



Universidad de Guayaquil

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

**TOPIC:
INCIDENCE OF THE FLUENCY IN THE ENGLISH
LANGUAGE TO IMPROVE THE ORAL EXPRESSION**

**PROPOSAL:
DESIGN OF AN ACTIVITIES DIDACTIC GUIDE TO DEVELOP
FLUENCY.**

EDUCATIVE PROJECT

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF LICENCIADO EN CIENCIAS DE LA EDUCACIÓN**

MAJOR IN: LENGUA Y LINGÜÍSTICA INGLESA

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En virtud que las autoridades de la Facultad de Filosofía, Letras y Ciencias de la Educación me designaron Consultor Académico de Proyectos Educativos de Licenciatura en Ciencias de la Educación, Mención: presencial, el día 15 de Agosto del 2017.

Tengo a bien informar lo siguiente:

Que el integrante Marco Polo Tapia Moreira diseñó el proyecto educativo con el **Tema**: incidence of the fluency in the english language to improve the oral expression y la **Propuesta**: design of an activities didactic guide to develop fluency. El mismo que ha cumplido con las directrices y recomendaciones dadas por el suscrito.

El participante satisfactoriamente ha ejecutado las diferentes etapas constitutivas del proyecto, por lo expuesto se procede a la **APROBACIÓN** del proyecto, y pone a vuestra consideración el informe de rigor para los efectos legales correspondiente.

Atentamente.



MSc. Galo Donoso.
Consultor Académico

DEDICATION

This research work is dedicated to my alma mater, colleagues, professors and other generations as a source of research.

Marco Tapia

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There are a number of people without whom this thesis might not have been written, people who have been fundamental pillars throughout the path of my preparation, for them it is my infinite gratitude.

Marco Tapia

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ABSTRACT

When collecting data through observation, this researcher found some problems associated with fluency in the oral expression in classroom practices during the development of English class. The student's abilities to transmit their ideas in English are limited and this is one of the main aspects that cause students to disturb and this causes a low participation in classes. Also was observed the active participation of two students who have a better fluency, but these skills were obtained outside the educational establishment, this particular case could help stimulate to rest of the class.

The role of the teacher is a very important factor for accomplish the objective and subjective learning of students, turns out; in the vast majority of cases, the behavior, motivation, initiative and correct attitude of student depend on the attitude, methodology and strategies used by the teacher at the time of teaching their classes.

KEY WORDS:

Fluency, oral expression, didactic guide.

RESUMEN

Al recopilar datos a través de la observación, este investigador encontró algunos problemas asociados con la fluidez en la expresión oral en las prácticas del aula durante el desarrollo de la clase de inglés. Las habilidades del alumno para transmitir sus ideas en inglés son limitadas y este es uno de los aspectos principales que causa problemas en los alumnos y esto provoca una baja participación en las clases. También se observó la participación activa de dos estudiantes que tienen una mejor fluidez, pero estas habilidades se obtuvieron fuera del establecimiento educativo, este caso particular podría ayudar a estimular el desarrollo de la clase.

El papel del maestro es un factor muy importante para lograr el aprendizaje objetivo y subjetivo de los estudiantes, resulta; En la gran mayoría de los casos, el comportamiento, la motivación, la iniciativa y la actitud correcta del alumno dependen de la actitud, la metodología y las estrategias utilizadas por el profesor a la hora de impartir sus clases.

PALABRAS CLAVES:

Fluidez, Expresión Oral, Guía Didáctica.

INTRODUCTION

What is language?" Language is central to all human experience' [1], David Wilkins (1974) wrote in his book 'Linguistics in Language Teaching'. All humans have the ability to develop language, but this does not mean that language develops in a vacuum. It will not develop if a young child is reared among non-humans, as some examples have shown. This is important as it means that human society and environment play a decisive role. Language will develop in interaction with other human beings, and it has important social functions; it is essential for communication purposes: to share, to obtain and give information, to discuss, to express emotions and opinions, orders are among such functions. The humans being will acquire the language of his milieu, the accent, the register that he picks up from his environment. So what happens when a student starts school? If his language is the language of the school and of the teacher the student will feel confident, he will be in known territory. If his language is not the language of the school, it could be a very traumatizing experience. If the student feels that his language is devalued he will feel himself devalued, along with his world, his life, his experience. This is extremely important because language is central to the process of learning. It is through language that we think, relate a new experience to a previous one or to existing knowledge. Language is used to make sense of what is presented to the humans being, to help interpret it and to reflect on it. A student's future attitude towards school and learning will depend a lot on his teachers' reaction to his language.

What does this mean concretely for classroom practice? In my opinion it means that teachers should encourage thinking aloud and exploratory talk and students should be given time to think about new knowledge and to express it, to relate it to previous knowledge, to make it theirs. This implies a more student-centred approach, with less presentation by the teacher and more scope for direct experience and interpretation by the pupils.

CHAPTER I

THE PROBLEM

RESEARCH CONTEXT

The present investigation was developed at Clemente Yerovi high School located in the Sauces 2 citadel corresponding to zone 2; district 6 in Guayaquil city of Guayas province. The educational institution opened its doors in the 80s with 948 students. Its mission is to educate with human quality forming critical thinking in students to enable them to generate changes for the benefit of society; with the conviction that education is creating and building for Ecuador and the World.

At present the institution has approximately 3000 students, the rector is MSc. Domingo Alava, the institution works in the two schedules; morning and afternoon. To the English subject fourteen teachers in total divided in both schedules.

SITUATION CONFLICT

When collecting data through observation, this researcher found some problems associated with fluency in the oral expression in classroom practices during the development of English class. The student's abilities to transmit their ideas in English are limited and this is one of the main aspects that cause students to disturb and this causes a low participation in classes. Also was observed the active participation of two students who have a better fluency, but these skills were obtained outside the educational establishment, this particular case could help stimulate to rest of the class.

The role of the teacher is a very important factor for accomplish the objective and subjective learning of students, turns out; in the vast majority of cases, the behavior, motivation, initiative and correct attitude of student

depend on the attitude, methodology and strategies used by the teacher at the time of teaching their classes.

The lack of motivation is also one of negative aspects that is seriously damaging the students during the learning, the students are disinterested and even show a bad behavior in the English practices during the different exercises developed in the class. It was also found that the exercises are not very interesting, it could be the reason for the students' lack of enthusiasm. In addition to; the English book are not updated and do not force or excite the student to develop fluency, likewise; the bad pronunciation causes fear in the student affecting the active participation within the classes.

On the other hand the low comprehension of students to English teacher is hindering meaningful learning, the students were confused and this caused disorder in the classes since the students were in the need to look for information for the development of exercises dictated by the teacher.

These results in the 3rd grade students from the BGU*¹ at Clemente Yerovi high school, corresponding to zone 2 of district 6; is clear sample that it is necessary to execute actions aimed at the solution of these problems that allow optimizing learning and the apprehension of oral skills in this foreign language and to give end to this problem presented that hinders the students' good performance.

SCIENTIFIC FACT

The deficiency in oral skills in the 3rd grade students from the BGU at Clemente Yerovi high School in the city of Guayaquil in the academic period 2017-2018 is evident and shows the urgent need to take action to

¹ BGU: Bachillerato General Unificado; to refer to the last grade at high school.

improve this aspect, this deficiency is due to the low teachers and students performance, to poorly focused planning that doesn't develop the students' oral expression, to the little reading practice in the working hours of the class and to the texts used where there are few activities for oral dexterity in the language.

CAUSES.

- Few oral activities.
- Texts without exercises that develop oral skills.
- Lack of motivation in the teachers and students.

FORMULATION OF THE PROBLEM

How does the fluency affect to the oral expression in the 3rd grade students from the BGU at Clemente Yerovi high school in the Guayaquil city of the Province of Guayas, in Saucos 2 citadel corresponding to zone 2; district 6 in the academic year 2017-2018?

INVESTIGATION OBJECTIVES.

GENERAL OBJECTIVE

To determine the incidence of fluency in the oral expression through the application of field methods, techniques, bibliographies and statistics to design an Activities Didactic Guide for the development of fluency.

SPECIFIC OBJECTIVES

- Evaluate the verbal fluency through field, bibliographic and statistical methods and techniques.

- Characterize the oral expression through empirical techniques and bibliographic and statistical methods.
- Design an activities didactic guide to improve the verbal fluency through the interpretation of the data obtained.

QUESTIONS OF THE INVESTIGATION.

1. - What is the level of development that the 3rd grade students from the BGU have in the production of oral expression at Clemente Yerovi high school?
2. - How does fluency affect in the treatment of oral expression?
3. - What are the theoretical foundations that support the development of oral expression?
- 4.- What are the methodologies that this research proposes for the fluency development?
- 5.- What is the current reality in reference of oral expression in the 3rd grade students from BGU?

JUSTIFICATION.

The project aims develop under criteria and performance indicators based on the National Plan “del buen Vivir” and the European Framework, these parameters, will allow to be more objective and qualitative during the execution of this project; It will focus on the development of oral expression through an activities didactic guide that implies methods and field techniques, bibliographies and statistics where students can express themselves oral and coherently with fluency. Crystal and Davy (1975) argued that volume, pitch, velocity, rhythm, and pause are an important part of fluidity. According to these authors, there is no fluidity when

continuity is interrupted, when different tones and melodies are used sequentially, and finally, when there is an incorrect pronunciation while interrupting the rhythmic flow of the speaker. Thus; this project underpins the foundations to optimize learning processes.

At present, the curricular meshes of educational establishments are regulated and focused on maximizing the different skills in the students; however, students after having passed 12 years of education, do not have the ability to think neatly and speak fluently this foreign language. Therefore; is easy to understand the importance of designing an activity didactic guide in English language classes that facilitate the apprehension of the knowledge and skills of our learners as an organizational learning process according to the environment and the current reality. Then, the implementation and actions of this project becomes a priority in these times to guarantee the learning process and to avoid wasting resources for such education, in this way; we would be structuring and consolidating education in the educational establishment.

To the extent that the knowledge originated in the classes is ordered, documented and shared through this activities didactic guide already explained, new strategies may be incorporated as appropriate to a new culture of organizational learning that will benefit the institution as a whole, by counting with information and data converted into knowledge, through methods and techniques. In the medium and long term, this will facilitate the work of teachers and will undoubtedly give rise to a generation of better quality for the benefit of the institution, family and society.

CHAPTER II

THEORETICAL FRAMEWORK

BACKGROUND

In recent times education has evolved, technology, society, laws, culture and other aspects have compromised the student education, the society; every time is more competitive and we should be better prepared for these changes. The development of skills in the English language have also evolved, therefore; to be in vanguard in language the learning issues is a need.

The proposed made underpins the pillars for a better development of the skills and to solve the causes by which the students do not reach the necessary level of knowledge for the English language.

In fact, it haven't been many the research studies on improvements in the fluency in oral expression, there are not records of similar studies within the institution nor it has been made evident the activities carried out in previous years by students or teachers. Concerning to the activities in the school schedule, there is not relation on the subject of oral expression in the English language.

Students from the University of Guayaquil at the Faculty of Philosophy developed an investigation with about the topic **"how to improve fluency in learning the language with the use of chunks"** (2012) through the design of handbook with chunk and useful techniques. This study tried to solve repetitive causes in students who learn English, the techniques that the research study proposed are memorization and repetition of words or phrases, these techniques are frequently used by teaching professionals, but if we try to achieve more efficient results We will have to teach efficiently; it is means: to guarantee different results, it will be necessary to use different techniques than the traditional.

The same project indicated that to use methods of studies known as the deductive, inductive and others, they are methods of great value, however; without the techniques or the tools necessary, the goals are not achieved.

In the same year, another research study is registered which seeks to improve the oral expression, the topic is "**the strength of the speaking skill to improve pronunciation**" is pursued the objectives with the development and application of linguistic sounds, the Methods and techniques used are the recommended by experts in research, the reasons explained were lack of interaction, repetitive vocabulary and lack of creativity of the teacher; As mentioned above, they are the same causes of other studies based on the improve of some of language skills.

These studies proposed traditional methods and techniques by which the objectives presented were achieved. The deductive, inductive, systematic, analogical, symbolic and intuitive methods are some of the methods found in the investigative theses showed.

The present investigation is descriptive, explanatory and purposeful, focusing on the population studied, on the development of language skills and on the teaching process.

THEORETICAL FRAMEWORK

Theoretical Foundation.

Development of oral competence.

The student develops oral skills through communication, didactic activities favor the treatment of oral competence in students who acquire knowledge and experiences in the learning process, students receive information, interpret it and transmit it according to their needs. Gass (1997) and Swain (1985) explained that students feel motivated to develop oral competences

because it allows them to communicate clearly. For effective communication the communication elements such as sender, receiver and message interpretation must be considered. Savognon (1998).

Omaggio and Hadley (2001) raises some important factors for the treatment of oral competence within the classroom:

- Opportunity to practice English.
- Didactic activities.
- Productive and communicative practices.

The phenomena of oral expression related to verbal fluency are currently addressed by theories of communicative behavior (ethnomethodology: social action methods) Schenkein (1978); they intend to explain a common grammar and colloquial language within fluency and oral expression. The most relevant aspects are detailed below.

Fluency.

Verbal fluency from linguistic perspective.

In linguistic terms, verbal fluency is often complex, however Trudgill (1974, p.20); "All languages, and all dialects are equivalently good as linguistic systems".

Likewise; Montemayor (1998, p.110) reaffirmed this idea by saying that every language is a definable linguistic system in the same terms as any other, with the grammatical order necessary for a complex range of abstract, symbolic, metaphorical, imperative, expressive and lucid communication from a particular phonological system.

This study also seeks to strengthen the linguistic bases in students with the firm purpose of meeting the objectives to improve the skills of oral expression.

Linguistic systems.

Concerning the scientific study of the language structure and of all aspects related to the sound particularities, its internal structure and the knowledge that speakers possess of their own language.

The linguistic system is the combination of minimal units in the phonemes; that is to say, minimal units of language without significance but with sound characteristics own of each language, and they are defined by their particularities, they are divided into four aspects:

- Point of articulation.
- Articulation mode.
- Loudness.
- Resonance.

Linguistic bases.

The linguistic bases are a theoretical science that explains and justifies linguistic phenomena, the study of these bases focuses on the pronunciation of speakers and the various mutations undergone over time.

It must be considered that linguistics contains much more than theory, it is also an empirical science that tries to explain and detail the different sounds of the language, since the same language can have different pronunciation depending on the region where it is practiced. Beltran (2000)

According Lopez (1996) the combinations of linguistic sounds giving rise to a new analysis, these combinations are infinite and each speaker performs them according what he wants to express or create.

All these aspects have been considered in this research study and seeks to optimize the different aspects within the oral expression. The professor of foreign languages knows that his work is not only directed to teaching of language forms; the teaching of this language includes broader factors associated with an evolutionary interculturality. Marquez (2001).

