



**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA**

EDUCATIONAL PROJECT

TITLE

**INFLUENCE OF INTERACTIVE ACTIVITIES IN THE DEVELOPMENT
OF THE ORAL EXPRESSION. DESIGN OF INTERACTIVE ACTIVITIES
TO DEVELOP THE ORAL EXPRESSION.**

PROPOSAL:

**TO DESIGN INTERACTIVE ACTIVITIES TO DEVELOP THE ORAL
EXPRESSION**

In Partial Fulfillment of the Requirements for the
DEGREE OF:

LICENCIADAS EN CIENCIAS DE LA EDUCACIÓN

Major in: **LENGUA Y LINGÜÍSTICA INGLESA**

RESEARCHERS:

Juana Lucia Gualpa Peña

Tanya Elizabeth Moreira Briones

PROJECT'S ADVISOR

MSc. Lizmary Feriz Otaño

GUAYAQUIL-ECUADOR

2016

UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y Ciencias de la Educación
Escuela de Lenguas y Lingüística

MSC. SILVIA MOY– SANG CASTRO
DECANO
FACULTAD DE FILOSOFÍA

MSC. JOSÈ ZAMBRANO
SUBDECANO
FACULTAD DE FILOSOFÍA

MSC. JACINTO CALDERON
DIRECTOR
ESCUELA DE LENGUAS

MSC. ALFONSO SANCHEZ
SUB-DIRECTOR
ESCUELA DE LENGUAS

AB. SEBASTIAN CADENA
SECRETARIO GENERAL

Guayaquil, julio del 2015

Master
SILVIA MOY – SANG CASTRO
DECANA DE LA FACULTAD DE FILOSOFIA,
LETRAS Y CIENCIAS DE LA EDUCACION.
Ciudad.

De mis consideraciones:

En virtud de la disposición de la Autoridad Académica de la Escuela de Lenguas de fecha Mayo 19 del 2014 en el cual se me designo Asesor de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, Especialización LENGUAS Y LINGÜÍSTICA, tengo a bien informar lo siguiente:

Que las estudiantes: Tanya Elizabeth Moreira Briones
Juana Lucia Gualpa Peña

Diseñaron y ejecutaron el Proyecto Educativo:

TOPIC: Influence of interactive activities in the development of the oral expression. Design of interactive activities to develop the oral expression.

PROPOSAL: To design interactive activities to develop the oral expression

El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

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

Muy Atentamente

MSc. Lizmary Feriz Otaño
Profesor - Asesor

Guayaquil, 6 de enero del 2016

MSc.

SILVIA MOY- SANG CASTRO, Arq.

DECANO DE LA FACULTAD DE FILOSOFÍA,

LETRAS Y CIENCIAS DE LA EDUCACIÓN

Ciudad.-

Para los fines legales pertinentes comunico a usted que los derechos intelectuales del proyecto educativo con el tema: Diseño y ejecutó del proyecto educativo con el tema:

Influence of interactive activities in the development of the oral

Expression. Design of interactive activities to develop the oral expression.

Pertenece a la Facultad de Filosofía, Letras y Ciencias de la Educación.

Atentamente,

Juana L. Gualpa Peña

C.I. 0906596440

Tanya E. Moreira Briones

C. I. 091205322-0

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
SISTEMA DE EDUCACIÓN SEMIPRESENCIAL
CENTRO UNIVERSITARIO: MATRIZ GUAYAQUIL

PROYECTO

Tema:

Influence of interactive activities in the development of the oral expression.
Design of interactive activities to develop the oral expression.

Proposal: To design interactive activities to develop the oral expression.

APROBADO

.....
Tribunal No 1

.....
Tribunal No 2

.....
Tribunal No 3

Juana L. Gualpa Peña
C.I. 0906596440

Tanya E. Moreira Briones
C.I. 091205322-0

EL TRIBUNAL EXAMINADOR OTORGA
AL PRESENTE TRABAJO

LA CALIFICACIÓN DE: _____

EQUIVALENTE A: _____

TRIBUNAL

DEDICATION

I dedicate this educational project to my family for nursing me with affections and love and their dedicated partnership for success in my life that I can achieve what I propose to do. To my dear husband for his love, support and patience.

Finally, I thank my teachers and classmates for all the support and assistance provided, without them would not have been possible this project.

Juana L. Gualpa Peña

ACKNOWLEDGEMENT

I would like sincerely thank to my supervisor MSc. Lizmary Feriz Otaño for her great and unconditional support in this process of elaboration of the project, without guidance and help from her this would not have been possible. I thank all the teachers who educated my academic life I have harvested good teachings.

Thank you, Lord, for always being there for me. This thesis is only a beginning of my journey.

Juana L. Gualpa Peña

DEDICATION

I dedicate this educational project to my parents who have been my strength to carry out one of my goals. To my children who have been my horizon to achieve this goal with effort and sacrifice taught me that I can achieve what I propose to do. To my husband for support and patience.

Finally, I thank my teachers and classmates for all the support and assistance provided, without them would not have been possible this project.

Tanya Moreira Briones

ACKNOWLEDGEMENT

First I thank God for allowing keeping health, MSc. Lizmary Feriz Otaño for his great and unconditional support in the process of elaboration of the project, without guidance and help from her this would not have been possible. Finally, I thank all the teachers who educated my academic life I have harvested good teachings.

Tanya Moreira Briones

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO DE TESIS		
TÍTULO Y SUBTÍTULO: Influence of interactive activities in the development of the oral expression. Design of interactive activities to develop the oral expression.		
AUTOR/ES: Tanya Elizabeth Moreira Briones, Juana Lucia Gualpa Peña		TUTOR: Msc. Lizmary Feriz Otaño
		REVISORES:
INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL	FACULTAD: Facultad de Filosofía, Letras y Ciencias de la Educación	
CARRERA: Lenguas y Lingüística		
FECHA DE PUBLICACIÓN: Julio, 2015	No. DE PÁGS: 123	
TÍTULO OBTENIDO: Licenciatura en Ciencias de la Educación, mención en Lengua Inglesa y Lingüística		
ÁREA : English Language and linguistic		
PALABRAS CLAVE: Interactive activities, communicative competence, interactive.		
RESUMEN: In this country the national educational system has engaged as the fundamental method to teach English as the foreign language the communicative approach. The communicative approach makes emphasis in the communication based on real situations of life making the students work in teams and pairs, giving them the opportunity to interchange their knowledge. Through this research project the authors of the investigation are giving a solution to a problem that is facing the students of eighth grade from Manuel Sotomayor Luna School. The authors of the research after applying some empirical methods such as: an Observation made to some of the English classes, an interview applied to the English teacher and a survey applied to the students, realized that there was a problem in the development of the oral expression, the students were not able to use the target language in classes, and the teacher did not use interactive activities nor even updated techniques to teach English. So, taking into account the results obtained the authors proposed to elaborate some interactive activities to develop the oral expression of the students, through the implementation of these interactive activities, the students will improve their oral expression and also, they will have the possibilities in interchange their ideas with the rest of the classmates, through this way will eliminate the problem that is affecting the students. The intensification of the development of the language skills level in the students as a foreign language is important for the development of society as the English it is the universal language. This research project comprises the theoretical grounds that have branded the teaching and learning process of English as a foreign language at high school, English for specific purposes, from the methods and principles of foreign language teaching. Concluding, the impact is based on elaborating interactive activities that will contribute to the enhancement of the oral production of the sample studied.		
No. DE REGISTRO (en base de datos):		No. DE CLASIFICACIÓN:
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO
CONTACTO CON AUTOR/ES	Teléfono:	E-mail:
CONTACTO EN LA INSTITUCIÓN:	Nombre: Secretaría de la Escuela de Lenguas y Lingüística	
	Teléfono: (04)2294888 Ext. 123	
	E-mail: lenguas.linguistica.filo@gmail.com	

REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA		
FICHA DE REGISTRO DE TESIS		
TÍTULO Y SUBTÍTULO: La Influencia de las actividades interactivas en el desarrollo de la expresión oral. Diseño de actividades interactivas para el desarrollo de la expresión oral.		
AUTOR/ES: Tanya Elizabeth Moreira Briones Juana Lucia Gualpa Peña.		TUTOR: MSC. Lizmary Feriz Otaño
INSTITUCIÓN: UNIVERSIDAD DE GUAYAQUIL		REVISORES:
CARRERA: Lenguas y Lingüística		FACULTAD: Facultad de Filosofía, Letras y Ciencias de la Educación
FECHA DE PUBLICACIÓN: Julio, 2015	No. DE PÁGS: 123	
TÍTULO OBTENIDO: Licenciatura en Ciencias de la Educación, mención en Lengua Inglesa y Lingüística		
ÁREA : Lengua Inglesa y Lingüística		
PALABRAS CLAVE: Actividades interactivas- expresión oral – Interactivo		
RESUMEN: En este país el sistema educativo nacional ha asumido como el método fundamental para enseñar el Inglés como lengua extranjera el enfoque comunicativo. El mismo hace énfasis en la comunicación basada en situaciones reales de la vida, donde los estudiantes trabajan en equipos y en parejas, dándoles oportunidad de intercambiar sus conocimientos. A través de este proyecto de investigación los autores de la misma dan solución a un problema que enfrentan los estudiantes de octavo grado de la escuela Manuel Sotomayor Luna. Los autores de la investigación después de aplicar los métodos empíricos tales como: una observación hecha a algunas de las clases de inglés, una entrevista aplicada a la profesora de inglés y una encuesta aplicada a los estudiantes, constataron que existen dificultades en el desarrollo de la expresión oral, los estudiantes, los mismos no son capaces de utilizar la lengua inglesa en las clases y el profesor no hace uso de actividades interactivas ni tampoco está actualizado con respecto a las nuevas técnicas de enseñanza. Teniendo en cuenta los resultados obtenidos los autores proponen elaborar actividades interactivas para desarrollar la expresión oral de los estudiantes, a través de la aplicación de las mismas, se pretende que los alumnos mejoren su expresión oral y de la misma manera facilitarles el intercambiar sus ideas con el resto de los compañeros de clase, de esta manera se eliminará el problema que está afectando a los estudiantes. El nivel del desarrollo de las habilidades del idioma en los estudiantes como una lengua extranjera es importante para el desarrollo de la sociedad ya que es el idioma universal. Este proyecto de investigación está basado en los fundamentos teóricos de la enseñanza y el aprendizaje del inglés como lengua extranjera en básica, inglés con fines específicos, de la misma forma se basa en los métodos y principios de enseñanza de lenguas extranjeras. Para concluir, el impacto se basa en la elaboración de actividades interactivas que contribuyen al desarrollo de la producción oral de la muestra estudiada.		
No. DE REGISTRO (en base de datos):		No. DE CLASIFICACIÓN:
DIRECCIÓN URL (tesis en la web):		
ADJUNTO PDF:	<input checked="" type="checkbox"/> SI	<input type="checkbox"/> NO
CONTACTO CON AUTOR/ES	Teléfono:	E-mail:
CONTACTO EN LA INSTITUCIÓN:	Nombre: Secretaría de la Escuela de Lenguas y Lingüística	
	Teléfono: (04)2294888 Ext. 123	
	E-mail: lenguas.linguistica.filo@gmail.com	

ABSTRACT

In this country the national educational system has engaged as the fundamental method to teach English as the foreign language the communicative approach. The communicative approach makes emphasis in the communication based on real situations of life making the students work in teams and pairs, giving them the opportunity to interchange their knowledge. Through this research project the authors of the investigation are giving a solution to a problem that is facing the students of eighth grade from Manuel Sotomayor Luna School. The authors of the research after applying some empirical methods such as: an Observation made to some of the English classes, an interview applied to the English teacher and a survey applied to the students, realized that there was a problem in the development of the oral expression, the students were not able to use the target language in classes, and the teacher did not use interactive activities nor even updated techniques to teach English. So, taking into account the results obtained the authors proposed to elaborate some interactive activities to develop the oral expression of the students, through the implementation of these interactive activities, the students will improve their oral expression and also, they will have the possibilities to interchange their ideas with the rest of the classmates, through this way will eliminate the problem that is affecting the students. The intensification of the development of the language skills level in the students as a foreign language is important for the development of society as the English it is the universal language. This research project comprises the theoretical grounds that have branded the teaching and learning process of English as a foreign language at high school, English for specific purposes, from the methods and principles of foreign language teaching. Concluding, the impact is based on elaborating interactive activities that will contribute to the enhancement of the oral production of the sample studied.

Key words: Interactive activities, communicative competence, interactive.

ABSTRACTO

En este país el sistema educativo nacional ha asumido como el método fundamental para enseñar el Inglés como lengua extranjera el enfoque comunicativo. El mismo hace énfasis en la comunicación basada en situaciones de la vida, donde los estudiantes trabajan en equipos y en parejas, dándoles la oportunidad de intercambiar sus conocimientos. A través de este proyecto de investigación dan solución a un problema que enfrentan los estudiantes de octavo grado de la escuela Manuel Sotomayor Luna. Los autores de la investigación después de aplicar los métodos empíricos tales como: una observación hecha a las clases de Inglés y una encuesta aplicada a los estudiantes, constataron que existen dificultades en el desarrollo de la expresión oral, los estudiantes, no son capaces de utilizar la lengua inglesa en las clases y el profesor no hace uso de actividades interactivas ni tampoco está actualizado con respecto a las nuevas técnicas de enseñanza. Teniendo en cuenta los resultados obtenidos, los autores proponen elaborar actividades para desarrollar la expresión oral de los estudiantes, a través de la aplicación de las mismas, se pretende que los estudiantes mejoren su expresión oral de la misma manera facilitarles el intercambiar sus ideas con el resto de los compañeros de clase, de esta manera se eliminará el problema que está afectando a los estudiantes. El nivel del desarrollo del idioma en los estudiantes como una lengua extranjera es importante para el desarrollo de la sociedad ya que es el idioma universal. Este proyecto de investigación está basado en los fundamentos teóricos de la enseñanza y el aprendizaje de inglés como lengua extranjera en la secundaria, Inglés con fines específicos, de la misma forma se basa en los métodos de principios de enseñanza de lenguas extranjeras. Para concluir, el impacto se basa en la elaboración de actividades interactivas que contribuyen el desarrollo de la producción oral de una muestra estudiada.

Palabras claves: Actividades interactivas,, competencia comunicativa, interactivo

INDEX

GENERAL INDEX

PÁGINAS PRELIMINARES

Front page.....	i
Registration signature authorities.....	ii
Tutor certificate	iii
Authoring	iv
Approval	v
Qualification	vi
Dedication 1	vii
Acknowledgment 1.....	viii
Dedication 2.....	ix
Acknowledgment 2	x
Repositorio nacional de ciencia tecnología	
National repository science and technology	
Abstract	xiii
Abstracto.....	xiv
General Index.....	xv
Table of content	xviii
Index of Graphics	xix
Introduction	1

CHAPTER I

1.1 LOCATION OF THE PROBLEM IN THE CONTEXT.....	4
1.2 ANTECEDENTS.....	5
1.2.1 Conditions Which Favour the Teaching Learning Process.....	5
1.2.2 Barriers Which Delay the Development of the Oral Expression.	5
1.2.3 Weaknesses of the Students.....	6
1.2.4 Potentialities of the Students.....	7
1.3 CONFLICT SITUATION.....	7
1.4 CAUSES OF THE CONFLICT SITUATION	8
1.5 .FORMULATION OF THE PROBLEM.....	9
1.6 OBJECTIVES OF THE INVESTIGATION	9
1.6.1 GENERAL	
1.6.2 SPECIFIC	

1.7 QUESTIONS OF THE RESEARCH	10
1.8 JUSTIFICACION AND IMPORTANCE.....	11

CHAPTER II

2.1 ANTECEDENTS.....	13
2.2 EPISTEMOLOGICAL FOUNDATION.....	18
2.2.1 COMMUNICATIVE APPROACH.....	18
2.2.1.1 Communicative competence.....	19
2.2.1.2 Grammar competence.....	20
2.2.1.3 Linguistic competence.....	21
2.2.1.4 Sociolinguistic competence.....	23
2.2.1.5 Pragmatic competence.....	24
2.2.2 ORAL EXPRESSION.....	24
2.2.2.1 Didactic of speaking.....	25
2.2.2.1.1 Principles to Teach Speaking.....	26
2.2.2.1.2 Techniques.....	28
2.2.2.1.2.1 Role Play.....	28
2.2.2.1.2.2 Simulations.....	29
2.2.2.1.2.3 Discussions.....	29
2.2.2.1.2.4 Information Gap.....	30
2.2.2.1.2.5 Brainstorming.....	30
2.2.2.1.2.6 Storytelling.....	30
2.2.2.1.2.7 Interviews.....	31
2.2.2.1.2.8 Story Completion.....	31
2.2.2.1.2.9 Reporting.....	31
2.2.2.1.2.10 Playing Cards.....	32
2.2.2.1.2.11 Picture Narrating.....	33
2.2.2.1.2.12 Picture Describing.....	33
2.2.2.1.2.13 Find the Difference.....	33
2.2.2.1.3 Classroom Environment.....	34
2.2.2.1.3.1 Interaction.....	34
2.2.2.2 PARALINGUAL COMMUNICATION.....	35
2.2.2.2.1 Fluency.....	35
2.2.2.2.2 Pronunciation.....	35
2.2.2.2.3 Stress.....	35
2.2.2.2.4 Rhythm.....	35
2.2.3 INTERACTIVE COMMUNICATION.....	37
2.2.3.1 Interactive activities.....	37
2.2.3.2 Role of the interactive teacher.....	38
2.2.3.3 Didactic materials.....	39
2.2.3.4 Speaking Strategies	40

