELOPMENT OF ORAL EXPRESSION. PROPUESTA: DESIGN OF A BOOKLET WITH INTERACTIVE ACTIVITIES IN ORDER TO DEVELOP THE ORAL EXPRESSION IN STUDENTS OF EIGHTH YEAR AT UNIDAD EDUCATIVA JORGE YUNEZ HUESPES IN THE SCHOOL YEAR 2016 - 2017, ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUD quedando el 9% de coincidencia.

Msc. Larry Torres Vivar
C.G.: 0913004347
APPENDIX
N° 3
PHOTOS
UNIDAD EDUCATIVA FISCAL MIXTA “JORGE YUNEZ HUÉSPED”

STUDENTS OF THE EIGHTH YEAR

Source: Unidad Educativa Jorge Yunez Huésped
Authors: Joselito Bonilla, Fredy Bustamante
IN THE TUTORIALS

IN THE HIGH SCHOOL WITH DIRECTIVE OF THE INSTITUTION
WITH THE ENGLISH TEACHER

APPLYING THE SURVEY TO STUDENTS

Source: Unidad Educativa Jorge Yunez Huésped
Authors: Joselito Bonilla, Fredy Bustamante
WITH OUR TUTOR MSc. LARRY TORRES
APPENDIX
N° 4
THE PROPOSAL
BOOKLET WITH INTERACTIVE ACTIVITIES

FOR DEVELOPMENT OF ORAL EXPRESSION

By Joselito Bonilla Paredes
Fredy Bustamante Brito

Guayaquil-Ecuador
2017
PROPOSAL

DESIGN OF A BOOKLET WITH INTERACTIVE ACTIVITIES
FOR DEVELOPMENT OF ORAL EXPRESSION

CONTENTS OF THE PROPOSAL

LESSON 1: Activity. - Your weekend!

LESSON 2: Activity. – Their Expressions!

LESSON 3: Activity. – I had a dream!

LESSON 4: Activity. – Game board!

LESSON 5: Activity. – Sale work in pairs!

LESSON 6: Activity. – Let us have a party!

LESSON 7: Activity. – Tell me about you!

LESSON 8: Activity. – Roleplay!

LESSON 9: Activity. – I like it!

LESSON 10: Activity. – Bingo of Words!
LESSON ONE

Activity; Your weekend!

Target: To give details into the activities students enjoy on their free time by maintaining a natural conversation.

Material: Flashcards, photos, projector, computer.

INSTRUCTIONS:

Teacher:
- The teacher tells his/her weekend activities giving as much detail as possible. Use photos or flashcards to support the story.
- Different topic will work on this activity (activities from their last weekend, daily routine, plans for the future, etc.) Try to keep track on the time but don't make it noticeable, otherwise, you will have a stressed group.
- Must monitor the activities to guarantee the use of English.

Students:
- They will work in pairs taking turns to tell their activities.
- Must them show interest by using functional expressions such as really? Is that so? By nodding or by keeping eye contact.
- They must ask questions to show comprehension and interest.
**LESSON TWO**

**Activity; Their Expressions!**

**Target:** To express their opinion on a topic of interest.

**Material:** Topic cards, board, markers.

**INSTRUCTIONS:**

**Teacher:**
- Write on 6 cards topics of interest to the students (for examples: What is your opinion on social networks? What is your opinion about the use of drugs? What is your opinion about the next soccer match, etc.?)
- Put them in a receptacle and make the students choose one.
- Since the topics are chosen randomly, students will not have time to prepare something elaborate to present.
- Try not to interrupt them while intervening.
- Compliment your students. Correct possible errors at the end of the activity.

**Students:**
- They will have 1 to 2 minutes to talk.
- They can use a card with phases as: My opinion is..., for me that topic is very interesting because... Etc.
- They must try not to focus on grammar, vocabulary or pronunciation mistakes.
LESSON THREE

Activity; I had a dream!

Target: To tell a chain story in past tense.

Material: Flashcards.

INSTRUCTIONS:

Teacher:
- Prior to this class, the teacher should practice sentences in past tense with his students.
- The teacher starts off by saying he/she had a strange dream and explains that she/he wants students to continue the story.
- Ask for a volunteer to continue, but if there is not one, point to one.
- Tell them that they need to set a record on who speaks the longest. But do not forget to motivate those who stopped.

Students:
- They will have a specific amount of time to talk, if one of them stops or hesitates, point to a different student.
- Prior they must write sentences in past tense.
- They can help by reading phrases written.
Target: To practice fluency, vocabulary, and grammar in diverse topics.