“The result of the indissoluble union of thought and language, where linguistic forms should not be submitted without a deep relation to their content, it means their meaning and use”. Antich (1988; p. 98).

Methods of communication.

Abstract.

The relationship between the communication process, the means and the message context is fundamental for the good development of language.

"Human communication is a historical, symbolic and interactive process whereby social reality is produced, shared, controlled and transformed." Gifreu (1991, pp. 66-68).

By abstract communication is meant that it is an intellectual process to infer, therefore; it will surely have different interpretations for its complex indeterminate character of argument.

Symbolic.

Also known as non-verbal communication, they are cultural expressions of each language that transmits a message without the need for words but influence in the fluency and oral expression, its characteristics are the icons, signs, symbols and social behaviors.

Metaphorical.

The concepts respond to a similar relationship to understand with clarity within the context. Freud (1915) in his book *Theory of the Unconscious* "described metaphorical communication as a fundamental element to understand the human mind since the thought in images was closer to unconscious.

Imperative.

Another type of communication, the imperative mode must be used with some subtlety because the message might be misunderstood.

"The object of communication is their creations and experiences, both as individuals and groups, they are progressing and culturally enriched." Gómez (1998).

Importance should be given to what one wishes to express, who receives it and who issues it.

Expressive.

The types of expressive language are varied; Language is expressed by speaking, writing, selecting elements or by designs in pictures. Speaking in signs, with gestures and using alternative communication. The ability to communicate is more difficult than receptive language, it requires remembering the word and possessing the ability to express it.

Students with good skills about expressive language use extensive vocabulary, possess a wide range of words. They tell stories or other events using an appropriate order and an appropriate sequence. They use grammar appropriate in their expressed sentences and they structure the sentences in the correct order. Shetna (2016; *Different Effective Methods of Communication*)

Characteristics of fluidity.

- Ability to create ideas (idea area).
- Ability to produce, relate and express words (linguistic area)
- Knowledge of words meaning (semantic area).

Oral Expression.

For effective communication; the development of oral expression skills is very important to transmit the ideas in the right order and with the necessary rhythm when speaking.

"Students are active participants, actors and performers of activities that help them to understand and answer questions, often raised as a product of their interaction with the language objects and with other peers." Arellano (1992);

Romero (1999) explain that Communication is present in the school experience, the teacher must be a competent communicators and to seek the students achieve the same level in referent to communication, which implies having sufficient skills to meet the communicative needs, the plan and the programs emphasize promoting of development about language Oral and written language from a functional perspective.

Oral language.

The relationship with society at present, compels us to communicate constantly in different ways and in all directions according to our needs, It is the oral language a necessary tool to our lives, therefore, It is of utmost importance the total mastery of language to facilitate the communication and take advantage of each of the circumstances. Stones (1979).

A good communication depends on many factors, the acquired skills are the most necessary and important, with the proper use these skills, the transmitted messages are clear and effective, the communication flow

keeps pace and the message is not lost, relationships are facilitated and that keeps the interest going. Nussbaum (1996).

The current research considers all these aspects and tries to improve the linguistic competences in the English language, engaging students and teachers, society and student environment, achieving a greater use of educational resources.

Characteristics of oral expression.

Coherence.

Communication is developed in a common sense, ideas should be ordered to not hinder the communication and the structure of context is logical and easy to understand. Coherence is linked to cohesion, which are formal procedures of free expression; it is to say that it responds to linguistic or grammatical factors of language, the formation of sentences to give origin to the ideas and they should be understood without ambiguous senses.

Fluency

The ability to express correctly with clarity easily and spontaneously during communication gives the speaker a potential quality in a foreign language, verbal fluency maximizes the different aspects developed in the communication. "The most important problems in word recognition are not accuracy but fluency." Calvo (1999, p 45).

Diction.

It is understood by diction to the facility of pronunciation of words, this allows that the communication is dynamic and active, a bad diction can issue an unwanted message, therefore those who are within a learning process in the language must prepare for this skills of English language and not fall into common errors about bad diction. This study focuses on the incidence of fluency in oral expression, but without a good diction the

verbal fluency would be vain, therefore; during the execution of this research study the teachers should strengthen the students' good pronunciation and thus ensure compliance with the objectives of this thesis.

Volume. (quality)

The volume as a quality is measured in the intensity control about speaker, knowing how to give a necessary intensity at the indicated time will be one's skills that students will acquire with the execution of this project.

Pitch.

Another factor about communication is the tone which is a very important quality of sound in oral communication. When this quality is graded, it is possible to express with better clarity the words and sentences get more expressive in their content, the tone must heard normal, without alterations in the voice and keep the oral pace, the tone should be according to the situation , Shouldn't be exaggerated to avoid monotony or misunderstandings that might spoil the communication.

In the voice intonation within a conversation, the questions, indecision, uncertainty, doubts or suspicions are modified and interpreted; As well as firmness, decision, veracity and certainty. It gives strength to the necessary seriousness, the certainly about what expressed and even the persuasion that is often attempted.

"Each of us has a distinctive tone of voice and is associated with a number of qualities. For example, serious voices often inspire greater credibility and security. Meanwhile, high voices are usually associated with feelings such as joy or energy. "Mena (1994, p 23).

Variations of tone influence in the meaning of context, an inappropriate use of this quality can imply an ambiguous message, then it is certain that; the proper use of tone in the voice will give clarity to the message, it will be more precise and efficient about of expressed. Carison (2017, p 76).

Techniques of oral expression.

Voice.

Voice is the main tool for oral communication, a well-used voice is pleasant for receivers; the voice is unique in people, because it doesn't find two identical voices, the voice is composed of qualities such as timbre, volume and intensity; the voice modifies these qualities to convey a state of mind.

"The voice is a specific characteristic of a person as his fingerprint. The voice reveals our well-being or psychological distress. "Wilfart (1999, p 65).

This investigation encourages reading and active participation of student with the firm purpose of improving the quality of the voice.

Volume. (technique)

The voice volume as a technique involves learning to give the appropriate intensity the voice in different circumstances during the communication. The technique used will be the oral summary of a particular subject that is related to the objectives of this study project.

Articulation.

In matters; it is difficult to explain the reasons for poor articulation, larynx, mouth, nose, and other articulation organs play an important role in the oral joint.

The experts in the subject explain that the vowels have their natural sound and that is in the pronunciation of the consonants where it must be modified for a good words articulation, for Laroy (1995. p.3) a good articulation is reason of self-satisfaction, generates confidence in the learning of a foreign language.

"Only effective pronunciation can ensure interaction between speakers." Iruela (1997, p 33).

This research study, inside its offer it proposes; doesn't show theories on linguistics, however the exercises to meaningful learning, they are designed to meet the goal of optimizing the articulation in students.

The good articulation of the speaker, facilitates communication, conveys clear and precise ideas.

Rhythm.

The rhythm is a basic characteristic of the speakers, this characteristic dynamizes the different factors immersed in the communication. The advantages are multiple for those who know how to use an appropriate pace when speaking; Stimulates the auditory sensitivity of the receptor, improves the understanding about of expressed and keeps the interest in communication.

Vocabulary.

The use of a simple vocabulary is effective during the communication, the use of short sentences, the selection of correct words and the correct application of idiomatic phrases within the context of treated topic, it achieves a good understanding in the communication. On the other hand; the elimination of useless phrases; to be brief, express the largest number of ideas with the least number of words and keeping in the context allows communication to make the communication more dynamic and objective. Ideas must also be organized, expressing them in the correct order will

allow greater clarity to the message, according to Garita (1997) order and clarity are achieved with the good use of the main sentences and the subordinate when they are necessary; it is best to use the short phrase. Here, the punctuation plays a primordial role and the set of ideas gives us the text coherence.

Types of Vocabulary

Active.

The common words that people use most often are called "active vocabulary", these words have clarity and they are an essential part of fluency.

Terrell (2006). Indicates that meaning depends on the words associated or phrases, the oral skills are developed gradually and with the regular practices the student begins to adapt more easily.

Passive

The vocabulary is broad, but not all words are used frequently, especially those words with little clarity to meaning; passive vocabulary are all words known, although they are not used frequently, therefore they are not considered in the fluency.

The usual vocabulary is the one requiring a study in order to expand the passive and active vocabulary, achieving greater fluency in the oral expression.

Fundamental.

The fundamental vocabulary is the one where the common words or native expressions are easy to understand, although they usually have spelling or diction errors.

It is necessary for a speaker to be able to function effectively in everyday communicative situations and dealing with habitual topics. It is composed of different grammar units, including conversational skills. This places us at a threshold level, that is, B1 from CEFR, although you can try to rank in such a way that you obtain a classification for the initial, junior and senior levels with a number of grammar units according to the level considering the resources with which we now have in English language. Santos (2015).

Common.

Set of words commonly used in all education levels, is the vocabulary that remains in use throughout all compulsory schooling. That is; it is the most elementary and indispensable vocabulary within the student's communicative competences regardless of the school level, the common vocabulary is basic to interrelate within the educational environment of the student. Justicia (1996. P. 34-35).

EPISTEMOLOGICAL FOUNDATION.

English language is a language derived from the Anglo-Saxon language, it is the official language of the United States of North America and of other countries in all the world continents, at present all the educational institutions prepare to the students with knowledge about English language.

This language is considered as the second language in the world for its commercial use; allows and facilitates communication, provides knowledge to obtain information, scientific and technological. Marquez (2001, p 18).

The philosophical theories in relation to the epistemological aspect are diverse, this is due to the changing reality to which we belong, and this

reality is objective and allows a cognitive structure in the students. Martinez (2004). The epistemological approach recognizes that the reality in which one lives is an important factor for the knowledge and development of the oral competences that the student needs. Padron (1998). Similarly to this; Delmastro (2002) agrees when explaining that the student's experience and behavior facilitates or difficult significant learning in the students.

PEDAGOGICAL FOUNDATION.

Methods by teaching English as a foreign languages.

Longman Dictionary of Language Teaching and Applied Linguistics (1997), the method is a way of teaching and learning a language and is focused on a series of principles and planned procedures where the manner in which the language is taught and learned is explained. , according to this dictionary the methods differ in the language perspective and its learning, in the objectives, in the planning, in the techniques, in the didactic material, in the teacher and in the students.

This project proposes the following methods of oral expression:

- Direct.
- Audio-Lingual.
- Communicative Language Teaching.

Direct.

Also known as "natural method", it is one of practical methods of teaching a language. Psychological, phonetic and reading methods are part of the direct method.

In working with this method the student relates the foreign language to reality in that it develops, that is to say it is associated the language

studied with the actions and their natural environment. So too; this method develops the four skills, being oral ability of the highest order.

Audio-lingual.

Also known as linguistic, focuses on the development of foreign language adopting its linguistic peculiarities, this learning method allowed the adoption of an oral language other than the native language, the need to communicate in another language allowed this method being essential to apprehension of knowledge in a foreign language. Lopez (1996).

The audio-lingual method was introduced in educational institutions for teaching a foreign language, English was the universal language as it is now; then this method was recommending for the students of this language.

The main characteristics of this method are:

- Dialogue and new information
- Memorization and adoption of phonetic sounds.
- Gramatical structures.
- Interpretation.
- Limited Vocabulary.
- Audiovisual material.
- Classes in the language being studied.
- Exercises in class.

Communicative Language Teaching.

According to Romero (2012) this method allows to develop the oral competences in the English language in all the communication directions relating with the aspects involved in the learning, the communicative Language Teaching (CLT) method focuses on the communication with meanings to differences of other methods where it is tried that the student learns about correct grammatical structures or a good pronunciation, that

is to say that the student develops his communicative competences based on the different real aspects, the method is adaptable to any method of teaching the language.

Advantage of CLT.

- Facilitates communication through interrelation.
- Learning is objective because of real situations.
- It develop critical thinking.
- It relate learning to real activities.

Martinez (2009) affirms that the communicative Language Teaching method doesn't have disadvantages, nevertheless there are students with low motivation, this could affect the educational performance.

The main characteristics of the communicative Language Teaching method are focused on optimizing the development of communication skills; learning is effective because it involves the English language with the daily routine of students, this allows to expand the vocabulary and student participation is active in the teaching-learning process.

Communicative competence

In the own approaches of linguistic functionalism, communicative competence is the ability to realize a good communication process, using the appropriate connectors to understand, elaborate and interpret the various communicative events, bearing in mind all the context; the explicit or literal meaning and the implicit or intentional meaning; about sender wants to say or about recipient wants to understand. Marín (2013).

That is, it includes everything related to social, cultural and psychological aspects which allow correct interpretation within the fundamental elements of communicative competence.

PHILOSOPHICAL FOUNDATION.

Follari (1996) considers that the education philosophy is not only a reflection in the educational process; which means it is active during practice and research, conceptualizes and encourages the science development giving an exact meaning in the educational language. Moore (1998) explains that philosophy and theory should be linked to objectives, likewise Burbules (2002) argues that philosophy allows us to think and act clearly and have a more accurate approach to our social environment.

The teacher goal is to guide, train, educate, teach, inculcate and contribute to students reach experiences, where they develop their skills, abilities, values, standards and knowledge that allow them to participate in a critical and constructive manner. Sebold J. (1998).

On the other hand; Rendon (2005) argues that the philosophical foundation explains principles and theories that would answer questions raised in an educational investigation, these are philosophical concepts that facilitate cognitive development, stimulates and encourages pedagogical actions in the teaching-learning process.

PSYCHOLOGICAL FOUNDATION.

The language psychology describes learning processes in a psychological context, this process is participatory within communication creating situations favorable to the knowledge apprehension and oral competences, applying teaching strategies facilitates the development of skills concerning oral expression and fluency. Ratner (1999).

Carlsen (2007) raises three important aspects for the language:

- System to transmit and receive information.
- Interpretation system based on knowledge and experiences.
- Participatory system, facilitates the development of oral skills.

Psychophysical process.

One of the branches of experimental psychology is psychophysics, which studies the relationship between the physical and the psychic, understood in the objective as physical and in the subjective as psychic, it means; the sensations and emotions given are studied by psychophysics. The methods applied in psychophysics allow a correct measurement of the stimuli that people feel when interacting with the social environment, these same methods also allow to recognize the given answers, attitudes or thoughts of person for the simple fact of being committed with the logical criterion. Nussbaum (1996).

The interrelation with the social environment is perceived as an externalization process, which means the psycho-physical process. Pizlo (2011). This process explains the subjective relationship of the stimulus. Through of this investigative study, these methods also allow us to measure quantitatively the perceptive behavior of studied population.

SOCIOLOGICAL FOUNDATION.