2.3 PEDAGOGICAL FOUNDATION.....	41
2.4 LINGUISTIC FOUNDATION.....	41
2.5 SOCIOLOGICAL FOUNDATION.....	42
2.6 PHILOSOPHICAL FOUNDATION.....	43
2.7 PSYCHOLOGICAL FOUNDATION.....	44
2.7.1 Constructivist Theory.....	45
2.8 LEGAL ASPECT.....	45

CHAPTER III

3.1 DESIGN OF THE INVESTIGATION.....	46
3.2 TYPES OF INVESTIGATION.....	46
3.2.1 Exploratory investigation.....	47
3.2.2 Descriptive investigation.....	47
3.3 SAMPLE AND POPULATION.....	48
3.4 OPERACIONALIZATION OF THE VARIABLES	49
3.5 METHODS OF THE INVESTIGATION.....	50
3.6 TECHNIQUES AND INSTRUMENTS.....	51
3.7 ANALYSIS OF THE RESULTS.....	54
3.7.1 Survey.....	54
3.7.2 Chi square.....	64
3.7.3 Observation.....	66
3.7.4 Interview.....	68
Conclusions.....	70
Recommendations.....	71

CHAPTER IV

4.1 TITLE.....	72
4.2 ANTECEDENTS.....	72
4.3 DIAGNOSIS.....	72
4.4 THEORETICAL FOUNDATIONS OF THE PROPOSAL.....	73
4.4.1 Philosophical foundation.....	73
4.4.2 The pedagogical foundation.....	74
4.4.3 The psychological foundation.....	75
4.4.4 The linguistic foundation.....	75
4.5 OBJECTIVES.....	77
4.5.1 General.....	77
4.5.2 Specific.....	77
4.6 JUSTIFICATION.....	77
4.7 DESCRIPTION OF THE PROPOSAL.....	80

References.....	81
Bibliography.....	86
Appendix.....	88

INDEX OF TABLE

TABLE #1CAUSES	9
TABLE# 2 SAMPLE AND POPULATION.....	49
TABLE# 3 OPERACIONALIZATION OF THE VARIABLES.....	49
TABLE# 4	54
TABLE# 5	55
TABLE# 6	56
TABLE# 7	57
TABLE# 8.....	58
TABLE# 9	59
TABLE# 10	60
TABLE# 11	61
TABLE#12	62
TABLE#13	63

INDEX OF GRAPHICS

GRAPHIC 1.....	.54
GRAPHIC 2.....	55
GRAPHIC3.....	56
GRAPHIC 4.....	57
GRAPFIC 5.....	.58
GRAPHIC 6.....	.59
GRAPHIC 7.....	.60
GRAPHIC 8.....	.61
GRAPHIC 9.....	.62
GRAPHIC 10.....	.63

INTRODUCTION

The Educational Revolution that has been taking place in this country in the last years has as its main goal the development of the learners' wholesome personality so that they can participate actively in the construction of a new society. Communicating in the English language is a powerful mean to contribute to achieve this goal.

Learning a foreign language, in general, help students to get a scientific outlook of the world because they do not only acquire linguistic knowledge about the language itself, but they also increase their general culture. By learning a foreign language, the students also achieve practical objectives in the four main linguistic skills: listening, speaking, reading and writing, which become a mean to acquire knowledge and at the same time helps to form values and convictions.

In all kind of educative levels the students are required to learn how to communicate in a foreign language for them to be able to perform general functions in society: As the Well- Living National Plan Chapter Six "National Objectives of Well-living," number four, Fortifying the capacities and potentialities of our citizenship," the articles 26, 343, and 250 of the Ecuadorian Constitution, and the quality standards presented by the Ministry of Education which are based on the Common European Framework of Reference. Nowadays the youngsters play the leading role in our society and there is no disguising the fact that what they will do in the future depends on how well prepared for facing life they will be ,teaching them a foreign language is a way to prepare men for life .

It is important to mention that achieving communication has become the main goal of foreign languages teaching. Even though this goal has not yet been attained, since only few learners are able to achieve full proficiency. Most of them learn how to form grammatically correct sentences but are unable to perform simple communicative functions. Since the late 1960s many authors have reported this problem. It was stated by (Acosta R. 1996) when he states that “this happens because there have been emphasis on forming linguistic habits but not on developing skills.

This research project has been divided into the following four chapters:

CHAPTER I: THE PROBLEM

Through chapter number one, the authors of the research describe the context situation, the causes and consequences of the problem are analyzed, propose the general and specific objectives of the investigation, and also state the questions of the research to be answer throughout of the whole investigation. The independent and dependent variable is determined, and also the justification and importance is defined.

CHAPTER II: THEORETICAL FRAMEWORK

In this chapter the authors of the research give answer to one of the questions of the investigation describing the theoretical grounds about the two variables stated. The authors also describe the historical evolution of the phenomenon. Analyze the different definitions about the issue and make a synthesis of the most important aspects. This chapter comprises the Epistemological Foundation, Pedagogical Foundation, Sociological Foundation and Legal Foundation.

CHAPTER III: THE METHODOLOGY

The research describes a background of the methodology, types of research, investigation utensils. It displays an explanation of the population and samples. The authors also analyze the outcomes of the application of the different instruments.

CHAPTER IV: THE PROPOSAL

In chapter number four the authors give solution to the problem stated in chapter number one, they also state the general and specific objectives of the proposal and describe it by means of examples with the interactive activities.

CHAPTER I

THE PROBLEM

1.1 LOCATION OF THE PROBLEM IN THE CONTEXT

The development of a language in the society is one of the most outstanding assets left by the life of men in society. It influences on the behavior of humans beings, in the formation of his feelings and thoughts.

By means of using the language, it can be verbal or nonverbal; men can express their ideas, feelings, thoughts, putting them into practice through the use of expression into semantic content, acquired through social real experiences.

As the authors of this research have been teaching English at Manuel Sotomayor Luna School, they noticed that the students at this level have some problems which hinder them to communicate. Carrying out this research is quite important to find new ways to improve the communication process of this kind of students who present some obstacles not only in their intellectual but in their interpersonal areas. All those reasons led the author to start a research on the development of the oral expression ability.

Since an observation carried out to the students of eighth grade at Manuel Sotomayor Luna, Zone 5, District 5, Canton Yaguachi, Parish Virgen de Fatima, Province of Guayas, school year 2015- 2016, the authors of this research could realized that the students of the group A, have insufficiencies at the time of using interactive activities en classes, they also have few opportunities to use the target language in English classes, that is the reason the authors decided to continue with the application of some other methods to corroborate the real problem in a scientific way.

1.2 ANTECEDENTS

After applying the empirical method, the observation, in the teaching learning process of English, the authors of the research realized that the main problem the students are facing with the oral expression, is that they are not able to use the target language in their English classes, the teachers do not use correctly interactive activities in the classes, they also use correction mistakes in a wrong way using traditional methods to improve the speaking skill, so, taking into account the outcomes of the application of this instrument we can state that the students have difficulties in the development of the oral expression ability as the basic one; students are supposed to develop in this grade. These difficulties are present not only in the students but also in the educational system. These difficulties and potentialities are summarized as follow:

1.2.1 Conditions Which Favour the Teaching Learning Process

- The students have the materials they need to study, that is to say classrooms, pencils, notebooks, textbooks, etc.
- The bibliography which is used for teaching English contains the experience which has been accumulated during many years of teaching English

1.2.2 Barriers Which Delay the Development of the Oral Expression

- Difference in the phonetics of the two languages.
- The content which is taught according to the syllabus does not demand the effort of the students and the communicative approach is not what leads every lesson.
- Overcrowded classrooms
- The methods which are used when teaching English to the

students are not the appropriate.

The teachers are not well prepared so, they are not able to solve the problems which exist and delay the development of the students.

- Some teachers do not pay too much attention to the oral expression ability because they think that for the students it is harder to write in English.
- Some teachers do not give the students the opportunity to talk but they are the ones who talk during the whole period.
- The teacher do not use interactive activities to make the students interchange their ideas
- Some teachers do not integrate the four abilities of the oral expression ability but they teach them isolated.
- Students do not practice the language when they are out from the classroom but only few minutes when they are in the English lessons.
- The teacher do not use group techniques

1.2.3 Weaknesses of the Students

- Students prioritize other subjects rather than English and for this reason this subject is sometimes disregarded.
- The students are afraid of making mistakes and for this reason they do not talk too much.
- The goal of some students is getting good grades in English but not developing their oral expression ability.
- Some students do not see any relation between this subject and their lives.
- Some students are not motivated enough to develop the oral expression and other important aspects such as the participation in the English lessons.

- There are too many students who hadn't received English lessons before they came to the school because they didn't have an English teacher.
- There are too many students who do not master their mother tongue.
- Some students do not think it is necessary to master a foreign language.
- Some students do not ask their doubts because of the fear of making a fool of themselves.

1.2.4 Potentialities of the Students

- Many students do not take into account the methodological principle the states that mistakes are not always mistakes and for that reason they do not talk in front of the class.
- The students demonstrate discipline when they accept and carry out the tasks teachers assign.
- They are students who want to have a high average and for that reason try to have good results in all the subjects.
- Many students from this school have computers and dictionaries which use when studying English and other subjects.
- Some of the students who want to be professionals have a special interest in learning English because they know that someday it could be something very useful to master a foreign language.

1.3 CONFLICT SITUATION

When comparing the number of potentialities and inadequacies that the students have, it is possible to notice that there are more inadequacies than potentialities. After a detailed study of the educational context the author has reached the conclusion that the **problematic situation** is that eighth grade students from group A that

served as sample present some difficulties in the development of the oral expression ability because they are not able to create an utter shot messages to achieve the communication. It is precisely because of this that there is a **contradiction** between the desired and real state of the students because according to the eighth grade syllabus which is based on the items of the Ministry of the Education also centred on the Common European Framework specifications, the students should be to rich Level A1.1 learners are, consequently, expected to:

Produce slow, hesitant, planned monologues (i.e. with frequent pauses to search for expressions, backtracking, etc.)

Interact in a simple way by asking and answering simple questions about the learners' personal and educational background

Communication is highly dependent on repetition at a slower rate of speech, rephrasing.

1.4 CAUSES OF THE CONFLICT SITUATION

Thanks to the observation, survey and interview, it could found the following reasons:

- Teachers do not use interactive activities in their English classes.
- Teachers centered class.
- Teachers use traditional methods to teach speaking as a skill.
- Teachers use wrong correction techniques.
- Teachers do not use real situations when preparing the activities.

Table # 1

Causes

CAUSES	
Teachers do not use interactive activities in their English classes	Teacher centered class
Teachers use traditional methods to teach speaking as a skill	Teachers use wrong correction techniques
Teachers do not use real situations when preparing the activities	

Source of investigation: Direct observation at Manuel Sotomayor Luna School.

Researchers: Tanya Elizabeth Moreira Briones

Juana Lucia Gualpa Peña

1.5 FORMULATION OF THE PROBLEM

What is the incidence of the interactive activities in the oral expression in the students of eighth grade group A, at Manuel Sotomayor Luna School, Zone 5, District 5, Canton Yaguachi, Parish Virgen de Fatima, Province of Guayas, school year 2015- 2016?

1.6 OBJECTIVES OF THE INVESTIGATION

GENERAL OBJECTIVE

To determine the influence of the interactive activities in the oral expression by means of a bibliographic and statistical analysis to design

interactive activities to develop the oral expression of the students.

SPECIFIC OBJECTIVES

- To describe the influence of the interactive activities through bibliographic and statistical analysis, a survey applied to the students and an interview applied to the teacher.
- To characterize the influence of the oral expression through a bibliographic and statistical analysis, a survey applied to the students and an interview applied to the teacher.
- To design interactive activities through the data obtained.

1.7 QUESTIONS OF THE RESEARCH

- Which are the theoretical grounds in relation to the development of the oral expression ability?
- What is the current state of the oral expression ability in the eighth grade students from the Manuel Sotomayor Luna School?
- Which are the theoretical foundations related to the interactive activities?
- Which are the main features related to the interactive activities?
- Which methodological elements should the set of interactive activities comply so as to contribute with the development of the oral expression?
- What is the importance of the interactive activities?
- Which interactive activities should be designed?

1.8 JUSTIFICATION AND IMPORTANCE

Taking into account the outcomes of the direct observation applied to the students of eighth grade from Manuel Sotomayor Luna school we can assert that the students are not accomplishing the following skills:

- The students are not the centered of the speaking English classes, but the professor.
- They have few opportunities to talk in the target language.
- The teachers do not use current speaking techniques
- Teachers correct mistakes in a wrong way.
- The students do not see any relation between the subject and their lives.
- Some teachers do not integrate the four linguistic abilities, and according to the (National Curriculum Guidelines, 2012), “The communicative competence components are activated through the development of the four language skills”

This is the reason is convenient the application of this project that will benefit the improvement of the oral expression of the students and the teachers with the aid of the interactive activities which will bring them to use the speaking techniques correctly. It also solves the problem related to the oral expression of the students, giving them an updated solution to improve their speaking skill.

It contributes to science since the research is based on a bibliographic and statistical analysis which will give to the authors the theoretical grounds to carry on this investigation, so, it has its bases on

scientific criteria of the authors that studied the two variables researched by the authors of this research.

It is pertinent since it stands by the requirements expressed by the Well-living National Plan Chapter Six “National objectives of Well-living”, objective four “Fortifying the capacities and potentialities of our citizenship”, the articles 26, 343 and 250 of the Ecuadorian Constitution, and the quality standards presented by the Ministry of Education which in turn are based on the Common European Framework of Reference.

The main beneficiaries will be the students of eighth grade of the Manuel Sotomayor Luna School and the English teachers. The educational community (parents, directives and also the society) will also be beneficiary with the elaboration of interactive activities to develop the oral expression of the students in the English classes.

The authors of this research also suggest to socialize the proposal with other public institutions since the problem found should be the same in the whole Public Educational System.

CHAPTER II

THEORETICAL FRAME

2.1 ANTECEDENTS

In the present chapter the author's intention is to determine the theoretical and methodological references concerning the development of oral expression skill related to the students of eighth grade at Manuel Sotomayor Luna School.

After investigating the whole information related to this topic, we could realize that there are some researches related to the same dependent variable, but none of them is associated to the students of eighth grade from the school Manuel Sotomayor Luna. This investigation is related to oral expression, so, taking into account the problems observed through the observation we decided to put into practice this research project.

Historical evolution of the teaching-learning process of the oral expression skill.

In its history, language teaching has undergone many changes. For the purpose of this work, the historical analysis is done considering the main methods and approaches that have prevailed at different stages of this process in Ecuador.

During the early 20th century up to the 90s, traditional approaches predominated in this country, in Guayaquil. The most common methods used were the grammar-translation method, the direct method, and the

audio-lingual method, which were based on structural linguistics and behaviorist psychology.

According to Zainuddin et al., (2011) in the *Fundamentals of Teaching English to Speakers of Other Languages*, there were several methods to teach English such as: the grammar-translation method (also known as the classical method), the emphasis was on teaching grammar and employing translation to ascertain comprehension, moreover, it did not produce speakers of the languages studied, due to the fact that much use of the native language was employed because the goal was not oral proficiency. Teachers did not necessarily have to be fluent speakers of the target language because the focus was not on communication; it similarly dominated public schools and university language teaching in the United States until World War II.

The direct method was a complete departure from the grammar-translation method, according to Zainuddin et al., (2011) It did not allow for the use of the native language in the classroom, as well it made use of visuals to convey meaning in an effort to eliminate translation, its emphasis was on developing proficient thinkers and speakers in the target language, likewise it takes its name from the emphasis in the “direct” use of the target language.

In addition, according to Zainuddin et al., (2011) the audio-lingual method (based on behaviorist psychology) emphasized the use of habit forming as a way to develop language proficiency. The main goal was to develop fluent speakers of the languages studied; its emphasis was on the rote memorization of dialogues. The belief about this method was that much oral practice (dialogue memorization) would result in Communicative Competence. As a conclusion this method was unsuccessful because

students could recite the dialogues but could not “communicate” in the target language.

With the passing of the time another method emerged as the others did not fulfill the main objective, that was, to develop oral expression in the students, it was according to Zainuddin et al., (2011) that Total Physical Response (TPR) was performed for the first time. In TPR, students were actively engaged in the language acquisition process by responding nonverbally (physically). It was an effective method to employ while second language learners were in the silent (comprehension/preproduction) period. It allowed teachers to ascertain comprehension long before second language learners were able to respond verbally, ending, it was an effective method of including second language learners in lessons while in the silent period, and it helped second/new language learners develop a sense of belonging and accomplishment while still in the silent period.

There were some other methods, until the Communicative Approach appeared. According to Zainuddin et al., (2011) the communicative approach to language teaching is based on several theoretical premises:

1. The communication principle: Activities that involve communication promote the acquisition of language.
2. The task-principle: Activities that engage students in the completion of real-world tasks promote language acquisition.
3. The meaningfulness principle: Learners are engaged in activities that promote authentic and meaningful use of language.