Material: game board, dice, coins/markers.

INSTRUCTIONS:

Teacher:
- Make groups of four and hand out a game board, a dice and ask the students to use coins as markers. Explain that each board has squares marked with different topics (for example the family, the sports, preferences, etc.)
- Must monitor and check if the students are speaking in English. Mistakes must be corrected at the end of the activity and the teacher must motivate students to speak.

Students:
- Students will have to control their time (from one to three minutes per topic), if they produce correctly they will advance on the board, but if they stay quiet they will have to go back to the rest point.
- There must be a winner in every group.
LESSON FIVE

Activity; Sale work in pairs!

Target: To give details about objects and to be convincing.

Material: Random everyday objects (For example clock, radio, ball, hair brush, books, etc.), prepared with anticipation.

INSTRUCTIONS:

Teacher:

- Teacher gives each couple an everyday product and explains they have to sell it to their classmates.
- Ask to the students which product they would buy and why.

Students:

- The students work in pairs.
- Have students to presents their products in a 2 minutes presentation.
- They have to create interest in their partner (magical properties, a special material, for example the product is made of, a celebrity that uses the product, etc.)
- The audience can ask questions.
LESSON SIX

INSTRUCTIONS:

Target: To be coherent with speaking in context

Material: Name tags, party items.

Teacher:
- Create the ambiance for a party in which 4 students (number may vary), are important people like the school director, the President of your country, the mayor of the city, etc.) There are also regular people like a journalist, a writer, a policeman, a doctor, etc.
- The teacher must get involved in the activity as well.

Students:
- Students to get into the characters and go around talking to each other.
- Be careful in the way they speak to each other and to try to use the appropriate vocabulary. Students have 3 minutes to prepare themselves and to be natural with the conversations.
- Students give their impressions on how the language changed when talking to a specific person.
- To use short phases prior prepared.
LESSON SEVEN:

**Target:** To use questions and to give answers following a conversational structure to show interest in others.

**Material:** Board, markers.

**INSTRUCTIONS:**

**Teacher:**
- Write on blackboard several question and answer.
- Ask to start a conversation to show interest in his partner.
- Give them about 3 minutes to work and keep monitoring the activity so students do not use their native language.
- Keep students motivated.

**Students:**
- Students work in pairs to start an unplanned conversation. They have to finish every intervention with a new question.
  A: Hello! How are you?
  B: Fine thanks. And you?
  A: Fine thanks. I saw Luis today. How was your day?
  B: Really? It was Ok. How is Luis?

- Every time someone stops, they have to start all over again.
LESSON EIGHT

**Target:** To use adequate to ask and answer questions in past, present and future tense.

**Material:** Board, markers.

**INSTRUCTIONS:**

**Teacher:**
- Prior of this class must practice sentences in past, present and future tense with his students.
- Choose 4 students to play the role of famous people, different characters such as a soccer player, the president, a singer and the city mayor.
- The purpose is to make a difference in language use and in to use the three main tenses.
- Try to provide a relaxed environment obtain better results. Encourage students to use English and motivate them.

**Students:**
- The students work in groups of three to pose questions to them.
- Focus on their creativity. At the end of the activity students to classify language to use in formal and informal situations.
LESSON NINE

Activity; I like it!

Target: To engage in a conversation to express their thoughts

Material: Topic cards.

INSTRUCTIONS:

Teacher:
- The teacher must bring topic cards with the subject of interest for the students such as TV shows, music bands, soccer teams, etc.
- Pick one card up and shares the theme.
- Encourage students to participate but if you do not have a volunteer you show the point at one.

Students:
- First must write about their topic of interest.
- Then must express orally their minds on them but they have to avoid one-word answers.
- Grammar is not important in this task, so it should not be inconvenient.
Lesson Ten

Target: To use proposed expressions in sentences to react in short time.

Material: Bingo charts.

Instructions:

Teacher:
- Prior explain than each couple of students must have a pre-prepared chart in which there are useful expressions such as: Is that so? Can you explain? Really? And other.
- Dictate sentences of the bingo charts for students to identify.

Students:
- The students have to work in pairs.
- When the students hear the expression they must cross it out but in order to do it, they have to use it.

For example:

<table>
<thead>
<tr>
<th>Can you explain?</th>
<th>Is that so?</th>
<th>Really?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why is that?</td>
<td>I do not agree!</td>
<td>Is that clear?</td>
</tr>
<tr>
<td>I do not believe it</td>
<td>May I?</td>
<td>Shall we?</td>
</tr>
</tbody>
</table>