According to Saussure (1919), language is a meaningful units and to combine the possibilities of learning is a psychophysical process that strengthens the students' interaction to stimulate the learning process and enhance communication in the English language with the speaker skills, that is to say that an adequate student environment optimizes the student competences in this language.

"Language is a social interaction allowing the development and improvement of communicative or expressive abilities". Moreno (2014, p 26).

Social interaction.

The development of people is linked to social interaction, the degree of relationship between people proves to be of great consideration, within of social margin manifest important aspects of daily life. Marquez (2001).

As the world continues to evolves, humans beings evolve as well; Technology, economy, and all social factors force us to change at an accelerated pace. In this same current; within of this competitive world, the languages play an important role of which the English language is the most commercial language, therefore; Taking advantage of time in the teaching process within educational institutions to develop English language skills is encouraging. Martinez (2009).

In terms of knowledge; it is through social interaction, we can measure our own knowledge, since it would be impossible to understand what is known outside of social interaction; it means that society influences in the knowledge.

Educational processes should introduce teaching methods where student participation doesn't focus only on classrooms, it must also embrace society, in fact; Active language skills are best developed with social environment. Marquez (2001).

"To recognize that the teaching of the English language is a complex subject that includes several dimensions: sociocultural, linguistic, curricular and instructive; thus the planning of effective program and using methods to develop oral communication merits consideration of factors such as: motivations, interests, learning style, needs and abilities of the student". Richards (1985).

LEGAL FOUNDATION.

Education is a factor of strategic sectors allow a better development of society, this is transformed according to the needs of people and it is at the technological and modernization forefront. Then; education is considered as a bilateral system that involves to the whole of society with active knowledge, principles and actions seeking the progress and well-being of the population.

UNESCO in 1995 pointed out that all human beings must learn to live in harmony with tolerance and learn to understand themselves. In this same direction; The Universal Declaration of Human Rights of 1948 and the Convention on the Rights of the Child of 1989 determined that education is a fundamental right. On the other hand; Ecuador in its Magna Carta, updated to the present date, in the General Regulations of the Organic Law of Education; in article 26; establishes that education is an unavoidable right and an obligation of all Ecuadorians. Likewise; the Clemente Yerovi high school has as its mission the educational commitment and prepare its students for a future of better opportunities.

Accordingly, it can be deduced that education must be regulated to fulfill the necessary purposes that ensure the development of society in future days, according to Ortega in 2000, said that education is a process of transformation in people endowing them with a wider criterion of various situations and thus solve with intelligence the different problems that life contains, and that It allows us to understand our peers, leading us to a better future.

Theoretical European Reference Framework

Educational institutions, in relation to the English teaching as a foreign language; they are centered on the European theoretical framework that is operated with actions criteria of Language Policy Division from the Council

of Europe; This is the reason whereby the present project has focused on these aspects in order to be more objective with the problems explained.

According to the Ministry of Education from Ecuador, the 3rd grade students from BGU must reach a level B1 in the European theoretical framework; that is, they must master two main characteristics. The first is the capacity for interaction in everyday settings; understands important ideas of speeches or simple conversations, asks personal opinions; formulates their ideas comprehensibly; fluency is flexible in simple language. The second feature is the ability to solve everyday problems easily; transportation, friends, studies, work, etc. They are also able to participate in unforeseen conversations although with a slow fluency to develop correctly the grammatical structures.

National Plan "del buen Vivir"

This research is also framed in the factors of National Plan "del buen vivir" because it seeks a better learning development through the organization and the background of student; likewise, aims to benefit of all who participate directly or indirectly.

CHAPTER III

METHODOLOGY

METHODOLOGICAL DESIGN

The methodological purpose of this investigative study is based on several aspects that address a modern, different and efficient methodology of studies. It is also explained that the study presented is of mixed condition; That is to say that it has quantitative and qualitative character.

Regarding the quantitative; It is argued in the results obtained during the research process, with this process the field studied is systematized and extended.

Regarding the qualitative; this research examines dependent and independent variables; analyzes the qualities and particularities of each one focusing on the incidence of fluency in oral expression in the treatment of the English language.

These methodologies will enable the orientation and correct tabulation of the data achieved and fully complies with the objectives and proposals put forward, forming the skills of the students during the study process.

TYPES OF RESEARCH.

Descriptive research.

The results are detailed, generalized and channeled to the current situation, the references reached are reliable, and responsibility and seriousness have been important features in the development of this research project.

The present study encourages the work of the teacher in a scientific search that allows optimizing the objectives of the education through the technology and other applications adaptable to the treatment of the learning in the language.

BIBLIOGRAPHICAL RESEARCH.

Explanatory Studies.

The study presented is explanatory; investigates the causes, as well as identifies and analyzes the different aspects that affect oral expression, exposes objectives and proposals based on the variables presented.

Proposed investigation

This investigative study poses well-defined objectives and proposes the improvements of the English language having as main platform the development of the oral expression. It is then considered important and necessary the implementation of a didactic guide of activities that safeguard the diverse abilities of the student.

Population and simple

The population that integrates this study is formed by a teacher of the English subject and 31 students legally enrolled in the fiscal school Clemente Yerovi of the third year of high school.

	Population	Sample
Third year high school	168	30
Teachers	5	1
Total	172	31

The sample obtained is 31 individuals belonging to the Clemente Yerovi high school.

OPERATIONALIZATION OF VARIABLES

DEPENDENT VARIABLE	DIMENSIONS	INDICATORS
Oral expression	Methods of oral expression	<ul style="list-style-type: none"> • Direct. • Psychological • Phonetic • Reading • Audio-lingual.
	Qualities of oral expression.	<ul style="list-style-type: none"> • Coherence. • Fluency. • Diction. • Volume. • Pitch.
	Characteristics of oral expression.	<ul style="list-style-type: none"> • Class discussion. • Dramatization. • Pantomimes. • Roleplay. • Theater of readers.
	Techniques of oral expression.	<ul style="list-style-type: none"> • Voice. • Volume. • Joint. • Rhythm.
	Vocabulary.	<ul style="list-style-type: none"> • Active. • Passive. • Usual. • Fundamental. • Common.

INDEPENDENT VARIABLE	DIMENSIONS	INDICATORS
Fluency	Reading methods.	<ul style="list-style-type: none"> • Syllabic. • Global. • Mixed.
	Dictioning techniques.	<ul style="list-style-type: none"> • Gesticulation. • Breathing.
	Methods of communication.	<ul style="list-style-type: none"> • Expressive. • Receptive
	Characteristics of fluidity.	<ul style="list-style-type: none"> • Ability to create ideas (idea area). • Ability to produce, relate and express words (linguistic area) • Knowledge of the meaning of words (semantic area)

Source: Research of The Incidence of fluency in The Development of Oral Expression

Author: Tapia M.

Research Methods.

Among the main research methods are:

Inductive – Deductive

The inductive and deductive method is a fundamental part of this investigation, the general results conclude in particular results; also part from the particular to the general, the same data are validated by the objectives of this thesis.

Systemic – Structural

Supported by the general and specific objectives, this research method is regulated as an open systematic treatment; likewise, the proposal is adjusted according to the educational process and the social environment of the students, its structure is classified and divided into structural levels.

History – Logical

According to the didactics of this language in relation to the plans and purposes of the students, this method allows us to analyze the current environment of the students; In the same way encourages teacher-student interaction, taking into account the activities of the components of this foreign language.

Investigation tools.

For the development of this research study the following instruments have been estimated:

- Observation Guide.
- Survey.
- Interview

Statistical methods and techniques.

Observation Guide

Instrument that focuses on performance indicators written in affirmative sentences and oriented to observation work in the classroom, this instrument allows knowing important aspects for the execution of a research study. Gutiérrez (2016).

The Observation Guide was used during the class progress, allowing to know the most relevant aspects within classroom for teaching the English language.

Survey

According to Sampieri and Baptista (2006) the survey is a necessary instrument to obtain data from a set of standardized questions directed

from a representative sample or the total set of the statistical population under study, often formed by individuals, companies or institutional organizations, for know opinion states, characteristics or specific facts.

The survey allowed to know real data about the current situation of the students regarding the verbal fluency in the English language, it was also known the student preference in the techniques used in the treatment about oral expression, the results were tabulated and taken into consideration for the development of the proposal.

Interview

The interview is a process of questions by part of interviewer and answers by part of interviewee, the information given allows to know a bigger perspective. Cauas (2012, p 12).

The teacher corresponding to the third year from BGU was interviewed in order to know the different methods and techniques used for the development of verbal fluency, as well as the extra material that the teacher prefers and the activities where the students respond with greater enthusiasm.



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OBSERVATION GUIDE

Objective: To identify the methods and techniques used for the development of reading fluency through oral expression in the 3rd grade students from BGU at Clemente Yerovi high School.

YES NO

Teacher performs fluency exercises.		
The oral activities are in accordance with the student's environment.		
Students participate actively in fluency exercises.		
Students feel confident to participate orally.		
The teacher applies Question and answer exercises.		
The teacher encourages the student to express himself orally.		
The students use oral techniques.		
Students perform grammatical activities orally.		
The texts are updated.		
The readings are in accordance with the vocabulary level of students.		
Teacher uses didactic materials are suitable for meaningful learning.		
The teacher uses extra didactic materials for the development of the class.		

ANALYSIS

In this research work, several aspects related to verbal fluency and oral expression were calculated in the students of third grade from BGU at Clemente Yerovi high school through the observation guide.

The observation can be used as a measurement instrument in diverse circumstances, which consists in the systematic, valid and reliable recording about behavior. Hernandez (p.309).

In relation to the development of fluency, students showed deficiencies in the exercises during the classes inside oral practices, some students were fearful on engaging, it was also evidenced that students do not master oral techniques, so they also presented problems with grammatical structures orally.

On the other hand, it was found that the causes of low student performance are due to very basic text or outdated and very little new that do not respond to the student expectations.

As positive aspects it was evidenced that the students participate in classes, the reading exercises are according to the vocabulary with which they work in the classes and the extra didactic material that the teacher uses for the class explanation helps to a better understanding to the students.



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SURVEY

Objective: To determine the needs of students for the apprehension of knowledge and the development of the skills included in reading.

1	Strongly Disagree	Instructions: Below you will find some indicators that will improve learning in relation to English classes. Read each sentence and mark (X) the corresponding box according to your criteria, understanding that 1 is the lowest level and 5 the highest level.
2	In disagreement	
3	indifferent	
4	Agree	
5	Strongly agree	

	1	2	3	4	5
1) I feel motivated in English classes.					
2) I like to participate in debates during the classes.					
3) I find easy to use new vocabulary for the development of fluency					
4) I consider that good pronunciation is important in the activities of the English class.					
5) I like to develop exercises that complement oral expression.					
6) I find easy to understand my teacher and my classmates when they speak to me in English.					
7) I consider important to use the dictionary in the exercises.					
8) I find easy to communicate in English during class.					
9) I agree with the type of vocabulary in the English text.					
10) I consider necessary new oral activities.					
11) I would like to participate actively in oral exercises.					
12) I think new oral exercises would help me to develop fluency.					

Statement number one.		
I FEEL MOTIVATED IN ENGLISH CLASSES.		
		PORCENTAJE
STRONGLY DISAGREE	1	3%
IN DISAGREEMENT	3	9%
INDIFFERENT	9	26%
AGREE	10	29%
STRONGLY AGREE	12	34%
TOTAL	35	100%

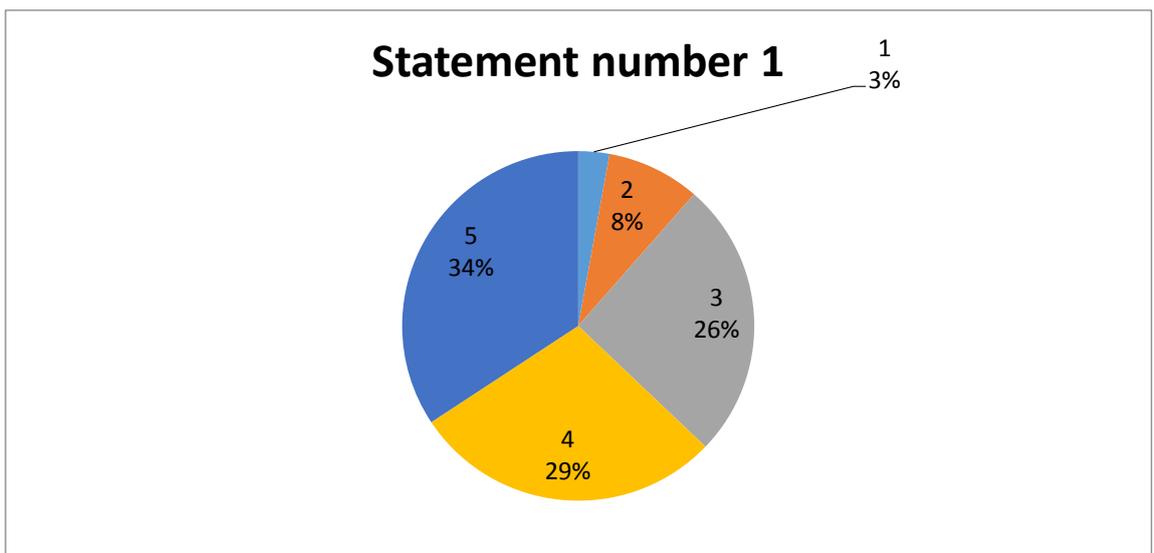


Figure 1: Feeling of motivation during classes.

Source: Information obtained from the survey at the Clemente Yerovi High School

Authors: Tapia M.

Comment: Results about the motivation in the English classes, the majority of the students show a positive grade. Around 34% strongly agree and 29% agree, the 26% are indifferent, 9% disagree and only 3% strongly disagree.