The main goal in this approach is for the learner to become communicatively competent. The learner develops competency in using the language appropriately in given social contexts. Much emphasis is given to activities that allow the second language learner to negotiate meaning in activities that require oral communication in the second language. (p. 72)

In these methods teaching oral expression skill or speaking does not go beyond the teaching of grammar, vocabulary and pronunciation. Students learn mainly to understand, practice and use grammatical rules at the sentence level. The objective was to develop linguistic accuracy through the use of mechanical repetitive practice and drilling. Other techniques used included memorization of dialogues, question and answer practice, substitution and transformation drills, in which there is no reference to context, communicative situations or communicative functions. Moreover, errors needed to be avoided or they would quickly become a permanent part of their speech (fossilization). This meant that developing the speaking ability was not an objective in itself in those days.

These methods still predominate in most public institutions even today. Nevertheless in the 90s Ecuador witnessed the great influence of the communicative approach, where attention shifted to use of grammar as a communicative resource, that is grammar continues to be important, but not as an objective in itself , but as a means to an end. Grammar needs to be learned in the process of communication, and communicative competence should become the objective of English foreign language learning.

The teaching of English communicatively is characterized using the following principles, originally stated by (Morrow, 1981)

-Know what you are doing. It means that the focus of every lesson, or part of a lesson, should be learning how to do something; that is, an operation that the student might really want to perform in the foreign language. This would be an answer to questions, which every student should ask himself: Why am I learning this? What am I learning to do?

-The whole is more than the sum of the parts.

Communication cannot easily be analyzed into component features without destroying its nature. Besides, the ability to handle the language elements in isolation does not mean the ability to communicate.

-The processes are as important as the forms. Emphasis should be made in the classroom to imitate the process of communication so that practice of the forms of the target language should take place within a communicative framework. There are three processes which should be incorporated in teaching procedures: information gap, one of the two people in communication knows something that is unknown to the other; choice, the participants have choice of what to say and how to say it; and feedback, the participant checks if he has successfully completed his task.

-To learn it, do it. It means to involve the student in doing things, in making choices, evaluating feedback, bridging information gap. Such activities demand an environment where doing things is possible. Learning is as important as teaching.

-Mistakes are not always a mistake. This approach requires the flexibility to treat different things as mistakes at different stages in the learning process. The student learns through making trial and error, through hitting and missing. He makes mistakes in his attempt to get his message across. Many trivial mistakes of grammar or pronunciation do not hamper communication. Correcting every mistake constantly destroys the learner's confidence in his ability to use the language. (p.205)

In most of the public institutions, teachers say they have embraced communicative practices, however, their teaching continues to be mostly the teaching of grammar and vocabulary, using activities which are not meaningful and interactive and which do not stimulate the negotiation of meaning in a communicative situation. They avoid using pair work and group work and continue to teach focused on the teaching of the language as a goal itself and not as a communicative resource.

To develop this research project the authors of this research have based on the following foundations:

Theoretical, Epistemological, Sociological, Pedagogical, Legal, Philosophical, and Psychological Foundation

2.2 EPISTEMOLOGICAL FOUNDATION

These Epistemological grounds are maintained through: Communicative Approach, Communicative Competence, Classroom Interaction, Learning of the Oral expression and Speaking skill, Principles of Speaking, Speaking Techniques.

2.2.1. COMMUNICATIVE APPROACH

Agreeing to the information taken from Communicative Teaching English by British Council (2006):

The communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning. When learners are involved in real communication, their natural strategies for language

acquisition will be used, and this will allow them to learn to use the language. (p. 23)

“The Communicative Approach fails to take account of the knowledge and skills which language students bring with them from their mother tongue and their experience of the world.” (Swan, 1985, p. 1)

Communicative approach not only follows grammatical rules but also it permits to express thoughts logically through oral communication, this is the dissimilarity between linguistic competence and communicative approach, trying to be natural, just acting as you were in a real situation (Swan, 1985).

This investigation is grounded on the communicative approach, because the idea is that the students should be able to communicate in real situations, using real objects, evocative phrases, without taking into account the grammatical structure of the sentences, although they have to use it in a right and fluently way.

2.2.1.1 COMMUNICATIVE COMPETENCE

Canale & Swain (1980) issued: “The ability to communicate required four different sub-competencies: Grammatical (ability to create grammatically correct utterances), Sociolinguistic (ability to produce sociolinguistically appropriate utterances), Discourse (ability to produce coherent and cohesive utterances), and Strategic (ability to solve communication problems as they arise).” (p. 47)

Communicative Competence is a skill that individuals have when they are speaking correctly, for instance: in a classroom, professors can talk about any subject; otherwise if they do not make use of the right words in context, the students will not comprehend the material (Canale & Swain, 1980)

Communicative Competence is a precise approach in which students and professors provide the originality to their talking, acclimatizing it from diverse settings. Hymes (1972) cited by Thomas (2008): “Communicative competence also involves knowing what to say to whom in what circumstances and how to say it.” (p. 11)

It is also significant to reference, that when you are expressing anything using your own words you need to know what you are saying and select the accurate words to express and expressions to express the thoughts (Hymes, 1972).

Therefore, in this investigation the communicative competence and its sub competencies of strategic and discourse competences aid to elucidate the interactive practice that happens in an English schoolroom, when pupils interchange material reliant on their situational requirements. (Canale & Swain, 1980)

2.2.1.2. Grammar Competence

Schmeller (2015) stated “Grammatical competence focuses on command of the language code, including such things as the rules of word and sentence formation, meanings, spelling and pronunciation.” (p. 15)

Langacker (1987) states: "Grammar is simply the structure and symbolization of semantic content." (p.12)

Díaz-Rico & Weed (2010); (GAO, 2001) quoted by Schmeller (2015). "Grammatical competence acts to promote accuracy and fluency in second language production." (p. 15) Díaz-Rico & Weed (2010) assume: "Increases in importance as the learner advances in proficiency." (p. 20)

Grammar is very important because through oral expression we use the grammar is applied in our project because when they are using the oral expression the students have to use a correct structure, grammatical rules according to the context in which they are developing speaking.

Lexical

Lexical competence comprises the knowledge, the way of using the right vocabulary in the correct context, relating grammatical and lexical elements. The lexical level deals with the formation of words, because they need to use a wide vocabulary to express their feelings, thoughts and ideas, just developing oral expression.

2.2.1.3 LINGUISTIC COMPETENCE.

Chomsky (1965) alleged that: "The grammar of a language, considered as a theory of competence, is an idealization, and that speakers know the rules of the correct grammar of their language." (p. 84) Today Chomskian linguistic proficiency is enlightened from communicative approach, so grammar is crucial in communication as a resource of conveying ordered messages.

According to the evidence reserved from “Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2012):

Linguistic competences include lexical, phonological, syntactical knowledge and skills and other dimensions of language as system, independently of the sociolinguistic value of its variations and the pragmatic functions of its realizations. This component, considered here from the point of view of a given individual’s communicative language competence, relates not only to the range and quality of knowledge (e.g. in terms of phonetic distinctions made or the extent and precision of vocabulary) but also to cognitive organization and the way this knowledge is stored (e.g. the various associative networks in which the speaker places a lexical item) and to its accessibility (activation, recall and availability). Knowledge may be conscious and readily expressible or may not (e.g. once again in relation to mastery of a phonetic system). Its organization and accessibility will vary from one individual to another and vary also within the same individual (e.g. for a plurilingual person depending on the varieties inherent in his or her plurilingual competence). It can also be held that the cognitive organization of vocabulary and the storing of expressions, etc. depend, amongst other things, on the cultural features of the community or communities in which the individual has been socialized and where his or her learning has occurred. (p. 22)

In this research project the linguistic competence is very significant because the scholars will distinguish how to express in the process of communication using a right association of the arguments through this manner the rest of the students will comprehend the message.

2.2.1.4 SOCIOLINGUISTIC COMPETENCE

Agreeing with the information taken from Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2012):

Sociolinguistic competences refer to the sociocultural conditions of language use. Through its sensitivity to social conventions (rules of politeness, norms governing relations between generations, sexes, classes and social groups, linguistic codification of certain fundamental rituals in the functioning of a community), the sociolinguistic component strictly affects all language communication between representatives of different cultures, even though participants may often be unaware of its influence. (p. 13)

“Each community has its own unique set of conversation, rulers, and patterns for the conduct of communication and (that) these must be understood in the context of a general system which reflects the values and the structure of society.” (Wolfsan, 1989, p.2)

The sociolinguistic competence is smeared in this research because the scholars comprehend the association in a community setting, in this circumstance, their schoolrooms; actually, when creating a social and real atmosphere the students interact in a freeway. Accordingly, this is the main connection between group work and individual work.

2.2.1.5 PRAGMATIC COMPETENCE

Taking into account the evidence taken from Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2012):

Pragmatic competences are concerned with the functional use of linguistic resources (production of language functions, speech acts), drawing on scenarios or scripts of interactional exchanges. It also concerns the mastery of discourse, cohesion and coherence, the identification of text types and forms, irony, and parody. For this component even more than the linguistic component, it is hardly necessary to stress the major impact of interactions and cultural environments in which such abilities are constructed. (p. 13)

This research is based on this pragmatic aspect too, because scholars will have a reasonable mode of performance things or just thinking about any situation using the target language accordingly, but developing communication in real contexts mainly. Through this way the students will know when to use a determined communicative function in context.

2.2.2 Oral Expression

Vinson (2012) articulates:

The oral expression is a person's ability to express ideas when speaking so that others will understand the message. People who have difficulty with oral expression often understand what is said to them or written in passages, but

may have difficulty communicating a response. They may also have difficulty with language processing and the connection between words and their ideas or with pronunciation of words in oral expression. (p. 32)

This research is based on the Oral expression methods, principles, strategies, because the main goal of the research is to determine the influence of the interactive activities in the development of the oral expression of the students and the authors of this research assume the criteria of using the communicative approach as the main method to develop speaking in the classroom, due to the diverse tools that this method brings about.

2.2.2.1 Didactic of Speaking

According to SIL International (1999) “Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.” (p. 10)

The investigation is based unenlightening the oral communication in the classroom, through interactive activities put into practice by making the students work in pairs, groups and individually, using interactive tasks, exercises just to develop the oral expression creating an environment as real as possible.

“Oral communication is the process of expressing information or ideas by word of mouth. Learn more about the types and benefits of oral communication find out how you can improve your own oral communication abilities.” (Swarthout, 2003, p. 12)

Oral Communication is the main activity of people, they need to communicate verbally everywhere at any time, it also aids the students to express their feelings, notions and thoughts. (Swarthout, 2003)

2.2.2.1.1 Principles to Teach Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13).

Nunan (1991) "Success is measured in terms of the ability to carry out a conversation in the (target) language." (p. 10)

Brown (2001) suggests the next principles to deal with speaking: (Teaching by Principles, San Francisco. (State University, third edition)

Fluency and accuracy.

Motivating techniques.

Authentic language.

Feedback.

Opportunity to the students.

Develop speaking strategies.

Plan speaking tasks.(p.43)

Likewise, Bailey (2003) "Communicative approach is based on the idea that learning language successfully comes through having to communicate real meaning."(p.45) From the Monterrey Institute of International (USA) has detailed the following speaking principles:

1. Be aware of the different between second language and foreign language learning context.
2. Give students practice with both fluency and accuracy.
3. Provide opportunities for students to talk by using group work or pair work and limiting teacher talk.
4. Plan speaking tasks that involve negotiation for meaning.
5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking.(p. 54)

To conclude, the English Teaching Methodology book, established the following principles:

Provide good input.

Create interactive process.

Tolerance of silence.

Learning by doing.

From controlled to automatic.

Dealing students' errors. (p.62)

The authors of this research assume the following principles:

From Douglas Brown:

Fluency and accuracy.

Motivating techniques.

Opportunity to the students.

From Kathleen M. Bailey

Afford occasions for students to talk using team or pair work and regulating teacher talk.

Design interactive activities to interchange knowledge, and ideas.

English Teaching Methodology

Create interactive environment

Learning by doing

These speaking principles are the principles basis of this research because though them the students are able to interchange their ideas, thoughts, in real situations, they have more opportunities to talk I the target language , they become the center of the class and the teacher becomes the guide, facilitator, controller, evaluator of the class.

2.2.2.1.2 Techniques

2.2.2.1.2.1 Role Play

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student that "You are David; you go to the doctor and tell him what happened last night and (...)." (Harmer, 1984, p.57)

2.2.2.1.2.2 Simulations

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

2.2.2.1.2.3 Discussions

Kayi (2006) stated:

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. (p. 25)

It consists of giving the students opinion or points of view about any topic being discussed. The professor will be the guider and inspiring them to solve a problem.

2.2.2.1.2.4 Information Gap

Nunan (2003) concluded, "Information gap is a useful activity in which one person has the information that the other lacks. They must use the target language to share that information. For instance, one student has the directions to a party and must give them to a classmate." (p. 56)

In this speaking strategy one of the students has information that his classmate does not have, so they both need the information to complete and achieve the goal of their task, so they need each other.

According to Kayi (2006) in *Teaching Speaking: Activities to Promote Speaking in a Second Language*, there are some other activities as follow:

2.2.2.1.2.5 Brainstorming

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming are that the students are not criticized for their ideas so students will be open to sharing new ideas.

2.2.2.1.2.6 Story telling

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class

session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

2.2.2.1.2.7 Interviews

Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

2.2.2.1.2.8 Story Completion

This is a very enjoyable, whole-class, free-speaking activities for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

2.2.2.1.2.9 Reporting

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

2.2.2.1.2.10 Playing Cards

In this game, students should form groups of four. Each suit will represent a topic. For instance:

- **Diamonds:** Earning money
- **Hearts:** Love and relationships
- **Spades:** An unforgettable memory
- **Clubs:** Best teacher

Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example:

If the topic "Diamonds: Earning Money" is selected, here are some possible questions:

- Is money important in your life? Why?
- What is the easiest way of earning money?
- What do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

2.2.2.1.2.11 Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

2.2.2.1.2.12 Picture Describing

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

2.2.2.1.2.13 Find the Difference

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

These are some of the interactive activities teachers may use to make their classes more motivated, creating real environments, making the students interchange their knowledge, ideas, feelings, etc, without feeling fear to talk or make mistakes, developing a affective atmosphere in which the student is able to create his own knowledge by researching,

asking for any kind of information, paraphrasing his classmates' ideas etc, just learning from others and letting the others learn from him.

2.2.2.1.3 Classroom Environment

The teacher being a guider of their students has the responsibility to provide a positive classroom environment, where the teacher creates a learning environment that includes a physical, psychological and instructional atmosphere.

2.2.2.1.3.1 Interaction

Thurmond (2003) defined interaction as:

The learner's engagement with the course content, other learners, the instructor, and the technological medium used in the course. True interactions with other learners, the instructor, and the technology results in a reciprocal exchange of information. The exchange of information is intended to enhance knowledge development in the learning environment. Depending on the nature of the course content, the reciprocal exchange may be absent – such as in the case of paper printed content. Ultimately, the goal of interaction is to increase understanding of the course content or mastery of the defined goals (p. 4).

According to Thurmond interaction is a reciprocal exchange of information, in short the teacher has to promote interactions between students for encouraging them and providing many learning opportunities.

2.2.2.2 Paralingual Communication

2.2.2.2.1 Fluency: Is the ability to speak straightforwardly and efficiently in the process of communication.

The teachers should be the models in classroom, expressing their language clear, fluently, trying to be clear and concise using the target language all the time. Through fluency we articulate the sounds just making ourselves understood and trying to understand others using good intonation and stress.

2.2.2.2.2 Pronunciation: It means to produce the sounds of discourse, articulation, stress, and intonation, normally related to the criteria of accuracy or precision.

2.2.2.2.3 Stress: It is the prominence that we provide the syllables in a word, or to the phrases or given sentences or speech. It is significant because the students have to pronounce the sounds using the correct stress and intonation trying to make their speech as similar to natives as possible.

2.2.2.2.4 Rhythm: It means the oscillation; the sense on association in the person's speech at the time of speaking which is supported by the stress and the intonation.

To sum up, all these paralingual components are discussed here because through these elements the students will rich a better pronunciation making use of stress, rhythm patterns to improve their oral fluency.

The current communicative language teaching approach (late 1990s to the present) this approach establishes a set of very general principles and assumptions grounded in the notion of communicative competence as the goal of foreign language teaching. These principles can be applied in different ways, depending on the teaching context, the age of the learners, their levels, their learning goals, and so on. Some of the most important practices and assumptions of communicative language teaching today are:

Foreign language learning is facilitated when learners are engaged in interaction and meaningful communication.

Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their personal resources, notice how language is used, and take part in meaningful interpersonal exchange.

Meaningful communication results from students processing content that is relevant, purposeful, interesting, and engaging.

Language learning is facilitated both by activities that involve inductive or discovery learning of rules of language use and organization, as well as by those that involve language analysis and reflection.

Language learning is a gradual process that involves creative use of language by trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently.

Successful language learning involves the use of effective learning and communication strategies.

The role of the teacher in the language classroom is that of facilitator, who creates an adequate classroom climate and provides opportunities for students to practice and use the language and to reflect on language and language learning. The classroom is a community where learners learn through collaboration and sharing.

2.2.3 INTERACTIVE COMMUNICATION

Agreeing to Interactive Language Teaching (1990), interaction is the collaborative exchange of thoughts, feelings or ideas between two or more people, occasioning in a reciprocal effect on each other. Some theories of communicative competence emphasize in the importance of interaction as human beings using language in various contexts just to “negotiate” meaning or simply stated, to get an idea out of one person’s head and into the head of another person and vice versa.

2.2.3.1 INTERACTIVE ACTIVITIES

According to Baker & Westrup (2003) to flourish in the development of the oral expression skill, it is indispensable to improve and develop interactive activities, to make the students to feel confident to practice the target language they have been learned. Baker & Westrup cited “It is important for learners to practice the language they are learning in situations which are similar to life outside the classroom” (p. 7) for instance: they have to talk about their life, current news, they also should be able to express their ideas, discuss any kind of topic, give opinions, agree and disagree, etc.

From the very beginning of the language study, classrooms should be interactive. (Rivers, 1987)

Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or even the output of their fellow students in discussion, skits, joint, problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language- all they have learned or casually absorbed- in real life exchanges (...). Even at an elementary stage, they learn in this way to exploit the elasticity of the language. (p.4)

It means that the students in every context use their language but at the same time as they are interacting with others are able to learn from their classmates and at the same time their partners are able to learn from them, they are able also to paraphrase their classmates ideas, and thoughts, so they improve their speaking proficiency not only producing sounds but also increasing the vocabulary.

2.2.3.2 Role of the interactive teacher

Teachers can play important roles in the course of teaching, according to Interactive Language teaching. Oxford et al. (1998) pointed out: “that the teacher’s role is often best described in the form of metaphor: teacher as manufacturer, teacher as doctor, teacher as judge, teacher as gardener, and others.”(p.167)

It means that the teacher is always a facilitator of knowledge, it does not mind where he is or what he does, and he is always transmitting and facilitating knowledge. Hence, in an interactive environment the professor assumes new functions such as:

Facilitator of the knowledge.

Guider of the class activity

Negotiator of knowledge, methods, contents, etc.

Motivator and stimulator of the cognitive activity

Consultant and expert

Source of information

Good receptor

Communicator

Observer

Researcher

Patient person

A person full of love

To achieve these functions the students also undertake some other new functions in the interactive class.

They are responsible of what they learn

They negotiate and be cooperative with their classmates

They look for information, orientation and guidance.

They respect their classmates' individuals

They accept corrections

They face new tasks and try to solve them

Discuss and give solutions to the problems, among many others.

2.2.3.3 Didactic materials

Padrón, Doderó, Díaz & Aedo, (2005) suggested that:

Didactic materials are any kind of aid that assists those actors to achieve their objectives during the entire learning process. There are two types of didactic materials according to the actors of the educational process: teaching materials and learning materials. Learning materials are those assets or resources that support learners during the process of learning (e.g., books, games, worksheets, etc.). On the other hand, teaching materials provide academic staff with resources to guide and support the learning process of students. (p. 2)

This research has its bases in the contents related to this kind of materials trying to become the class setting into an interactive place, so the following speaking strategies are taking into account at the time of designing the interactive activities to improve the oral expression of the students.

2.2.3.4 Speaking strategies

Now many linguistics and ESL teachers agree on that students learn to speak in the second language by "interacting". Nunan (2003) stated that:

Communicative language teaching and collaborative learning serve best for this aim. Communicative language teaching is based on real-life situations that require communication. By using this method in ESL classes, students will have the opportunity of communicating with each other in the target language. In brief, ESL teachers should create a classroom

environment where students have real-life communication, authentic activities, and meaningful tasks that promote oral

language. This can occur when students collaborate in groups to achieve a goal or to complete a task. (p. 39)

2.3 Pedagogical Foundation.

In the book “**Communicative Language Teaching**”, Acosta (1997), points out the teaching principles from the points of view of the pedagogical theory. The author of this investigation shares the idea of taking these principles as fundamental bases for the set of activities designed for this work.

These teaching principles have been investigated by lots of pedagogues. Labarrere and Valdivia (1988) analysed the principles in their book *Pedagogy* in which they summarize the most important and general elements of the principles in the light of the Cuban pedagogical and social context. (Cited in Acosta, 1996)

Labarrere defines the teaching principles as general guidelines which direct man’s activity. They form a system as they interact and complement each other on the grounds of the complex relationships among the laws that operate in the process of teaching and support it.

2.4 Linguistic Foundation

The linguistic foundation of this research is based on the Speech Acts Theory. Speech-acts theory has to do with the functions and uses of language; they are all the things one does when speaking; for example:

giving reports, making statements, asking questions, giving warnings, making promises, approving, regretting and apologizing, etc. (Richards, 1988)

Speech acts are classified in several categories according to the function they perform in communication. Searle presents a clear taxonomy which has a small number of basic types based on the speaker's intentions. He classifies speech acts into representatives, directives, comemesures, and declaratives.

The relationship between form, function and context is quite important for language teaching. It means that the students should learn the right form they need to express an order through a question, for example, and how to choose the form according to the function and the parameters of the context. Speech-acts theory guides English teachers to the immediate objective of language teaching: the communicative function. The theory expresses what the students should learn to do with the language.

Speaking, as a linguistic ability, involves a number of sub-skills, which are clearly seen through actions that the speaker must do in order to become an efficient language user. The main sub-skills suggested for secondary level are to pronounce the distinctive sounds of a language so that people can distinguish them, use stress and rhythmic patterns, use the correct forms of words, put words together in correct word order, use the vocabulary appropriately and make a discourse cohesive and coherent.

2.5 Sociological Foundation

“Communication is more than merely an exchange of words between parties; it is a sociological encounter.” (Halliday, 1978, p.169)

The authors of this research agree with this definition, because the communication is an oral production, a sociological meeting between two or more people that are relating through every pronounced word. (Halliday, 1978)

Sociology launches the relation between the individual and collectivism, in this research it becomes a mining relation because students will be interacting from their personal environments and cultures into the whole class group, to develop communicative purposes.

Work group gives the students the opportunity to interchange their ideas, feelings, thoughts, without feeling fear to express themselves, just to develop the students' oral expression skill. The main goal is that the students develop the target language in real situations created and guided by the professor.

This research is grounded in the sociological foundation because the students are social human beings, and they interchange in society, and the relationships are also improved in society too. So there is a big interaction between students and students and professors and students in the classroom, and out of the classroom the interaction is between the students and the society, but they always are in interaction with others.

2.6 Philosophical Foundation

According to the Axiology in Teacher Education: Implementation and Challenges by Tomar (2014) "Axiology focuses on questions about

what 'ought to be'. It deals with the nature of values and relates to the teaching of moral values and character development." (p. 51)

The philosophical foundation is based on the branch of the axiology, it deals with the development and fostering of the students values in the society. The classroom becomes the palace in which the students stand-in all their values, so the professor should create the environment to enhance that , just to achieve to graduate better students with a higher level of moral and intellectual values.

2.7 Psychological Foundation

There is a strong relation between language and thought, that's the reason this research is based on the psychological research, because the students use a mental process to express the language in verbal terms., this means to produce their ideas orally.

Vygotsky (1934) determined that: "The unit of verbal thought was word meaning, the smallest unit of verbal thought which contained everything that was essential to verbal thought. The study then focused on tracing the development of word meaning." (p. 1)

As he stated the smallest unit of thought is the word, students use it to express their language and ideas in any context trying to convey messages in daily activity, transmitting and receiving information using the language as the way of communication.

2.7.1 Constructivist theory

This theory which is based on the learning of the students from their own knowledge, meaning from their own experiences, the students find the opportunity to learn the new content from what they already know, so they search for new information, and also they are able to shield their points of view about any topic. (Brooks,1999)

It helps the students to generate their personal wisdom of the world, consequently they are able to front any problem and also give the right solution to they can solve it. (Mascolol & Fischer, 2005)

2.8 LEGAL ASPECT

Referring to the General rule from the Education Law; Art. Chap II art.27) Education is necessary to develop the children 's knowledge, to work out for civil rights and building of a sovereign country, it also establishes a tactical partnership for the development of society (Translated by the researchers: Tanya Moreira and Juana Gualpa).

This research is based on the legal aspect because it elucidates that the Education is essential for all human being, it is a right, so it will provide them knowledge to face the situation in society, and the society will always be benefit because it will have better graduated students with a higher education quality.

CHAPTER III

METHODOLOGY

3.1 DESIGN OF THE INVESTIGATION

This research project has been carried out at Manuel Sotomayor Luna, located in District 5, Zone 5, Canton Yaguachi Province of Guayas. After an observation to a class the authors of the research could realize that the students were not able to express their own ideas, they also felt fear of talking in the target language, and all these problems were caused, mainly because the teacher did not use new and current techniques to develop oral expression in the class, she did not give them the possibility to talk, and not even to interchange with the rest of the classmates, because she did not use group work techniques, so, the authors decided to accomplish this research by elaborating some interactive activities to promote and develop the oral expression of the students.

3.2 TYPES OF INVESTIGATION

This research project aims at quantitative and qualitative research. Through this research the authors applied empirical methods such as: observation, interview to the teacher, survey to the students to obtain statistical data. Besides the authors used the statistical method to discern the sample from the population. All this information was taken into account to arrive to conclusions about the development of the oral expression of the students researched.

According to Perez (2007) related to qualitative research, he stated:

Qualitative research studies reality in its natural context and how it happens, taking and interpreting phenomena according to the people involved. The qualitative research uses a variety of instruments to collect information such as interviews, images, observations, life stories, in which the routines and problem situations are described as well as the meanings in the lives of the participants. (p. 25)

It also includes the following types:

- Explanatory Investigation
- Descriptive Investigation
- Propositional Investigation

3.2.1 Explanatory investigation

Agreeing with Given (2008) about the explanatory research:

The term Explanatory research implies that the research in question is intended to explain , rather than simply to describe, the phenomena studied. This type of research has had a contested history in qualitative inquiry, and divergent views of the appropriateness of such goals in qualitative research are currently held. This entry summarize the current state of this debate and describes some of the most important qualitative methods for such explanations. (p. 323)

3.2.2 Descriptive Investigation

“Investigations are intended to give an overview about a given subject matter. It is done when the chosen subject has been little explored.” (Sabino, 1992, p. 60)

It means that the investigation is the start point to solve the problem affecting a population but it should be made based on theoretical and empirical methods to study the subject.

As soon the authors of the research detected the main problem that was affecting the students they decided to put into practice some other methods to corroborate the problem.

It is evident then that the oral expression ability of the students from the have not achieved the development it had to be attained according to what the Syllabus demands from them.

3.3 SAMPLE AND POPULATION

Population or Universe: They are all the members of a definite group that are included in a research.

Sample: It is a proportion of the population, just a part of it having the same features. A sample is a scientifically drawn group that actually possesses the same characteristics as the population.

The population of this research is the 43 students of eighth grade of the High School "Manuel Sotomayor Luna," and the sample selected was the 43 students and the two other members of the school, because they are few students so it is better to study the whole them, so, the sample represents the 100 % of the population.

Table N° 2
SAMPLE AND POPULATION

ITEM	STAFF	POPULATION	SAMPLE
1	AUTHORITIES	1	1
2	TEACHERS	1	1
3	STUDENTS	43	43
4	Total	45	45

Made by: Tanya Elizabeth Moreira Briones and Juana Lucía Gualpa Peña

3.4 OPERAZIONALIZATION OF THE VARIABLES

Table # 3

VARIABLE	DIMENSIONS	INDICATORS
Independ • Interactive Activities	• Communicative Approach	<ul style="list-style-type: none"> • Communicative Competence: <ul style="list-style-type: none"> • Grammar Lexic (Vocabulary) • Lingüistic Competence • Socio-Linguistic Competence • Pragmatic Competence
Dependent • Oral Expression	• Didactic of Speaking	<ul style="list-style-type: none"> ✓ Principles ✓ Techniques oractivities ✓ Classroom environment: <ul style="list-style-type: none"> ✓ Interaction
	• Paralingual Communication	<ul style="list-style-type: none"> ✓ Pronunciation ✓ Stress ✓ Rhythm ✓ Fluency
Proposal	• Interactive activities to develop the oral expression	<ul style="list-style-type: none"> ✓ Interactive Activities ✓ Objectives

Source: Operationalization of the variables

Made by: Tanya Elizabeth Moreira Briones

and Juana Gualpa Peña

3.5 METHODS OF THE INVESTIGATION

This investigation was carried out, based on empirical, theoretical and statistical methods.

The **theoretical methods** make possible to discover, to analyse and systematize the obtained results, to reach reliable conclusions that will allow solving the problem. In such sense they are used:

- The **historical-logical** studies the theoretical referents of the oral expression in the English teaching- learning process in high school education, it also permits to see the evolution of this phenomenon through the years in the school and also in the class.

- The **hypothetical-deductive** diagnoses the learning-teaching process of the oral expression skill in English subject, and the establishment of theoretical and empirical assumptions to elaborate the interactive activities to develop the oral expression of the students.

- The **analysis- synthesis** let the authors to analyse the whole information related to the variables of the research making possible to synthesize the most important information according to problem.

3.6 TECHNIQUES AND INSTRUMENTS

The **empirical methods** applied to the sample of the investigation allowed to discover and to accumulate a group of data that served as base to give answer to the scientific questions. In such sense the authors made use of:

- The **observation**: It enabled the author to explore and analyze the students' initial situation concerning to the development of their oral expression ability and to determine their main difficulties in order to state the problem of this term paper.

- The **Interview**: It was applied to the English teacher in order to assess the development of the oral expression through the use of interactive activities in the classroom.

- The **survey** to the students was applied to assess the development of the oral expression through the use of interactive activities in the learning-teaching process of the English subject.

- **The bibliographic analysis**: By means of this method, the author was able to collect the necessary information to be used afterwards in the determination of the theoretical grounds of the research object, and in the elaboration of the interactive activities to contribute to the development of the oral expression ability.



**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE
LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS**



SURVEY APPLIED TO THE STUDENTS

Institution: Educational Unit "Manuel Sotomayor Luna." (Appendix 2)

Sustenance: Fiscal

Group: A

Subject: English

Objective: Assess the development of the oral expression through the use of interactive activities in the English classes.

Tick with an (x) the answer you think is the suitable.

1. There are difficulties in the students 'oral expression
2. The oral expression is important for English learning.
3. The teacher does exercises that focus in the oral expression.
4. The use of interactive activities favors the oral expression.
5. The teacher makes the students work in pairs and teams
6. The teacher gives a lot of opportunities to use the target language in class.
7. I feel motivated in the English classes.
8. The teacher creates real situations and environments to enhance oral expression
9. It is necessary to create some other types of activities in the English class.
10. Dealing with interactive activities in the English classes will favor the students to interchange their knowledge.

1	2	3	4	5
Strongly agree	Agree	Indifferent	Disagree	Strongly disagree
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Always	Sometimes	Every once in a while	Rarely	Never
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Always	Sometimes	Every once in a while	Rarely	Never
Always	Sometimes	Every once in a while	Rarely	Never
Always	Sometimes	Every once in a while	Rarely	Never
Always	Sometimes	Every once in a while	Rarely	Never
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

3.7 ANALYSIS OF THE RESULTS

This analysis was taken from the empirical tools.

3.7.1 Survey applied to the students.

Table # 4

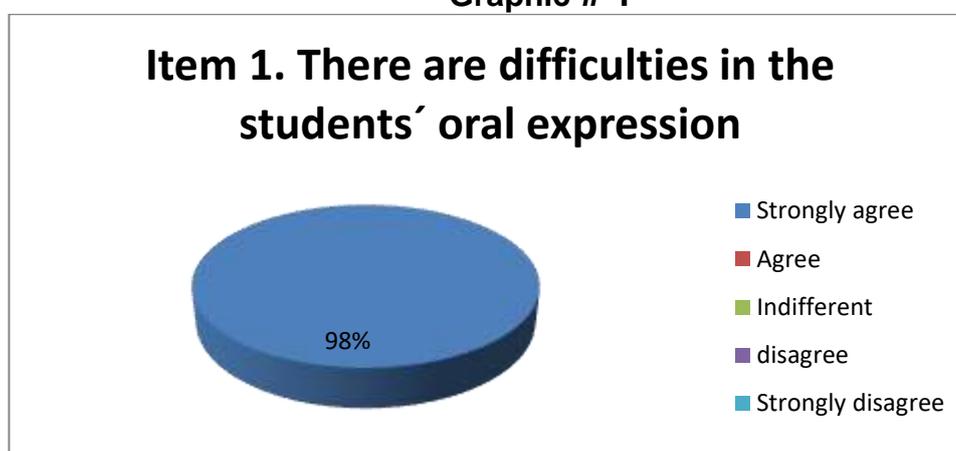
Item#1- There are difficulties in the student's oral expression.

Item	Frequency	Percentage
Strongly agree	42	98%
Agree	1	2.3%
Indifferent	0	0%
Strongly disagree	0	0%
Disagree	0	0%
Total	43	100%

Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Graphic # 1



Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

It can be observed that students are strongly agreed with the fact that there are difficulties in the oral expression, so, it is evident that the authors are just corroborating what was observed during the classes. It is necessary to elaborate new activities to solve this problem.