Statement number two		
I LIKE TO PARTICIPATE IN DEBATES DURING THE CLASSES.		
		PORCENTAJE
STRONGLY DISAGREE	3	9%
IN DISAGREEMENT	3	9%
INDIFFERENT	8	23%
AGREE	12	34%
STRONGLY AGREE	9	26%
TOTAL	35	100%

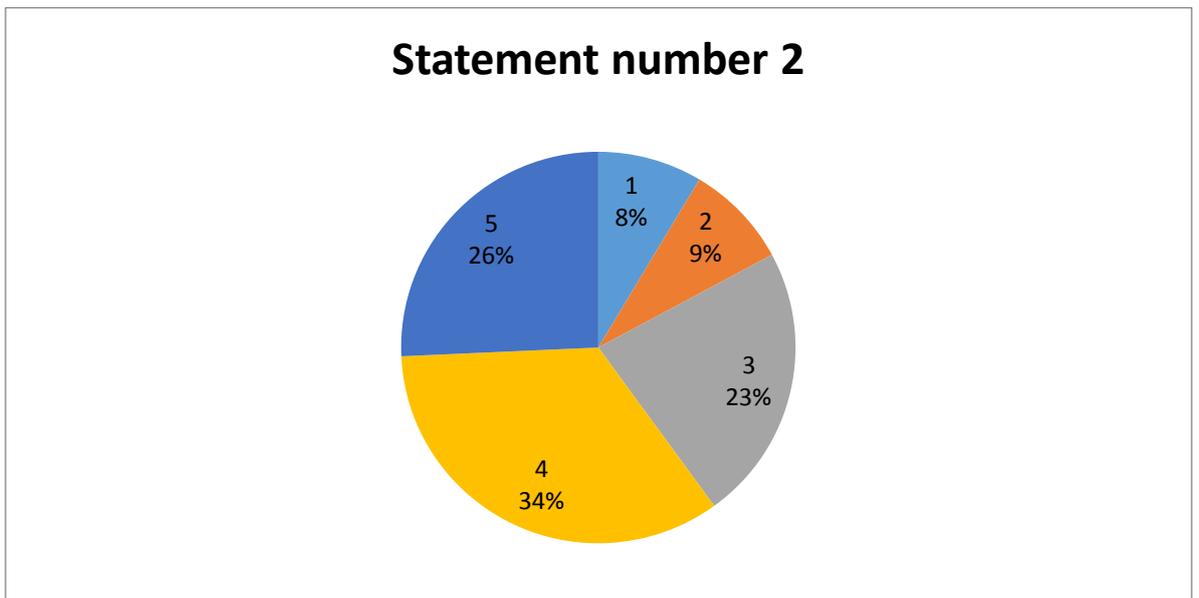


Figure 2: The environment during English class.
Source: Information obtained from the survey at the Clemente Yerovi High School
Authors: Tapia M.

Comment: The majority feel comfortable when they participate in debates in the English classes. The 9% strongly disagree and disagree 23% are neither in agreement nor in disagreement, and a 26% strongly agree.

Statement number three.		
I FIND EASY TO USE NEW VOCABULARY FOR THE DEVELOPMENT OF FLUENCY.		
		PORCENTAJE
STRONGLY DISAGREE	1	3%
IN DISAGREEMENT	0	0%
INDIFFERENT	7	20%
AGREE	3	9%
STRONGLY AGREE	24	69%
TOTAL	35	100%

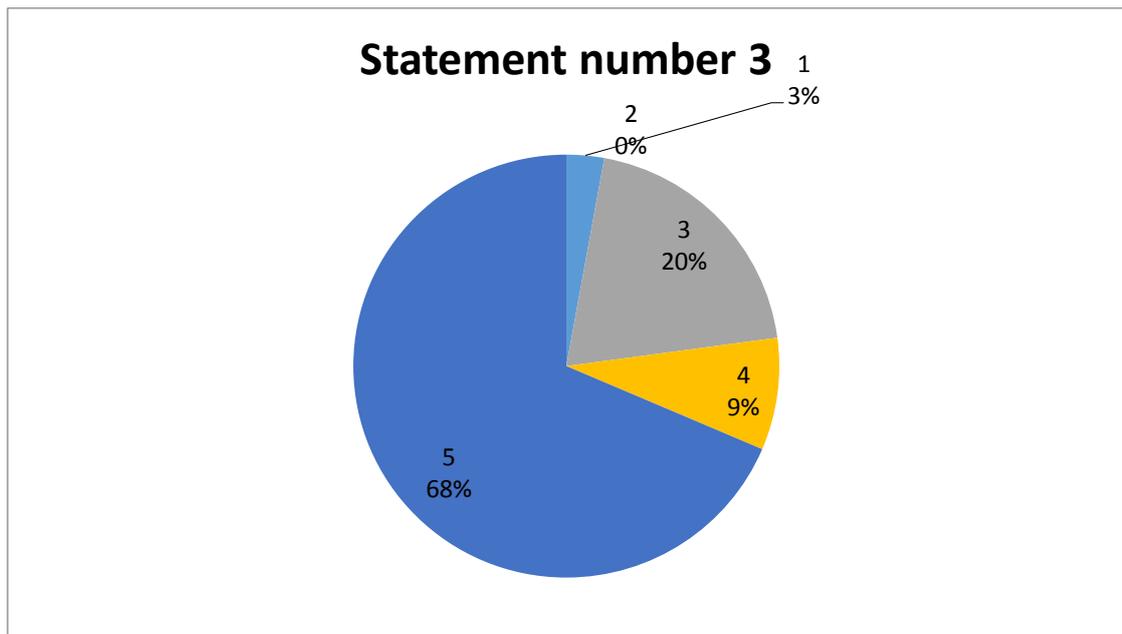


Figure 3: Good grades.

Source: Information obtained from the survey at the Clemente Yerovi High School

Authors: Tapia M.

Comment: Most of the students, more than half find easy to use new vocabulary, around 69%. While the 20% indifferent, 0% disagree and only 3% in strong disagreement.

Statement number four.		
I CONSIDER THAT GOOD PRONUNCIATION IS IMPORTANT IN THE ACTIVITIES OF THE ENGLISH CLASS.		
		PORCENTAJE
STRONGLY DISAGREE	0	0%
IN DISAGREEMENT	0	0%
INDIFFERENT	4	11%
AGREE	4	12%
STRONGLY AGREE	27	77%
TOTAL	35	100%

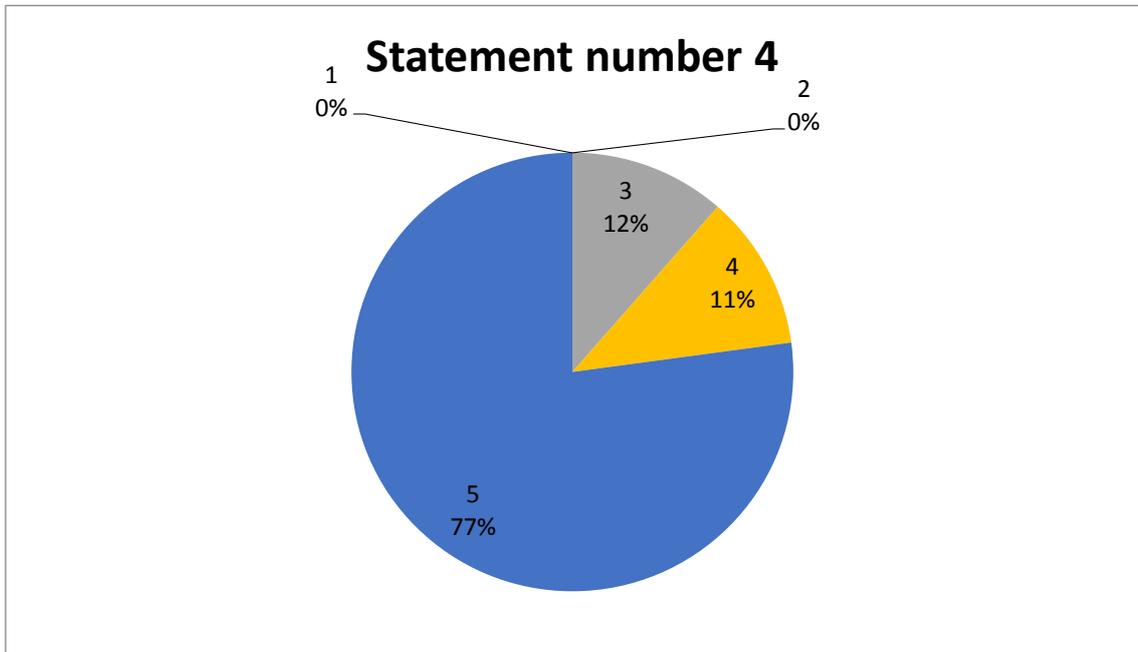


Figure 4: English in the future.

Source: Information obtained from the survey at the Clemente Yerovi High School

Authors: Tapia M.

Comment: About the importance in the English pronunciation, only the 11% showed indifference, the rest of the class confirm this statement. (89%)

Statement number five.		
I LIKE TO DEVELOP EXERCISES THAT COMPLEMENT ORAL EXPRESSION.		
		PORCENTAJE
STRONGLY DISAGREE	8	23%
IN DISAGREEMENT	5	14%
INDIFFERENT	9	26%
AGREE	7	20%
STRONGLY AGREE	6	17%
TOTAL	35	100%

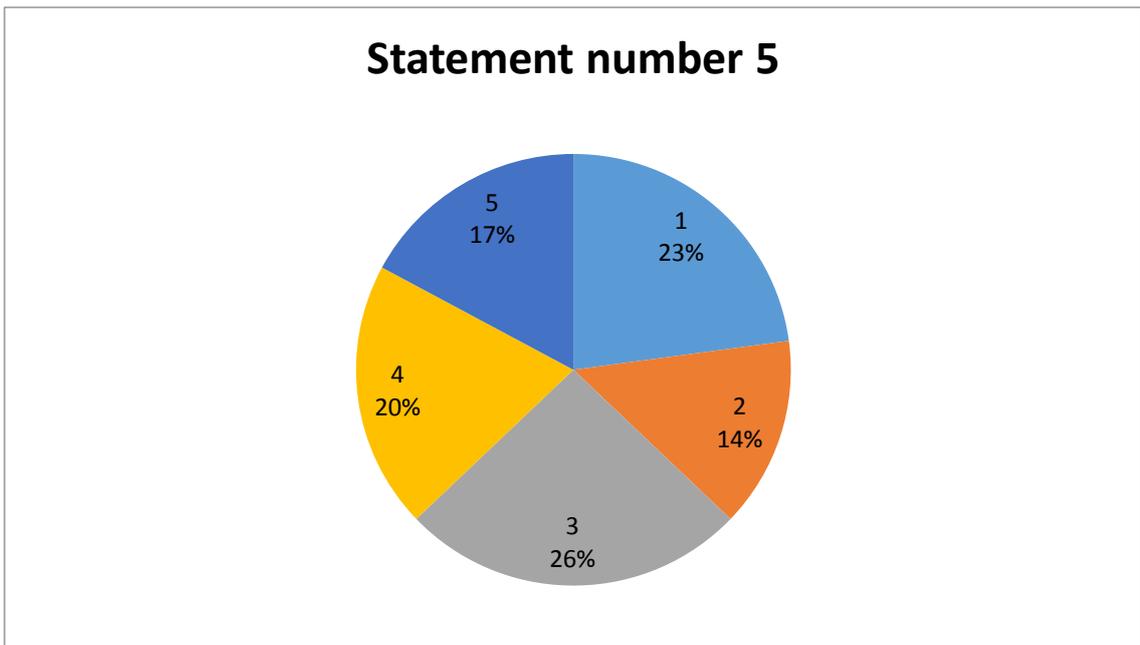


Figure 5: To learn new words.

Source: Information obtained from the survey at the Clemente Yerovi High School

Authors: Tapia M.

Comment: Only 37% like develop exercises that complement oral expression. 26% did not think about this statement, and a 37% showed in disagree. Statistically it is not possible to conclude that there is a tendency on the part of the students, but the greater percentage show a negative aspect. (63%).

Statement number six.		
I FIND EASY TO UNDERSTAND MY TEACHER AND MY CLASSMATES WHEN THEY SPEAK TO ME IN ENGLISH.		
		PORCENTAJE
STRONGLY DISAGREE	5	14%
IN DISAGREEMENT	6	17%
INDIFFERENT	5	14%
AGREE	12	34%
STRONGLY AGREE	7	20%
TOTAL	35	100%

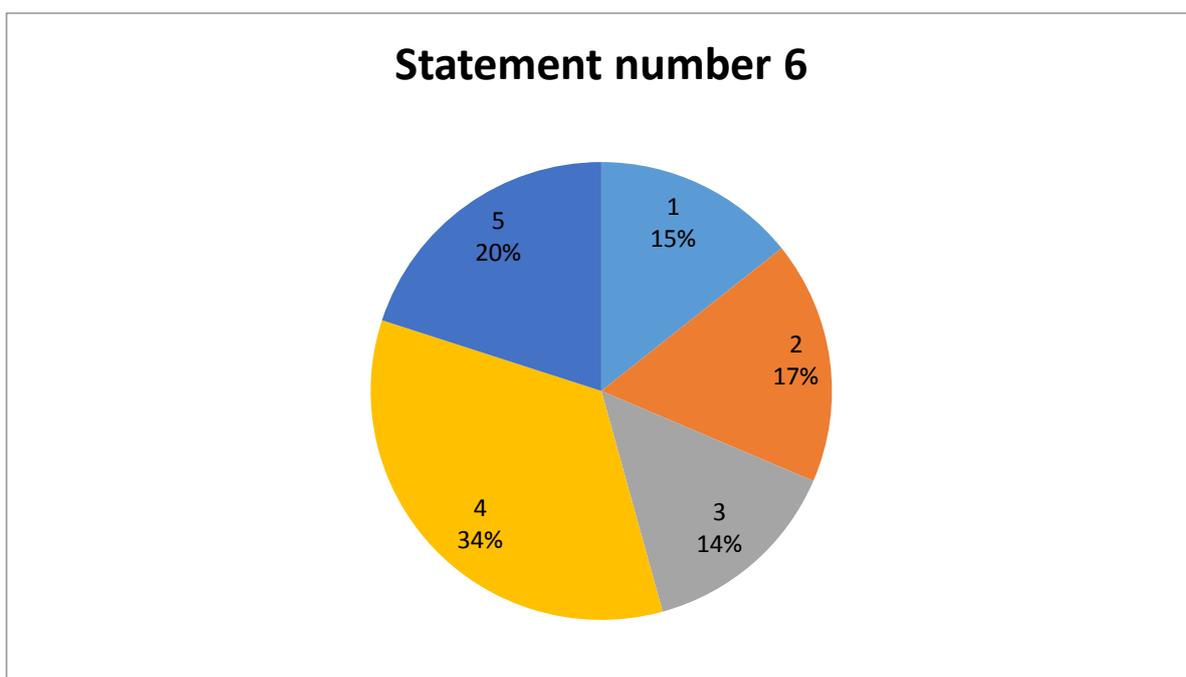


Figure 6: Confusion in the sound of new words

Source: Information obtained from the survey at the Clemente Yerovi High School

Authors: Tapia M.

Comment: On the statement about understand the English oral, the 20% of students strongly agree, 34% agree, 14% are indifferent, 17% disagree and 14% strongly disagree. The results show a positive aspect.

Statement number seven.		
I CONSIDER IMPORTANT TO USE THE DICTIONARY IN THE EXERCISES.		
		PORCENTAJE
STRONGLY DISAGREE	12	34%
IN DISAGREEMENT	3	9%
INDIFFERENT	6	17%
AGREE	8	23%
STRONGLY AGREE	6	17%

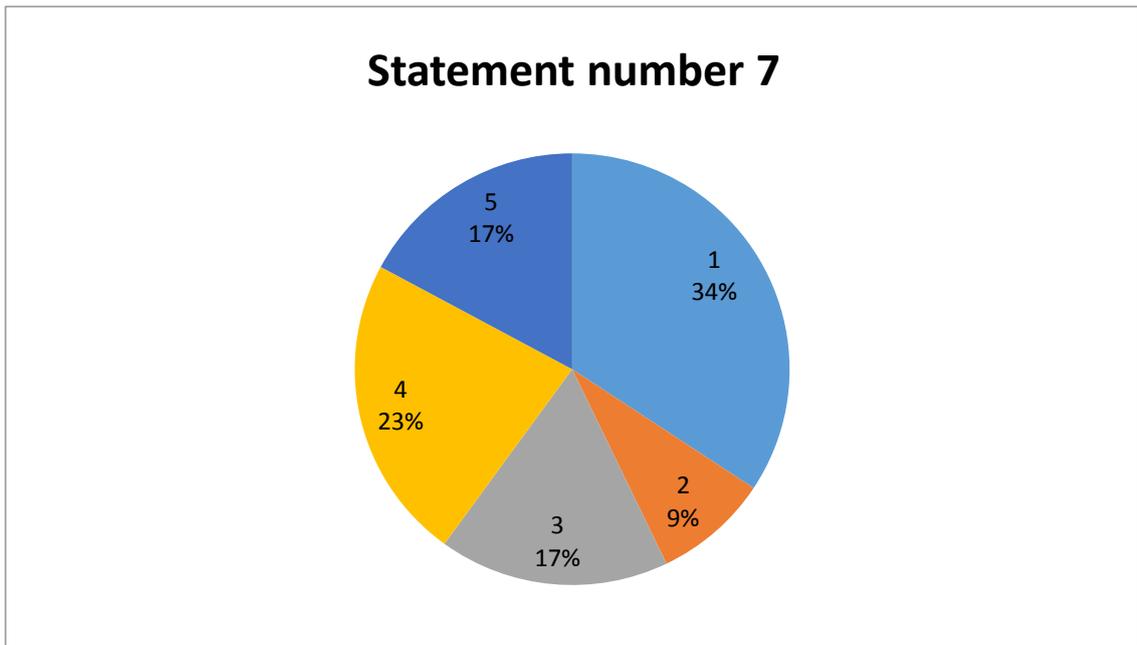


Figure 7: Distract during classes.

Source: Information obtained from the survey at the Clemente Yerovi High School

Authors: Tapia M.

Comment: On the statement that they are easily distracted during English classes, the 17% of students strongly agree, 23% agree, 17% neither agree nor disagree, 9% disagree and 34% strongly disagree. A large percentage is against this statement, and said they pay close attention during class time.

Statement number eight.		
I FIND EASY TO COMMUNICATE IN ENGLISH DURING CLASS.		
		PORCENTAJE
STRONGLY DISAGREE	10	29%
IN DISAGREEMENT	2	6%
INDIFFERENT	4	11%
AGREE	7	20%
STRONGLY AGREE	12	34%
TOTAL	35	100%

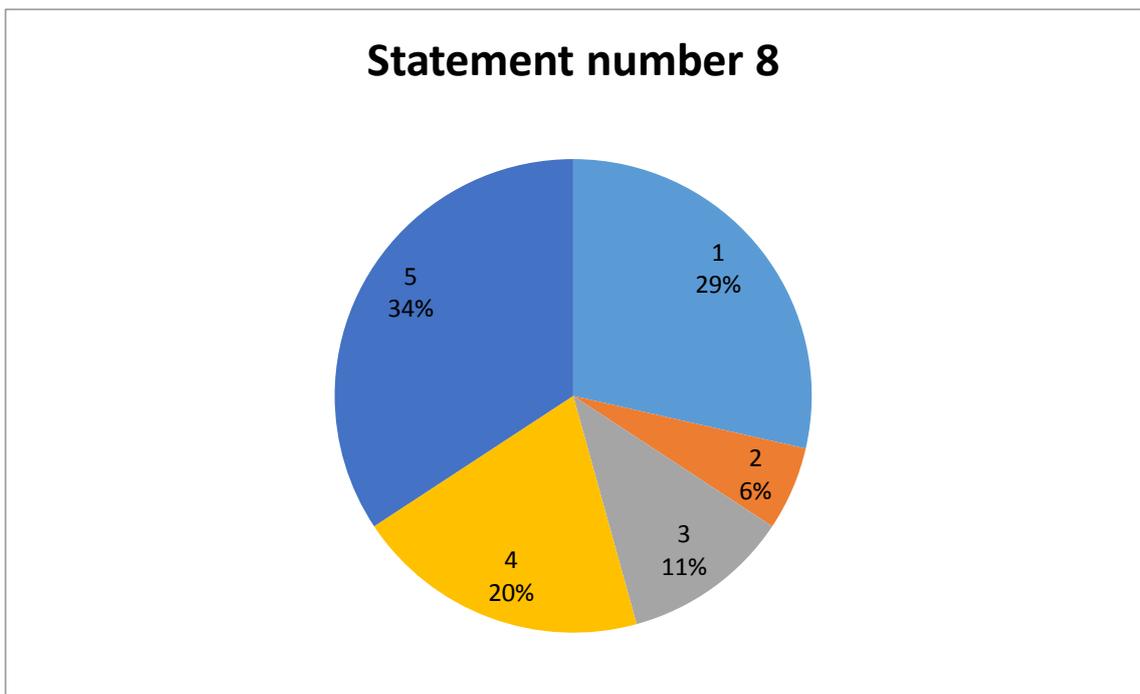


Figure 8: Interact with my classmates.

Source: Information obtained from the survey at the Clemente Yerovi High School

Authors: Tapia M.

Comment: On the statement that interactive activities among students are more fun than normal classes, the 34% of students strongly agree, 20% agree, 11% neither agree nor disagree, 6% disagree and 29% strongly disagree. The majority prefers interactive activities where they can talk or play with their classmates.

Statement number nine.		
I AGREE WITH THE TYPE OF VOCABULARY IN THE ENGLISH TEXT.		
		PORCENTAJE
STRONGLY DISAGREE	2	6%
IN DISAGREEMENT	2	6%
INDIFFERENT	6	17%
AGREE	8	23%
STRONGLY AGREE	17	49%
TOTAL	35	100%

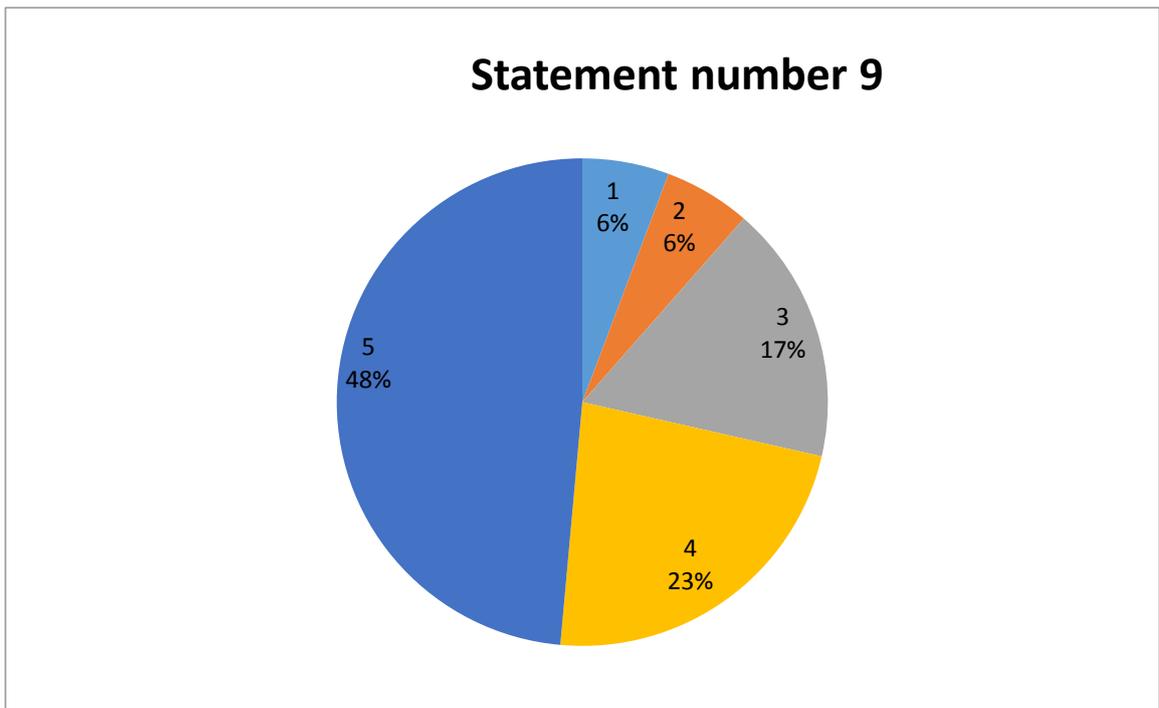


Figure 9: Activities outside the classroom.

Source: Information obtained from the survey at the Clemente Yerovi High School

Authors: Tapia M.

Comment: Regarding the declaration of preference for activities outside the classroom, 49% of students strongly agree, 23% agree, 17% neither agree nor disagree, 6% disagree and 6% strongly disagree. The clear majority prefers to leave the classroom routine and experience new learning environments.

Statement number ten.		
I CONSIDER NECESSARY NEW ORAL ACTIVITIES.		
		PORCENTAJE
STRONGLY DISAGREE	3	9%
IN DISAGREEMENT	4	11%
INDIFFERENT	7	20%
AGREE	8	23%
STRONGLY AGREE	13	37%
TOTAL	35	100%

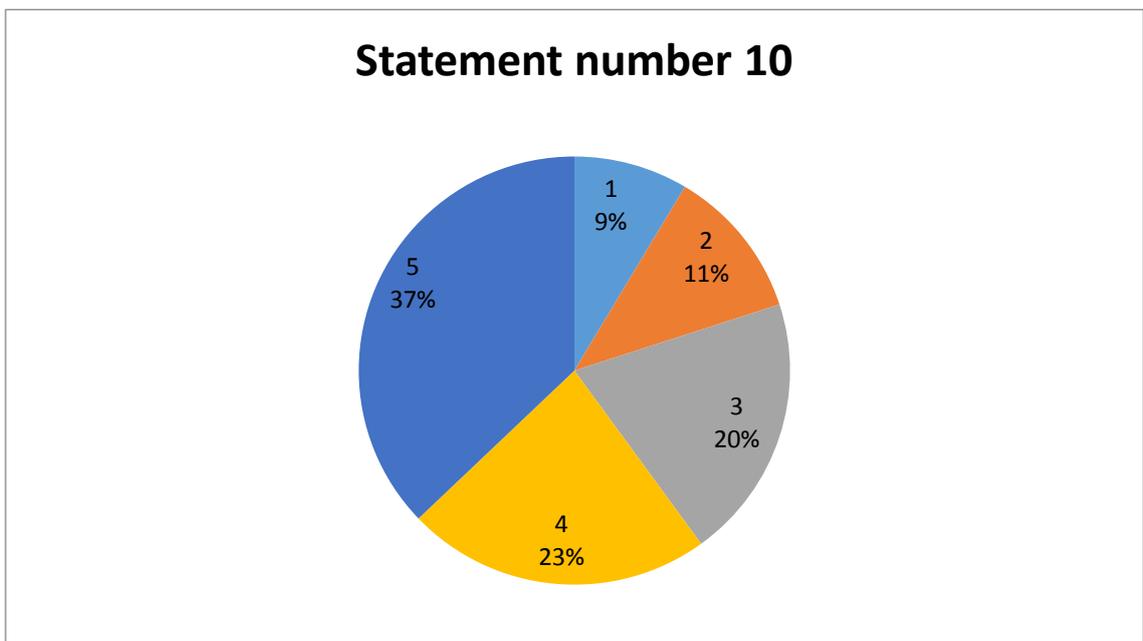


Figure 10: the material used by the English Teacher.

Source: Information obtained from the survey at the Clemente Yerovi High School

Authors: Tapia M.

Comment: On the statement that the materials the teacher uses during the classes increases the level of motivation, 37% of students strongly agree, 23% agree, 20% neither agree nor disagree, 11% disagree and 9% strongly disagreement. The students consider that any material that helps in the motivation of the class will always be accepted in the best way.

Statement number eleven.		
I WOULD LIKE TO PARTICIPATE ACTIVELY IN ORAL EXERCISES.		
		PORCENTAJE
STRONGLY DISAGREE	5	14%
IN DISAGREEMENT	2	6%
INDIFFERENT	2	6%
AGREE	8	23%
STRONGLY AGREE	18	51%
TOTAL	35	100%

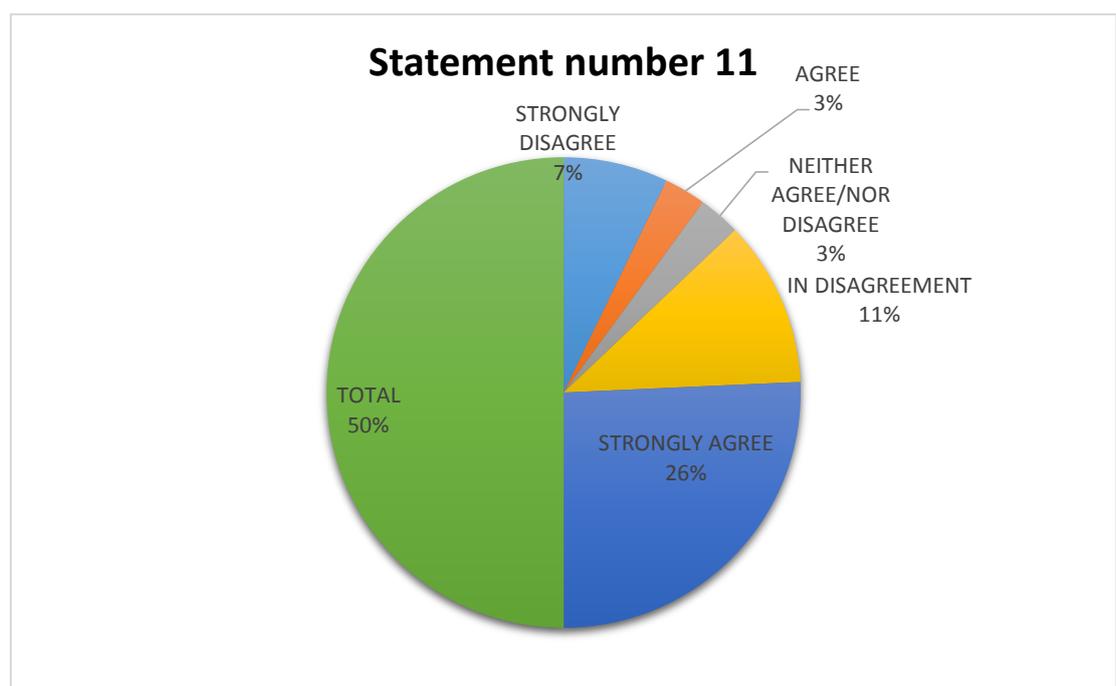


Figure 11: To participate actively in oral exercises.