Table # 5

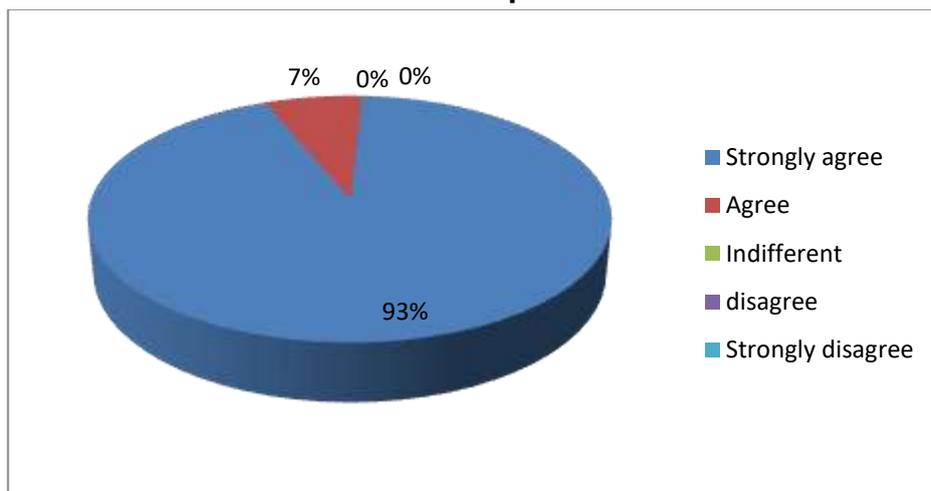
Item # 2- The oral expression is important for English learning.

Item	Frequency	Percentage
Strongly agree	40	93%
Agree	3	7%
Indifferent	0	0%
Strongly disagree	0	0%
Disagree	0	0%
Total	43	100%

Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Graphic # 2



Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Taking into account the outcomes of the second item, the oral expression is important for the English learning, the 93% of the students agreed with the fact that it is important, and the other 7% also agreed with same fact, so it corroborates the detail of looking for new ways to teach and develop the oral expression of the students, because they are conscious that it is essential.

Table # 6

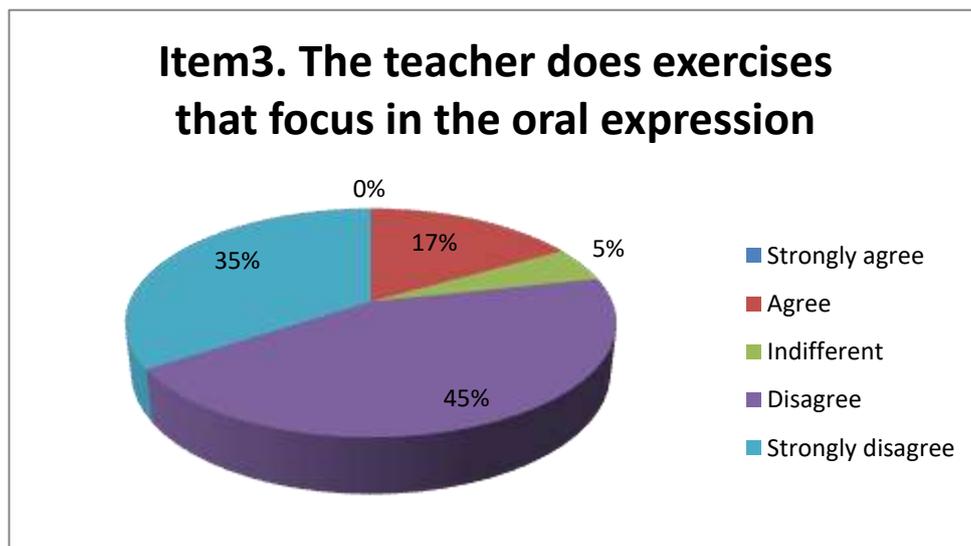
Item # 3- The teacher does exercises that focus in the oral expression.

Item	Frequency	Percentage
Strongly agree	0	0%
Agree	7	17%
Indifferent	2	5%
Strongly disagree	19	35%
Disagree	15	45%
Total	43	100%

Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Graphic # 3



Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

It can be observed that the teacher does not implement exercises nor even activities that lead at practicing the oral communication, thus, the authors confirm that the teacher needs new activities, techniques, to be put into practice to develop the oral expression of the students and they are sure that elaborating the interactive activities will be the solution.

Chart # 7

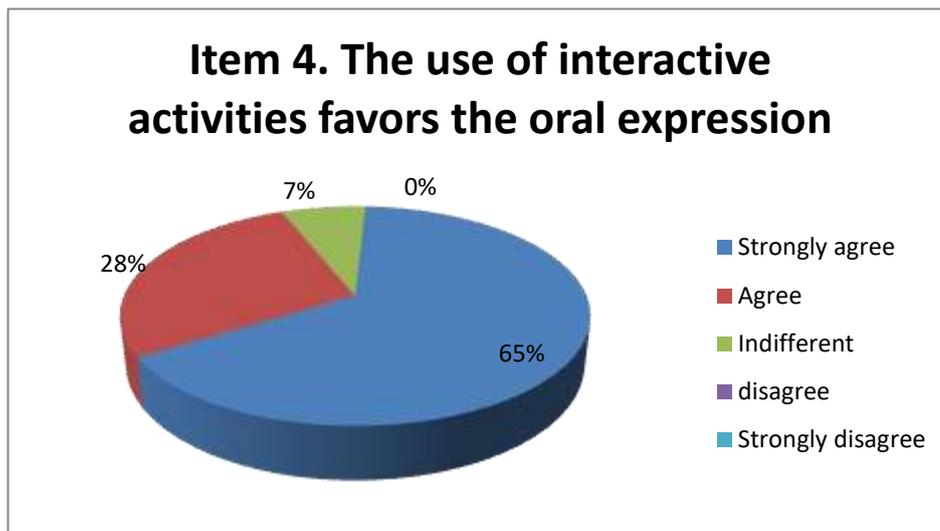
Item # 4- The use of interactive activities favors the oral expression

Item	Frequency	Percentage
Strongly agree	28	65%
Agree	12	28%
Indifferent	3	7%
Strongly disagree	0	0%
Disagree	0	0%
Total	43	100%

Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Graphic # 4



Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Through the results obtained in this item, the use of interactive activities favors the oral expression, in which the 65% of the students strongly agreed with the item, that interactive activities will favor the oral expression and the 28% also agreed with the same fact, it proves that introducing some interactive activities in the English classes will favor the student's oral expression of the students.

Chart # 8

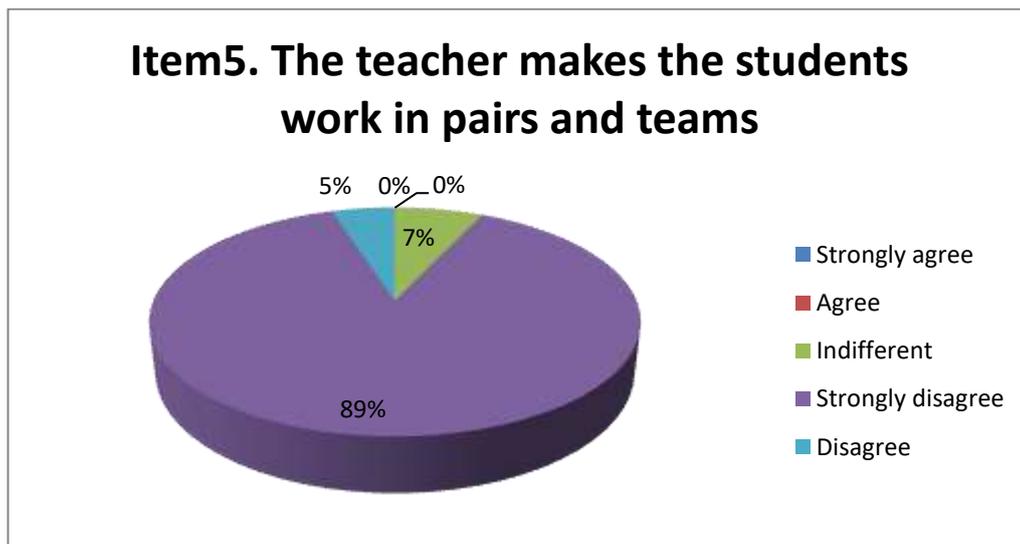
Item # 5- The teacher makes the students work in pairs and teams

Item	Frequency	Percentage
Strongly agree	0	0%
Agree	0	0%
Indifferent	3	7%
Strongly disagree	38	89%
Disagree	2	5%
Total	43	100%

Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Graphic # 5



Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Taking into account the results obtained, it could be realized that she never uses this technique in the classroom, because 89% of the students strongly disagreed with the fact that she makes the work in pairs and teams, and the rest 5% also disagreed with the same fact, so it becomes an emergency to introduce the interactive activities that should be made in pairs and teams.

Table # 9

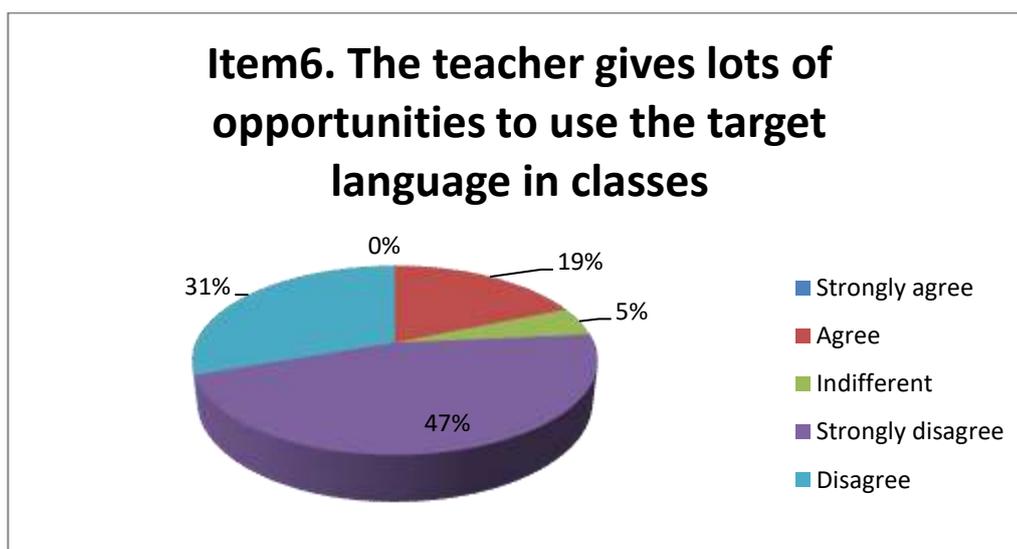
Item # 6- The teacher gives lots of opportunities to use the target language in class.

Item	Frequency	Percentage
Strongly agree	0	0%
Agree	8	19%
Indifferent	2	5%
Strongly disagree	20	47%
Disagree	13	31%
Total	43	100%

Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Graphic # 6



Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

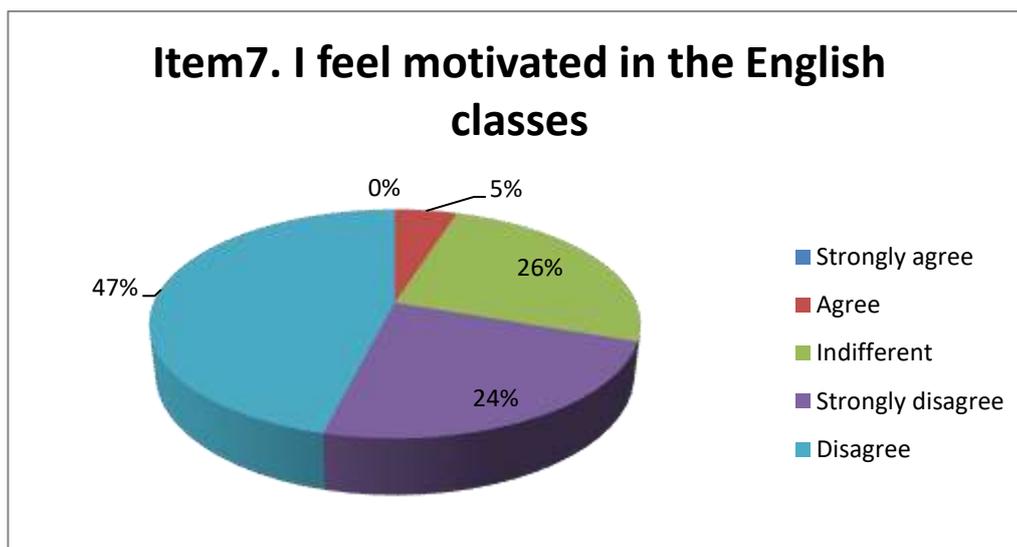
It can be observed that the teacher spends the whole time talking by herself, and she is still developing teacher's centered classes instead of developing students' class centered, that is one of the reasons the students do not improve oral expression in the English classes.

Table # 10
Item # 7- I feel motivated in the English classes.

Item	Frequency	Percentage
Strongly agree	0	0%
Agree	2	5%
Indifferent	11	26%
Strongly disagree	10	24%
Disagree	20	47%
Total	43	100%

Source: Manuel Sotomayor Luna School
 Researchers:Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Graphic # 7



Source: Manuel Sotomayor Luna School
 Researchers:Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

It can be observed that they do not feel any kind of motivation in the English classes and it is related to the methods, techniques, types of activities the teacher is using at present in her classes, it could be great if she introduces some other activities, I mean interactive activities that will enhance the motivation of the students.

Table # 11

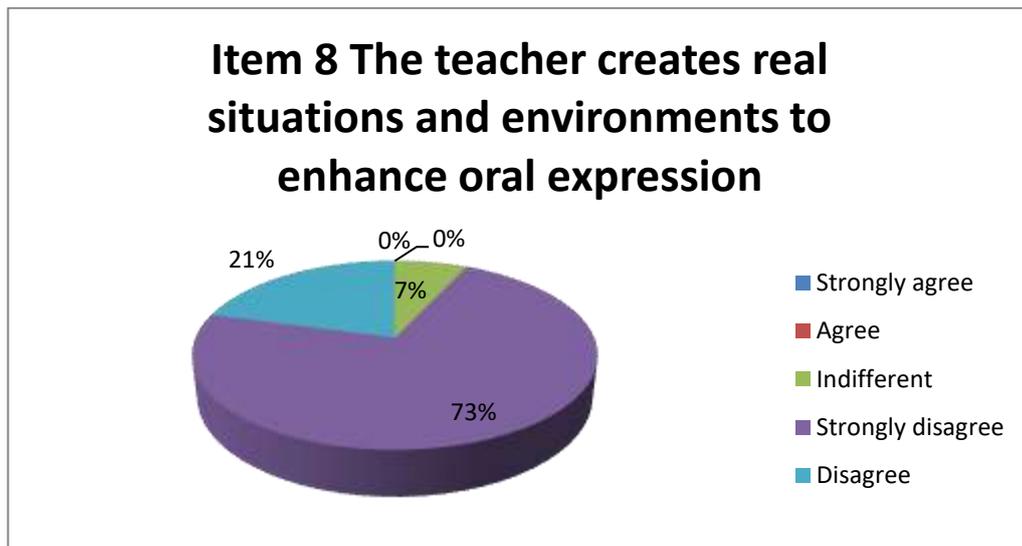
Item # 8- The teacher creates real situations and environments to enhance oral expression

Item	Frequency	Percentage
Strongly agree	0	0%
Agree	0	0%
Indifferent	3	7%
Strongly disagree	31	73%
Disagree	9	21%
Total	43	100%

Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Graphic # 8



Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

It can be observed that, the teacher never creates new, real settings for the students to practice their oral expression, in which they can feel comfortable and also free of using their ideas, creativity etc., and it will convey to the improvement of the oral expression of the students.

Table # 12

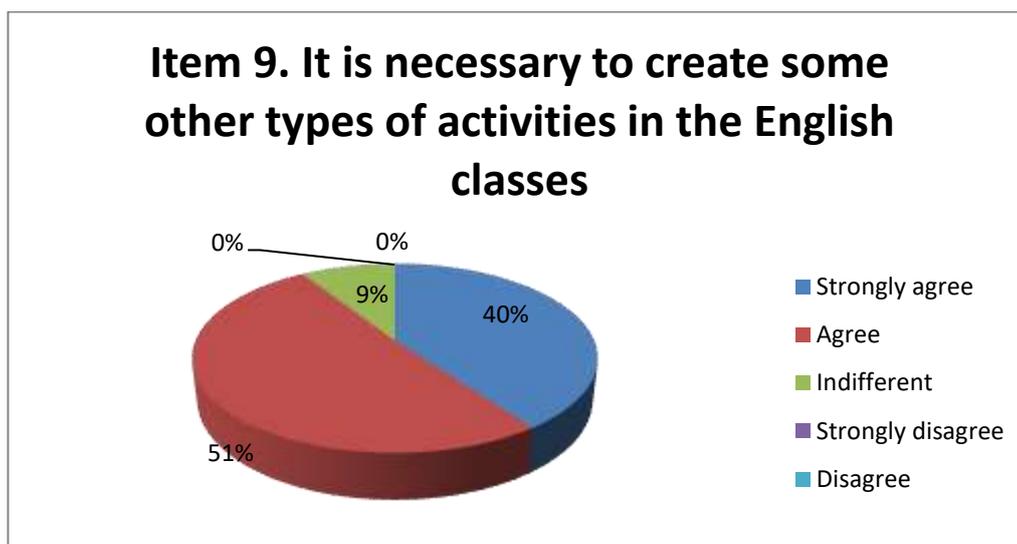
Item # 9- It is necessary to create some other types of activities in the English classes.

Item	Frequency	Percentage
Strongly agree	17	40%
Agree	22	51%
Indifferent	4	9%
Strongly disagree	0	0%
Disagree	0	0%
Total	43	100%

Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Graphic # 9



Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

According to the item 9. it can be observed that it is necessary to search for new activities that replace the ones she is using in the classroom to improve the oral expression of the students, because the ones she is applying are not interesting, interactive enough to achieve the goal they are demanding, that is to develop the oral expression.