Source: Information obtained from the survey at the Clemente Yerovi High School

Authors: Tapia M.

Comment: On the statement that the materials the teacher uses during the classes increases the level of motivation, 51% of students strongly agree, 23% agree, 6% neither agree nor disagree, 6% disagree and 14% strongly disagreement. The students consider that any material that helps in the motivation of the class will always be accepted in the best way.

Statement number twelve.		
I THINK NEW ORAL EXERCISES WOULD HELP ME TO DEVELOP FLUENCY.		
		PORCENTAJE
STRONGLY DISAGREE	3	9%
IN DISAGREEMENT	4	11%
INDIFFERENT	6	17%
AGREE	9	26%
STRONGLY AGREE	13	37%
TOTAL	35	100%

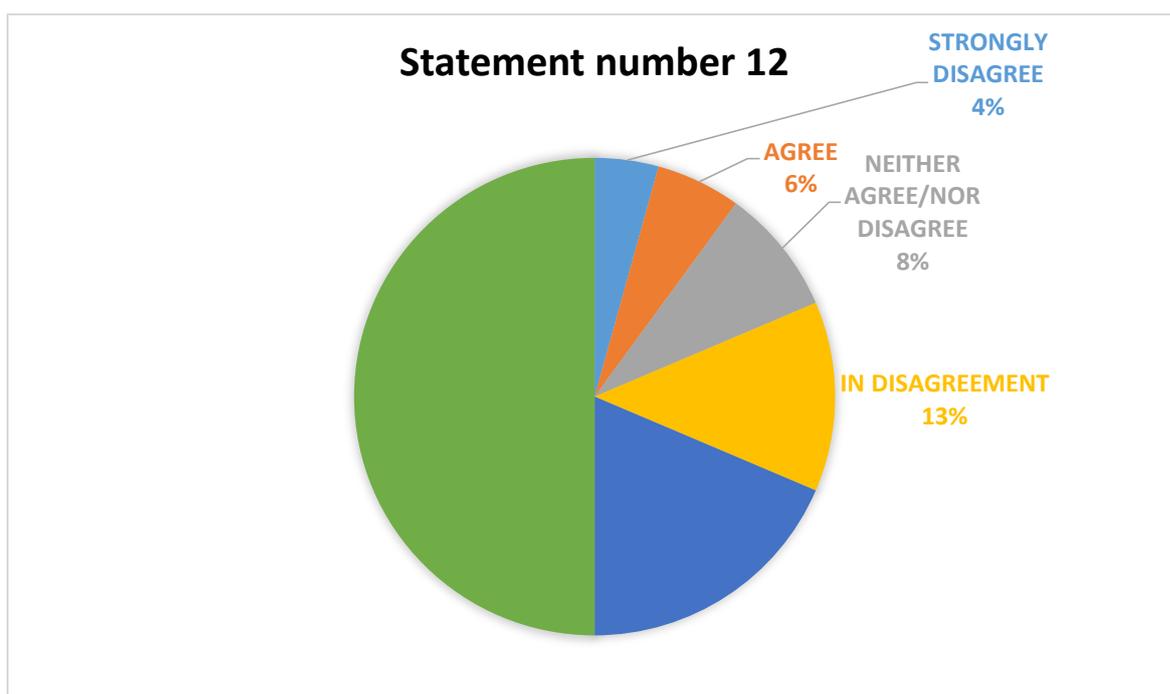


Figure 12: New oral exercises.

Source: Information obtained from the survey at the Clemente Yerovi High School

Authors: Tapia M.

Comment: On the statement that the materials the teacher uses during the classes increases the level of motivation, 37% of students strongly agree, 26% agree, 17% neither agree nor disagree, 11% disagree and 9% strongly disagreement. The students consider that any material that helps in the motivation of the class will always be accepted in the best way.



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INTERVIEW.

Objective: identify the most relevant aspects to optimize the learning of English language in the students.

Instruction: To answer each question objectively according to your criteria.

Teacher:

1. - How long have you been teaching English as a foreign languages?
2. - What do you consider is the English proficiency level in 3rd grade students from BGU?
3. - What type teaching methods and techniques you apply with your students?
4. - What type oral activities do you do with your student? What is the most effective one?
5. - In your opinion, what is the motivation of your students during the development of the oral activities?
6. - Based on your experience, what aspects should be improved to strengthen oral expression in their students?
7. - According to your experience what are the main aspects that should be considered for development the fluency?
8. - What difficulties have you had with your students during the oral activities?
9. - Describe the educational environment in your classroom.
10. - What kind of didactic games would you recommend to develop oral skills?

ANALYSIS

The teacher interviewed has been teaching English in several educational institutions, at Clemente Yerovi high school she has six years teaching English. She started in the world of teaching foreign language twenty years ago, at the present academic year; she works with the third grade from BGU.

The teacher thinks the students of third grade from BGU do not have a level appropriate to their level, they have deficiency in the pronunciation, and a lack of vocabulary which makes it difficult to carry out simple conversations, due to the lack of attention in previous years. These causes are a priority for effective teaching.

The teacher applies different methods according to the activity, being the main inductive and deductive methods to stimulate the cognitive part of the students, through the direct teaching of words and phrases according to the English book. The teacher stated that she regularly performs interactive activities that facilitate the development of oral skills.

The teacher said that the main problems presented in third grade from BGU; they are the bad pronunciation, the lack of vocabulary and the difficulty of building complete sentences in English. And that the lack of interest of some students is also added, but that a good attitude and good planning are the necessary learning tools to achieve the objectives of the class.

It is difficult for students to develop oral skills, the number of students per classroom and social environment of students are not adequate. Finally, the teacher considers that the didactic material is important for the development of interactive classes.

CONCLUSIONS

- Students feel motivated to be a different class of others, this motivation must be used for meaningful learning.
- The students surveyed show preferences for activities with extra didactic material, the students are more interested and act in classes more frequently.
- The student environment favors the apprehension of vocabulary, although the behavior of few students does not allow a better students achievement.
- The books and the extra material used for the development of the English classes are suitable for the foreign language treatment although the oral proficiency are not used correctly in the students.
- The students present low participation in the oral exercises for fear of being wrong or for not understanding the English class, as well. The teaching methodology doesn't promote activities outside the classroom, and the result is poor student performance.

RECOMMENDATIONS

- It is recommended to train teachers and students for the introduction of Activities didactic guide in the development of English classes.
- The relationship between students, teachers and the social community must be encouraged to solve possible problems that may affect to treatment of oral competences in relation to the English practice.
- It is recommended that learning activities be more interactive to promote the practice of oral skills in students.
- It is recommended to include extracurricular activities and extra didactic materials which are in accordance with the student interests.
- The educational institution must manage educational programs to encourage the practice of English language and the interrelation about student community.

CHAPTER IV

PROPOSAL

TITLE

Incidence of fluency in the English language to improve the oral expression.

JUSTIFICATION

The proposal of this research focuses on the need to improve oral expression in the students of third grade from BGU at Clemente Yerovi high school, the proposal is to improve the oral expression in the students of last degree, since in the applied instruments of investigation, the results show a great deficiency in the oral abilities which doesn't adjust to the Common European Framework of Reference (Swiss Federal Government, 1971) this explains that they must be able to understand and use everyday expressions of very frequent use and simple phrases intended to satisfy immediate needs, and should be able to present themselves, give or request basic information in the language being studied.

This proposal also seeks to combine with the teaching methods used to give better results and maximize learning in students, as estimated in the second paragraph of Decree 1241 of the Organic Law of Intercultural Education issued in July 2012 in Ecuador "The National Education System aims to develop the individual and collective capacities and potential of population."

Therefore, it is necessary and important to execute an Activities Didactic Guide that improves the fluency in the oral expression in the students of third grade from BGU at Clemente Yerovi high school.

OBJECTIVES

GERNERAL

To develop the oral expression in the English language in the students of third grade from BGU at school Clemente Yerovi in the academic period 2017 – 2018.

SPECIFICS

- To order ideas and transmit them orally with a correct grammatical structure.
- To express fluently in the English language.
- To understand the English language in the oral development.

THEORETICAL ASPECTS

PEDAGOGICAL ASPECTS

The average age of the students is 16 years old, it must be understood that they have finished childhood and are beginning a new stage in their lives, there are many aspects that change even the way of learning, therefore pedagogically must be considered different methods learning to enhance students' skills; "People at this stage are more concerned about learning and relating these learning to their environment." Festinger (1957).

The proposal presented encloses these aspects to optimize the qualities presented by the students who participate in this study.

SOCIOLOGICAL ASPECTS

Concerning the social aspects; which are of great importance during the learning process, they are manifested in the development and adaptation of students inside and outside the educational institution, these aspects

must respond to the students formation adapting them to the permanent social changes and developing in them a criterion formed. "The sociological aspects should focus on social change and the social process." Aguilar (1991).

English as a language is also affected by these aspects and the participants of this proposal are aware of this phenomenon called society, then it should be understood as an opportunity to take advantage of the training process and develop the different skills of students in language learning. Moreno (2014) explains that people learn to communicate within a social interaction; these circumstances allow them to develop and improve the language skills to express themselves.

PSYCHOLOGICAL ASPECTS

Among the psychological aspects concerning this research study, it is explained that for the language English learning the student's requirements must be met, to foster the interaction and to create a flexible and pleasant student environment that invites to the participation of the student, of this form the Learning becomes dynamic, participatory and emotional, According to Dudley (2004). He emphasized that in order to favor the treatment of oral communication in English, it was necessary to point out the learning needs of those who learn, this contributes to an active process of language, also develops the speaker's abilities and generates an emotional experience, leaving the Idea that a foreign language is just a matter of linguistic knowledge.

This investigative essay is also based on theories such as constructivism, according to Piaget (1969), psychology is an essential instrument of analysis, therefore it guarantees a constant learning, namely that the student keeps learning even after the class time. This proposal is strengthened by the ideas put forward in the psychological aspects; It also

makes clear the need to integrate students into social growth and a better development about English language skills.

FEASIBILITY

FINANCIAL

The expenses generated in the elaboration of an activities didactic guide to improve the fluency in the oral expression; Are really low, therefore, all the expenditure will be facilitated by the researcher of this research paper.

TECHNICAL

The technical factors were studied, and it is pointed out that the data obtained are reliable.

The educational unit; where this proposal will be developed, is in a permitted geographical location, with an infrastructure in optimal state, in correct order based on what is established by the education law and in full exercise of educational activities.

HUMAN

The proposal submitted has been investigated, presented, socialized and accepted by associate tutors to this research study and by the authorities and teachers of the institution where the proposal will be applied.

The proposal will be developed and fully worked out by the researcher, teachers and students involved in this study project.

DESCRIPTION OF THE GUIDE

The proposal will be implemented during the current 2017 school year of third grade students from BGU at Clemente Yerovi High School.

The didactic guide focuses on the development of oral competence in the English language with pedagogical activities that develop oral skills and encourage the interaction of all parties immersed in this research work, as well as vocabulary, pronunciation, grammar and oral activities of the didactic guide are adaptable to other activities if the teacher decides so.

SUMMARY

The didactic guide of activities is an extra didactic resource for third grade students from BGU to strengthen the learning process and the development of oral competences through the different activities, which were designed based on the results obtained in the application of investigative instruments.

The Activities Didactic Guide contains two main sections:

Suggested activities to develop the class with illustrative cards and activities to develop verbal fluency and oral expression through exercises in the classes at the same time that the exercises will be useful for the teacher to plan the classes.

Suggested activities for using the cards in the classroom include whole classes, small groups, cooperative groups, and individuals. These activities give students many opportunities to speak and solidify their vocabulary knowledge.

Suggested tasks range from simple activities in which the exercises are used to introduce and practice words until imaginative writing activities for students.

1. **Basic activities:** These focus on helping students learn and practice the words that identify the items or actions on the exercises. These

activities can be used to provide the students with many encounters with vocabulary—in speaking, listening, reading, and writing.

2. Activities for specific groups: These activities range from simply naming and classifying nouns and verbs that show actions, food, clothing or others. They also stimulate the creative writing.

Encourage the students to keep notebooks of new vocabulary, they can group words in alphabetical order, by themes, or by meaning and create sentences to illustrate the words meanings.

When presenting oral activities to the class, emphasize the importance of brainstorming a topic with partners and revising work. Students must keep writing assignments in a portfolio to monitor their progress over time.

CONCLUSIONS

The activities didactic guide allows the students a meaningful learning, it develops communicative skills through interactive exercises and representations of daily life events reinforcing the knowledge acquired during the classes.

The teacher should direct the activities to regulate the student performance, participation in classes and student learning and thus ensure compliance with the main objectives set out in this activities didactic guide.

Since this; the activities didactic guide promotes the student development and the social relations of the class obtaining a better student environment in the treatment of verbal fluency and oral expression.

The activities didactic guide is designed based on the results obtained through field techniques, bibliographies and statistics and are inside the specifications in the curriculum of English language teaching in the Ecuadorian educational. The content is related to the activities of the English book used for the development of the classes. The activities didactic guide doesn't replace in any of its forms the English book used in the classes, but it is adaptable as an extra didactic material.

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ESPECIE UNIVERSITARIA- NIVEL PRE-GRADO



Guayaquil, 18 de Julio del 2017

Msc Domingo Álava Mieles

Rector del Colegio Fiscal Clemente Yerobi.

Ciudad.-

Yo; **Marco Polo Tapia Moreira**, con CI 0918495904, estudiante de la escuela de **Lenguas** de la Facultad de Filosofía de la Universidad de Guayaquil, le **solicito** a usted **me permita realizar mi proyecto de titulación**; requisito para culminar la carrera de licenciatura en lenguas.

El proyecto de investigación se enfoca en los estudiantes del tercer año de bachillerato con el fin de mejorar la fluidez en el idioma inglés.

TEMA: Influencia de la fluidez verbal en lengua inglesa para el desarrollo de expresión oral. Diseño de una guía didáctica para mejorar la fluidez.

PROPUESTA: Diseñar una guía didáctica de actividades.

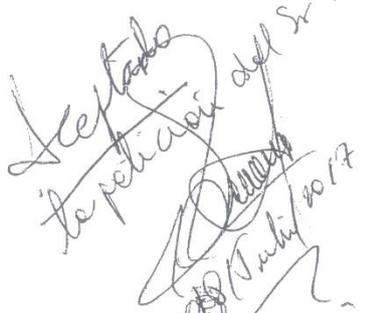
OBJETIVO: Determinar la influencia de la fluidez verbal en la expresión oral mediante la aplicación de métodos y técnicas de campo, bibliográficas y estadísticas para diseñar una guía didáctica de conversación para mejorar la fluidez verbal.

Contando con su aprobación y con el espíritu colaborativo de las personas pertinentes a esta tesis, de antemano; quedo de usted muy agradecido.

Att.


Marco Tapia
0918495904


Msc. Domingo Álava Mieles
RECTOR
Aceptada
18-07-2017


Aceptado
la petición del Sr Tapia
18/07/2017

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

Oficio No. 256

Guayaquil, 20 de Julio del 2017

MSc.

Domingo Álava Mieleles

RECTOR DEL COLEGIO FISCAL "CLEMENTE YEROVI"

Ciudad

De mis consideraciones:

Me dirijo a Ud. con el fin de solicitarle, se sirva otorgar la autorización pertinente, para que el estudiante **SR. TAPIA MOREIRA MARCO POLO**, de la Escuela de Lenguas y Lingüística pueda aplicar el proyecto de investigación, para la elaboración del trabajo de titulación, previo a la obtención del título de Licenciado(a) en Ciencias de la Educación, mención Lengua Inglesa y Lingüística.

TOPIC: Influencia de la fluidez verbal en lengua inglesa para el desarrollo de expresión oral.

PROPUESTA: Diseñar una guía didáctica de actividades.

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

Le anticipo mis reconocimientos.

Atentamente,

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA



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

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Fecha 28/Julio/2017
Hora 15:00

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Elaborado por:	Ing. Alexandra Delgado	SECRETARIA I	
Aprobado por:	MSc. Lizmary Feiza	DIRECTOR	

es. Juanita o la exa

Oficio No. 321

Guayaquil, 15 de Agosto del 2017

MSc.
Galo Donoso
PROFESOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA,
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
 Ciudad

De mis consideraciones:

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

En esta designación consta el nombre del estudiante de la Escuela de Lenguas y Lingüística: **TAPIA MOREIRA MARCO POLO.**

TOPIC: Incidence of fluency in the English language to improve oral expression.

PROPOSAL: Design of a didactic guide to develop fluency.

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,

MSc. Alfonso Sánchez Ávila

DIRECTOR DE LA ESCUELA DE LENGUAS Y LINGÜÍSTICA


UNIVERSIDAD DE GUAYAQUIL
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DIRECCIÓN

	FUNCIONARIO RESPONSABLE	CARGO	FIRMA
Emitido por:	Ing. Alejandra Delgado	SECRETARÍA	
Aprobado por:	MSc. Alfonso Sánchez	DIRECCIÓN	

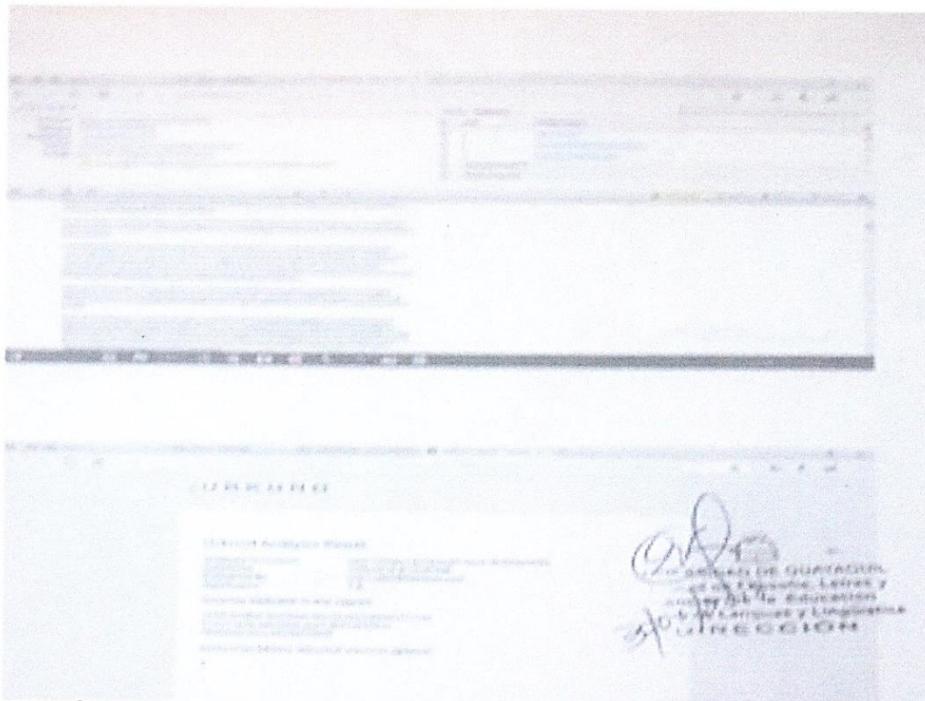


**UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA**

CERTIFICADO DE PORCENTAJE DE SIMILITUD

Habiendo sido nombrado GALO DONOSO, tutor del trabajo de titulación certificó que el presente trabajo de titulación, ha sido elaborado por MARCO TAPIA MOREIRA con CI 0918495904 con mi respectiva supervisión como requerimiento parcial para la obtención del título LICENCIADO EN CIENCIAS DE LA EDUCACIÓN en la carrera de LENGUAS Y LINGÜÍSTICAS.

Se informa que el trabajo de TITULACIÓN INCIDENCIA DE LA FLUIDEZ EN LA LENGUA INGLESA PARA MEJORAR LA EXPRESIÓN ORAL. PROPUESTA: DISEÑO DE UNA GUÍA DIDÁCTICA DE ACTIVIDADES, ha sido orientado durante todo el periodo de ejecución en el programa anti-plagio URKUND. Quedando el 1% de coincidencias.



MSc. Galo Donoso

UNIVERSIDAD DE GUAYAQUIL
FACULTAD DE FILOSOFÍA, LETRAS Y CIENCIAS DE LA EDUCACIÓN
ESCUELA DE LENGUAS Y LINGÜÍSTICA.
INTERVIEW.

Objective: identify the most relevant aspects to optimize the learning of English language in the students.

Instruction: To answer each question objectively according to your criteria.

Teacher:

1. - How long have you been teaching English as a foreign languages?

I have 10 years giving English class.

2. - What do you consider is the English proficiency level in 3rd grade students from BGU?

They are in A1 level, but they need working in their skills.

3. - What type teaching methods and techniques you apply with your students?

The methods used are the deductive and inductive.

4. - What type oral activities do you do with your student? What is the most effective one?

Stories, stories, songs with questions and answers, they prefer the songs.

5. - In your opinion, what is the motivation of your students during the development of the oral activities?

they feel motivated when classes are related to their interests.

6. - Based on your experience, what aspects should be improved to strengthen oral expression in their students?

the most important aspects is the motivation of the students.

7. - According to your experience what are the main aspects that should be considered for development the fluency?

The practice is fundamental to the develop of skills in the language.

8. - What difficulties have you had with your students during the oral activities?

low motivation, poor pronunciation and a low level of vocabulary.

9. - Describe the educational environment in your classroom.

The classroom is in optimal conditions for teaching the language.

10. - What kind of didactic games would you recommend to develop oral skills?

Write a short story, tell it and ask about ideas.



TUTOR:

TÍTULO DE T. DE TITULACIÓN

Mano Tapera

HOMBRE DE T. DE TITULACIÓN

ESTUDIANTE (S):

CARRERA (S):

Nº. TITULACIÓN	FECHA TITULACIÓN	ACTIVIDADES DE TUTORÍA	DURACION		TAREAS ASIGNADAS	FIRMA TUTOR	FIRMA ESTUDIANTE(S)
			INICIO	FIN			
01	02-09-07	Presentación de fernu	18.00	18.30	Ensayo tesis		
02	31-10-07	Revisión de Cap. 1.	18.00	18.30	Exposición de capítulo		
03	15-11-07	Revisión capítulos 2	18.00	18.30	Carga capítulo 2		
04	21-12-07	Revisión capítulos 3	18.00	18.30	Comprende capítulo 3		
05	24-01-08	Revisión capítulo 4.	8.00	8.30	Comprende capítulo		
06	21-01-08	Revisión Corrección:	18.00	17.30	Trabajo en Cuenta propia		
07	25-01-08	Revisión TESIS completa	18.30	19.00	Examen UCVUVA.		
Resolución de Jefe de Área:							
RESERVACIONES:							FECHA DE REVISIÓN:



A.

Important: It is presented an activities didactic guide that will strengthen the verbal fluency in oral expression as support to the referential resources in the educational process in the third grade from BGU at Clemente Yerovi high school, the guide presented; Objectives, contents and methodologies are adapted to teaching texts and to the Common European Framework of Reference for Languages.

The guide should be considered as a tool that contributes to the development of student's fluency and doesn't replace in any of its practices the learning text of Ecuador's Education Ministry.

Marco Tapia

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INTRODUCTION

This Backpack Picture Card set consists of 106 cards providing full-color photographs to be used for language development activities. The cards illustrate several concepts and themes (such as animals, food, action verbs, and inventions).

The cards are appropriate for learners of all age levels. They are ideal for introducing and reviewing vocabulary. They can also be used for the introduction and practice of key grammatical structures and concepts. In addition, they serve as a stimulus for descriptions and storytelling.

The cards lend themselves to practice in all of the skills: listening, speaking, reading, and writing.

The activity may be as simple as a student pointing to a picture and identifying an object or animal, or the activity may be more challenging, such as a student writing a story in which pictures from several cards need to be linked together to form the basis of the story.

This Teacher's Activity Guide contains two main sections:

activities to develop verbal fluency and oral expression through exercises in classes, and suggested activities for develop the class.

The exercises will be helpful to you as you plan lessons.

The suggested activities for using the cards in the classroom include whole classes, small groups, cooperative groups, and individuals. These activities give the students many opportunities to speak and to solidify their knowledge of vocabulary.

The suggested tasks range from simple activities in which the exercises are used to introduce and practice words in beginning level classes to imaginative writing activities for more advanced students. The suggested activities are divided into two sections:

1. Basic activities: These focus on helping students learn and practice the words that identify the items or actions on the exercises. These activities

can be used to provide the students with many encounters with vocabulary—in speaking, listening, reading, and writing.

2. Activities for specific groups: These activities range from simply naming and classifying nouns and verbs that show actions, food, clothing or others. they also stimulate the creative writing.

Encourage the students to keep notebooks of new vocabulary, they can group words in alphabetical order, by themes, or by meaning and create sentences to illustrate the meanings of the words.

When presenting oral activities to the class, emphasize the importance of brainstorming a topic with partners and revising work. Have students keep writing assignments in a portfolio to monitor their progress over time.

Basic Activities for Learning verbs.

This section contains basic activities that are helpful to use as the students find the verbs in the exercise. This general activity can be used with any english class to complement the knowledge.

Teacher-Directed/Class Activities

1. "Show Me" Activity.

Display a number of verbs or nouns. the student says a sentence.

2. What kind of verb is it? action, passion or condition.

a group of students say the verb of the list and other grouo answer with the action, passion or condition.

3. Is This a...

Show Picture and ask, "Is this a/an..

..... Prompt the students to answer, "Yes, it's a/an.. " or "No. It's a/an (correct name)." Deliberately say many wrong answers so that the students need to correctly identify and name objects. You can use this format to ask other yes/no questions, such as "Is he...

4. Name Bee.

Conduct this activity like a spelling bee. Divide the class into two teams. Show a Picture, verbs or nouns and have the student identify it. Alternate showing pictures or words to teams and calling on team members. A team

gets one point for each correctly named word. The team with the most points wins.

5. Naming by Initial Letter.

Display a mix of nouns, several of which show items that begin with the same letter. Have the students name all the objects beginning with the same letter.

6. What's Missing?

Display the pictures of five objects on the chalk tray. Have the students name the objects several times, going in order from left to right. Then pick up all the cards, mix them up, and remove one card. Place the remaining cards on the chalk tray. The class has to tell the name of the object on the missing card. As the students get more proficient in the game, add more cards.

7. Pantomimes for Action Cards.

Have students come to the front of the class and look at a verb without the rest of the class being able to see it. Have the students pantomime what is on the card, with the rest of the class trying to guess the word being pantomimed. For example, a student can pantomime dancing, kicking, waving, and so on.

8. Memory Game.

Have four or five students line up in front of the class. Give each of the students a Picture Card. Have each student name the object on his or her card and show it to the class. Then have the students put their cards behind their backs so that the class cannot see them. Have the students in front of the class change the order in which they are standing. Then prompt the class to say the name of the picture that each student has, by asking questions such as "What does (Maria) have?" with the class responding with the name of the object.

9. Which Doesn't Belong?

Place a number of Picture Cards on the chalk tray. All cards except one should fall into one category (action, passion or condition. Round objects, liquids, and so on). Have students identify the card that doesn't belong.

10. Naming by Position.

If the students know prepositions and location words, display five or six Picture Cards. Say, "It's next to the olives. It's not a can of soda. What is it?" or "It's to the right of the olives. What is it?"

11. Which Go Together?

Display cards from various categories. Tell the students to name all the words in a category: all the foods, all the animals, all the community workers, and so on. You may want to write the category names on the board and have the students place the cards under the correct category name.

12. Riddles.

Display eight to ten Picture Cards. Make up descriptive sentences relating to one of the items, such as "It's an animal. It's not a pet. It doesn't have legs. What is it?" (a snake) The students are to guess which picture you are describing.

13. Chain Chants.

Have the students chant simple sentences in unison as you show pictures. For example, display a picture of cheese and the students chant, "I like cheese." Then display another picture such as grapes, and the students chant "I like cheese and grapes." Place the second picture next to the first. Continue in the same manner until the students are naming ten objects. To

extend the activity, you may want to remove cards and have the students continue to chant, naming all the "missing" objects.

14. Picture Sentences.

Have the students learn and chant sentences for the key word on each Picture Card that you present. In this way, students learn additional words that arise from the context of the picture:

The ducks are on the farm.

The carpenter is building a house.

Reading/Writing Activities.

1. Holding Up Matching Words

Write four or five words on the board. Have the students copy each word on a separate piece of paper. Show a Picture Card. Have the students hold up the word for the card you are showing.

2. Word Families.

Display ten Picture Cards, at least six of which belong to the same class (e.g., animals, clothing). The students decide on the category and write the names of the objects that belong in it.

3. Cloze Sentences.

Choose five to ten Picture Cards. On the board, write a sentence for each card but leave out the name of the object pictured. Display the cards. Have the students complete the sentences with the words pictured. Be sure to write sentences for which there is only one possible answer among the Picture Cards. For example, use "The _____ is pink" when there is only one pink object in the set of Picture Cards.