Table # 13

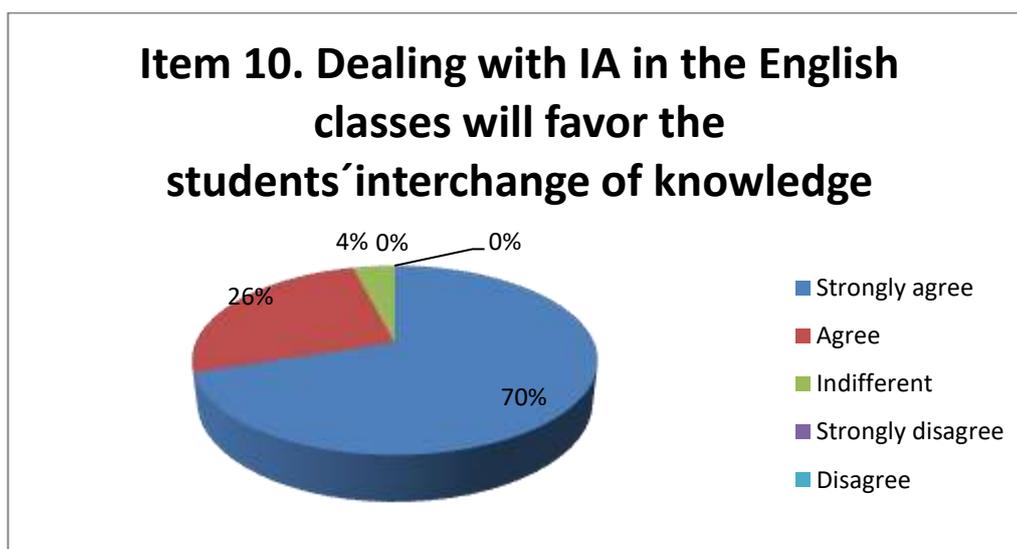
Item # 10- Dealing with interactive activities in the English classes will favor the students to interchange their knowledge.

Item	Frequency	Percentage
Strongly agree	30	70%
Agree	11	26%
Indifferent	2	4%
Strongly disagree	0	0%
Disagree	0	0%
Total	43	100%

Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

Graphic # 10



Source: Manuel Sotomayor Luna School

Researchers: Tanya Elizabeth Moreira Briones and Juana Lucia Gualpa Peña

It can be observed that, the 70% of the students strongly agreed with this fact, and the 26% of the students also agreed with the same fact, it means that the teacher with no doubt has to implement new interactive activities, thoughts, and it is better to do it through the implementation of this kind of activities that will favor the oral communication in a freeway.

3.7.2 Chi Square

Tablas cruzadas

Resumen de procesamiento de casos

	Casos					
	Válido		Perdidos		Total	
	N	Porcentaje	N	Porcentaje	N	Porcentaje
There are difficulties in the students 'oral expression * The use of interactive activities will favor the oral expression	43	100,0%	0	0,0%	43	100,0%

There are difficulties in the students 'oral expression. The use of interactive activities will favor the oral expression

			The use of interactive activities will favor the oral expression			Total
			Strongly agree	Agree	indifferent	
There are difficulties in the students 'oral expression	Strongly agree	Recuento	28	12	2	42
		Recuento esperado	27,3	11,7	2,9	42,0
	agree	Recuento	0	0	1	1
		Recuento esperado	,7	,3	,1	1,0
Total		Recuento	28	12	3	43
		Recuento esperado	28,0	12,0	3,0	43,0

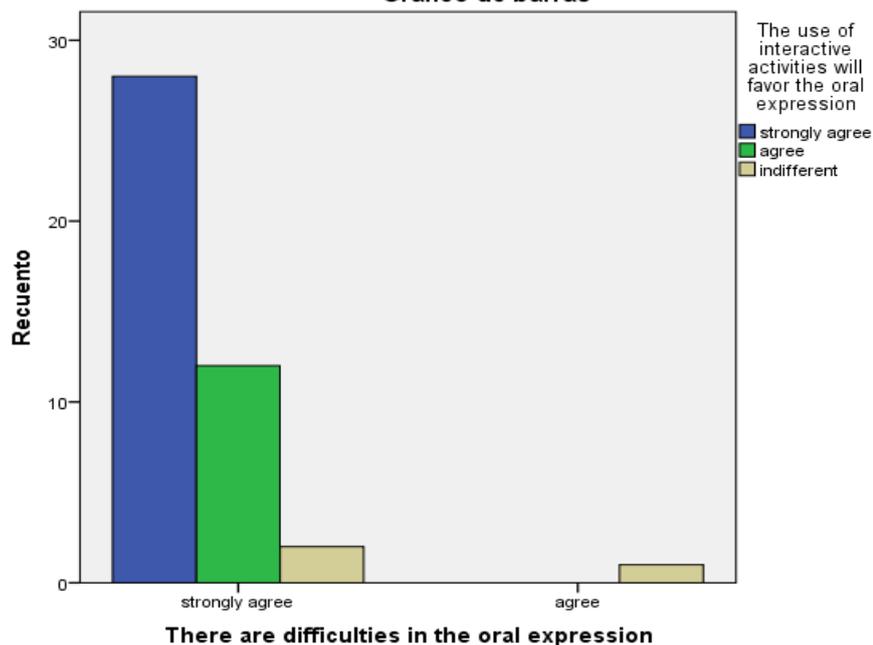
Pruebas de chi-cuadrado

	Valor	Gl	Sig. asintótica (2 caras)
Chi-cuadrado de Pearson	13,651 ^a	2	,001
Razón de verosimilitud	5,680	2	,058
Asociación lineal por lineal	6,531	1	,011
N de casos válidos	43		

a. 4 casillas (66,7%) han esperado un recuento menor que 5. El recuento mínimo esperado es ,07.

	Valor	Aprox. Sig.
Nominal por Nominal Coeficiente de contingencia	,491	,001
N de casos válidos	43	

Gráfico de barras



The Chi Square Technique, the authors of the research can conclude that there is a correlation between the dependent and the independent variables, so, the value reaches the, 001 approximately, so the authors decided pertinent to put into practice the elaboration of the proposal.

3.7.3 Observation Guide

Observation Guide

There were 5 observed lessons taking into account the observation guide, and the results were the following:

-According with the mastery of the objectives, it was confirmed that in the 5 lessons the teacher that represent the 100 % had a right command of the objectives.

-In 3 observed lesson that represent the 66.67 % it is confirmed that the teacher didn't have a right dominion of the content.

-In 5 lessons observed, and it represents the 100 %, the authors could realize that the teacher do not use interactive activities to develop the oral expression of the students in classes, instead she performs traditional methods making the students work individually.

-In the 5 observed classes, representing the 100 %, the authors grasped that the teacher scarcely stimulates the students to work in pairs and in groups, and this is one of the main reasons the students do not improve oral expression.

- According with the teaching aids, in the 33.33 % of the lesson were used visual aids although she did not used them in the correct way to develop the oral expression.

- In 3 observed classes, the psychological atmosphere of the classroom did not inspire a right motivation of the students.

- The work with the vocabulary needs to be deeper.

In the same way through the observation the authors found out that in the same observed classes the students were not able to solve interactive activities, instead they faced to traditional activities. Although they comprehend the commands to do the exercises, they were not able to solve them all. They did not work by pairs, not even by teams, and they were not motivated in classes, consequently, they were not able to express their ideas and not even to interchange them with their classmates.

3.7.4 Interview applied to the teacher

Interview to the teacher

There was an interviewed applied to the English teacher that works with the eighth grade group A and the following results were given:

-According to question number 1, about their preparation for the development of the syllabus, it was evaluated as good, they are sure of how to implement the syllabus.

- In question number 2 the teacher agreed with the fact that they pay more attention to the writing, reading classes, because they have too much students in the classroom and for them it is somehow difficult having all the students taking at the same time

- About the methodology for developing the oral expression skill and the use of interactive activities she states that she knows it very well and that is the same methodology thy have been using since long time ago.

- The teacher considers that the bibliography is not enough for teaching and learning English, but as they are a state school they have no more possibilities.

-About the use of pair and team work, she states that it is not feasible to use it in English classes, because it provokes a bad behavior, and indiscipline in the students.

- She states that there is a noticeable deficiency in the oral expression of the student, but she does not think that it is the result of using a traditional methodology.

- She also agrees with the idea that it will be nice that the students achieve a good oral expression in the English language, according to her experience the main cause is not the use of traditional activities.

- She uses to do the activities suggested by her books, although she agrees with the fact that crating real environments and using natural settings the students feel motivated to use the target language.

- She stated that she would be glad to use new techniques and activities to develop the students' oral expression.

As a summary of this information, it may be stated that the outcomes obtained with the application of different methods and instruments, during the initial diagnosis, show that there are great affectation in all the indicators planned, which confirms the existence of the scientific problem of this research.

CONCLUSIONS

1. The analysis of the results obtained with the application of different methods and instruments, during the initial diagnosis, showed that there are great affectations in the indicators stated for each dimension of the dependent variable, which confirms the existence of the scientific problem of this research.
2. The interactive activities propose to solve the problem of this research which is in correspondence with up-to-date theories concerning the teaching of speaking as an important part in the teaching learning process of English. These activities were conceived in order to answer to the students' needs and motivation, as well as to develop the oral expression skill.

RECOMMENDATIONS

The teaching learning process of the oral abilities in English in these days must be based on the most up-to-date tendencies and regularities that have characterized this complex process in its history. This implies an integral outlook on their treatment and the integration of the linguistic contents of the syllabus with the rules for their use in communicative situations, so that the students should not only develop the abilities to produce grammatically correct sentences, but also the abilities to perform simple communicative functions.

To continue perfecting and expanding the interactive activities suggested in this research paper and to evaluate its effectiveness next year.

CHAPTER IV

THE PROPOSAL

4.1 TITLE: Influence of interactive activities in the development of the oral expression. Design of interactive activities to develop the oral expression.

4.2 ANTECEDENTS

As the authors of the research realized that at the high school Manuel Mayor Luna, located in Zone 5, District 5, Canton Yaguachi, Province of Guayas, the 43 students of eighth grade were facing problems with the oral expression in the English classes, after applying some empirical methods, they decided to apply also some theoretical methods to search for information about the problem, trying to give a solution to the problem that was affecting to this part of the population.

4.3 DIAGNOSIS

After applying some empirical methods, such as: the observation to some classes, an interview to the English teacher, and a survey to the students from eighth grade at Manuel Mayor Luna, the authors of the research realized that the students had problems with the oral expression in the English classes, besides, the students were not even able to express their ideas in the target language according to the specifications of the syllabus of their grade and to the Common European Framework. The teacher was not updated in relation to the current techniques, methods and activities to be developed in the English classes to enhance the oral expression of the students, she is still developing teacher's

centered classes instead of students 'class centered, that's the reason the authors decided to elaborate interactive activities that will favor the oral expression of the students, will enhance the interrelation of the students in the class, making use of real settings for them to feel motivated in the English classes.

4.4 THE THEORETICAL FOUNDATIONS OF THE PROPOSAL

The theoretical foundation of this term paper is the teaching of languages in a society which is part of the general objectives of the Well-being National Plan, so long as it contributes to the integral formation of the new man's personality. The oral expression is one of the language abilities to develop in all the levels of English as subject. This ability is also developed independently as a primary goal for been reached at the end of the learning.

Theoretical and methodological foundations that support the interactive activities

4.4.1 Philosophical Foundation of this term paper is based on the conception about the man's social nature, which is essential for the understanding of the role that plays the communication in the personality.

The educational transformations that are carried out in the current system demands from teachers a positive attitude in the functions of the philosophy in the order gnoseológico, axiological, methodological and heuristic and in its relationship between the theory and the practice. The conception about the man's social essence it is a starting point for the understanding the role that plays the communication in the personality in

its general and integral development and the critical attitude of the students before the world that surrounds them..." We need more than never the language, but also better used that never," the educational system in our country aspires to contribute to the integral formation of the students' personality promoting the internalization of the knowledge, the development of abilities and valuation orientations that are reflected in their feelings. In the present educational system, the education is revitalize making all the students from the state schools to learn other languages, in this case the English language.

4.4.2 The Pedagogical Foundation of this term paper is an interactive didactic which emphasizes in the use of an education with formation of values, with the student's active participation, with the relationship between the study and the work. With the unity between the theory and the practice and between the school and the society, with the teacher's example, the love and the respect to the others and the formative character of the education. The authors of this research think that the objective of the school is to form "alive Men, direct men, independent men, men lovers that must the schools do but in a scientific way, integral, developing for life and with a high practical sense, so it is very important the unity between the education and the instruction and its formative character, the relationship between the school with the life and the social commitment of the education and the unity between the theories with the practice. The theoretical foundation of this term paper is the teaching of languages in a society is part of the general objectives of the education of new generations, so long as it contributes to the integral formation of the new man's personality. The oral expression is one of the language abilities to develop in all the levels of English as subject. This ability is also develop independently as a primary goal for been reached at the end of the learning.

4.4.3 The Psychological Foundation of this term paper is the historical-cultural approach of Lev. S. Vygotsky constitutes nowadays the base of the pedagogy. The Vygotsky's ideas about the education constitute a solid, fresh and original base for the elaboration of any theoretical methodological model designed to the integral development of the personality by means of the formative learning and the personal growth. The interaction constitutes one of the guiding concepts in the linguistic and psychological thought of Vygotsky in his historical-cultural approach, in the contemporary theories about the teaching of languages, and in the pedagogical experience.

The authors also agree with the fact that being based on the theory of the verbal activity will make influence in an active way in the formation of linguistic mechanism in the student. The understanding of the verbal activity clarifies some problems such as the retention of words, the assimilation of the grammatical phenomena and the relationship between the learning of the mother tongue and the foreigner.

4.4.4 The Linguistic Foundation of this researches the history of the teaching of foreign language shows that the link between the social economic requirement and the social ideas about the language has always influenced on the methodological structuring of that teaching. For that reason, every analysis of methodology has to take in consideration the linguistic material base that has being taken from the school or the predominant linguistic tendency in each time. Nowadays the linguistic is related in the entire world with the teaching of foreign languages. Due to all this the linguistics, awarding about the peak of this teaching, making an

effort to make it more efficient contributing the theoretical knowledge and results of the comparison between the mother tongue and the foreigner.

The linguistics has contributed many fundamental postulates to the methodology:

One important postulate of English language teaching in a communicative approach is the primacy of the oral aspect of the language, the subordination and the secondary character of the writing. The methodological implications of this postulate are manifested in synthesis, in the oral advancement of the teaching, that is, the presentation and the oral practice of the linguistic material before its reading and writing.

The concept that the language is a system and each language has one. The methodological implication lies in transmitting about the language, to organize the material in a way that shows the system and to guide the students to analyze it, instead of only practice it.

The concept of the communicative function as the fundamental of the language. The methodological implication, that is present in the whole conception of the teaching of foreign language, is to teach the language as means of communication.

4.5 OBJECTIVES

4.5.1 GENERAL OBJECTIVE

To improve the oral expression through interactive activities to enhance classroom interaction of Eighth Grade from “Manuel Sotomayor Luna high school”, school year 2015-2016.

4.5.2 SPECIFIC OBJECTIVES

- To elaborate interactive activities for improving the oral expression
- To give to the students chances to use the target language in class.
- To use pair and team work.
- To aid the teacher with effective activities to develop the oral expression.
- To highlight the necessity of enhancing the oral expression.
- To create real and affective environments to develop the students confidence at the time of using the oral expression.

4.6 JUSTIFICATION

This proposal is theoretically based on the communicative approach and the communicative competences (Common European Framework of reference for language learning, teaching and assessment, 2012), mainly based on the strategic and discourse competences (Canale & Swain, 1980) because it is related to the interactive process that takes place in an English class, as soon as the students are able to interchange their ideas, thoughts, feelings, in a confident way, taking into account their needs and interests.

The information that currently a student at any level of education faces outperforms the most acute imagination. Neither the institutions nor the students themselves can afford to increase the length of study time. It is every day more evident, the need to find and apply ways, more effective teaching and learning methods, in which teaches the essential and to achieve meaningful learning. In addition rises that activity is not more activity is nothing more than the "set of educational tasks designed to contribute to the development of the educational teaching process in order to acquire knowledge, habits, skills, and to respond to the objectives of the syllabus of study, the interest of the needs of the group and of the school.

The interactive activities which are proposed to give solution to the problem stated are based on the principles of the teaching languages.

- **Know what you are doing.** It means that the focus of every lesson should be learning how to do something; that is, an operation that the student might really want to perform in the foreign language. This would be an answer to questions which every student should ask himself: Why am I learning English? What am I learning to do?
- **The whole is more than the sum of the parts.** Communication cannot easily be analysed into component features without destroying its nature. Besides, the ability to handle the language elements in isolation does not mean the ability to communicate.
- **The processes are as important as the forms.** Emphasis should be made in the classroom to imitate the process of communication so that the practice of the forms of the target language should take place within a communicative framework. There are three processes which should be incorporated in teaching procedures, the **information gap**, occurs when one of the two people which are communicating knows something that the other one does not; **choice**, when the speakers make a choice about what

to say and how to say it; and the feedback occurs when the participant checks if he has successfully completed his task.

- **To learn it, do it.** This approach demands that students should be involved in making choices, evaluating feedback and bridging information gap. These activities give the students the possibility to do things and to learn to communicate by communicating.
- **Mistakes are not always mistakes.** This approach requires that teachers to be flexible when correcting the mistakes the students tend to make as they are on the different levels. These mistakes might be disregarded because many of those grammar or pronunciation mistakes are not obstacles to achieve communication. On the other hand correcting constantly the mistakes a learner make would destroy the confidence of that person in his ability to use the language.

The main beneficiaries of this work will be the students from Manuel Sotomayor Luna, the teacher of the institution, because she will count with interactive activities to develop the oral expression and at the same time she is just using the most updated techniques and activities in classes, and also the whole society will be benefited, because the quality of the graduated students will be higher as new material methods and techniques will be elaborated.

To develop the proposal the authors of the research based on the legal and administrative support that permitted the enhancement of the project, so to make it feasible the authors had to take into account some elements at the time of recommending the new proposal. .

Financial: This research project was financed by ourselves therefore, it was made using our own resources.

Technical: This research did not use any technical expenditure, because it is an easy and feasible work

Human: The investigators of this research from the University of Guayaquil are considered the human talent because we were supplied with all the necessary knowledge to support

4.7 DESCRIPTION OF THE PROPOSAL

The proposal is structured into ten interactive activities, it also includes the title of the activity for them to have an idea what will it be about, the objective of each activity, it means what the students should be able to, the content include in it, and also the procedures to develop the activity. The main objective of these activities is to develop the oral expression of the students, based on the communicative approach, the current methods and principles of teaching English as a foreign language, making the students work in pairs and teams, favoring the interaction of the students in the class, taking into account their interests, needs, just to motivate them to use the target language with confidence, creating real and comfortable environments for them to talk free.

REFERENCES

- Acosta Padrón, Rodolfo y otros. (1997). *Communicative Language Teaching*. New South Wales, Australia: Sumptibus Publications Newcastle.
- Acosta P., R. y José Alfonso Hernández. (2001). *Didáctica Contemporánea Interactiva para la enseñanza de lenguas*. Haití: Escuela Normal Superior. Documento en soporte digital.
- Bailey, B. (2003). *Communicative Approach*. Institute of International English. USA.
- Brown, H. D. (1994). *Principles of language learning and teaching*. En Hoa, Pham. (2005). *"Imported" Communicative language Teaching. Implications for Local Teachers*. Forum, volume 43.
- Brown, D. (2007). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. New York, NY: Pearson, Longman.
- Byrne, D. 1987. *Techniques for Classroom Interaction*. Harlow : Longman. *Cambridge International Dictionary of English on CD-Rom*. 2000. Cambridge: Cambridge University Press. Retrieved from: <http://fajarprayog.blogspot.com/2014/07/classroom-interaction-for-speaking.html>

Canale, M. and Swain, M. 1980. *Theoretical bases of communicative approaches to second language teaching and testing*. Applied Linguistics 1 (1), 1-47. Retrieved from:

<http://coerll.utexas.edu/methods/modules/speaking/01/jigsaw.php>

Council of Europe. (2012). *Common European framework of reference for languages: Learning, teaching, assessment*. Cambridge.

Diaz Rico & Weed. (2010) *Interactive Communicative Language*.

Educative Project (2011-2012) Moran M. Jessica-Carrillo Á. María Guayaquil – Ecuador

Harmer, J. (2010). *How to teach English*. (New ed.). Essex, UK: Pearson, Longman.

Henry Sweet (1981) *English Grammar Historical and Logical*, Oxford, Toronto. Retrieved from:
<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/inductivedeductive.html>

Holloway, I. (1997). *Basic Concepts for Qualitative Research*. Oxford. Blackwell Science. Retrieved from:
<http://www.qualres.org/HomeWhat-3513.html>

Hymes, Dell. (1972). *On Communicative Competence*. In J.B. Pride, and J. Holmes. eds. *Sociolinguistics*, 269-93. Harmondsworth: Penguin.

John W. Creswell, Ph.D. and Vicki L. Plano Clark, M.S. University of Nebraska-Lincoln Andrews University, July, 2004. Retrieved from: <https://www.andrews.edu/leaderpart/RoundTable/2004/workshops/2b/AU-Qual-071504-jwc-vpc.pdf>

Johnson, K. y K. Morrow. (1982). *Principles of Communicative Methodology*. UK: Longman. Documento impreso (fotocopia).
Kitaigorodskaya, A.A. (1988). *Enseñanza intensiva de las lenguas extranjeras. Fundamentos metodológicos*. La Habana: Editorial Pueblo y Educación.

Kayi (2006). *The teaching activities to promote speaking as a foreign language*.

LABARRERE, G. y VALDIVIA, G. (1988) *Pedagogía*. Editorial Pedagogía y Educación. Ciudad de la Habana.

Nunan, D. (2006). *Task-based language teaching*. Cambridge, UK: Cambridge University Press.

Partin Vinson, B 2012, *Language Disorders Across the Lifespan*, Delmar, New York. Retrieved from: <http://www.jobaccess.gov.au/content/oral-expression>.

Richard J. Heuer Jr. (1999) "Psychology of Intelligence Analysis". Retrieved from:
https://en.wikipedia.org/wiki/Analytical_skill.

RICHARDS, JACK C. (2002) 30-years-of-TEFL Published in *RELC Journal*, Volume 33, February. Retrieved from:
www.professorjackrichards.com.

RICHARDS, JACK C. (2003) Communicative Language Teaching Today .Published in *RELC Journal*. Retrieved from:
www.professorjackrichards.com.

Shmeller , (2015) Grammar Competences .San Francisco . State University.

Stebbins, Robert A. (2001) Explanatory Research in the Social Sciences, Volume 18. Sage University. Thousand Oaks London New Delhi. Retrieved from: E-mail: order@sage-pub.com

Thornbury, Scott.2005.How to Teach Speaking. Malaysia: Stenton Associates, Saffron Walden, Essex, UK.Retrieved from:
<http://www01.sil.org/lingualinks/languagelearning/otherresources/gudlnsfracInggandcltrlrnngprgrm/SpeakingSkill.htm>

Thurmond, V. A. (2003). Examination of interaction variables as predictors of students' satisfaction and willingness to enroll in future Web-based courses while controlling for student characteristics. Published Dissertation. University of Kansas. Parkland, FL: Dissertation.com. Retrieved from:
<http://www.dissertation.com/library/1121814a.htm>

Vigotsky, L. S. (1981) *Pensamiento y lenguaje*. Editorial Pueblo y Educación. Ciudad de la Habana. Cuba.

Vigotsky, L.S. (1934 a/1987) "Thinking and Speech" *Collected Works*, volume 1, New York: Plenum Press p. 39-285. Retrieved from: <http://www.ethicalpolitics.org/wits/units-motives.pdf>.

Zainuddin, D. (2011) *Fundamentals of teaching English to speakers of other languages*. Cambridge University.

BIBLIOGRAPHY

BabitaTomar 2014 “Axiology in teacher education: Implementation and challenges”. Retrieved from: <http://www.iosrjournals.org/iosr-irme/papers/Vol-4%20Issue-2/Version-3/H04235154.pdf>

Dictionary Seventh New Expression/on line //Available in:
<http://www.ecured.cu/index.php/Expression>

LEONTIEV A.N.:La actividad en la psicología.Ciudad de la Habana.Editorial de libros para la Educación,1979.p 74

Ministerio de Educación del Ecuador – MinEduc- Publicación digital:
Septiembre del 2012- Quito – Ecuador

Ministerio de Educación del Ecuador – MinEduc Av. Amazonas N34-451 y Atahualpa Quito, Ecuador Publicación digital: Septiembre del 2013: www.educacion.gob.ec

Oral expression./on line/Available in <http://jobaccess.gov.au/content/oral-expression>

Richards, Jack C. S/F. *Communicative Language Teaching Today*. Cambridge University Press. Document digitalized.
available in [http://www. Professorjackrichards.com/pages/work-content-articles-htm](http://www.Professorjackrichards.com/pages/work-content-articles-htm).

WEBSTER'S DICTIONARY. Seventh New Collegiate.

HUTCHINSON, T. Y WATERS, A.: *English for Specific Purposes*. Cambridge University Press .1992.

APPENDIX No 1

CERTIFICADO ANTIPLAGIO

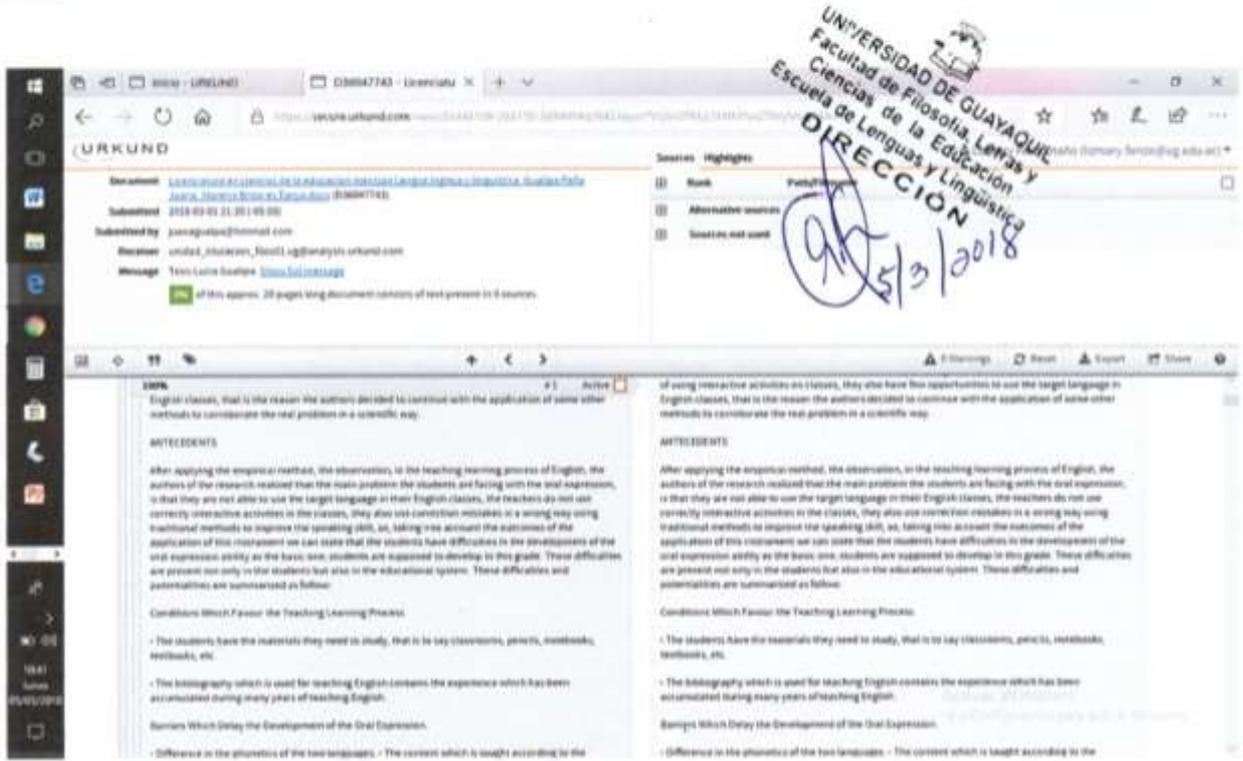
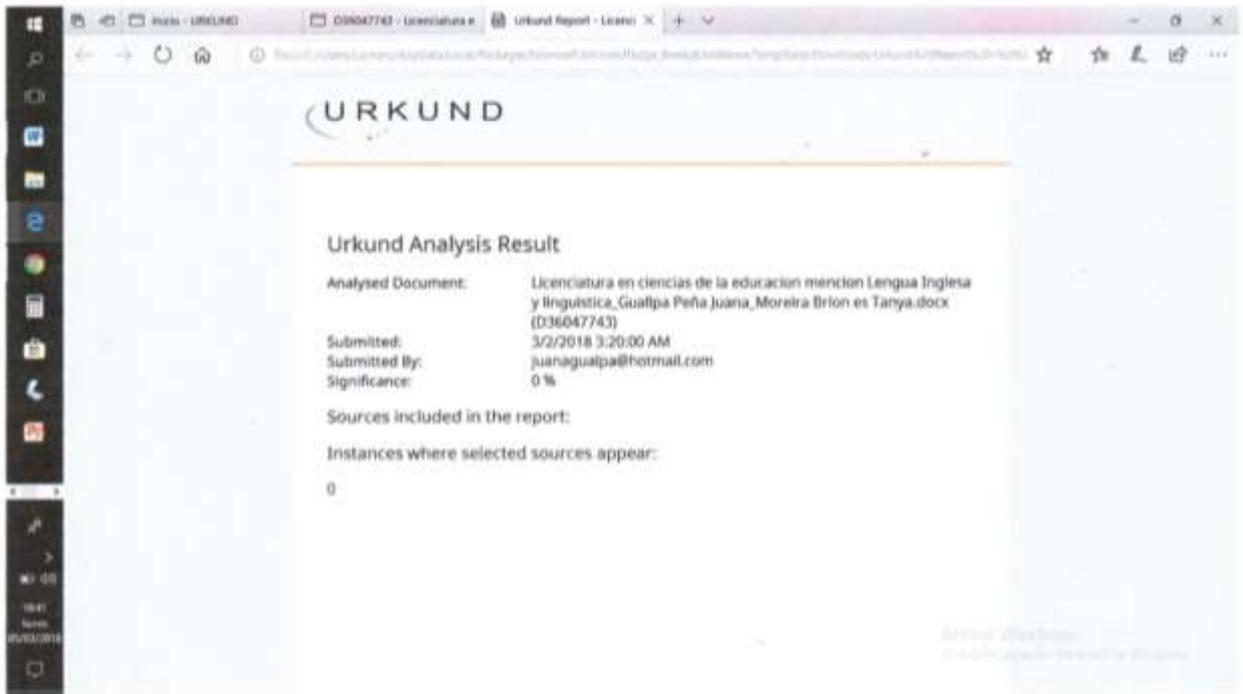


Se informa que el trabajo de titulación:

TOPIC: INFLUENCE OF INTERACTIVE ACTIVITIES IN THE DEVELOPMENT OF THE ORAL EXPRESSION. DESIGN OF INTERACTIVE ACTIVITIES TO DEVELOP THE ORAL EXPRESSION IN THE STUDENTS OF EIGHTH GRADE OF GENERAL BASIC EDUCATION AT THE COLEGIO MANUEL SOTOMAYOR LUNA EN CANTON YAGUACHI, PARROQUIA VIRGEN DE FATIMA; PROVINCIA DEL GUAYAS. PROPOSAL: "TO DESIGN INTERACTIVE ACTIVITIES TO DEVELOP THE ORAL EXPRESSION", ha sido orientado durante todo el periodo de ejecución en el programa antiplagio URKUN quedando el 0% de coincidencia

MSc. Lizmary Feriz Otaño
Consultor Académico

Lizmary Feriz Otaño
18/05/2018
MSc. Lizmary Feriz O.



MSc.

**SILVIA MOY-SANG CASTRO, Arq.
DECANA DE LA FACULTAD DE FILOSOFIA
LETRAS Y CIENCIAS DE LA EDUCACION
CIUDAD.-**

De mis consideraciones:

En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron consultor Académico de Proyectos Educativos de la Licenciatura en Ciencias de la Educación, Mención: Lenguas y Lingüísticas Ingles, el día 20 de Agosto del 2015.

Tengo a bien informar lo siguiente:

Que los integrantes **JUANA LUCIA GUALPA PEÑA**, con C.I. #090659644-0, **TANYA ELIZABETH MOREIRA BRIONES**, con C.I. #091205322-0 diseñaron el proyecto educativo con el tema Influencia de las actividades interactivas en el desarrollo de la expresión oral. Propuesta: Diseñar las actividades interactivas para desarrollar la expresión oral.

El mismo que han cumplido con las directrices y recomendaciones dadas por el suscrito.

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


Atentamente
08/05/2018
MSc. Lizmary Feriz Otaño

**Msc. Lizmary Feriz Otaño
Consultor Academico**

Oficio No. 295

Guayaquil, Septiembre 17 del 2015

MSc.

Lizmary Feriz Otaño

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 designada Revisor-Asesor de Proyectos Educativos.

En esta designación constan los nombres de los estudiantes de la Escuela de Lenguas y Lingüística: **MOREIRA BRIONES TANYA ELIZABETH Y GUALPA PEÑA JUANA LUCÍA.**

TOPIC: Influence of interactive activities in the development of the oral expression.

PROPUESTA: To design interactive activities to develop the oral expression.

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,


Ab. Jacinto Calderón Vallejo, MSc

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA



UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística

	FUNCIONARIO RESPONSABLE	CARGO	FORMA
Elaborado por:	Sen. Eva Quinde	SECRETARÍA I	
Aprobado por:	MSc. Jacinto Calderón Vallejo	DIRECTOR	

Trabajemos juntos a la ex...

Guayaquil, 29 de junio de 2015

**Sr (a). MSc.
Lcdo (a). Aleccy Álvarez
Directora de Educación Básica Manuel Sotomayor Luna**

Ciudad.-

De mis consideraciones:

De conformidad con el convenio Interinstitucional suscrito entre la Universidad de Guayaquil y la Subsecretaría de Educación para que los estudiantes de la Universidad .