4. Spelling Bee.

Show the students a picture and have them spell the words after you. After you have done this several times, have a spelling bee. Divide the class into two teams. Show a picture and have a member of a team spell the word. A team gets one point for each correctly spelled word. The team with the most points at the end of the game wins.

5. Class Bingo.

Have the students make a bingo card. They should draw two vertical and two horizontal lines to make nine squares. Show the students nine Picture Cards. They are to write the name of each on their bingo cards. Instruct them to write the words in a random order. Then play bingo. Place the Picture Cards in a large bag or box, and pick them at random and say the name. The students cross out words that you name.

The first student to cross out three words across, down, or diagonally calls out "bingo" and wins the game. For more advanced groups, have the students make cards with more squares and use more Picture Cards.

6. Alphabetical Order.

Display five to ten pictures. With the students, put the words in alphabetical order according to the first letter in the spelling of the word. You might want to have the students first say the names of the objects and as they do so, you can write the initial letters above the pictures.

Pair or Small Group Activities

Many of the general activities already described can be adapted to pair or small group work, such as Which Go Together? Here are some additional activities that can be used by pairs or small groups.

1. Picking and Naming.

Put the Picture Cards for at least ten words that the students know in a large box or bag. The students in a pair or group take turns picking out cards at random and naming the object on the card. To make this into a game, the students can keep the cards that they can identify. The student with the most cards after all the cards are picked wins the game.

2. Word Matching.

Write the names of the objects from a set of Picture Cards on separate pieces of paper. Give pairs or groups the cards and papers. Have the students match the words to the pictures.

Individual Activities

Many of the general activities described in the preceding sections can be adapted to individual work, such as Word Families and Alphabetical Order. Here are some additional general activities to be used by students working alone.

1. Draw the Setting.

Show the students a card. Indicate the word for them to focus on. Have them draw a new setting for the object. For example, the orangutan can be drawn in a jungle environment and the flowers in a garden. Have the students label their pictures. and to describe your drawing.

2. Personal Sentences.

Have the students write personal sentences related to a Picture Card. For example, for a camel, they could write "I like the zoo. There are two camels at our zoo. One is a baby." Explain the reasons.

EXERCISES.

1. - HOW DO YOU TELL it?

(40 minutes)

Objective: To explain the reading to the class to acquire basic skills in the communication.

Explanation

Prior to this activity, the teacher should have explained the regular and irregular verbs and grammatical structures; sentences and information questions at the present and past simple.

Exercises 1:

(5

minutes)

Teacher proposes to play with the students to find the verbs in the letter soup, the ten verbs must be written in the simple present and simple past. Students in group of four looking for the verbs and write them.

Exercise 2:

(10

minutes)

Teacher explains briefly about Amadeus Mozart, the teacher explains the exercise about reading.

Students complete the biography with the verbs in the past form.

Exercise 3:

(25

minutes)

- Teacher asks the students for information about the reading.
- Students tell to the class about the reading and they ask to the class about the reading.

2. – HOW DO YOU FEEL? (40 minutes)

Objective: Recognize the adjectives to indicate a needed.

Explanation

Exercises 1: (20 minutes)

Students choose pictures and associate them with phrases related with it.

Exercise 2: (20 minutes)

Students give reason to feel according to the picture. (20 minutes)

3. - WHAT DID YOU DO IN YOUR LAST VACATION? (40 minutes)

Objective: To order ideas and convey them logical.

Explanation

Exercises 1: Students form two groups and each student chooses a card, a group of cards contains five nouns and another group five adjectives. Students looking for a classmate to write five sentences related to holiday activities (10 minutes).

Exercise 2: Students speak about their vacation. (30 minutes)

4. - WHAT WILL YOU DO IF... (40 minutes)

Objective: To associate ideas and explain them by imagining an assumption.

Explanation

Exercises 1: Students associate images with sentences (15 minutes).

Exercise 2: The students speak about an assumption. (25 minutes)

5. - “EENY, MEENY, MINY, MOE” (40 minutes)

Objective: To develop oral skills to improve fluency.

Explanation

Exercises 1: The song is made up from a number of syllables, (the counting out rhyme). It starts with a group of nonsense syllables and ends with a phrase that will indicate the game’s goal. Each student sings a line. (20 minutes).

Exercise 2: The students repeat each tongue twister without reading. (20 minutes).

6. - TELL ME A TALE. (40 minutes)

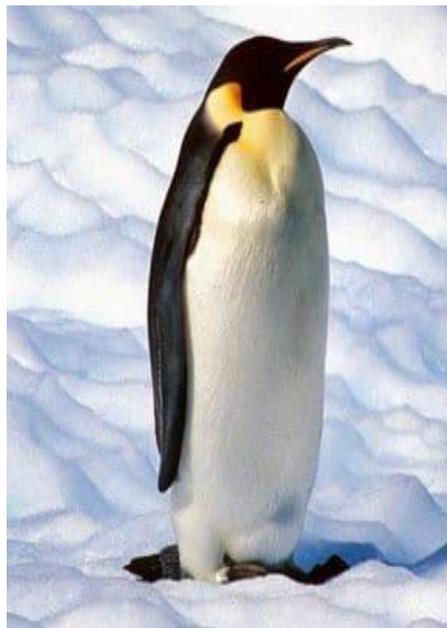
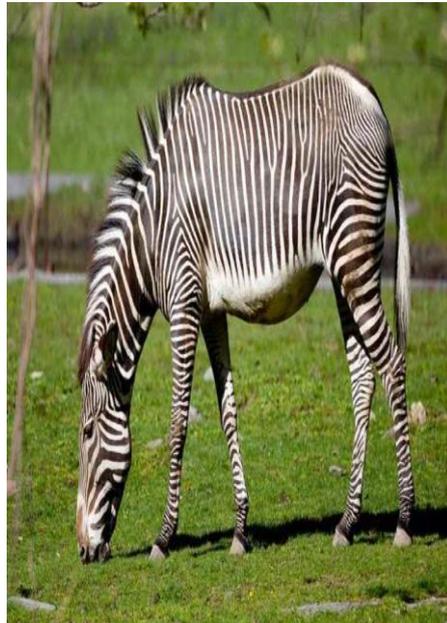
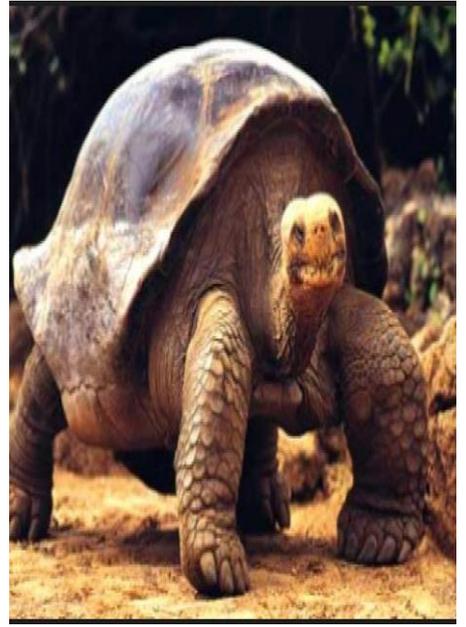
Objective: To Order the ideas correctly, and translating them orally to tell a tale.

Explanation

Exercises 1: Students explain the meaning of the words within the tale. (10 minutes).

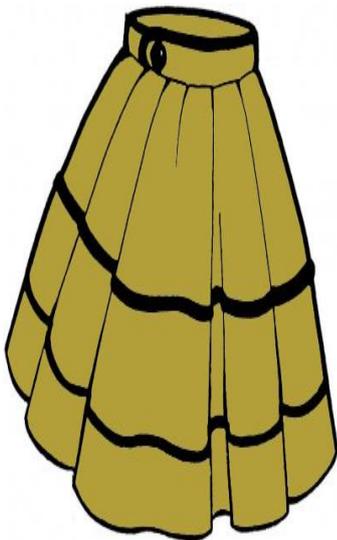
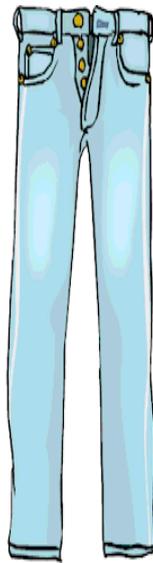
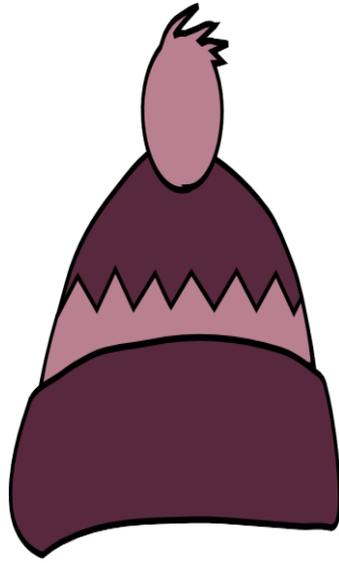
Exercise 2: Students read a tale. (15 minutes).

Exercises 3: Students pick a card and report about it. (15 minutes).









LOVE

LOVE

HATE

HATE

FIND

FIND

HIDE

HIDE

SPEAK

SPEAK

LISTEN

LISTEN

READ

READ

WRITE

WRITE

WALK

WALK

WORK

WORK

EAT

EAT

DRINK

DRINK

SALE

SALE

TAKE

TAKE

BRING

BRING

CRY

CRY

TURN ON

**TURN
ON**

TURN OFF

TURN OFF

SING

SING

JUMP

JUMP

BET

BET

BUY

BUY

LAUGH

LAUGH

ARRIVE

ARRIVE

2. - Complete the biography with the past forms of the verbs in parentheses.



Wolfgang Amadeus Mozart (1. *be*) **was** born on January 27, 1756, in Salzburg, Austria. Mozart (2. *be*) _____ a musical prodigy. He (3. *be*) _____ exceptionally talented in music. He (4. *begin*) _____ playing the piano when he (5. *be*) _____ only three years old. Soon after, he could play the piano like a professional. At the age of four, Mozart (6. *learn*) _____ to play the harpsichord and violin. At five, he (7. *write*) _____ his own music. Mozart (8. *give*) _____ his first public performance at the age of six for the Empress of Austria. Recognizing his child's talent, Mozart's father (9. *take*) _____ his son on concert tours throughout Europe.

Mozart (10. *play*) _____ for the rich and for royalty. As a teenager, he (11. *write*) _____ and completed his first opera. He (12. *continue*) _____ to write great music as an adult, but (13. *not/become*) _____ famous. Mozart (14. *get married*) _____ when he (15. *be*) _____ 26 years old. He (16. *not/make*) _____ much money from his compositions, so he (17. *teach*) _____ to support his family. Sadly, his wife (18. *become*) _____ sick from not eating properly. Soon, Mozart also (19. *got*) _____ sick. Before he (20. *die*) _____, Mozart (21. *give*) _____ one of his students instructions on how to complete his last work, the *Requiem Mass*.

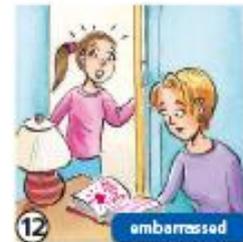
Mozart (22. *die*) _____ on December 5, 1791, in Vienna, Austria.



3. -

- Tell to the class about the reading.
- Ask to the class about the reading.

1.- Choose three adjectives and write them in the chart. Then list three things that make you feel each emotion.



Adjective	Things that make me feel each emotion.
Ex. <i>happy</i>	<i>summer vacation, a new CD, soccer games</i>

2. - Compare your charts.

For example:

A: What makes you happy?

B: Well, summer vacation is one thing.

A: Me, too!

3. - WHAT DID YOU DO IN YOUR LAST VACATION?

1.- Choose one card and associate with a partner, write 5 sentences about vacations.

Beach Jungle city forest	Beach Jungle city forest	summer winter autumn spring	sea rain sun moon
Hot Cold Normal Pretty	Expensive Cheap Incredible Boring		

2. - What did you do in your last vacation?



1. - Associate the pictures with the sentences.



If you want to take a photo, I'll give a cam. _____

If the weather's nice, we'll go to the camping. _____

If you want to go to the beach, I'll go with you. _____

If he wants to take guitar class, his father will pay them. _____

If he wants to watch TV, we'll be with him. _____

If the beggar is hungry, we'll give him meat. _____

If they have fun, I'll go with them. _____

If the girl wants to sleep, she will read a story. _____

2.- answer the question ?

What will you do if I teach you English?

What will you do if I give you an English book?

What will you do if I want to check your homework?

Where will you go if your friends call you?

What will you study if you have an English exam?

Note: the teacher will add questions if needed.



1. - "Eeny, Meeny" Singing Game

Eeny, meeny, miny, moe
Catch a tiger by the toe
If he hollers let him go,
Eeny, meeny, miny, moe
My mother told me
To pick the very best one
And you are [not] it.

2. - tongue twister

How much wood would a woodchuck chuck if a woodchuck could chuck wood?

Peter Piper picked a peck of pickled peppers. How many pickled peppers did Peter Piper pick?

To begin to toboggan first buy a toboggan, but don't buy too big a toboggan. Too big a toboggan is too big a toboggan to buy to begin to toboggan.

Which witch switched the Swiss wristwatches?

1.- Explain the following words.

Goodies

Strangers

Skipped off

Big Bad Wolf

Cottage

Cupboard

Grandma's clothes

Reached

Bedside

Growled



2. - read the tale.**Little red riding hood and the wolf**

One day, Little Red Riding Hood's mother said to her, "Take this basket of goodies to your grandma's cottage, but don't talk to strangers on the way!" Promising not to, Little Red Riding Hood skipped off. On her way she met the Big Bad Wolf who asked, "Where are you going, little girl?" "To my grandma's, Mr. Wolf!" she answered.

The Big Bad Wolf then ran to her grandmother's cottage much before Little Red Riding Hood, and knocked on the door. When Grandma opened the door, he locked her up in the cupboard. The wicked wolf then wore Grandma's clothes and lay on her bed, waiting for Little Red Riding Hood.

When Little Red Riding Hood reached the cottage, she entered and went to Grandma's bedside. "My! What big eyes you have, Grandma!" she said in surprise. "All the better to see you with, my dear!" replied the wolf. "My! What big ears you have, Grandma!" said Little Red Riding Hood. "All the better to hear you with, my dear!" said the wolf. "What big teeth you have, Grandma!" said Little Red Riding Hood. "All the better to eat you with!" growled the wolf pouncing on her. Little Red Riding Hood screamed and the woodcutters in the forest came running to the cottage. They beat the Big Bad Wolf and rescued Grandma from the cupboard. Grandma hugged Little Red Riding Hood with joy. The Big Bad Wolf ran away never to be seen again. Little Red Riding Hood had learnt her lesson and never spoke to strangers ever again.

3. - pick a card and report about it.