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que los estudiantes: **Moreira Briones Tanya Elizabeth y Gualpa Peña Juana Lucía** de la Escuela de Lenguas y Lingüística puedan realizar el proyecto de investigación, o elaboración del trabajo de titulación previo la obtención del título de Licenciado (a) en Ciencias de la Educación mención Lengua Inglesa y Lingüística.

Por considerar, que el proyecto a realizarse, tendrá la repercusión en beneficio de la Institución que Ud. acertadamente dirige; aspiro que nuestra petición tenga la acogida favorable de su parte
Le anticipo mis reconocimientos

Atentamente,

Ab. Jacinto Calderón Vallejo, MSc.

**DIRECTOR
ESCUELA DE LENGUAS Y LINGÜÍSTICA**



UNIVERSIDAD DE GUAYAQUIL
Facultad de Filosofía, Letras y
Ciencias de la Educación
Escuela de Lenguas y Lingüística
DIRECCIÓN

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
ELABORADO POR:	Eva Quinde Moreno	COORDINADOR	
REVISADO Y APROBADO:	MSc. Jacinto Calderón Vallejo	DIRECTOR	

Caminemos juntos a la excelencia™

Cda. Universitaria, Av. Kennedy s/n y Av. Delta - www.filosofia.edu.ec

APPENDIX No 2



UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS
DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS



OBSERVATION GUIDE

Institution: Educational Unit “Manuel Sotomayor Luna.” (Appendix 1)

Sustenance: Fiscal

Group: A

Subject: English

Objective: To analyze the students’ initial situation concerning to the development of their oral expression ability and to determine their main difficulties.

General Standards of indicators:

1-Totally agree, 2- agree, 3- totally disagree, 4- disagree, 5 indifferent.

The teacher:

- Uses a right command of the objectives in the oral expression class.
- The teacher has a right dominion of the content.
- The teacher uses interactive activities to develop the oral expression.
- Stimulates the students to work in pairs and in groups.
- Creates a real environment using with the right teaching aids to encourage the students to talk in the target language.
- The psychological atmosphere of the classroom inspires the right motivation of the students.

- The work with the vocabulary is deep.

The students:

- They solve interactive activities in classes.
- They understand the commands and the main objectives of the activities to be developed in class.
- They work by pairs and teams.
- They are able to express their own ideas and interchange them with the rest of their classmates.
- They feel motivated and interested to learn English.
- They have a right acquisition of the vocabulary.



**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS
DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS**



GUIA DE OBSERVACIÓN

Institución: Unidad Educativa Manuel Sotomayor Luna (Apéndice 1)

Medio: Fiscal

Grupo: A

Asignatura: Inglés

Objetivo: Analizar la situación inicial de los estudiantes concerniente al desarrollo de la habilidad de la expresión oral y determinar sus principales dificultades.

Modelo general de indicadores:

1-totalmente de acuerdo, 2-de acuerdo, 3-totalmente en desacuerdo, 4-en desacuerdo, 5-indiferente.

El Profesor

- Usa un correcto dominio de los objetivos en la clase de expresión oral.
- El Profesor tiene un correcto dominio del contenido.
- El Profesor una actividades interactivas para desarrollar la expresión oral.
- Estimula a los estudiantes para trabajar en pareja y en grupo.
- Crea un ambiente real usando las ayudas técnicas correctas para animar a los estudiantes para hablar en el lenguaje previsto.
- El ambiente sicológico de la clase inspira la correcta motivación de los estudiantes.
- El trabajo con el vocabulario es profundo.

Los estudiantes:

- Ellos resuelven actividades interactivas en clase.
- Ellos entienden las órdenes y los objetivos principales de las actividades para ser desarrolladas en clase.
- Ellos trabajan en pares y equipos.
- Ellos son capaces de expresar sus propias ideas e intercambiar ellos con el resto de sus compañeros.
- Ellos se sienten motivados e interesados en aprender Inglés.
- Ellos tienen un correcto manejo del vocabulario.



**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y
CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS**



INTERVIEW APPLIED TO THE TEACHER

Institution: Educational Unit “Manuel Sotomayor Luna.” (Appendix 2)

Sustenance: Fiscal

Group: A

Subject: English

Objective: To assess the development of the oral expression through the use of the interactive activities in the English classes.

1- Do you think you are well prepared about all the contents of the syllabus?

2- Do you think that the students pay more attention to the oral expression classes or to the reading or writing ones? Why?

3- Have you received an extra seminar about the current methodology for developing the oral expression skill and the use of interactive activities?

4- Do you consider that the bibliography you have to achieve the development of the oral expression is enough?

5 -Do you think is feasible to use pair and team work in the English classes as a way to develop the oral expression of the students?

6- Do you think there is a noticeable deficiency in the oral expression of your students?

7- Do you think it is a good idea that the students achieve a good oral expression in the English language?

8- What kind of activities do you plan to develop the oral expression in your classes?

9- Do you think that creating a real environment will increase the students motivation?

10- Would you be able to put into practice new activities to develop the students' oral expression in your English classes?



**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y
CIENCIAS DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS**



ENTREVISTA APLICADA AL PROFESOR

Institución: Unidad Educativa Manuel Sotomayor Luna (Apéndice 2)

Medio: Fiscal

Grupo: A

Asignatura: Inglés

Objetivo: Evaluar el desarrollo de la expresión oral por medio del uso de las actividades interactivas en la clase de Inglés.

- 1- ¿Piensa Ud. que están bien preparados acerca de todo el contenido del syllabus?
- 2- ¿Piensa Ud. que los estudiantes ponen más atención a las clases de expresión oral o a la lectura o a la escritura? ¿Por qué?
- 3- ¿Ha recibido Ud. un seminario extra acerca de la actual metodología para desarrollar la destreza de la expresión oral y el uso de las actividades interactivas?
- 4- ¿Considera Ud. que la bibliografía que Ud. tiene para llevar a cabo el desarrollo de la expresión oral es suficiente?
- 5- ¿Piensa Ud. que es factible usar parejas o equipos de trabajo en las clases de Inglés como una manera de desarrollar la expresión oral en los estudiantes?
- 6- ¿Piensa Ud. que hay una notable deficiencia en la expresión oral en sus estudiantes?
- 7- ¿Piensa Ud. que es una buena idea que los estudiantes logren una buena expresión oral en la lengua inglesa?

- 8- ¿Con que clase de actividades planea Ud. desarrollar la expresión oral en su clase?
- 9- ¿Piensa Ud. que creando un real ambiente de trabajo se incrementará la motivación?
- 10- ¿Sería Ud. capaz de colocar dentro de las prácticas nuevas actividades para desarrollar la expresión oral de los estudiantes en sus clases de inglés?



**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS DE
LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS**



SURVEY APPLIED TO THE STUDENTS

Institution: Educational Unit "Manuel Sotomayor Luna." (Appendix 2)

Sustenance: Fiscal

Group: A

Subject: English

Objective: Assess the development of the oral expression through the use of interactive activities in the English classes.

Tick with an (x) the answer you think is the suitable

1. There are difficulties in the students 'oral expression
2. The oral expression is important for English learning.
3. The teacher does exercises that focus in the oral expression.
4. The use of interactive activities favors the oral expression.
5. The teacher makes the students work in pairs and teams
6. The teacher gives a lot of opportunities to use the target language in class.
7. I feel motivated in the English classes.
8. The teacher creates real situations and environments to enhance oral expression
9. It is necessary to create some other types of activities in the English class.
10. Dealing with interactive activities in the English classes will favor the students to interchange their knowledge.

1	2	3	4	5
Strongly agree	Agree	Indifferent	Disagree	Strongly disagree
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Always	Sometimes	Every once in a while	Rarely	Never
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Always	Sometimes	Every once in a while	Rarely	Never
Always	Sometimes	Every once in a while	Rarely	Never
Always	Sometimes	Every once in a while	Rarely	Never
Always	Sometimes	Every once in a while	Rarely	Never
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree



**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFIA, LETRAS Y CIENCIAS
DE LA EDUCACION
ESCUELA DE LENGUAS Y LINGUISTICAS**



ENCUESTA APLICADA A LOS ESTUDIANTES.

Institución: Unidad Educativa Manuel Sotomayor Luna (Apéndice 3)

Medio: Fiscal

Grupo: A

Asignatura: Inglés

Objetivo: Evaluar el desarrollo de la expresión oral mediante el uso de las actividades interactivas en las clases de Inglés.

APPENDIX No 3

MAKING THE QUESTIONNAIRE ON TEACHING CAMPUS



Source: Manuel Sotomayor Luna School
Authors: Tanya Moreira Briones and Juana Gualpa Peña

EXPLAINING THE QUESTIONNAIRE TO THE STUDENTS



Source: Manuel Sotomayor Luna School
Authors: Tanya Moreira Briones and Juana Gualpa Peña

TAKING THE QUESTIONNAIRE TO THE STUDENTS



Source: Manuel Sotomayor Luna School
Authors: Tanya Moreira Briones and Juana Gualpa Peña

MONITORING THE QUESTIONNAIRE



Source: Manuel Sotomayor Luna School
Authors: Tanya Moreira Briones and Juana Gualpa Peña

MANUEL SOTOMAYOR LUNA SCHOOL



Source: Manuel Sotomayor Luna School
Authors: Tanya Moreira Briones and Juana Guallpa Peña

WITH OUR PROJECT'S ADVISOR FOLLOWING THE GUIDELINES AND
RECOMMENDATION



Source: Department of counseling School of Languages and Linguistic
Authors: Tanya Moreira Briones and Juana Gualpa Peña



WITH OUR JURY

APPENDIX No 4

THE PROPOSAL

Activity # 1

Title: Giving an end.

Objective: The students should be able to describe their likes by using what they have learned in the English lessons. They will fill uncompleted phrases so as to create their own monologues with every uncompleted sentence they fill.

Content: the students will fill the spaces in blank of the uncompleted expressions that will be presented to them.

Procedures: The teacher is going to seat the advanced students which have a higher linguistic level with those who haven't, just to favour that the advanced students help the other ones.

Teaching Aids: the board and the teacher's voice

Evaluation: teacher to student evaluation.

Cultural elements: Free topic

Description

-Giving an end

Take turns in pairs finishing the given phrases as long as possible. (Up to a maximum of three minutes)

I always feel good when ...

It is a long time since....

I prefer...

When I was a child

It's amazing when I can....

The best time of day is

I would like to

What I like most is

Activity # 2

Title: Talking about...

Objective: The students should be able to talk about any of the topics they prefer among the ones they have been dealing with in the English lessons.

Content: The students will deliver a speech in which they will talk about what they like most. They will ask the partner what he/she likes most and why.

Procedures: The English teacher asks the students to get ready to deliver a speech on a topic they prefer as he/she walks around the classroom to offer them a certain level of help. After the students make their notes and get ready to deliver their speeches on the topic they select some of them, they are asked to say some important ideas about the topic they selected. After that the teacher asks the students to deliver their speeches in front of the class.

Teaching Aids: The board and the teacher's voice

Evaluation: Teacher to student evaluation

Cultural elements: Hobbies of people around the world and life of animals

Description

Activity # 2

Talking about ...

Work in small groups and talk about the topic I give you for twenty seconds without stopping.

my room, my friend, this room, danger, money, animals, my favourite singer, my favourite hobby.

Be ready to make a dialogue with anybody from the group in which you will talk about one of these groups.

Activity # 3

Title: I want to talk about...

Objective: the students will be able to talk for two minutes about some things that young people like to do. If they want to talk about another topic they will do it for three minutes.

Content: by using the communicative function talking about what youngsters like the student will deliver a speech in which they talk for two minutes about a topic that the English teacher will orient. If there is a student who wants to talk about a topic which is different from those that the teacher has already oriented this student will do it for four minutes.

Procedures: At the beginning of this activity the teacher asks the students to deliver a short speech in which they will talk about some of the things that young people do. As the students are following his instruction he offers them certain levels of help. After some students have already finished the teacher asks them to say some of the ideas they wrote. After that he asks the students to start delivering their speeches in front of the class.

Teaching aids: the board and the teacher's voice.

Evaluation: Teacher to student evaluation and co-evaluation.

Cultural element: Activities young people from other parts of the world do.

Description

I want to talk about...

Choose one of these topics and get ready to talk about it for two minutes. You must not hesitate, repeat the same word too many times or deviate from the topic.

Pets, music, parties, computers, the teacher, hobbies.

You can talk about another topic but you have to do it for four minutes.

Activity # 4

Title: Journeys.

Objective: students will be able to talk about what they could do in an imaginary trip around the world.

Content: The students will be talking about what they could have done in an imaginary trip around the world by means of using the communicative function of imagining you travelled around the world and tell others what you saw and the places you visited.

Procedures: The teacher asks the students to imagine they have travelled around the World. Later he/ she tells them to say where they have travelled and what they have seen, what they have learned, their experiences and other things they want to talk about.

Teaching aids: the board and the teacher's voice.

Evaluation: Co-evaluation.

Cultural element: Customs all over the world and countries.

Description

Journeys

Imagine you all have spent all the time of your live travelling around the world. Work in small groups and tell each other about your most recent journey to another country.

How you planned it , how you travelled, what you saw and did on the way, what you expected to see when you arrived , your first impressions when you arrived, things that were difficult to get used to and where you stayed.

Activity # 5

Title: Past and future abilities.

Objective: The students will be able to talk about the things they did in the past (cry like a baby) in contrast with some others they can do in the present (drive a car).

Content: By using the communicative function "to talk about past and present events which took /take place in your life" the students will tell the things they did before and they do not do so as to compare the future and present tenses.

Procedures: At the time of developing this activity the English teacher asks the students to write a small list of actions they did in the past and some others they do in the present. When the students are doing what the teacher oriented them he walks around the classroom to offer them levels of help.

Teaching aids: the board and the teacher's voice.

Evaluation: Co-evaluation and Teacher to student evaluation.

Cultural elements: Incredible abilities some special people are able to do.

Description

Activity # 5. Past and future abilities.

Work in pairs and make a list of things people could do one hundred years ago and they can do now. E.g. People couldn't travel by plane.

Work in pairs and make a list of things you can do now but you couldn't do when you were a child and things you can't do now and you could do when you were a child. E.g. When I was a child I could get up in the mornings really fast. I couldn't drive a car.

Work in small groups and make a list of things people will be able to do in the future and they cannot do now. E.g. I think they will be able to commute by air taxi.

Activity # 6

Title: It had happened when....

Objective: The students should be able to use the past and the past perfect to express their ideas.

Content: The content of this activity consists of the past and past perfect tenses and some other expressions to express an order; these expressions are when before and after.

Procedures: The teacher will deliver some cards which contain actions which should have happened in the lives of students and some other cards which are in blank for the students to fill them with the actions they did in the past and say which actions happened before/after or when the other one had happened. The Teacher takes some cards and reports what he did in the past according to what is written in his card and what he uses to do before and after to express the sequence of the events.

Teaching aids: Teacher's voice and cards.

Evaluation: Teacher to student evaluation.

Cultural elements: Curiosities related to how many times the students do some things daily.

Description

Activity # 6. It had happened when ...

Work in pairs and develop a conversation with your partner in which you change the tenses of these sentences in order to make clear what happened first and what happened later .

I go home I arrive to the bus stop I finish to have lunch go to
the movies

My cousin leave the bus depart I go there you leave the
party starts

We arrive

Activity # 7

Title: Countable or Uncountable

Objective: The students will be able to recognize countable or uncountable nouns and turn the uncountable into countable.

Content: Countable and uncountable nouns.

Procedures: The teacher will give the students some countable nouns then the students should turn them into uncountable.

Teaching aids: Picture, teacher's voice

Evaluation: Teacher to student evaluation.

Cultural elements: Different typical meals and ways to eat those meals in different countries.

Countable or uncountable

Identify which of these nouns are countable and which ones are uncountable.

Sugar, cucumber, juice, coffee, salt, bananas, wine, onions and water

Say a sentence in which you turn the uncountable ones into countable

.Use the following expressions to do so:

Tablespoon- pound- kilogram- glass

Activity # 8

Title: Articulating the sound

Objective: The students will be able to articulate English sounds as good as they can in order to recognize the differences existing between the English and Spanish sounds.

Teaching aids: Teacher's voice

Evaluation: Teacher to students

Cultural elements: Linguistic elements

Activity # 8. Articulating the sound.

Read the following words and try to use correct sounds.

much barber cut glass hand feel how
boy doll door

Activity # 9

Title: Intoning the expression

Objective: The students will be able to transmit different feelings as they intone the different expressions.

Teaching aids: The teacher's voice and the board.

Evaluation: co-evaluation

Activity # 9. Intoning the expression

Intone these sentences in different ways so as to express anger, tiredness, happiness, etc.

I am bored.

I don't like this.

This is boring.

I am hungry.

Activity # 10

Title: I emphasize on what matters.

Objective: The students will be able to recognize the voiceless sound (the vocal cords) and a voiced sound (the vocal cords vibrate) so all vowels sounds are voiced sounds.

Content: Nouns, Verbs and personal pronouns.

Procedures: The teacher gives the pronunciation rules then play the audio, so have students listen and repeat the words

Teaching aids: Teacher's voice and a CD player

Evaluation: Self-evaluation and co-evaluation.

Cultural elements: Importance of stressing to be understood.

Activity # 10

Change the stress of these sentences so as to transmit different ideas as you stress different words.

Do you love her?

Do you like candies?

Jerry likes cheese?

Are you Chinese?

